

INSPECTION REPORT

**ST. PETER'S CHURCH OF ENGLAND
VOLUNTARY AIDED SCHOOL**

Market Bosworth

LEA area: Leicestershire

Unique reference number: 120209

Headteacher: Mrs B Wood

Reporting inspector: Mr P Edwards
21069

Dates of inspection: 4th – 7th December 2000

Inspection number: 224580

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

School category: Voluntary aided

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: Station Road
Market Bosworth
Nuneaton
Warwickshire

Postcode: CV13 0NP

Telephone number: 01455 290741

Fax number: 01455 290741

Appropriate authority: The Governing Body

Name of chair of governors: Mr J Igoe

Date of previous inspection: 27th January 1997

INFORMATION ABOUT THE INSPECTION TEAM

| Team members | | Subject responsibilities | Aspect responsibilities |
|--------------------------|----------------------|--|--|
| Mr P Edwards 21069 | Registered inspector | English | What sort of school is it? The school's results and achievements. How well are pupils taught? How well is the school led and managed? |
| Mr B Harrington 31729 | Lay inspector | | Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents? |
| Mr D Fisher 17520 | Team inspector | Science Art and design Equal opportunities | How good are the curricular and other opportunities offered to the pupils? |
| Mr R Coupe 17543 | Team inspector | Mathematics Physical education | How well does the school care for its pupils? |
| Mr P Isherwood 20301 | Team inspector | History Geography Design and technology Special educational needs | Pupils' attitudes, values and personal development. |
| Mrs M Forsman 8263 | Team Inspector | Information and communication technology Music Foundation Stage | |

The inspection contractor was:

Lynrose Marketing Limited

Bungalow Farmhouse
Six Mile Bottom
Newmarket
Suffolk
CB8 0TU

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Alexandra House
33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Peter's Church of England School is a voluntary aided primary school situated in the village of Market Bosworth, some 10 miles from the town of Nuneaton in Leicestershire. It is slightly larger than the average primary school and caters for children between the ages of four and eleven. There are 245 pupils on roll, 126 boys and 119 girls. Most are from white ethnic backgrounds and no pupils are at an early stage of learning English. Pupil mobility is relatively high with some 26 pupils joining the school other than at the usual time of admission. The socio-economic circumstances of the area are above average. The percentage of pupils eligible for free school meals is low. The proportion of pupils on the school's register of special educational needs is below average. One pupil has a statement of special educational needs. Children enter school in the year they become five, younger children on a part-time basis but all attend full-time in January. Overall, attainment on entry to the school is broadly average.

HOW GOOD THE SCHOOL IS

This is an effective school. The pupils achieve well above average standards in the core subjects of English, mathematics and science by the time they leave school at the age of eleven. The headteacher has been successful in raising standards. The school has been through an unsettled period during which time several staff have occupied temporary positions. This has now been resolved. Teaching is frequently good or better in the Reception class and in Years 3 and 6 with evidence of some good teaching in other years as well. Overall the standard of teaching is satisfactory. Whilst there are variations between year groups' progress, throughout the school it is generally good. Given this progress, the standards achieved and the average income to fund the pupils' education, the school provides good value for money.

What the school does well

- The pupils achieve very good standards in English, mathematics and science at the age of 11.
- Teaching in the Reception class, Year 3 and Year 6 is frequently good or better and has a positive impact on the pupils' achievements.
- The school makes good provision for pupils' moral and social development.
- The pupils have very positive attitudes towards school and enjoy their work. Their behaviour in and out of classrooms is good.
- There is a good range of out of school activities that enhance the curriculum.
- Financial planning and budgetary control are very efficient. The governing body makes a valuable contribution to the management of the school.
- The non-teaching staff play a valuable role in the smooth running of the school.

What could be improved

- Standards in science in Key Stage 1. The pupils need more opportunities to plan their own investigative activities.
- The progress pupils make in writing and mental mathematics in some classes.
- The quality of teaching in some lessons.
- The effectiveness of the co-ordinators.
- The quality of annual reports to parents.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in January 1997. Since that time National Curriculum test results have continued to improve with pupils achieving above average standards by the age of eleven. Weaknesses in subjects such as art and design, design and technology and information and communication technology have been addressed satisfactorily and the school is now providing a broad and balanced curriculum. The quality of teaching has improved with less unsatisfactory teaching observed and a higher proportion of good and better teaching seen. The resources and learning environment have improved, particularly for those children in the Reception class. The school development plan is a more focused document giving the school a clearer direction for improvement. Although the school has made good progress in addressing these issues, it has been slower to improve in some other aspects. Assessment procedures have improved although their use still needs to be standardised to ensure the teachers get the optimum benefit from the data. Over the last two years there has been a significant number of staff changes and this has meant the roles of co-ordinators have not been developed effectively and the school recognises this as an area for improvement.

STANDARDS

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

| Performance in: | compared with | | | | Key |
|-----------------|---------------|------|------|-----------------|---|
| | all schools | | | similar schools | |
| | 1998 | 1999 | 2000 | 2000 | |
| English | B | B | A* | A | very high A* well above average A above average B average C below average D well below average E |
| mathematics | A | A | A | A | |
| science | C | B | A* | A* | |

The results of the 2000 National Curriculum test results for eleven-year-olds indicate that the pupils attained standards in English and science that were in the top five per cent of schools nationally. The standards attained in mathematics were well above average. The proportion of pupils attaining the higher Level 5 in English and mathematics is very high and well above the national average in science. When compared to similar schools the standards attained in English and mathematics were well above average and very high in science. The results show an improvement over the previous year and the rate of improvement over the last five years has been greater than that seen nationally. The literacy and numeracy targets are challenging but the school is well on course to achieve them. Standards are below national expectations in information and communication technology at the end of Key Stage 2 although the pupils are now making good progress. Standards in art and design and technology are in line with national expectations and this is an improvement since the previous inspection. Standards in music, geography and physical education are in line with those expected for 11 year olds. Standards in history are higher than those seen nationally.

At Key Stage 1, inspection findings indicate that attainment in reading, writing and mathematics is above average. Attainment in science is similar to that expected of seven-year-olds although too few pupils attain at the higher level due to limited opportunities for

investigative work. The pupils make satisfactory progress and attain satisfactory standards in all other areas of the curriculum.

The children's attainment on entry to the school varies significantly from year to year but the current group is on course to exceed the Early Learning Goals in communication, language and literacy, mathematics, emotional, personal and social development, knowledge and understanding of the world and physical and creative development by the time they enter Year 1.

Those pupils with special educational needs usually make good progress due to the good support they receive both during lessons and when withdrawn for additional activities. The higher attaining pupils make good progress although there are a small number of occasions when they need to be presented with even more challenging work.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|--|---|
| Attitudes to the school | Very good. The pupils enjoy coming to school and are enthusiastic in their work. The very positive attitudes shown by the pupils, particularly the older ones, makes a significant contribution to the progress they make in their work and to their enjoyment of school. |
| Behaviour, in and out of classrooms | Good. Most pupils behave well in and out of the classroom. A small minority of younger pupils lack self-discipline. |
| Personal development and relationships | Good. Pupils are involved in the daily routines of the school and work well together. Relationships between pupils and with adults are very good. |
| Attendance | Good. The pupils arrive punctually. |

TEACHING AND LEARNING

| Teaching of pupils: | aged up to 5 years | aged 5-7 years | aged 7-11 years |
|----------------------------|---------------------------|-----------------------|------------------------|
| 54 lessons seen overall | good | satisfactory | satisfactory |

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

The quality of teaching is good in the Foundation stage and satisfactory overall in Key Stage 1 and 2. During the inspection, two per cent of the lessons were excellent, 17 per cent were very good and 41 per cent were good. Thirty five per cent of the lessons were satisfactory and unsatisfactory lessons amounted to five per cent. This is an improvement since the last inspection when 16 per cent of the lessons were found to be unsatisfactory and there was less good and very good teaching. The teaching in the Reception class is never less than good and has a significant impact on the progress made by the children. The teaching in Key Stage 2 is frequently good or better in Years 3 and 6 due to the good planning, clear match of work to the pupils' needs and excellent questioning, all of which ensure the pupils make good progress. Literacy and numeracy strategies have been implemented effectively and teaching is usually at least satisfactory. Where it is less effective, usually in Key Stage 1, the sessions tend to go on too long and the pupils lose interest and become restless, resulting in limited progress. Teaching generally meets the needs of all pupils, including those with special educational needs who are given good support. Very occasionally, the most able need work that is more challenging to ensure they make the best possible progress.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|---|--|
| The quality and range of the curriculum | Satisfactory. The school offers a broad and balanced curriculum that meets statutory requirements. This is an improvement since the previous inspection. The curriculum for children in the Foundation Stage is good and prepares them well for work in the National Curriculum. There is a good range of out of school activities and the curriculum is enhanced through peripatetic musicians with a large number of pupils taking advantage of the provision. |
| Provision for pupils with special educational needs | Satisfactory. The learning support assistants play a significant role in supporting those pupils with special educational needs. However, not all teachers take account of individual education plans when planning lessons. |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | Provision for the pupils' spiritual and cultural development is satisfactory and there is good provision for moral and social development. |
| How well the school cares for its pupils | There are effective procedures for supporting the welfare of pupils and promoting good behaviour. The procedures for assessing the pupils' academic performance are satisfactory in English, mathematics and science but are under-developed in the foundation subjects. |
| Partnership with parents | Overall, the parents have a positive view of the school. There has been an unsettled period due to unavoidable staff changes but these have now been resolved. A significant number of parents help in school and the good support given in helping with homework and reading activities has a beneficial impact on the pupils' progress. |

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|--|--|
| Leadership and management by the headteacher and other key staff | Satisfactory. The headteacher has a clear understanding of how to improve standards. Due to unavoidable staff absences and changes the co-ordinators have not been as effective as they need to be. New appointments to key posts should resolve this issue. |
| How well the governors fulfil their responsibilities | The governors of the school play a full and active role in the management of the school. They are knowledgeable and have a very clear understanding of the school's strengths and weaknesses. The governors fulfil their statutory responsibilities very effectively. |
| The school's evaluation of its performance | Good. The school is making good use of end of key stage National Curriculum test results and additional test information to assess its performance and set targets for improvement. The governors and headteacher are very active in ensuring they are provided with services that provide the best value. They make good use of the diocesan maintenance department to help in this respect. |
| The strategic use of resources | Good. The school has sufficient teachers and learning support assistants have been employed effectively. Finances have been used efficiently to improve the accommodation and the provision for the under fives, which was unsatisfactory at the time of the previous inspection. The computer suite has added significantly to the learning environment. Resources are generally satisfactory apart from design and technology where there is a lack of larger tools. |
| Staffing, accommodation and resources | The accommodation is good. The installation of the computer suite has significantly enhanced the learning environment. The level of staffing and learning resources is satisfactory. |

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most | What parents would like to see improved |
|--|--|
| <ul style="list-style-type: none"> • Their children like school. • The children's behaviour in school is good. • The standards achieved and the progress their children make. • The quality of teaching. | <ul style="list-style-type: none"> • The large class sizes. • The range of out of school activities. • Information about how their children are progressing. • The leadership of the school. • The amount of homework – some too much, others too little. |

The inspection team agrees with the positive comments made by the parents. The school has limited resources with which to address the size of classes although additional funding has been made available to employ an additional teacher in January. The school provides a good range of musical and sporting activities given the size of school and number of staff. The school accepts its annual reports to parents are unsatisfactory. The headteacher has provided the school with satisfactory leadership during a difficult period. The range and amount of homework is appropriate for the pupils.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Assessments undertaken when the children start school show that their levels of attainment vary significantly from year to year ranging from well below average to well above average. Overall, attainment on entry is broadly average, although the attainment of the current group of Reception children is above average. In their first year at school, the children make good progress in all areas of learning and are well on course to exceed the early learning goals in their personal, social and emotional development, communication, language and literacy, mathematical development, knowledge and understanding of the world, physical and creative and development.
2. The results of the 2000 National Curriculum tests for seven-year-olds show the pupils' performance in reading and mathematics is well above the national average and above average in writing. When compared with similar schools standards are well above average in mathematics and average in reading and writing. The proportion of pupils attaining the higher Level 3 is well above average in reading and writing and above average in mathematics. Over the last four years pupils have consistently achieved standards above those normally attained by seven-year-olds nationally.
3. The results of the 2000 National Curriculum tests for eleven-year-olds indicate that the pupils attained standards in English and science that were in the top five per cent of schools nationally and standards that were well above average in mathematics. When compared with similar schools, attainment in English and mathematics is well above average and very high in science. The proportion of pupils attaining the higher Level 5 in mathematics and science is well above average and a very high proportion attain this level in English. Over the last five years the school's attainment in all three core subjects has improved faster than has been seen nationally.
4. Inspection findings indicate that the pupils in Key Stage 1 make satisfactory progress in English and that standards are above average by the age of seven. Standards in speaking and listening and reading are above average and the pupils make good progress in these aspects. Standards in writing are generally above average and progress is usually satisfactory. Progress would be better if all teachers ensured that the pupils were given a wider range of writing activities that were sufficiently challenging. Too many mundane worksheets and ineffective use of time limit progress. Where teaching is of a high quality, the pupils make significantly better progress. The pupils make good progress in English in Key Stage 2, particularly in Years 3 and 6 where the quality of teaching is consistently good or better. By the age of eleven, the pupils read fluently with very good expression and obvious enjoyment. Their writing is good, with evidence that they regularly write poetry, letters, stories, accounts and reports. They take good care with their presentation and handwriting is neat and fluent. Speaking and listening skills are well developed and the pupils talk confidently.
5. In mathematics, inspection findings show that standards are above average by the time the pupils are seven and eleven. The numeracy strategy has been implemented effectively and, together with setting arrangements for pupils in Years 4 and 5 and booster classes for Year 6, has helped to ensure the pupils make good progress throughout the school. This is an improvement since the last inspection when the progress of the highest and lowest attaining pupils was unsatisfactory. A small number of lessons are too long and go past the point where they improve the pupils'

mathematical knowledge. This is usually due to the teacher's inexperience but lessons need monitoring effectively to ensure time is not wasted. The pupils make good progress throughout the school and mathematical skills are built on systematically so that by the end of both key stages the pupils have good numeracy skills. Making the sessions brisker and more challenging could make mental arithmetic skills in Key Stage 1 sharper.

6. The Year 2000 National Curriculum science assessments for seven-year-olds indicate that all pupils achieve the expected level but that the proportion attaining the higher Level 3 is below average. Inspection findings confirm these assessments. The pupils are given too few opportunities to carry out investigative activities for themselves and this is a major factor in fewer pupils attaining at the higher level. The Year 2000 National Curriculum science test results for eleven-year-olds show that all pupils achieved the average Level 4 with over three quarters of them achieving the higher Level 5. Good progress is made throughout Key Stage 2, although it is significantly better at the beginning and end of the key stage and, by the time they are eleven, the pupils are achieving standards above what is seen nationally.
7. In information and communication technology standards are broadly in line with national expectations at the end of Key Stage 1 and the pupils are making satisfactory progress. At the end of Key Stage 2, standards are below national expectations. However, the pupils are making good progress in some aspects of the subject. The establishing of a computer suite, improved teacher confidence and regular teaching of skills is beginning to have a positive impact on the pupils' achievements. The pupils have made good use of computers to Email pupils in France and some older pupils have responsibility for producing a school newspaper. The school recognises the need to develop the pupils' data handling skills and for them to make use of computers to monitor external devices. Overall, good progress has been made in this subject since the previous inspection.
8. Standards in art and design and design and technology are in line with national expectations at the end of both key stages and the pupils make satisfactory progress although they need more opportunities to work with clay at Key Stage 1. This is an improvement since the previous inspection when both areas were identified as being unsatisfactory. Standards in music, physical education and geography are also in line with national expectations at the end of both key stages and the pupils make satisfactory progress. The pupils have particular strengths in elements of physical education, notably games. The pupils attain average standards in history by the age of seven but above average standards at the age of eleven. This is due to the good teaching and challenging activities at Key Stage 2 which enables the pupils to make good progress.
9. The pupils with special educational needs learn well and are making good progress towards their personal targets. Work is well planned and the pupils are given good support both during lessons and when they are withdrawn for additional activities. The learning support assistants play a significant role in ensuring these pupils make the best possible progress.
10. The school exceeded the targets it had set in both literacy and numeracy for the Year 2000 and is well on course to achieve the challenging targets it has set for 2001.

Pupils' attitudes, values and personal development

11. Pupils enjoy coming to school and are generally enthusiastic about their work. In most lessons, they readily involve themselves in the allotted tasks and make efforts to please the class teacher by paying attention and producing good work. The oldest pupils demonstrate a very mature attitude to learning and are able to discuss their work in detail. Almost all parents agree that their children enjoy coming to school and that the school is helping their children to become mature and responsible.
12. Behaviour in lessons and around the school is good. Most pupils respond well to the expectations of teachers and other adults in school, but there are a few pupils who regularly display poor self-discipline in lessons, and others who become restless where the teaching is not suitably challenging. The school has a good quality behaviour policy that recommends the implementation of appropriate rewards and sanctions. These are effectively employed in most classes, and celebration assemblies further recognise the pupils' good work and behaviour. However, there is no whole-school approach to managing unsatisfactory behaviour and some teachers do not have adequate strategies for dealing with those pupils with poor self-discipline. There have been no recent reported incidents of bullying, and there have been no exclusions.
13. Opportunities for the pupils' personal development are good. Pupils contribute well to the day-to-day running of the school by undertaking monitoring roles, such as returning the registers to the office. Older pupils look after the library and manage the school office during lunchtimes by answering the telephone and taking messages. On wet days, older pupils volunteer to look after and play with the youngest pupils. All pupils are careful at play and it was observed during the inspection that ball games were stopped by the players to allow adults and children safe passage across the playground. Although older pupils are involved in the daily routines of the school, there are few opportunities for them to suggest ideas and to use their initiative outside the classroom. Relationships between pupils and between the pupils and staff are good.
14. Attendance is good. The current rate of attendance is 95.5% and has been held above the national average for the last four years. The rate of unauthorised absence is below the national average.

HOW WELL ARE PUPILS TAUGHT?

15. The quality of teaching is satisfactory overall in Key Stage 1 and Key Stage 2 but consistently good for the children in the Reception class. During the inspection, two per cent of the lessons were excellent, 17 per cent were very good and 41 per cent were good. Thirty five per cent of the lessons were satisfactory and unsatisfactory lessons amounted to five per cent. This is an improvement since the last inspection when 16 per cent of the lessons were found to be unsatisfactory and there was less good and very good teaching.
16. The quality of teaching in the Foundation Stage is consistently good and ensures the children have a good start to their education. Since the previous inspection the accommodation and resources have been improved and this allows the good teaching to have a greater impact on the children's progress. The two teachers who share the class have a very good understanding of the needs of young children and their clear planning enables the children to experience the full range of learning activities. Relationships between the teachers and children are very good and this helps to build the children's confidence. Speaking and listening skills develop rapidly due to the high expectations of the staff and the children are introduced to literacy and numeracy

lessons sensitively. The nursery assistant plays a significant part in helping the children make progress. She is well-briefed and takes a lead role when working with groups. No time is wasted and every moment is used to extend learning. The staff have high expectations of what the children can achieve. For example, when the children had counted the sides of a 'Magic Box', the teacher used the correct mathematical vocabulary informing them it was a hexagon. As a result of the consistently good teaching the children settle quickly to the daily routines and make good progress throughout their time in the Reception class.

17. The quality of teaching in Key Stage 1 is satisfactory overall although there are variations. In the best lessons the teaching is excellent. The enthusiasm of the teacher creates a buzz of excitement amongst the pupils that is infectious. For example, in an excellent art lesson in Year 2, the pupils expressed a real sense of 'awe and wonder' as the teacher described the printing activities they were to undertake. Questioning was brisk and purposeful and generated excitement amongst the pupils but the teacher's excellent management skills ensured the lesson never got out of hand. Where teaching is unsatisfactory, lessons go on for too long and the pupils' interest and enthusiasm wanes. As a result they do not make the progress of which they are capable. Occasionally, the pupils' behaviour deteriorates when they lose interest in what they are doing and this is not well-managed. The quality of marking is inconsistent and does not always identify ways in which pupils might improve their work.
18. Whilst the quality of teaching in Key Stage 2 is satisfactory overall, most teaching in Years 3 and 6 is good and good teaching is also seen in one of the Year 4/5 classes. The small amount of unsatisfactory teaching is attributable to a lack of challenge in the activity the children were asked to perform. The characteristics of the good teaching include good planning with work well-matched to the needs of the pupils. There are high expectations of what the pupils can achieve and, as a result, they rarely let their teachers down. The teachers have good subject knowledge and use their expertise to question the pupils effectively. They demand more than simple 'yes/no' responses and ensure that the pupils think carefully about their work. In a very good Year 4/5 literacy lesson the quality and speed of questioning about a piece of writing, 'What style is it? Tense?' elicited the impressive response from one pupil, 'The style is in the present tense and is imperative.' In these better lessons the teachers make very good use of resources and utilise the pupils' knowledge well. For example, in a very good Year 3 history lesson the pupils had carried out research in Greek Theatre as part of a homework activity and this information was utilised effectively by the teacher, raising the pupils' interest and enthusiasm for the topic.
19. The teaching of literacy and numeracy throughout both key stages is satisfactory. The school has fully implemented the National Strategies for both literacy and numeracy. The teachers have a good understanding of the strategies and work hard to ensure both literacy and numeracy encompass other subjects. The teachers mostly plan work that is well-matched to the pupils' ability. In Years 4/5 this is helped by the setting of pupils according to their prior attainment in both literacy and numeracy. In a small number of lessons the highest attaining pupils need more challenging work and the occasional use of mundane worksheets does not ensure the pupils make significant progress. The co-ordinators and senior management team need to ensure that less experienced teachers are given adequate guidance on planning literacy and numeracy lessons. In some classes too long is sometimes spent on both subjects with the result that the pupils become restless and the rate of progress diminishes accordingly.
20. There is early identification of pupils with special educational needs. There are satisfactory quality individual education plans in place. Many have specific targets that are easy to measure but a number are too general and it is difficult to measure pupils'

progress. When planning lessons, teachers do not always make explicit reference to pupils with special educational needs. In lessons, the pupils with special educational needs are well supported both by teachers and support assistants. The pupils receive good quality support from learning support staff when they are withdrawn from lessons. This was seen in a Year 1 mathematics lesson when two pupils received effective support in learning how to sort and count up to 10, enabling them to make good progress.

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

21. The school provides a broad and balanced curriculum that ensures the statutory requirements of the National Curriculum are met. This is an improvement from the previous inspection when the curriculum was judged to be neither broad nor balanced. Schemes of work for all subjects are now central to teachers' planning. The National Strategies for Literacy and Numeracy have been satisfactorily planned and implemented. These are helping to ensure most pupils achieve the standards expected of their age. The time allocated for each subject is in line with national recommendations. Class timetables are not effectively monitored. In some classes, lessons are too long and fail to sustain pupils' interest.
22. The school provides an appropriate curriculum for children in the Reception class, in the Foundation Stage. The well-planned programme covers all the recommended areas of learning that young children should experience. A broad range of daily activities is planned. These ensure that children's interest and curiosity are constantly engaged. A significant strength of the curriculum is the importance placed on the development of social skills. The curriculum effectively prepares children for starting on the National Curriculum whilst successfully retaining an emphasis on exploration and experience. The school has improved the range of large equipment to be used in the designated outdoor playing space. The children enjoy using a range of cars and cycles when learning about road safety.
23. The school ensures that all pupils with special educational needs receive their full entitlement to a broad and balanced curriculum and this has a positive effect on learning. The special needs Code of Practice is fully implemented. The pupils are well supported by dedicated classroom assistants who work closely with class teachers to ensure individual needs are met. Boys and girls have equal access to the curriculum and there are no issues related to equal opportunities.
24. In order to cater for all pupils' needs, the school provides additional literacy support in Years 3, 4 and 5. Extension classes in mathematics are arranged for higher achieving pupils, while 'Booster' groups are provided in English and mathematics in Year 6. All of these initiatives make a significant contribution to the progress made and attainment achieved by pupils in Key Stage 2.
25. The school makes satisfactory provision for the pupils' personal, social and health education. This includes teaching on sex education and the dangers of drug misuse. Good support is received from the School Nurse and Community Policeman on these strands of the curriculum. Pupils have a clear understanding of the benefits of a healthy lifestyle.
26. The school provides a good range of extra-curricular activities that enhance the curriculum. Over fifty pupils, supported by four teachers, participate in a wide range of sports including football, netball, rugby, cross-country and swimming. Pupils compete

against neighbouring schools with a high degree of success that is evident from the many trophies on display. Other activities include chess, recorder, computer and environmental clubs, which are well supported and thoroughly enjoyed by pupils.

27. Visits and visitors enrich the curriculum. The school welcomes parents, storytellers and people with interesting hobbies to share their experiences with pupils. Day visits are made to Snibston Discovery Park and a local Butterfly Farm as part of science projects. Pupils have performed in Leicester Cathedral singing Jonahman Jazz. The Year 6 pupils develop their understanding of history by visiting Bosworth battlefield. Providing opportunities to visit the theatre to see professional plays develops pupils' literacy skills as they are expected to write and talk about the experience. Strong links are established with St. Peter's church. Pupils participate in Easter, Harvest and Christmas services.
28. The school has very good links with the community that it serves. Pupils take part in the major Christian festivals and the service for school leavers at the local church. Older children have visited Bosworth Field, and the curator of the battlefield brought the armies' banners and other artefacts into school for the pupils to examine as part of their study of the Tudor period.
29. The reception teachers have links with the local playgroup, and the playgroup children are invited to attend a concert at the school. There is curricular support between reception class and the playgroups, and some playgroup helpers are parents of children in school. There are established routines for induction involving visits and parent interviews. The school has significant sporting links with other schools in the area and some pupils play in the high school orchestra and the county junior band. There are good arrangements in place for pupils who transfer to the local high school comprising visits by Year 7 staff and a sampler day at the high school for those pupils involved. The school has similar routines in place for those pupils who transfer to the Roman Catholic high school.
30. The school does not have a current partnership with an initial teacher training institution, but does welcome students considering becoming teachers and provides them with experiences of classwork. Student teachers studying physical education at Loughborough University visit the school to present half-day sessions for pupils. Additionally, opportunities are provided for students from the local college and for Year 10 pupils to undertake their work experience projects in school.
31. The provision for the pupils' moral and social development is good and the provision for the pupils' spiritual and cultural development is satisfactory.
32. The school has recognised the need to plan more carefully the opportunities to develop the pupils' spiritual awareness. At present there are opportunities for pupils to think and reflect in collective acts of worship. Spirituality is well developed in assemblies by the use of candles as a focal point. There are missed opportunities to develop spirituality, for example by encouraging pupils to think and reflect while listening to music at the start and end of assemblies. There are opportunities for pupils to develop a sense of awe and wonder in lessons but these are not usually planned systematically. When they are, for example in a Year 2 art lesson where the teacher used wrapping paper well to show the beauty of colour and patterns, the pupils respond with exclamations such as 'wow!'
33. The pupils' moral and social development is well promoted by the school. There is an expectation of good behaviour within the school and the majority of pupils respond well to this. There is a behaviour policy and a code of conduct that are understood by the

pupils. In class time the pupils are given opportunities to discuss class rules. They do not, however, consistently produce rules for their own classroom. In work on sex education and drugs awareness the pupils have opportunities to discuss moral issues. Assemblies are used to talk about issues such as bullying and pupils are encouraged to inform teachers if they have any problems. They are taught that their actions have an effect on others. The pupils are encouraged to take responsibility in school. In all classes the pupils carry out monitoring tasks such as setting out and clearing up. The older pupils help at lunchtimes, for example by answering the telephone and working with younger pupils when it is raining. The pupils set out the hall for assemblies. The opportunities for pupils to initiate activities are not well developed in the school. Teamwork in sport and music is used very well to help social development. The pupils learn the importance of working together. In a collective act of worship the school music group perform very well without adult leadership. A residential session for older pupils plays an important part in the pupils' social development.

34. The school offers pupils a variety of opportunities to develop their cultural awareness. In art-work and music they learn about their own and other cultures. In history they learn about the great cultures of the past, for example when they study the Ancient Greeks. They also learn about British life in the past when they study Britain since 1930. In geography they learn about the cultures of other countries including China and Kenya and visits to museums and art galleries reinforce cultural development. The school is not yet providing sufficient planned opportunities for pupils to develop their understanding of the richness and diversity of the multi-ethnic cultures and traditions that exist in Britain today.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

35. The school's procedures for monitoring attendance are good. Regular checks are made to ensure individual pupils' attendance conforms to the school's expectations. Well-established procedures are in place between the school and the education welfare officer. Parents are aware and comply with the need to inform the school of any absence by their children. The teachers carry out registration efficiently and registers are well kept.
36. In general, the school's procedures for assessing and recording progress are satisfactory. However, good procedures are established for the monitoring of pupils' academic performance in Reception. Assessment tests on entry to the school provide staff with useful information about the children's attainment and social skills. During the course of the year, continuous observations are recorded and teachers are able to monitor the progress the pupils make. The school identifies special needs at an early stage. Teachers consult the special educational needs co-ordinator when they have concerns about a pupil's progress. A plan of action is worked out with the class teacher. If the action taken is not successful a new plan is implemented. The school has contact with the educational psychologist and other outside agencies when necessary.
37. As pupils move through the school, their academic performance is closely monitored. The quality of marking is inconsistent and varies from being very good, where teachers write developmental comments in pupils' books, to that of a very basic standard. However, the school is aware of this and is currently drawing up suitable procedures to address and standardise practice. Teachers keep records of pupils' reading, of regular tests in spelling and mathematics in addition to other useful information.

38. National standardised tests at seven and eleven, complemented by similar tests for the other pupils in Key Stage 2, allow the school to compare and record pupils' progress in English, reading and mathematics. Through an analysis of this information, the school is able to identify areas of strengths and weaknesses. This information enables the school to provide additional resources to raise standards where there is a need. An example of this occurred in mathematics, when the school discovered that pupils were not always effectively applying the knowledge they had gained. The school is now working to improve this aspect of pupils' development. The school has identified in its school development plan, the need to set targets aimed at improving individual performance. They will need to be shared with pupils in school and parents should receive information through school progress reports.
39. The school has not yet developed assessment procedures in the foundation subjects. There are portfolios containing samples of the pupils' work. The school recognises the need to develop these to enhance the teachers' skills in matching work to attainment levels of the National Curriculum subjects.
40. The school makes very good provision for the health, safety and welfare of all its pupils. The headteacher has been nominated to deal with issues of child protection and is supported in this role by one of the governors. Both the headteacher and governor have received recent training in child protection procedures. The school has adopted the local policy and all staff have received guidance on its implementation.
41. A number of members of staff have received training in first aid and their names are listed near the first aid points. Some staff members also have certificates for first aid related to swimming. The caretaker has a full certificate in first aid which is augmented by one related to babies and young children. Pupils who have had an accident or are feeling unwell are cared for by the administration staff until they feel better or their parents have been contacted. Within lessons, teachers alert pupils to potential hazards and advise good practice in activities such as physical education. The specific medical needs of pupils are known to all teachers.
42. The health and safety committee of the governing body carries out regular risk assessments of the building and site, which includes an annual inspection of the trees within and alongside the school grounds. Individuals are charged with resolving any hazards identified and the findings are formally recorded. The school caretaker, who is also a member of the health and safety committee, maintains all records relating to health and safety monitoring including those relating to the termly evacuation practices.
43. The school provides satisfactory educational and personal support and guidance for its pupils. Setting by ability in core subjects ensures that pupils at all levels are appropriately challenged and achieving their full potential. Booster classes are in place for those pupils who would benefit from additional tuition in some subjects. Records of the pupils' progress are maintained as records of achievement, but these are inconsistent and no indication is given as to the pupils' level of achievement. There is no policy for ensuring the consistency of the content of progress reports provided for parents, which in some cases are too general and do not let parents know what the pupil can do in the subjects. There is no setting of academic and personal targets for the next year by teachers or pupils.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

44. Generally, parents believe that the school provides a satisfactory education for their children. Although most parents agree that teaching is good and that their children are making good progress, a number of them would like a closer relationship with the

school and, in particular, to be better informed about how their children are getting on. Some parents state that they would not be comfortable in approaching the school with questions or a problem. Through the findings of parental surveys, the school has become aware of these shortcomings and is taking steps to remedy the situation.

45. The school has effective links with parents and provides them with regular information about the life of the school. In addition to formal documentation, such as the school prospectus and the governors' annual report to parents, the school provides regular newsletters about staff appointments, community safety notices, visits and sporting activities. Curriculum topics for the term are displayed in classrooms and parents have been invited to curriculum evenings. Parents' consultation evenings and other invitations provide opportunities for parents to discuss their children's progress with their teachers. A pro-forma letter informs parents at an early stage if there are problems with a child's learning. Parents are involved in reviewing individual education plans and they are informed of any changes made.
46. Parents involve themselves well in the work of the school and support their children with reading and other work that they do at home. Some parents assist with extra-curricular activities such as the nature club, and provide transport and help with school trips and visits. A number of parents help in lessons and some parents share their specialist skills with teachers and pupils. An interior designer, a ceramicist, a dental technician, and the curator of the battlefield have guided pupils' work in art, design and technology, science, and history. Such involvement by parents and friends provides rich experiences for pupils and makes a significant contribution to the teaching and learning opportunities in those subjects. Some learning support assistants work in school, beyond their formal commitments, as unpaid volunteers
47. The 'Friends' Association' is very supportive and, through fundraising events, provides the school with additional resources that the school has identified. Recent contributions include the adventure play equipment, and computers and associated software. 'The Friends' organises a series of social events such as film nights at the school for parents and pupils, and are also generous with the time that they give the school, for example by providing refreshments at the end of year concert.

HOW WELL IS THE SCHOOL LED AND MANAGED?

48. Overall, the quality of leadership and management of the school is satisfactory. Significant improvements have been made in addressing the key issues that were identified at the time of the last inspection. The headteacher has been instrumental in raising standards in the core subjects of English, mathematics and science. School development planning has improved, teachers' expertise has been raised and subjects that were weak have now been improved to a satisfactory level. Over the last two years, however, there has been a significant number of staff changes and this has had an impact on the role of the senior management team and the subject co-ordinators. Co-ordinators have yet to become fully conversant with their roles and to have a significant impact on monitoring planning and its impact in the classroom. After a period of two years, a permanent deputy headteacher has been appointed as well as a curriculum co-ordinator, both posts to take effect from January. This should enable roles and responsibilities to be distributed equitably and to be more clearly defined, enabling co-ordinators to have a greater impact on their subjects.
49. The Governing Body is very effective and takes a keen interest in the life of the school. Many governors are regular visitors to the school and they have a very good

understanding of what it is doing well and how it can improve. The governors monitor the progress the school makes in addressing the priorities outlined in the school development plan. They are aware of the staffing difficulties that have been present at the school and have been working closely with the headteacher to resolve the situation. Additional funding has been obtained allowing one relatively large class to be reduced in size in January.

50. The school makes very good use of specific grants and uses them to enhance its educational and social objectives. The headteacher is adept at identifying sources and making successful proposals for special funding. Class size contingency and national standards funding have been allocated for the purposes intended. A significant grant from an educational foundation has enabled the school to purchase a double mobile classroom, thereby providing a computer suite and music room. Sufficient computers were purchased from funds obtained through the National Grid for Learning grant, the 'Friends Association' and other charitable foundations.
51. The school employs the principles of best value at all levels of financial control. The school bursar manages the school's budgets on a daily basis and provides monthly status reports to the governing body with her own commentary of concerns and recommendations. Such vigilance has helped the school to identify a water leak from a sudden increase in the utilities bill. The recent audit found the school's financial management to be very good with records being exceptionally well maintained.
52. The governing body has researched and pursued best value opportunities resulting in the school subscribing to the payroll and legal services of the local authority, and joining the diocesan maintenance budget. The school makes very good use of the free services offered by the diocese that include guidance on religious education and worship, lesson observations, management support, and independent interviewing. The governing body has a very good awareness of the school's financial management and possesses the appropriate skills for approving expenditure and monitoring the budget within the concept of best value.
53. The management of pupils with special educational needs is satisfactory. The co-ordinator fulfils her role effectively and ensures that the recommendations of the Code of Practice are implemented. Individual education plans are in place although not all teachers take full account of them when planning their lessons.
54. The school has a satisfactory number of suitably qualified and experienced staff to match the demands of the curriculum. Co-ordinators' roles are matched as far as possible to the teachers' qualifications and experience. There have been a number of staff changes in recent years that have resulted in the appointment of temporary staff. Permanent staff taking up their appointments in the New Year will help to remove the uncertainties that have prevailed. All staff receive regular in-service training and would benefit from a more planned approach to training. The professional and personal skills of the administration staff are put to very good use in their daily dealings with pupils and visitors.
55. The school has benefited from a systematic refurbishment of its buildings, grounds, and services and the accommodation is now in a good condition. The fitting of internal doors and carpeting has helped reduce noise levels between classrooms significantly and has created additional tuition areas. The removal of partitioning in the Reception class has made the classroom more suited for teaching younger children. The school caretaker keeps the school and grounds in a very good condition and makes all efforts to ensure the well-being of children and adults in school.

56. Resources in general are satisfactory. Resources for information and communication technology and for children in the Foundation stage as a result of the refurbished areas are good. There is a good range and quality of resources for physical education. Resources for design and technology are unsatisfactory in that there is a lack of suitable tools for older pupils. School development planning has identified the need for resources development. Taking account of the progress the pupils make, the quality of teaching provided and the level of expenditure per pupil, the school provides good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

57. The headteacher, staff and governors should now:

1) improve standards in science in Key Stage 1 by:

- providing the pupils with more opportunities to carry out investigative activities;
(Paragraphs 6, 97).

2) improve the pupils' progress in writing and mental mathematics by:

- ensuring the lessons are of the appropriate length;
- ensuring that pupils are given sufficiently challenging writing activities (Paragraph 81)
- ensuring that mental arithmetic sessions are brisk and purposeful
- improve the process by which co-ordinators monitor timetabling, and teaching and learning in their subjects;
(Paragraphs 5, 21, 84)

3) improve the quality of teaching where it is satisfactory and unsatisfactory by:

- reducing the use of mundane worksheets that do not challenge the pupils;
- improving the marking of work to enable pupils to understand how they can improve;
- ensuring subject co-ordinators are fully aware of their roles and responsibilities and know what is being taught throughout the school;
(Paragraphs 4, 14, 16 - 18, 37, 48, 54, 81, 83, 85, 91, 92, 108, 124, 129, 139)

4) improve the quality of the pupils' annual progress report to parents by:

- ensuring teachers report on what the pupils have achieved and can do rather than the work covered.
(Paragraphs 38, 43)

58. In addition to the key issues above, the following less important issues should be considered for inclusion in the action plan:

- Developing the quality of assessment procedures for the foundation subjects;
(Paragraphs 39, 109)
- Developing whole school procedures for dealing with unsatisfactory behaviour;
(Paragraphs 12, 17)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

| | |
|--|----|
| Number of lessons observed | 54 |
| Number of discussions with staff, governors, other adults and pupils | 37 |

Summary of teaching observed during the inspection

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|------|--------------|----------------|------|-----------|
| 2 | 17 | 41 | 35 | 5 | | |

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

Information about the school's pupils

| Pupils on the school's roll | YR – Y6 |
|--|---------|
| Number of pupils on the school's roll (FTE for part-time pupils) | 245 |
| Number of full-time pupils eligible for free school meals | 3 |

FTE means full-time equivalent.

| Special educational needs | YR – Y6 |
|---|---------|
| Number of pupils with statements of special educational needs | 1 |
| Number of pupils on the school's special educational needs register | 28 |

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

| Pupil mobility in the last school year | No of pupils |
|--|--------------|
| Pupils who joined the school other than at the usual time of first admission | 26 |
| Pupils who left the school other than at the usual time of leaving | 15 |

Attendance

| Authorised absence | % |
|---------------------------|------|
| School data | 95.5 |
| National comparative data | 94.4 |

| Unauthorised absence | % |
|---------------------------|-----|
| School data | 0.3 |
| National comparative data | 0.5 |

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

Attainment at the end of Key Stage 1

| Number of registered pupils in final year of Key Stage 1 for the latest reporting year | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
| | 2000 | 19 | 13 | 32 |

| National Curriculum Test/Task Results | | Reading | Writing | Mathematics |
|---|----------|----------|---------|-------------|
| Numbers of pupils at NC level 2 and above | Boys | 19 | 18 | 19 |
| | Girls | 13 | 13 | 13 |
| | Total | 32 | 31 | 32 |
| Percentage of pupils at NC level 2 or above | School | 100 (98) | 97 (95) | 100 (95) |
| | National | 84 (82) | 85 (83) | 90 (87) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|----------|
| Numbers of pupils at NC level 2 and above | Boys | 18 | 18 | 19 |
| | Girls | 13 | 13 | 13 |
| | Total | 31 | 31 | 32 |
| Percentage of pupils at NC level 2 or above | School | 97 (95) | 97 (88) | 100 (98) |
| | National | 84 (82) | 88 (86) | 88 (87) |

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

Attainment at the end of Key Stage 2

| Number of registered pupils in final year of Key Stage 2 for the latest reporting year | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
| | 2000 | 24 | 19 | 43 |

| National Curriculum Test/Task Results | | English | Mathematics | Science |
|---|----------|---------|-------------|----------|
| Numbers of pupils at NC level 4 and above | Boys | 22 | 22 | 24 |
| | Girls | 19 | 17 | 19 |
| | Total | 41 | 39 | 43 |
| Percentage of pupils at NC level 4 or above | School | 95 (85) | 93 (82) | 100 (88) |
| | National | 75 (70) | 72 (69) | 85 (78) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|----------|
| Numbers of pupils at NC level 4 and above | Boys | 22 | 22 | 24 |
| | Girls | 18 | 17 | 19 |
| | Total | 40 | 39 | 43 |
| Percentage of pupils at NC level 4 or above | School | 93 (85) | 91 (88) | 100 (88) |
| | National | 70 (68) | 72 (69) | 80 (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 | 0 |
| Black – other | 0 |
| Indian | 0 |
| Pakistani | 0 |
| Bangladeshi | 0 |
| Chinese | 0 |
| White | 245 |
| Any other minority ethnic group | 3 |

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR– Y6

| | |
|--|------|
| Total number of qualified teachers (FTE) | 10 |
| Number of pupils per qualified teacher | 23.7 |
| Average class size | 29.6 |

Education support staff: YR – Y6

| | |
|---|-----|
| Total number of education support staff | 6 |
| Total aggregate hours worked per week | 105 |

FTE means full-time equivalent.

Financial information

| | |
|--|-----------|
| Financial year | 1999/2000 |
| | £ |
| Total income | 411,800 |
| Total expenditure | 424,605 |
| Expenditure per pupil | 1,679 |
| Balance brought forward from previous year | 23,506 |
| Balance carried forward to next year | 10,701 |

Results of the survey of parents and carers

Questionnaire return rate

| | |
|-----------------------------------|-----|
| Number of questionnaires sent out | 253 |
| Number of questionnaires returned | 123 |

Percentage of responses in each category

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 55 | 40 | 4 | 1 | |
| My child is making good progress in school. | 40 | 48 | 9 | 1 | 2 |
| Behaviour in the school is good. | 35 | 60 | 3 | | 2 |
| My child gets the right amount of work to do at home. | 32 | 43 | 18 | 5 | 2 |
| The teaching is good. | 39 | 53 | 6 | | 2 |
| I am kept well informed about how my child is getting on. | 28 | 52 | 11 | 6 | 3 |
| I would feel comfortable about approaching the school with questions or a problem. | 50 | 34 | 11 | 5 | |
| The school expects my child to work hard and achieve his or her best. | 34 | 53 | 10 | | 3 |
| The school works closely with parents. | 21 | 48 | 22 | 6 | 3 |
| The school is well led and managed. | 25 | 49 | 13 | 6 | 7 |
| The school is helping my child become mature and responsible. | 35 | 56 | 6 | 2 | 1 |
| The school provides an interesting range of activities outside lessons. | 31 | 39 | 17 | 2 | 11 |

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

59. The school has not only maintained the good standards observed at the last inspection but has also made considerable improvements to the accommodation and support for children in the Foundation stage. The Reception class is well managed and the quality of teaching is at least good and at times very good. These combined factors have a very positive impact on the children's learning. Children make good progress in their first year at school and are well prepared for entry into the National curriculum.
60. At the time of the inspection the school was in the first year of a new admission process. Children enter the reception class in the September of the year when they are five. The older children attend full-time but the younger children attend part-time for the first term. All children attend full-time from January. The process is giving all children the benefits of a flexible introduction to school.
61. On entry to the Reception class children's attainment varies from year to year. The children's pre-school experience also varies but a significant number have attended the village playgroup. Attainment for the current cohort is above average.
62. On entry to the reception class children display good attitudes to school although their ability to form relationships is average overall. The good teaching in the reception class builds on children's attitudes and establishes positive habits of learning. By the time they start Year 1, most pupils are on course to achieve the Early Learning Goals in personal, social and emotional development, knowledge and understanding of the world and creative development. They are likely to exceed the Early Learning Goals in communication, language and literacy, mathematical development and physical development.
63. The management of the foundation stage by all the staff shows considerable expertise and professionalism. The job-share arrangement by the reception teachers is smooth and seamless. The liaison between teaching staff, ancillary staff and parent helpers is very effective and there are positive links with the playgroup. Teachers take considerable care to ensure that communication with parents is open and informative. The way in which children are introduced to school is sensitively considered and encourages a partnership with parents. All staff display a good understanding of how young children learn.

Personal, social and emotional development

64. Children start school with average skills in social and personal development overall although the current group of children show maturity in their attitude to learning and their interaction with other children and adults. They respond to instructions, are articulate and keen to contribute, if occasionally over-eager.
65. Both full and part-time children listen carefully to stories and focus on tasks. They show a willingness to take simple responsibilities and are anxious to complete tasks correctly. They take turns with equipment and already know the rules, for example only four in the home corner. This confidence is the result of a good teaching approach, which builds on children's attitudes through an interesting and well-designed curriculum and thoughtful routines. There is a good balance between whole class and small group

teaching that allows children to learn social skills and to develop confidence. Teachers consider what the school day feels like from the child's point of view and provide changes in pace and activity. The outdoor playtime offers exercise, and also imaginative and social activity. Children play with bikes and scooters and also with stop/go signs managing the traffic. All adults involved with the reception class present good models, showing how they value the contribution of each child.

Communication, language and literacy

66. Children usually start school with average or above average skills in speaking and listening and average skills in reading and writing. The current group of children is above average in all areas.
67. Careful and well-informed teaching ensures that children develop good language and literacy skills. Regular discussions on topics such as the calendar and the weather encourage children to be accurate in their use of language. Well-chosen stories foster good vocabulary. After listening to a story about the Magic paintbrush, children enthused about the range of things they would like to draw such as a knight, or a gorilla. Teaching is imaginative, such as when the teacher uses a toy monkey that giggled when children gave the right phonic answers. Children like to dictate their ideas to adults and use proper speech patterns. Good handwriting is developed early and a significant number of children form their letters well. They are willing to try to write for themselves but prefer to have a model to copy from. The development of writing skills is the result of a carefully planned approach accompanied by assessment of individual progress. Considerable emphasis is placed on early reading skills and children respond with interest and confidence. A number are already reading simple texts with confidence.

Mathematical development

68. Children usually start school with average skills in mathematics although the attainment of the current group is above average.
69. The teachers use very effective strategies, which develop the children's understanding of number. The children count reliably up to 10 and are familiar with numbers up to 20. They are developing accuracy in forming the numbers and enjoy solving little problems such as the number of days to Christmas on the Advent calendar. Teachers encourage pupils to use their mathematical knowledge in a variety of situations. They are particularly skilled in adding little touches of mystery, which intrigue children. The introduction of the magic box for the number 6 aroused great interest and gave children the opportunity to solve mental sums such as, "How many bears do you think are left in the box?" They know the names of simple shapes and select the ones needed to build a paper Santa Claus.

Knowledge and understanding of the world

70. Children's knowledge and understanding of the world is extended effectively during their time in the reception class through a rich curriculum. They are given ample opportunities to observe, investigate, and identify living things and objects. For example children investigating reflections with mirrors shared their discoveries with each other and were keen to demonstrate them to adults. Teachers expect children to sketch their plans before they begin building models and encourage them to compare the result with the plan. There are regular opportunities to use computers and children are able to use the mouse and select tools and simple menus. There are frequent visitors from the

community who talk to pupils about their jobs and interests and teachers organise good range of visits. Children are able to develop a good understanding of their locality. The curriculum provides opportunities to celebrate occasions such as harvest, and also those of other faiths and cultures such as Diwali.

Physical development

71. Children make good progress in their physical development. The improvement in the outdoor facilities has assisted the development of children's physical skills. The playground activities are well supervised. The school is building up a good range of outdoor play equipment, which enables children to improve their physical and social skills. The school grounds include a climbing area and spacious playing fields, which are well used by the reception teachers in the summer. Children develop balance and co-ordination in their outdoor play and a good sense of space particularly when driving pedal cars.
72. In physical education lessons the children show they can control forward and backward jumps, change direction quickly and know what space they need in the hall. Teachers set good role models themselves and encourage children to demonstrate to others. This allows the children to learn how to compare and improve their movements.
73. Children also improve fine motor skills through the range of activities involving different tools. Most are using scissors and pencils correctly but teachers' ongoing observations quickly pick up any problems.

Creative development

74. The range of experiences offered to children promotes good progress in creative development. The enlarged reception classroom is spacious and well equipped so that a range of creative activities can be run at the same time. Teaching is based on a good combination of exciting activities and developing skills. Children are encouraged to explore a range of media and texture. For Christmas they combine collage and stitching to make pictures for calendars, explore a variety of paper technology techniques in making rocking angels and make repeating print patterns based on wrapping paper. The high quality display provides attractive and interesting stimuli.
75. Lessons in the music studio, with a skilled accompanist, help children to sing in tune recognise sound patterns and changes. Children use their imagination in role-play matching the changing character of the home corner. They take on character roles and sustain their imaginative play. Adults help children extend their creativity by providing good opportunities and by showing appreciation of their ideas.

ENGLISH

76. Inspection evidence indicates that the pupils' attainment in reading and writing is above average by the end of both Key Stage 1 and 2. Attainment in speaking and listening is also above average. Results of the 2000 National Curriculum test results for seven-year-olds show that reading standards are very high and writing standards are well above average. The test results for eleven-year-olds show that standards in English are very high in comparison with the national average and well above the average for similar schools. Over the past four years, test results have improved at a greater rate than that seen nationally. The school has maintained the above average standards that were seen during the previous inspection and the progress of some lower attaining

pupils, which was unsatisfactory at that time, has been addressed very effectively. The literacy targets for the Year 2000 were challenging but were exceeded by the school. Girls tend to perform better than the boys in the writing tests. The school's arrangements for setting pupils in Years 4 and 5 according to their prior achievement is having a positive impact on raising standards. Teachers are more easily able to match work to the pupils' needs and provide them with challenging work.

77. Most pupils listen to and answer questions confidently and, by the time they are seven, they respond to the teachers' questions with well thought out answers using good vocabulary. The pupils' listening skills too are generally good although a small number of pupils do find it difficult not to interrupt when the teachers are talking and disrupt the flow of the lessons. Pupils are provided with regular opportunities to practise their speaking skills and this helps them to develop their vocabulary and to talk at length.
78. In Key Stage 2, there is a distinct focus on developing speaking skills and this encourages the pupils to speak confidently. For example, in Year 6 the pupils have a regular 'slot' when they are encouraged to talk about something that is of particular interest to them. Skilled questioning by the teacher develops the pupils' ability to sequence what they are talking about and to bring out the most interesting items. All pupils, including those with special educational needs, are sensitively encouraged to contribute to discussions in lessons other than literacy. By the age of 11, most of the pupils speak clearly and with a good understanding of their audience.
79. Standards in reading are above average at the end of both key stages and good progress is made throughout the school. The development of reading skills is given a high priority and, by the time they are seven, most of the pupils are reading fluently and recognise a good number of words. The use of the 'big book' during literacy sessions is effective and helps to develop the pupils' confidence in reading. For example in a good Year 1 lesson the pupils listened carefully to the story of 'The Cat in a Hat' and responded by identifying the rhyming words and by predicting what the rhyming words might be. The pupils read a good range of material including poetry and they have very positive attitudes towards reading. Records of their reading are kept for each pupil and these include comments by teachers and parents. This has a positive effect on the pupils' progress by ensuring reading activities focus on what might be improved.
80. The pupils maintain their enthusiasm for reading and good progress is made throughout Key Stage 2. Particularly good progress is made towards the end of this key stage where teachers' expectations of the pupils are high. By the age of eleven, most pupils have reached a high standard in their reading. They read fluently and expressively and are confident when asked to read out aloud to visitors. Higher attaining pupils have excellent intonation and even the lower attaining pupils read quite confidently and self-correct their mistakes. Boys and girls equally maintain their enthusiasm for reading as was shown when one boy enthused about the Harry Potter book he had chosen. The pupils are required to read a variety of texts as part of their work in other subjects. For example, in Year 6, the pupils' reading skills were effectively enhanced as they read the through text depicting what life was like in a Tudor town. There is a satisfactory range of books in the school library and the pupils are encouraged to change their reading books regularly. Older pupils take responsibility for recording the books taken out and brought back by the children utilising a computerised system.
81. By the end of Key Stage 1, writing standards are above average. The pupils in Year 1 form most letters correctly and spell some common words accurately. However, work is often not challenging enough and the range of writing activities is too restrictive,

resulting in some underachievement. The pupils regularly compose a diary entry but there is little evidence that it develops their writing skills from week to week. In Year 2 the pupils write for a wider range of purposes. There are more opportunities for creative writing and the pupils are encouraged to write at length. For example, they write instructions on how to make a giant jam sandwich, how to make a horse and cart and they retell the story of Rama and Sita and Moses in the bulrushes. The pupils do need more opportunities however, to decide on the structure of their reports when carrying out scientific enquiry. Handwriting develops satisfactorily and by the time they are seven, most pupils are forming letters accurately, although there is a lack of fluency. Punctuation is good, as is spelling, with most pupils spelling common words accurately.

82. Writing skills develop well throughout Key Stage 2 and the pupils produce a wide range of writing. There are good examples of the pupils writing Haiku poetry when describing autumn and Bonfire Night. Links with other subjects are effective, as when they write historical accounts of the Battle of Bosworth in Year 6 and describe modern and ancient methods of making bread. The pupils have an impressive vocabulary which they use to good effect when writing. For example, in a letter describing what Tudor London was like a pupil referred not to the 'place' but to the 'environment'. They take great care in their presentation and punctuation and spelling is good. Good use is made of classical literature to develop the range of pupils' writing skills. They describe the character of Lady Macbeth, make deductions after reading extracts from 'The Hobbit' and do comprehension exercises based on 'The Charge of the Light Brigade'.
83. The quality of teaching in English is good. During the inspection the teaching varied from unsatisfactory to very good. In the lessons seen, over half of the teaching is good or better. Most of the lessons are planned effectively with work well-matched to the pupils' prior achievements. Pupils with special educational needs are given appropriate work and the learning support assistants give very effective support, enabling the pupils to make good progress towards the goals outlined in their individual education plans. Occasionally, there is a lack of challenge for the highest attaining pupils. There is a good rapport between teachers and pupils that is based on respect and good humour. The teachers' questioning is effective and they take every opportunity to develop the pupils' knowledge. For example, during a very good Year 4/5 lesson, the teacher made a comment 'tongue in cheek' but then took the opportunity to explain its meaning and develop the pupils' understanding of puns and humorous writing. The teaching of English in Year 6 is consistently of a good standard and the pupils respond by regularly producing work that is good. Opportunities are taken to develop literacy skills in most other subjects and this has a significant impact on their progress.
84. Occasionally, some teachers fail to vary their timetable sufficiently and younger pupils in particular, lose interest and do not make the progress of which they are capable. For example, some literacy sessions go on too long, and when followed by news and written history, they do little to motivate and inspire the pupils. The teachers make good use of the school's new established computer suite to develop the pupils' word processing skills although more use could be made of computers for drafting and editing their work. In the less satisfactory lessons, there is occasionally an over-reliance on mundane worksheets. These worksheets are often undated and in no particular order. This makes it difficult for the pupils to see the progress they have made. The marking of pupils' work is generally satisfactory although there is little evidence of them being given targets for improvement.
85. The subject is managed by an enthusiastic and knowledgeable co-ordinator. As a part-time teacher however, she has not had sufficient non-contact time to monitor

standards of teaching and learning and the school needs to ensure this is done to ensure all pupils are provided with a balanced curriculum.

MATHEMATICS

86. Inspection findings are that at the end Key Stage 1 and 2, attainment is above average. There is a significant number of 11 year olds whose attainment is well above average. The inspection findings are very closely aligned to the Year 2000 National Curriculum test results, which show that pupils' attainment at the end of Key Stage 1 is above average at the expected Level 2 and at the higher Level 3. At the end of Key Stage 2 an above average number of pupils attain at the expected Level 4 and a very high number of pupils attain at the higher Level 5. Standards have steadily improved over the past four years and overall the pupils' performances are well above those of pupils in similar schools. Pupils, including those with special educational needs throughout the school make good progress.
87. The school's successful introduction of the National Numeracy Strategy is having an impact on raising standards. Appropriate training has been provided which has helped improve the confidence of the majority of teachers and pupils receive an exciting and generally well-balanced curriculum. However, just occasionally, the regularity and length of time allocated to lessons is not well planned and lessons become too long and pupils lose concentration. The school's arrangements for setting the pupils into ability groups in Years 4 and 5, as well as special booster classes for pupils in Year 6, is undoubtedly beneficial in ensuring they make the progress of which they are capable. Additional booster classes for pupils in Year 5 are shortly to begin. Pupils' numeracy skills are effectively developed in other areas of the curriculum, for example through the use of information and communication technology and in a Year 6 science lesson where the pupils recorded and explained their findings through the use of graphs.
88. By the age of seven, the pupils have a secure grasp of number. They can identify the value of digits within a number and are comfortable adding or subtracting to 100. More able pupils are able to work with numbers to 1000. They apply these skills to solving money problems and are able to calculate change from 50p and £1 shopping sprees. They recognise and name a range of two and three-dimensional shapes such as squares, pentagons, hexagons, cubes and cuboids. The pupils' mental arithmetic skills are sound, but their response is not yet fast enough often due to a too gentle pace of questioning. They are able to use Venn diagrams effectively to arrange numbers and extract useful data from the process. Pupils' mathematical language is well developed and reinforced by useful displays of technical words applied when solving mathematical problems. On the whole, pupils satisfactorily use the knowledge they have acquired, but there are not enough opportunities for problem solving and real life mathematical activities, particularly for higher attaining pupils.
89. At the end of Key Stage 2, pupils have a very good grasp of number and recall of number facts. In mental arithmetic they arrive at answers quickly and understand that several tactics can be used to achieve success. They are adept at handling numbers, sometimes up to a million. They clearly understand the relationship and difference between perimeter and area and apply their learning in solving problems involving simple and compound shapes. Pupils' knowledge of shape and space is good so that they can draw nets and construct and discuss the properties of many 3-dimensional shapes. They are aware of the links with fractions, decimals and percentages and can move easily from one to another. Pupils have produced a range of graphs which demonstrate their competency in handling, interpreting and using data.

90. The quality of teaching in Key Stage 1 is satisfactory and good in Key Stage 2. The good teaching is supported by a brisk approach, a high level of interest and challenging tasks that are well matched to pupils' attainment. For example, a lower attaining group of Year 4/5 pupils had completed homework to use in their lesson to develop factors and the relationship between decimals and fractions. They were thrilled with their success, both at home and in class and were stimulated sufficiently well to make good progress throughout the lesson. In a Year 6 lesson, very good teaching ensured that high attaining pupils were making very good progress as they used string to measure the circumference of cylinders. They were then introduced to 'pi' and learned about its significance in calculating circumference and area. In the lessons like these, the pupils' attitudes to learning are marked by enthusiasm, co-operation and very good relationships. However, in some lessons learning is hindered by the teachers' moderate pace to the lessons. For example, despite a number of well-planned activities in Year 1, the slow pace and lack of vibrancy did not sufficiently stimulate the pupils and they were passive participants and did not make as much progress as they may otherwise have done.
91. In all lessons, teachers make good use of support staff. They are well briefed and make a valuable contribution to pupils' learning. Resources are sufficient, well stored and used well. However, there is a need for the school to ensure that the new amendments to its marking policy are quickly implemented, so that the standard of marking will become consistent throughout the school. Furthermore, the assessment information gained from pupils' answers, classwork and regular testing should also be more closely linked to the best practice currently observed. It should be shared between teachers, thus providing them with better information about pupils as they move through the school. The school effectively uses the information received from annual standardised tests to identify and improve areas of underachievement in the curriculum. However, although identified in the school development plan, the school has yet to establish procedures for setting targets to further improve the pupils' individual development.
92. The co-ordinator's role is in need of developing to ensure that monitoring of teachers' planning and the curriculum is more rigorous and to give her a greater overview of her subject throughout the school.
93. Since the last inspection, the school has made good progress in addressing areas of weakness. It has made good progress in improving teaching, resources, and by introducing assessment procedures, but there is still some work to do to further develop the role of the co-ordinator.

SCIENCE

94. The inspection findings indicate that by the age of seven, pupils achieve the standards expected of their age. Few pupils achieve above average standards. By the age of eleven, pupils' attainment is above average. The pupils make satisfactory progress in Key Stage 1 and good progress in Key Stage 2.
95. Teachers' assessment in 2000 showed that all seven year-olds achieved the standards expected of their age, which is very high in comparison to the national average. The number who achieved above average standards was below the national average. The National Curriculum assessment of eleven year-olds showed attainment to be very high when compared to the national average and compared with results of similar schools. Standards have improved significantly since the previous inspection.

96. By the age of seven, pupils have a secure understanding of life processes. They describe how animals and plants need a supply of food, water, air and light in order to survive. Most pupils confidently name the leaf, flower, stem and root of flowering plants. In this strand of the curriculum their attainment is above average. They are able to describe materials and their properties and explain how different materials are used for specific purposes, for example, glass, plastic and wood in different parts of a house. They recognise that some materials reflect light and know how they are used to ensure road safety. Pupils understand the uses of electricity in the home and know how to construct a simple circuit using a battery, wires and a bulb. They realise that if a circuit is broken the light will fail.
97. The weaker strand of the curriculum in Key Stage 1 is related to scientific enquiry. Pupils are not given sufficient opportunities to participate in experiments and record observations. Too often, the teacher demonstrates an experiment and pupils complete a worksheet. This restricts the development of pupils' scientific skills of enquiry, observation and measurement. Pupils do not think about what might happen or try things out when deciding what to do. This is the main reason why few pupils achieve above average standards at the age of seven.
98. Pupils make good progress through Key Stage 2 to achieve above average standards by the age of eleven. They have a secure understanding of each strand of the National Curriculum. They are encouraged to develop scientific enquiry. When dissolving mixtures they ensure they plan the experiment and understand the importance of fair testing. They realise that if more than one variable is changed it will not be a fair test. They observe and measure carefully and record their results in tables and graphs. They examine results and evaluate the accuracy of measurements.
99. Pupils in Key Stage 2 develop a secure understanding of life processes. Pupils learn about the functions and care of teeth and the teacher stimulates pupils' interest by encouraging them to inspect their own teeth and draw their findings. She makes effective use of a set of model teeth to discuss the different types. Pupils are able to name molar, incisors and canine teeth. They confidently use reference books and a computer program to research information.
100. Pupils recognise the importance of an adequate and varied diet for health and by the end of Key Stage 2 they are able to describe the circulatory system and how the heart acts as a pump. They recognise the effect of exercise on pulse rate. They understand the effects on the human body of tobacco, alcohol and drugs. When studying materials and their properties, they explain how salt and water can be separated by evaporation.
101. Teaching in Key Stage 1 is satisfactory and good in Key Stage 2. Teachers show secure subject knowledge and give clear explanations. There are insufficient opportunities for pupils to conduct their own experiments. In Year 4/5, teaching is satisfactory. Teachers plan lessons well and give clear explanation. When explaining how the sun is a source of light, a teacher effectively demonstrated night and day using a projector and a globe and as a result the pupils were able to explain why there are fewer hours of daylight in the winter months.
102. Where teaching is very good, teachers ensure a wide range of activities challenge pupils. They encourage pupils to work co-operatively and ensure they understand that a scientist will systematically record observations and measurements. They challenge pupils to make predictions and evaluate their recordings. For example, in a very good lesson on dissolving in Year 6, the teacher had very high expectations of how pupils would record their results. The pupils were challenged to explain why results might

vary. As a result, they made very good progress in the lesson, explaining and recording their findings with clarity. Very good relationships are established in this class and this ensures pupils are highly motivated and eager to complete tasks. Teachers in both key stages do not make sufficient use of information technology to enhance pupils' learning.

ART AND DESIGN

103. Pupils achieve the standards expected of their age at the end of both key stages. This is an improvement from the previous inspection when standards were judged to be below average. The quality of teaching has improved and teachers now have a scheme of work to support their planning. This ensures each strand of the National Curriculum is taught. However, there are still weaknesses in the development of skills in clay-work in Key Stage 1.
104. By the age of seven, pupils are able to mix their own paint from primary colours and know the effect of adding white and black. They recognise the work of Van Gogh and have produced large paintings of sunflowers. Printing skills are effectively developed in Year 2. Pupils confidently use a variety of objects including vegetables, cotton reels and building blocks to produce repeating patterns. They are aware of and use seasonal colours when printing their own Christmas wrapping paper. They further develop printing skills when using fabric paints and printing designs on Joseph's coat of many colours. There is no evidence of clay-work being developed in Key Stage 1.
105. By the age of eleven, pupils develop skills in observational drawing. They are encouraged to use a variety of pencils when drawing from still life. Their drawings show attention to line and tone and are of above average standard. Drawing skills are used to enhance other areas of the curriculum. In history, pupils produce detailed drawing of Henry VIII, Ann Boleyn and Catherine of Aragon as part of their Tudor project. Design skills are effectively used when pupils design and paint heraldic shields.
106. Pupils in Key Stage 2 have recently benefited from the support of a parent with expertise in ceramics. They have made their own moulds to produce Christmas decorations. They take great care with decorating their models and speak enthusiastically of how they have used a variety of balls to make moulds.
107. The quality of teaching is satisfactory overall although examples of good and very good teaching were observed during the inspection. In a very good lesson in Year 2, the teachers' personal enthusiasm is reflected to her pupils. She has high expectation of pupils who show awe and wonder when they see the variety of paper the teacher uses to show repeated patterns. She gives clear demonstration and explanation of technique. Pupils respond positively and are eager to produce their own quality print. They remain on task and show pride when their efforts are praised.
108. Where teaching is unsatisfactory, pupils are not challenged to use their imagination. They are expected to follow step-by-step instructions, resulting in some pupils losing concentration and becoming bored.
109. Pupils do not have sketchbooks to help them develop skills and techniques. There is no effective assessment of pupils' progress through each strand of the National Curriculum. The role of the co-ordinator has not been developed with the result that there is no effective monitoring of planning, teaching and learning. Resources are adequate but are not well stored. Some teachers lack confidence in teaching art and would benefit from further in-service training.

DESIGN AND TECHNOLOGY

110. Raising the standards in design and technology was a key issue in the last report. The school has made good progress towards addressing this key issue. By the end of Key Stage 1 and 2 the pupils' attainment is at the expected level. The school has introduced a new scheme of work that fully meets the requirements of the National Curriculum. In-service training provided by the local authority has developed teachers' expertise and the co-ordinator has been involved in a working party of local schools. These initiatives have had a very positive effect on raising standards. Pupils at both key stages, including those with special educational needs, make satisfactory progress.
111. By the age of seven the pupils produce drawings of things they are going to make, which are effectively linked to topic work. For example in Year 2 the pupils are designing and making a variety of vehicles as part of their transport topic. These include horses and carts, cars, trucks and boats. Teachers develop literacy skills when they make the pupils write down lists of materials and tools they are going to use. The finished models pupils have made show that the pupils take a great deal of care in their work and concentrate well. Almost all pupils are able to explain what they have done but they are not yet able to explain how they might improve their work. The pupils are proud of what they have done and they show good attitudes towards the subject. The teachers develop skills in the food element of technology by giving the pupils opportunities to make a double sandwich. The pupils write about what they will need and are given a choice of filling.
112. By the end of Key Stage 2 the pupils have been given a number of opportunities to develop their design and making skills by teachers. These opportunities are usually linked to other subjects, for example history. In work on the Greeks the pupils designed and made 'Theatre Masks', and the class teacher and the ancillary worker developed the pupils' design skills by insisting on the importance of detail to reflect comedy or tragedy. Pupils continue to develop their design and making skills when producing good quality calendars. Evaluation skills are developed through bread making activities.
113. In Key Stage 2, the pupils have a sound understanding of design processes and the need to modify designs. They have positive attitudes to the subject. The teachers do not give the pupils sufficient opportunities to initiate their own designs. There are missed opportunities, for example to use electrical circuits to design games. The pupils do not yet confidently distinguish between what works well and what could be improved. The use of information technology in the subject is not well developed. The pupils' knowledge and understanding and work seen is consistent with the quality of teaching being satisfactory.
114. There is a recently appointed co-ordinator who is working to raise standards in the subjects. The resources for the subject are unsatisfactory. There are a limited number of tools and this restricts opportunities particularly for older pupils.

GEOGRAPHY

115. No judgements were made in the last inspection about geography. The school has introduced a new scheme of work since the last inspection and has made satisfactory progress in developing the subject. Inspection findings are that pupils' attainment is in line with national expectations at the end of both key stages and they make satisfactory progress.

116. By the age of seven the pupils have a good understanding of the local area. The teachers have taken them out and talked about where they live. Teachers demonstrate forms of transport use through the displays in the classrooms effectively. The teachers use the journey of 'Bertie' to Crete is used well to teach pupils in Year 2 about other places. In discussions the pupils in Year 2 talk about hills and rivers. Most distinguish between a village and town. They explain that there are more shops and traffic in Hinckley than in Market Bosworth. The pupils are not yet able to express their own opinions on what they like or dislike in the local area. They show good attitudes towards the subject. The pupils' responses and opportunities offered are consistent with satisfactory quality of teaching.
117. By the age of eleven the pupils show have a sound understanding of the formation of rivers. They explain clearly how rivers are formed and how they reach the sea. Their use of technical vocabulary is not well developed, for example pupils speak of bends rather than meanders. The use of books and videos by teachers has given the pupils a good understanding of other parts of the world. The pupils use this information well to compare and contrast countries such as China and Kenya with England. The use of information technology helps pupils to improve their geographical knowledge. In work on other countries the Internet was used to record daily temperatures in Shangi. The pupils have a good understanding of the environmental issues facing the world. Studying the tropical rainforest has given them a good insight in the problems of cutting down the forest. However, they are not yet able to confidently talk about alternative ways of doing things. No teaching or pupils' written work in Key Stage 2 was available during the inspection period. The pupils' knowledge and understanding of the subject is consistent with the quality of teaching being at least satisfactory. The pupils have positive attitudes towards the subject.
118. Curriculum planning indicates that the subject is given appropriate coverage but the limited monitoring of teaching and learning in the subject does not highlight areas of good practice in the school.

HISTORY

119. Standards have improved since the last inspection. By the end of Key Stage 1 pupils are achieving the expected standards and make satisfactory progress. By the age of eleven the pupils are achieving at higher levels than is expected and make good progress. The improvements are due to better quality teaching and the development of pupils' investigative and research skills. The school has made good progress since the last inspection.
120. By the age of seven the pupils have a developed an understanding of time. They talk about how their grandparents tell them about things that happened in the past. The teachers use a variety of methods to make history interesting. The use of videos allows pupils to learn about conditions in hospitals in olden times. As a result pupils recall that Florence Nightingale and her 'ladies' worked hard to improve conditions in hospitals. The teachers draw on the pupils' own experiences with doctors and nurses to compare hospitals in Nightingale's time with hospitals today. The teachers question pupils in the lesson to challenge them and develop learning. In work on transport the pupils are interested and knowledgeable about famous people including George Stevenson and Mongolfier. Although they have good knowledge of the people they are studying the teachers do not emphasise enough why people acted as they did. As a result the pupils' knowledge of this aspect of history is not well developed.

121. By the age of eleven the pupils have a good knowledge and understanding of the periods they have studied. Teachers give the pupils opportunities to develop both their literacy and historical skills in work on child evacuation in World War Two. The pupils write with great feeling when they send postcards home to their parents. One child writes, 'You may want to tear this card up because it will remind you of me.' Others write about the cruelty some of the children had to put up with. The teachers encourage pupils to carry out research on their historical topics. The pupils in Year 6 have worked hard at home to produce very good quality projects on Tudor times. The pupils are eager to discuss what they have done. The teachers make good use of visits out from school to develop historical knowledge, for example visits to Bosworth Fields helps to bring the Tudor period to life.
122. The quality of teaching is satisfactory in Key Stage 1 and good in Key Stage 2. The teachers' questioning skills are good throughout the school. For example in a Key Stage 1 lesson the teacher used good questioning during a video on Florence Nightingale but the follow up work using a diagram was not used effectively to develop learning. Teachers' subject knowledge is good in Key Stage 2. For example, the pupils responded well to a teacher who had good knowledge of Ancient Greece. There is a high quality display of the period in the room and this is used well to reinforce learning. In another very good Year 6 lesson, the teacher's very good skills are used to encourage pupils to hypothesise, for example about why people travelled to London in Tudor times. This teacher demands full answers and this has a very positive effect on developing the pupils' speaking skills. The pupils enjoy history responding well to their teachers. When working together they listen to each other, respecting other pupils' views.
123. History is making a positive contribution to pupils' literacy development. The pupils are encouraged to write in different styles about the periods they are studying. In a Year 6 lesson literacy is well developed by the teacher telling pupils to use a glossary to find out what words mean. Information technology is used well as a source for researching topics, for example in the Year 6 projects on the Tudors. There are good links with art and design technology in all year groups. Pupils draw and paint portraits and they design and make masks. In a Year 6 project a pupil links history and art very well when she uses glass paint to produce 'stained glass' windows with coats of arms of Henry V1111's wives.
124. Curriculum planning indicates that the subject is given appropriate coverage. There is no monitoring of the teaching of the subject at present and as a result, examples of good practice are not used to improve standards.

INFORMATION AND COMMUNICATION TECHNOLOGY

125. Attainment is in line with that expected of pupils by the age of seven but the attainment of older pupils is below that expected nationally. Attainment is not consistent across all aspects of the curriculum but there has been very good progress recently and pupils meet the national expectations in some aspects notably in exchanging and sharing information. The opening of the new computer suite has provided an excellent resource, which is having an appreciable impact on pupils' learning enabling them to make satisfactory progress overall in both key stages.
126. Standards in Key Stage 1 are in line with those expected for the pupils' age. Teaching is based on secure planning that covers all the required range and ensures pupils have regular access to the computers. Information and communication technology is linked to other subjects and pupils are helped to see the advantages of using computers. As part of a design and technology project pupils used a paint program to draw designs for Joseph's coat. The use of word processor is linked to Literacy teaching, for example when pupils write rhyming sentences. A floor robot is used frequently to provide experience in early control and to enhance mathematical learning. The youngest pupils show good skills in using a painting program and produce attractive pictures with good attention to detail.
127. The attainment of pupils aged 11 is below that expected for their age. The curriculum is still in the process of development and some aspects such as control technology, monitoring external events and the higher order data handling skills are unsatisfactory. These areas have been identified by the school and are provided for in the School Development Plan. In other aspects, such as word processing and publishing, pupils in Key stage 2 build successfully on their earlier experience and reach national expectations. Pupils combine text and graphics to produce posters and notices. A number of pupils make good use of computers in their own time to produce projects on subjects such as the Tudor monarchs.
128. The computer suite allows for whole class teaching and ensures that all pupils spend time using the computers. Lessons are well planned and linked to other subject areas such as literacy. For example, pupils looking at different forms of story telling learnt editing skills by re-ordering the summary of a fairy tale. Pupils in Year 3 studying teeth in Science also used CDROM encyclopaedia for research. Older pupils have used the Internet for research and discovered information like the temperature in Shanghai and Kenya for work in Geography. Email has been used occasionally but usually for group projects such as a class letter to another school in France.
129. A lunchtime computer club for older pupils is very popular and produces some good results such as the pupil-friendly newsletter. Under the supervision of the subject co-ordinator pupils are able to explore a range of information and communication technology uses from maths reinforcement games to music composition. The co-ordinator has a good overview of the subject throughout the school although opportunities for monitoring what is being taught need to be extended. The quality of teaching is satisfactory in both key stages. Teacher confidence in the subject varies but there is an obvious intention to deliver the best curriculum possible. The school is about to embark on the New Opportunities funded training in information and communication technology for all staff that will identify and meet individual training needs. This is the first year in which teachers have been able to plan for whole class teaching or have been required to deliver it. The quality of teaching and learning in the subject is steadily improving, as teachers become familiar with the possibilities of the new resources.

MUSIC

130. Pupils make satisfactory progress throughout the school and attain the standards expected for their age at the end of both key stages. Music is clearly enjoyed throughout the school. The quality and extent of the peripatetic music support enhances the music curriculum and has a positive impact on the standards achieved. A visiting accompanist supports regular singing lessons.
131. Younger pupils enjoy singing and attain standards appropriate for their age. They are willing and confident to perform on special occasions. There are regular performances at special times of the year such as Harvest and Christmas and special productions such as Victorian music including highlights from the "Pirates of Penzance". Lessons are well planned and organised so that pupils are able to develop co-operative choral skills. Teachers are alert to opportunities for pupils to use percussion and improve their appreciation of rhythm. Good teaching of dynamics and voice control helps pupils to perform together.
132. A significant minority achieves above the expected standards. Nearly a third of pupils in Key Stage 2 have the benefit of instrumental tuition from visiting specialists. This enables the more able pupils to achieve well and enhances the depth of musical knowledge in the school. Instrumental tuition covers brass, woodwind and strings and the school works in co-operation with the Market Bosworth Music Centre to ensure range and variety. When singing in assembly pupils demonstrate good singing skills and show they understand music conventions. Although a significant number of pupils read music the composition skills of the majority of pupils are underdeveloped due to the lack of opportunity to practise this aspect of the curriculum. Teachers encourage pupils to use their musical knowledge in other activities. Older pupils enjoyed the opportunity to retell the Nativity by giving creating a special sound for each character and recording the process with symbols.
133. The quality of teaching is satisfactory in both key stages. The school makes use of those teachers who have more confidence in the subject. The school is trialling a new scheme of work this year and evaluating new teaching materials. Final decisions will be taken when the co-ordinator returns. The acting co-ordinator has shown considerable initiative and enthusiasm and has successfully introduced a school choir. Pupils learning instruments also play for assembly and hymn practice and show considerable expertise and initiative.

PHYSICAL EDUCATION

134. Overall, pupils make satisfactory progress throughout the school and standards in both key stages are in line with national expectations although in some areas, such as games in Key Stage 2, the pupils show particular strengths.
135. Standards have been maintained since the last inspection. The school is currently adapting its scheme of work to meet new curriculum guidelines. Appropriate teaching provision is allocated on the timetables, but there is evidence to show that some teachers do not always ensure that lessons are taught. The good extra curricular provision for physical education offers a wide range of sporting activities, such as football, netball and cross-country. Through these activities pupils develop an understanding of rules, the need for teamwork in games and further extend the skills they have gained in lessons. As a result they compete extremely favourably with pupils from other schools throughout the county. Older pupils enjoy the benefit of a week's residential course where they experience a variety of outdoor activities. The school's

provision for swimming results in nearly all pupils achieving a distance of 25 metres by the time they leave school.

136. By the end of Key Stage 1 pupils can perform appropriate gymnastic movements. They use space well when warming up and move their bodies with control and appropriate agility. They show obvious enjoyment and pleasure in this and respond well to the teacher. On the apparatus pupils demonstrate good, slow, twisting movements, which demand strength, suppleness and balance. However, progress is sometimes unsatisfactory. For example, in a Year 2 lesson, too much time was taken to set up the apparatus, and the majority, not being involved, became noisy, restless and one or two behaved irresponsibly.
137. At the end of Key Stage 2, pupils' attainment is generally satisfactory, but for some pupils attainment is above national expectations. In dance pupils cleverly interpret music and story into expressive movement, coordinating good use of body parts to capture the mood. Pupils' initial response is not always very imaginative, but through practice and refining their work they mostly produce a good performance. In gymnastics pupils are aware of the need for controlled movements. They become more imaginative in the use of apparatus. Pupils in Year 5 perform headstands on the gymnastics table, as part of competent sequence work. Pupils enjoy lessons, generally co-operate well and work hard.
138. The quality of teaching is satisfactory in both key stages. In those lessons where teachers have particular skills and expertise pupils' progress is better. For example in a very good Key Stage 2 lesson the teacher's good subject knowledge enabled her to motivate her pupils from the outset with no slippage of time. As a result the pupils' concentration was good and they quickly extended their ball control skills when using a racquet. Not all teachers are confident or secure about all aspects of this subject and in some of their lessons, pupils' progress is restricted. For example, in another Key Stage 2 lesson pupils were expected to practise marking and attacking skills when only one ball was available for the whole class. As a result several pupils had limited access to the ball and progress was slow.
139. The role of the co-ordinator is under-developed. Whilst she is skilled and provides informal verbal support to staff, procedures for monitoring the curriculum and supporting teachers are weak. In order to further raise standards throughout the school, there is a need to provide in-service training to improve teachers' confidence and curriculum knowledge, enabling them to be more positive in their teaching and lesson organisation.