

INSPECTION REPORT

**ALL SAINTS CHURCH OF ENGLAND
PRIMARY SCHOOL**

Sapcote

LEA area: Leicestershire

Unique reference number: 120198

Headteacher: Mrs K Allsop

Reporting inspector: Dr John Hill
21165

Dates of inspection: 4th - 7th March 2002

Inspection number: 242908

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary aided
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Bassett Lane Sapcote Leicester Leicestershire
Postcode:	LE9 4FB
Telephone number:	(01455) 272973
Fax number:	(01455) 274762
Appropriate authority:	Leicestershire
Name of chair of governors:	Reverend M Norman
Date of previous inspection:	8 th – 11 th September 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21165	Dr John Hill	Registered inspector	Science Information and communication technology Geography Design and technology Equal opportunities	The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed?
19557	Elizabeth Halls	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
26232	Christopher Grove	Team inspector	English Geography Art Special educational needs	Pupils' attitudes, values and personal development
22113	Aileen King	Team inspector	Foundation Stage Mathematics Music Physical education	How good are the curricular and other opportunities offered to pupils?

The inspection contractor was:

PPI Group Ltd
7 Hill Street
Bristol
BS1 5RW

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Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	4 - 8
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	9 - 11
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	12 - 13
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	13 - 14
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	14 - 15
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	15 - 16
HOW WELL IS THE SCHOOL LED AND MANAGED?	16 - 17
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	18 - 19
PART C: SCHOOL DATA AND INDICATORS	20 - 23
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	24 - 35

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

All Saints Church of England Primary School is an aided school with a Christian Foundation. There are presently 146 pupils on roll, with 80 girls and 66 boys. The school is situated in a higher than average socio-economic area, with nearly all pupils living locally. There are no pupils in the school from an ethnic minority background or with English as an additional language, although there are a small number of pupils from traveller families who attend the school. There are 17 per cent of pupils on the special educational needs register with one pupil having a statement of special educational needs. This is close to national averages. Attainment on entry to the school is above average, with the majority of children having attended a pre-school nursery.

HOW GOOD THE SCHOOL IS

All Saints is an improving school. Over the last three years it has undergone significant upheaval and has suffered from a lack of continuity in leadership, management and strategic direction. With the appointment of a temporary headteacher in 2000, a new permanent headteacher in September 2001, good support from the Local Education Authority and Diocese and with increasing support from the governing body, the school is moving forward rapidly and is now making satisfactory progress. There remain, however, a number of important issues to address. Standards in the school, while being good in Key Stage 1 are unsatisfactory in some classes in Key Stage 2, especially in the core subjects of English and mathematics. This is especially the case for older pupils in the key stage. Teaching within Key Stage 1 is of a very high standard and it is satisfactory in younger age groups in Key Stage 2, but is unsatisfactory in some curriculum areas for older pupils in Key Stage 2. Despite improvements in financial management over the past year there remains a budget deficit. Although the school is moving forward significantly, at present it gives unsatisfactory value for money.

What the school does well

- Pupils achieve well in the Foundation Stage.
- There is very good teaching within Key Stage 1.
- Under the strong leadership of a new headteacher clear priorities for improvement have been identified and are being successfully acted upon.
- There is a successful emphasis on the inclusion of all pupils within the school.

What could be improved

- Standards of attainment for older pupils in Key Stage 2 in English, mathematics and science.
- The quality of teaching for older pupils in Key Stage 2 in English, mathematics and science.
- The monitoring and assessment of pupils throughout the school.
- Provision for information and communication technology throughout the school.
- The role of the deputy headteacher and that of curriculum coordinators needs clearer direction in order that they can fulfil their roles more successfully.
- The governing body need to fully establish a strategic role within the school.
- Pupils should have more opportunities to develop their cultural knowledge and understanding.
- An outdoor play area for children in the Foundation Stage would further support children's development.

The inspection team are of the opinion that there is underachievement in Years 5 and 6 in Key Stage 2.

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

Although there are a number of weaknesses within the school, these have been clearly identified by the new headteacher and will form the basis of the action plan, which will be sent to all parents and guardians at the school.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the last inspection in September 1997 there have been some improvements within the school. However, there remain a number of issues identified that have still to be satisfactorily addressed, including improving the role of curriculum coordinators, ensuring that governors play a more active role in strategic management and improving the use of information technology throughout the school. The downward trend in pupil's attainment, which reached its peak in 1999, however, has now being reversed and with new and firm leadership the school is beginning show the capacity to succeed in all areas. There remain, however, a number of important issues to address, including continuing to raise standards of attainment and improving teaching in Years 5 and 6.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	D	D	D	E
Mathematics	E	C	D	E
Science	E	B	D	E

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

Attainment is good in the Foundation Stage. By the age of five, virtually all children have achieved the Early Learning Goals expected. In comparison with all schools pupils in Key Stage 1 in national tests in 2001 attained well above average in mathematics, above average in reading and below average in writing. Pupils attained well above national averages when assessed by teachers in science. Higher attaining pupils in this key stage are, however, amongst the top 5 per cent nationally in most aspects of English, mathematics and science. In comparison with similar schools, pupils in Key Stage 1 attain very well in mathematics, below average in reading and well below average in writing. Attainment of pupils in national tests in Key Stage 1 has, since the last inspection been maintained in reading, has improved in mathematics and has gone down in writing. The attainment of pupils in Key Stage 2 in national tests in 2001 is below average in English, mathematics and science. In comparison with similar schools, and also based on their achievement in Key Stage 1, pupils attain well below average in English, mathematics and science. Standards of attainment were at their lowest three years ago. Since then improvements have been made in all subject areas in both key stages, and although results fell in Key Stage 2 in 2001 largely due to an influx of pupils new to the school, there is good evidence to show that the school now has the capacity to improve further as well as sustain the improvements it has already made. The school's arrangements for the setting of targets for raising pupil's attainment have improved over the past year, with more rigorous analysis of performance data. The school has a higher than average turnover of pupils and there is good evidence to show that pupils attain better the longer they have been in the school. The small number of pupils within each year group, however, means that data in terms of percentages has to be treated with some caution.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	The majority of pupils have good attitudes towards school. They try hard and respond well to teachers and one another.
Behaviour, in and out of classrooms	Pupils behave satisfactorily around the school and at break times. Behaviour in the classroom is mostly good though there are a small number of pupils in Key Stage 2 who are at times disruptive.
Personal development and relationships	Pupil's personal development is satisfactory. They form positive relationships and are generally cooperative.
Attendance	There are higher levels than average of authorised absence. However, the school is making good progress in addressing this problem.

Attitudes within the school are good. Younger pupils in the reception and in Key Stage 1 behave well and are very enthusiastic in their approach to learning. While many pupils continue to be positive in their attitudes towards school in Key Stage 2 there are a small number, especially in Years 5 and 6 who cause some disruption to the learning of others. Effective action is being taken to address this issue.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Very good	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 satisfactory overall. Of the 44 lessons observed teaching was satisfactory in nine out of ten. It was good or better in over six out of ten of these. Teaching was unsatisfactory in fewer than one in ten of these lessons. This is in line with the quality of teaching reported at the last inspection. There is, however, a marked difference between the key stages. The quality of teaching for pupils in the reception class for children in the Foundation Stage is good. In Key Stage 1 it is very good. In Key Stage 2, the majority of lessons were judged to be satisfactory and, although there were examples of some good teaching in this key stage there was some unsatisfactory teaching which was observed in Years 5 and 6. The teaching of literacy in Key Stage 1 is good, although teachers are not yet sufficiently extending the writing skills of pupils. In Key Stage 2 the teaching of literacy is unsatisfactory, with teachers working at too slow a pace. This is particularly the case in writing, which is not being sufficiently developed in both discreet English lessons and across the curriculum. The teaching of numeracy in Key Stage 1 is good with pupil's getting a good balance of practical, written and oral tasks. While numeracy is generally taught satisfactorily in Key Stage 2, there is insufficient emphasis given to helping pupils to solve problems and to improve their mental maths skills. Pupils with special educational needs are appropriately catered for and are appropriately included within the school.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is effectively developed in Key Stage 1. It is unsatisfactory in Key Stage 2 in parts of the core subjects of English, mathematics and science. Apart from the Foundation Stage, provision for information and communication technology is unsatisfactory.
Provision for pupils with special educational needs	Provision for these pupils is satisfactory and support for individual pupils is sound. They are appropriately included within the school.
Provision for pupils with English as an additional language	There are no pupils with English as an additional language at the school.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The spiritual, moral and social development of pupils is satisfactory. The cultural aspects are unsatisfactory with pupils gaining too few opportunities to appreciate and learn from their own and other people's cultures.
How well the school cares for its pupils	The school cares for its pupils well. Pupils' health, welfare and safety are appropriately catered for within the school.

The curriculum is broad, balanced and relevant and fully meets the needs of all pupils.

Planning for pupils in the Foundation Stage is effective. In both Key Stages 1 and 2, however, planning for the teaching of literacy and numeracy has not been effective. It is now well managed in Key Stage 1 but remains unsatisfactory in Key Stage 2. The lack of coordination of literacy, especially in writing across the curriculum is a particular area of weakness. Throughout the school, apart from the Foundation Stage, there is also a lack of effective planning for information and communication technology and as a result pupils do not achieve well in this subject.

There is also a lack of focus in Key Stage 2 in science, with older pupils especially not gaining the necessary skills of practical and written tasks to show progress in this area. The school cares satisfactorily for the pupils under its care. Appropriate attention is given to their personal needs and teachers and other staff support pupils who need additional help well.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	The headteacher provides good leadership and is moving the school forward positively. Other key staff are, however, not yet taking sufficient responsibility to help move the school forward at an appropriate rate.
How well the governors fulfil their responsibilities	The governors fulfil their statutory responsibilities satisfactorily. They have, however, until recently not provided a strategic management role within the school.
The school's evaluation of its performance	The school has worked positively with the Local Education Authority and Diocese to evaluate its own performance. It is now very aware of its strengths and weaknesses and is taking action to address the issues it has outlined.
The strategic use of resources	Resources are adequate to meet the needs of the school; although they are used well they are inadequately stored and not always easily accessible. The library is in need of some updating in terms of the quality and range of books, but this is currently being addressed.

The headteacher who is newly in post has had a significant impact on the school and is leading well. The strategic management of other key staff is less well developed and governors are only just beginning to fulfil their strategic role. The principle of best value is not yet an integral part of the school's planning. There are an adequate number of staff with suitable qualifications to meet the needs of the curriculum. The accommodation is appropriate and well used. Resources throughout the school are 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"> • Most pupils enjoy coming to school. • Teachers are approachable and offer good support. • The family ethos of the school. • Teaching in Key Stage 1. 	<ul style="list-style-type: none"> • More consistent use of homework. • Improved contacts between home and school, including regular and relevant information. • A more consistent approach to behaviour management. • More after-school activities.

The inspection team is of the view that the issues raised by parents are recognised by the school and are being addressed. The school has in the past had some difficulties in linking with parents and this was clearly highlighted by parents at the pre-Ofsted meeting. Over the past 18 months, however, this has been improved through the efforts of the temporary as well as the newly established permanent headteacher. While there remains some improvement needed in the amount and quality of information sent to parents, this is an improving aspect of the school. Action has also been taken to enable teachers to be more consistent in the setting of homework and in the management of unsatisfactory behaviour. There are an adequate number of after school activities.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Attainment is good in the Foundation Stage. Early assessments show that on arrival children are achieving above what may be expected. On entering school they settle well and by the end of the reception class, virtually all children have achieved the Early Learning Goals expected for five year olds. Most children are able to listen well and are developing a good vocabulary. They enjoy looking at books and are becoming familiar with initial sounds. Most can recognise their names and higher attaining pupils can write their names independently. Children are developing sound skills in counting and can tell the difference between shapes. Higher attaining children are beginning to add and subtract, using relevant vocabulary. Children in reception are able to talk about living things in their locality and in the environment. They are developing good physical skills through regular planned exercise. The children are enthusiastic about creative work and use their imagination to good effect. They enjoy music and are successful in a wide range of art and craftwork. They are developing sound computer skills and many can follow a variety of simple programs. Pupils of all abilities are catered for well within an inclusive atmosphere and ethos. Pupils' attitudes to learning are very good and they enjoy coming to school. This area of learning has maintained the high standards described in the last inspection.
2. In comparison with all schools pupils in Key Stage 1 national tests in 2001 attain well above average in mathematics, above average in reading and below average in writing. Pupils attain well above the national average when assessed by teachers in science. Higher attaining pupils in this key stage are, however, amongst the top 5 per cent nationally in most aspects of English, mathematics and science. In comparison with similar schools, pupils in Key Stage 1 attain very well in mathematics, below average in reading and well below average in writing. Attainment of pupils in national tests in Key Stage 1 has, since the last inspection been maintained in reading, has improved in mathematics and has gone down in writing. Attainment in Key Stage 2 in national tests in 2001 is below average in English, mathematics and science. In comparison with similar schools and also based on attainment in Key Stage 1, pupils attain well below average in English, mathematics and science.
3. There have been variations in pupil performance over recent years with achievement in all areas being particularly low three years ago. Improvements have been made in all subject areas in both key stages since that time. The school's arrangements for the setting of targets for raising pupils' attainment have also improved over the past year, with more rigorous analysis of performance data. The school has a higher than average turnover of pupils and there is good evidence to show that pupils attain better the longer they have been in the school. There is also evidence to show that boys in Key Stage 1 are achieving better than girls, although this difference is not maintained in Key Stage 2. The small number of pupils within each year group, however, means that data in terms of percentages has to be treated with some caution. Overall, however, there is underachievement in Years 5 and 6 in Key Stage 2. The reasons for this include ineffective teaching, unsatisfactory assessment and monitoring of pupil progress, limited opportunities for more able pupils to extend their skills and the lack of opportunities for pupils to work independently. The new headteacher is aware of these and has taken firm steps to improve standards in this area.
4. Standards in English are above the national average in Key Stage 1 and below this level in Key Stage 2. By the end of Key Stage 1, pupils' attainments in the 2001 national tests, compared with all other schools, was in line with what may be expected in reading and below this level in writing. However, pupils attaining higher levels in reading were well above the national average, although attainment in writing was below the national average. When compared to similar schools, and on the basis of the average points gained, pupils attain below average in reading and well below average in writing. Evidence collected during the week of the inspection, from the current end of Key Stage 1 pupils, indicates that pupils are attaining above national expectations in reading and

are in line with them in writing. Pupils throughout this key stage have good oral skills and speak and listen with confidence and purpose. They are able to read with a growing confidence from a range of fiction and non-fiction books. They can use reference books that are appropriate to the age group and can apply an appropriate range of skills to read new words, including phonic, story and picture clues. Pupils are also developing a sound degree of accuracy in spelling. A lot of work has been put into improving pupils' standards of writing. As a result pupils are now developing their confidence in this area and most are beginning to write for a variety of purposes with some evidence of independent writing. Skills in grammar and punctuation as well as presentation are good.

5. Standards in English by the end of Key Stage 2, as highlighted in national tests in 2001 are below average. When compared with similar schools on the basis of average points, pupils attain well below average. The progress made in Key Stage 1 in English by pupils is not maintained in Key Stage 2 and pupils' performance in Key Stage 2 is very low. Evidence collected during the inspection agrees with national test results, indicating that English in Key Stage 1 is above and sometimes well above average and that pupils, particularly in Years 5 and 6 are not attaining to a satisfactory level in this subject in Key Stage 2. Within Key Stage 2 speaking skills are good and discussion is a meaningful part of English lessons. Pupils, however, particularly in Years 5 and 6 do not listen well, with some having poor skills in this area. Pupils have a sound awareness of grammar and punctuation and can read with fluency and expression, with some being able to discuss their favourite books and authors. However, only the more able pupils can write well. The majority of pupils in this key stage lack confidence in writing and do not yet possess the skills necessary to write for a variety of purposes. They do not always present their work well and spend too much time on activities that do not extend their abilities. This is particularly the case for higher attaining pupils. In both key stages the lack of coordination of the literacy strategy has meant it being delayed in its implementation throughout the school. While its introduction is having some impact on raising standards in Key Stage 1, it has yet to have this effect in Key Stage 2. In both Key Stages 1 and 2 information and communication technology is not used well to support the English curriculum.
6. By the age of seven, pupils' attainments in mathematics in national tests in 2001 are close to the national average, with higher attaining pupils achieving well above this level. In Key Stage 1 younger pupils can tell the difference between whole numbers and parts of numbers. They are able to count up to ten and beyond. Older pupils know how to investigate shapes and are confident in carrying out and recording practical work in their books. Pupils are learning their timetables well and are attaining soundly in mental mathematics.
7. By the age of 11, pupils' attainments in national tests in 2001 are below the national average, with higher attaining pupils also achieving below what may be expected. Compared to similar schools, on the basis of average points, pupils attain well below what may be expected. The progress made in Key Stage 1 in mathematics by pupils is not maintained in Key Stage 2 and pupils' performance is very low. Evidence collected during the inspection agrees with national test results, indicating that mathematics in Key Stage 1 is above average and sometimes well above average and that pupils, particularly in Years 5 and 6 are not attaining in line with what may be expected in this subject in Key Stage 2. Pupils in this key stage are able to multiply and divide well. They understand how to record information and can measure accurately using a variety of methods. They also know the names of two and three-dimensional shapes and can identify them accurately. However, by the end of this key stage and particularly in Years 5 and 6 pupils have not sufficiently developed their skills in problem solving and lack ability in calculating for a variety of purposes including using mental mathematics. Teachers in this key stage are not yet using the National Numeracy Strategy framework sufficiently to help to raise standards in this subject.
8. Standards in science as identified in teacher assessments are in line with national expectations in Key Stage 1 and below this level in Key Stage 2, although the number of pupils attaining at a higher level are well above average and amongst the top 5 per cent nationally. Evidence collected during the inspection shows that, by the age of seven, pupils are attaining in line with what may be expected for their age. By the age of 11 pupils are attaining below average, although younger pupils in Years 3 and 4 are attaining in line with what may be expected. In Key Stage 1 pupils

know about living things and know what is meant by 'healthy' and 'unhealthy' food. Younger pupils understand how to conduct a 'fair test' when comparing different sounds and older pupils in Year 2 know how to categorise plants into different types. By the end of Key Stage 2 pupils can describe the difference between solids, liquids and gases and can use appropriate words, including 'condensation' and 'evaporation' to describe their work. Younger pupils in Years 3 and 4 can identify successfully different types of rock formations and how they can best be used for building. However pupil's skills in Key Stage 2 are not extended in science. The lack of co-ordination for planning, particularly for the mixed aged groups in Years 5 and 6 means that pupils do not fully gain the full range of experiences available and also get insufficient opportunities to investigate and document scientific outcomes.

9. In both key stages information and communication technology is not used well to support the curriculum. Apart from the Foundation Stage, where it is good, attainment in information and communication technology is below national expectations in both key stages. Pupils have insufficient planned opportunities to work with programs that are linked to the subjects being taught. There is evidence, however, that where information and communication technology is being taught, pupils achieve well in this subject.
10. In other subject areas, attainment at the end of Key Stage 1 is in line with what may be expected in history, art, design and technology and music. It is above what may be expected in geography and very good in physical education. Attainment at the end of Key Stage 2 is satisfactory in all these areas. Throughout the school the achievement of pupils with special educational needs is satisfactory with most pupils achieving the targets set for them. During the inspection there was no evidence to show that the attainment of pupils showed a marked gender difference. Evidence collected by the school also indicates that traveller pupils are performing at a satisfactory level. As an inclusive school the targets set for improvement are, under the leadership of a new headteacher becoming more ambitious and, although targets set by the previous headteacher were not fully met there is good evidence that the school is now moving forward and has the capacity to raise the achievement of all pupils. The attainment of pupils has been affected by the large turnover in the teaching staff. However, with a more settled staff measures to raise standards, especially in Key Stage 2 are being effectively implemented.

Pupils' attitudes, values and personal development

11. Children new to the school arrive with good skills in personal, social and emotional development and the positive input from staff helps the children maintain these and build on what they already understand. They develop confidence and are made to feel valued. The children are learning to share and take turns and any minor disputes are resolved quickly. They are aware of others, can usually co-operate and those who find this more difficult are encouraged to negotiate and play fairly.
12. Throughout the school pupils are eager to attend and are punctual in their arrival in the morning and for their lessons during the day. They are attentive in whole school assemblies and mostly respond well in lessons. Children are happy to co-operate with their peers when given opportunities to do so, for example when Year 1 children act out the meaning of the nursery rhymes, which they sing.
13. Clear rules for behaviour are displayed in all classrooms and elsewhere within the school and these are understood, accepted and obeyed by most pupils. Behaviour in class and around the school is good, although there are a small number of Key Stage 2 pupils do not always behave well. Pupils' concentration and levels of interest in their lessons are generally good and the positive atmosphere that teachers create encourages these qualities. In the separate Key Stage 1 and 2 playgrounds, pupils enjoy playing co-operatively with one another and in the school hall during the lunch hour they respond positively to each other and to adults. The school has adopted an anti-bullying policy and this is working well in conjunction with the school's strong emphasis on providing an inclusive ethos, with equal opportunities for all pupils. There has been one pupil excluded from the school over the past year. The Traveller Support Teacher is effective in helping the small number of traveller children within the school.

14. Pupils' personal development is satisfactory. They respect other people's feelings, values and beliefs and when asked are willing to take responsibility. The school has developed positive links with the local pre-school playgroup and there are good opportunities for after-school activities in the form of football, rugby, netball and dancing. Competitions with other schools are organised in various sports and in music and many children are responding positively to these opportunities.
15. Attendance at the school is satisfactory. This reflects the findings of the last inspection. Levels of authorised absence, however, are above the national average. The school is doing it all it can to maintain high levels of attendance and is taking appropriate action to reduce absences.

HOW WELL ARE PUPILS TAUGHT?

16. The quality of teaching is satisfactory. It was satisfactory in nine out of ten lessons; good or better in over six out of ten and unsatisfactory in fewer than one in ten of these lessons. There is, however, a marked difference between the key stages. In Key Stage 1 most of the teaching is very good with none being unsatisfactory. In Key Stage 2, most of the lessons were judged to be satisfactory and, although there were examples of some good and very good teaching in this key stage, it also had some unsatisfactory teaching, which was observed in Years 5 and 6.
17. The quality of teaching for pupils in the Foundation Stage is good. Here teaching is successfully linked to the Foundation Curriculum and offers a good mixture of free-play and structured activities. Pupils are taught well in preparation for transition to Key Stage 1 and teachers plan well and have a good understanding of the curriculum being taught.
18. In Key Stage 1 teaching is very good in English and good in mathematics. It is good in geography and art and very good in physical education. It is satisfactory in science, history, design and technology and music and unsatisfactory in information and communication technology. In Key Stage 2 teaching is unsatisfactory in the core subjects of English and science. All other subjects are taught satisfactorily, apart from information and communication technology, which is unsatisfactory with pupils being given insufficient opportunities to use and extend their skills in this area. No lessons were observed in religious education, as this will be inspected separately as part of the diocesan inspection.
19. Good and very good lessons were characterised by the high expectations of what pupils can achieve, good planning, a fast pace and good management of pupils. Where teaching was unsatisfactory there was a slow pace, a lack of control of pupils and teachers did not plan effectively for all ability ranges. There was also a lack of understanding of how far pupils have progressed in terms of the National Curriculum and what they may be expected to achieve. The new headteacher has recognised the difficulties encountered in managing Year 5 and 6 pupils and some effective measures, including splitting up the class have been put in place in order to support pupils who need additional help.
20. The teaching of literacy throughout the school has been hindered by a lack of planning in relation to the National Literacy Strategy. The headteacher, with good support from the local authority, has taken appropriate steps to rectify this issue and the strategy has now been successfully adopted in Key Stage 1 where teaching in this area is good. The teaching of literacy in Key Stage 2, however, remains unsatisfactory. This is especially the case in helping pupils to develop their writing skills and by the lack of planning to support pupils in working independently.
21. The teaching of mathematics is satisfactory throughout the school, although it is better in Key Stage 1. Teachers are beginning to become more successful in their adoption of the National Numeracy Strategy. Opportunities are restricted in Key Stage 2 for pupils to apply their skills to solve problems, calculate and extend their abilities in mental mathematics.
22. Pupils with special educational needs are appropriately catered for and, although there is a gender difference in national test results in Key Stage 1, with boys achieving less well than girls, there

was found to be no significant difference between the attainment of boys and girls during the inspection.

23. Overall, the quality of teaching has improved since the last inspection in Key Stage 1, but in Key Stage 2 a number of issues highlighted have still not been addressed, including effective teacher planning and the setting of challenging tasks. This is particularly the case for higher attaining pupils who are not always given the necessary support to attain in line with their aptitudes. There also remains a lack of monitoring of teaching by subject coordinators across the school and this reduces their ability to assess accurately how effective teachers are. The school, however, is an inclusive one and teachers throughout the school support pupils with special educational needs satisfactorily. Since the last inspection there has been a high turnover of teachers and this has had a negative impact on standards. However, teachers new to the school are now beginning to make an impact on the standards that pupils are attaining. This is especially the case in Key Stage 1.

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

24. The quality and range of learning opportunities for the pupils are adequate and the statutory curriculum is in place. The curriculum is broad, balanced and relevant, with appropriate emphasis on all the necessary requirements of the National Curriculum.
25. The curriculum for the Foundation Stage of learning, for the reception class, is appropriate and covers the expected elements. The early learning goals are identified clearly as the objectives for what children are to learn from the activities provided. There is reference to the stepping stones, which are the stages of development, to achieve the goals. There is a good balance of child initiated and adult directed work, but this could be improved and greater emphasis given to the activities the children choose for themselves to develop their independence and autonomy for the own learning, especially in creative work. The curriculum for aspects of literacy and numeracy in the reception year is given a very strong emphasis, which is of benefit to the children's learning in these areas. However, the other areas of learning are not as well-developed and the lack of an outdoor area for the children to use in their physical development and find out about the environment, impacts on learning in these areas.
26. Although late in adopting the National Literacy and Numeracy initiatives the school is working well with the Local Education Authority in developing these aspects of the curriculum. As a result the curriculum for literacy and numeracy in Key Stage 1 is good and in Key Stage 2 it is satisfactory. The management of these strategies is now more firmly embedded in teachers' short and medium term planning, although weaknesses still exist in Key Stage 2, where there is a lack of consistency in the way these subjects are delivered. As a result planning for higher attaining pupils, especially in Years 5 and 6, is not always effective. While the curriculum provided for the teaching of information and communication technology at both Key Stages 1 and 2 is satisfactory, teachers are not ensuring that planning in this area is effectively carried out. However there are well-developed plans to improve access to the curriculum in this area by the installation of a new information technology suite within the current Key Stage 2 area. In all other areas in both key stages the curriculum is appropriate. The school's response to equality of access and opportunity is good. All pupils, including travellers are included and involved in the activities provided and have equal access to the curriculum.
27. The provision for extra-curricular activities is satisfactory, although a significant proportion of parents who responded to the parents' survey would like it to be better. There is a dance and gym club normally run for the infants but currently this is not running due to the long-term sickness of the teacher. Provision for this increases as pupils move up the school with a range of sporting opportunities open to both boys and girls. Other than sports activities, there is a music club run by a parent and a volunteer for pupils. The school enters teams in a variety of sporting tournaments and galas and has won a number of small school awards. They also participate in the local dance festival. There is no residential opportunity for the older pupils, but the school is hoping to provide

them with adventurous activities. There is an adequate range of visitors to the school who add breadth and variety to learning. Educational visits are an integral part of the curriculum including visits to Stratford upon Avon and the Leicester Space Centre.

28. The school has a good formal policy in place for personal, social and health education. This effectively values individual differences through the time devoted to assembly and "Circle Time" activities, where pupils discuss a range of issues while sitting in a circle. Pupils with special educational needs are provided for satisfactorily. An appropriate inclusion strategy is operated to ensure pupils with any disabilities or who come from ethnic minority groups are provided for adequately. The school is in the process of putting in place the draft policies for sex education and drug misuse. These areas, however, are not yet incorporated within the curriculum of the school.
29. The provision for the pupils' spiritual, moral, social and cultural development is satisfactory overall. In the previous inspection it was judged to be good, with spiritual development being very good. This is no longer the case, and cultural development is unsatisfactory. However, the acts of collective worship held in the school on a daily basis comply with statutory requirements.
30. The provision for the pupils' spiritual development is satisfactory. Assemblies and daily acts of prayer are used appropriately to develop the pupils' awareness of their own spirituality. Music is played in assemblies to set the tone of these occasions, which are Christian in emphasis. There are, however, few experiences that encourage the pupils to reflect and consider their place in the world and little evidence of this work in music and poetry for example.
31. The provision for the pupils' moral development is satisfactory. The headteacher has made effective changes in this area and behaviour around the school is satisfactory. Pupils are aware of the expectations and consequences of their actions. School rules are displayed prominently in classrooms and most pupils conform and behave appropriately towards each other. However, there are occasional instances within Key Stage 2 of inappropriate behaviour, not respecting others and their feelings and backgrounds. The school has policies, to promote positive behaviour and prevent bullying which are generally adhered to, but not all staff use these consistently. There has been a change in ethos since the new headteacher was appointed and there is now a greater emphasis on positive solutions to issues about moral codes and what is right, wrong and acceptable in terms of behaviour.
32. The provision for the pupils' social development is satisfactory. There are some opportunities for pupils to work together co-operatively. A good example of this was observed in a mixed Year 3 and 4 class who were discussing how different rocks have been used in building the local church. Some visitors also come into the school, for instance senior citizens attend school productions. However, this aspect of learning is not well established. In addition, there are few opportunities for older pupils to help and support their younger peers. There is also no school council, although this is being reviewed. However, an appropriate reward system has been established and pupils receive 'stickers', which as they accumulate go towards certificates, which are presented at assembly.
33. The provision for the pupils' cultural development, including multiculturalism is unsatisfactory. The pupils have opportunities to be involved in traditions related to religious beliefs, for example going to the local church for festivals such as 'Harvest'. There are also some educational visits of a cultural nature, including the Egyptian Museum, the Victorian Christmas at Beaumanor Hall, and Snibson Discovery Park. However, there are few opportunities for pupils to experience or celebrate the diversity of backgrounds and beliefs in society today. Cultural development, including multiculturalism is not effectively linked to the curriculum for example through music, poetry, dance and art.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

34. All Saints has unsatisfactory procedures in place to assess pupils' attainment and progress but provides well for pupils' personal welfare and safety While individual teachers appropriately record

pupils' progress in literacy and numeracy in their own class, there is a lack of coordination across all subject areas in managing and assessing pupil performance. The headteacher is addressing this issue and has appropriately collected and analysed data on current pupils' achievements at earlier key stage tests and in teacher assessments. Effective targets have also been set on the basis of this analysis for all pupils to improve their basic skills in the core subjects. However, teachers have not yet made use of the detailed information that is available on pupils to monitor the gains made by different pupils and groups of pupils across the curriculum. Pupils, for the most part, are unaware that targets for improvement are set for them. Where pupils do gain successes both in school and in sport they are appropriately celebrated in achievement assemblies. Overall the school is not yet providing satisfactory support and guidance to help individual and groups of pupils make academic progress. Pupils' written work is generally conscientiously marked and constructive comments are made to help pupils to make further progress. Teachers maintain adequate records of homework, but not all teachers follow the guidance for the setting of homework.

35. The quality of day-to-day care provided for all pupils is good and pupils feel well cared for. Parents confirm that their children like coming to school. Most pupils are happy, secure and have confidence that staff will help them in times of need. Pupils feel comfortable in approaching staff, they know they can ask for help and receive appropriate support and guidance.
36. Attendance is effectively monitored. Registrations take place before morning and afternoon sessions; they are prompt and efficient, with well-established routines known by pupils. Any concerns are dealt with quickly and the education welfare officer and traveller education service appropriately involved. The main reasons for absence are illness and some holidays taken within term time. Unauthorised absence is rare. Parents know the procedures to inform of absence and the majority do so. A certificate is awarded to pupils who have achieved 100 per cent attendance during the year. Latecomers are noted and parents contacted if the problem persists.
37. High standards of behaviour are now expected and where staff consistently implement the school's positive behaviour policy most pupils respond well. There are clear rules with rewards and consequences that most pupils understand. Lunchtime staff reinforce expected behaviour standards and a teacher is on duty each lunchtime. However, the staged approach to behaviour management is insufficiently developed. Sanctions are not explicit and systems for recording and monitoring incidents are not sufficiently clear. The staff take any bullying incidents seriously and investigate these fully. However, systems for involving parents at an early stage, monitoring, recording outcomes and reporting back are too informal.
38. Pupils' personal development is satisfactorily monitored through planned lessons. Attainment reports are written with parents having the opportunity to comment on the targets being set. An appropriate programme for personal, health and social development throughout the school ensures that pupils are prepared for the outside world. Sex education and drugs awareness policies are in draft and the school is working closely with the school nurse and governing body to develop these. An effective system is in place for handling Child Protection issues and good use is made of outside agencies. The school is clean and satisfactorily maintained by the premises officer. There are, however, areas of the junior playground, which are trip hazards and at the time of the inspection the outside area was not well maintained. Fire drills, electrical checks and health and safety checks take place on a regular basis. Individual pupils' medical needs are known to staff and appropriately managed by trained first aiders. Parents are quickly contacted if there are concerns.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

39. Parents generally support the school and value its work. Many feel involved and welcome. Although there have been difficulties in the past in this area the school is working hard to build positive relationships with parents as partners in their child's education. Most are pleased about the progress their children make and the way the school is helping their children to mature. A few parents at the pre-Ofsted meeting and in their questionnaire responses, expressed concern about the school's links with parents and about the range of extra-curricular activities. The inspection

team's findings are that the school is now gaining the trust and support of parents and there is a suitable range of outside activities offered to pupils of this age.

40. Communications with parents are satisfactory. They are kept well informed through the prospectus, curriculum newsletters and regular general newsletters. The style is clear, helpful and encourages participation. Parents value the opportunities to view their child's work and to discuss progress and targets at parents' evenings. Reports to parents are good. They are also well informed about the specific learning targets on their children's Individual Educational Plans and have appropriate opportunity to have access to them and to discuss them with teachers. Parents of pupils with special educational needs are given suitable opportunity to be fully involved in the review process.
41. The school works hard to involve parents in their children's education. Parents are encouraged to help in school and several do so, involving themselves in hearing readers and helping in class with activities. There is a well-established and committed parent-teacher association that hosts a range of fun and fundraising events, including regular discos, the Summer Fiesta and plant sales. Money raised is effectively used to provide extra resources to the school. School concerts and open evenings are well attended. Parents are actively involved in hearing their children read at home. There is a home link book but parents report that this is inconsistently used and does not effectively provide a valuable link between home and school. The majority of parents have signed the home/school agreement. However, many at the parents' meeting and in the questionnaires felt that the work that pupils are expected to do at home is very varied between year groups with the younger pupils often getting more than the older. Inspection evidence confirms that teachers do not provide homework consistently and that there is insufficient emphasis given to feedback to pupils when work has been handed in.

HOW WELL IS THE SCHOOL LED AND MANAGED?

42. The leadership of the school is good, although overall management is unsatisfactory. The headteacher has only been in post since September 2001. In this short time she has had a very positive influence on the school. She has, with good support from the Local Education Authority and Diocese introduced a process of self-evaluation and, as a result, has begun to address the weaknesses within the school. Some of these had already begun to be addressed by the previous temporary headteacher. In particular there has been a lack of a long-term strategic vision for the school. The headteacher is remedying this situation and has begun to initiate a number of key aims, which are clearly stated and shared throughout the school. These include a commitment to raise standards, to maintain inclusive practices and to engage with all pupils in its care. These commitments have been effectively incorporated in the School Improvement Plan which has been clearly prioritised; it highlights appropriate action in those areas that have been identified as being in need of support; it has been carefully costed; and it is appropriately linked to named personnel and includes well-defined success criteria. As a result the action taken to improve the school is clearly focused and is being effectively led. While the new headteacher is providing good leadership the deputy headteacher and curriculum coordinators in Key Stage 2 are not contributing sufficiently to the management of the school. The headteacher is aware that as a small school these key areas of responsibility are very important its success and is taking appropriate action to remedy this situation.
43. The governing body meets regularly both as a group and in appropriate committees. They fulfil all statutory requirements. As a group, however they have not effectively responded to the criticism of the last inspection, which noted their lack of involvement in school improvement planning. As a result they have not been sure of the strengths and weaknesses of the school and have not helped to shape its direction. Relations with the new headteacher, however, are good and the governors are now working more constructively, including taking on a more strategic role in the management of the school. This is having a positive effect on the management of the school but it will take time for their new role to become fully embedded within the school.

44. Arrangements for the monitoring of teaching and the curriculum are not well established. This is recognised by the headteacher who has begun to put in place systems to remedy this. Performance management has now been effectively introduced throughout the school and, with support from Local Education Authority, systems for the monitoring of the teaching and learning in Literacy and Numeracy are now in place. Curriculum monitoring is, however, less well established in other curriculum areas and while this is now being systematically developed in Key Stage 1, it is not yet the case in Key Stage 2.
45. Funding within the school has been a problem for the last few years and there is currently a deficit budget, which has largely been the result of falling pupil rolls and the maintenance, in the past, of a large senior staff. The school is working appropriately with the Local Education Authority to correct this position although this has yet to be fully resolved. Decisions on spending within the school, however, are carefully monitored by the school bursar and the specific grants it receives are spent appropriately. Here, new technology is used well to support very good administrative procedures. This was recognised in the school's recent gaining of 'Investors in People' status. The school, as yet, does not apply the principles of best value in spending to bring about improvements, although there are appropriate systems to ensure that the school is linking spending decisions to educational priorities. Unit costs within the school are average for a school of this size. Despite the improving nature of the school, at present it gives unsatisfactory value for money.
46. There are sufficient teachers with an appropriate range of qualifications to teach the number of classes. However, the school has had a high turnover of staff and long-term sickness to contend with. This combined with a deficit budget results in the headteacher often having to teach classes to avoid the high costs of further supply teachers. Currently two supply teachers are teaching the reception class. Parents expressed their concerns with these arrangements but the inspectors found the quality of teaching and the management of pupils to be of consistently good quality and pupils to be extremely well settled and learning effectively. The levels of support staff are unsatisfactory, with only one full-time learning support assistant in the infants and one part-time support assistant in the juniors. They are valued members of the team, are effectively deployed, make a significant contribution to teaching and learning and provide good support to pupils with special educational needs. Parent helpers, who are voluntarily undergoing training as classroom assistants, supplement this. In addition, the school works closely with the traveller support service. There are suitable procedures for induction of new staff and the school provides a supportive environment for the training of new teachers. The skills of teachers and support staff are generally appropriately matched to the needs of the curriculum, although there is a need for further staff training in information and communication technology, which the school has acknowledged in its development planning.
47. The school consists of a single storey main building, with a wooden mobile housing a cloakroom and one classroom. The accommodation is adequate for the taught curriculum but has a number of deficiencies, which were reported to the headteacher. The building, however, is clean; with small maintenance tasks effectively carried out and is a pleasant learning environment with some good quality displays in the reception area, corridors and hall. Staff have worked hard to improve the hall and have recently redecorated and replaced the curtains with new ones that have been provided by the parent teacher association (PTA). The library has recently been decorated and book stocks reviewed, replaced and reorganised. There is, however, a lack of suitable books and the PTA is looking to provide funds to remedy this. The infant playground is a safe area but lacks appropriate outdoor play equipment. Regular health and safety checks take place and concerns are noted and reported, but there is no rolling programme for redecoration and refurbishment.
48. Overall there is an adequate range of resources to support pupils' learning in most subjects apart from in physical education, which is well resourced. In each subject, however, there are deficiencies. In addition, the organisation of resources is an issue and the school has yet to catalogue all that they have got. Class teachers often supplement with their own equipment and artefacts and overall, there is still some way to go. The headteacher is prioritising and aiming to make the learning environment more stimulating. Information and communication technology resources are not well used to support learning. Resources are being improved and shortly after

the inspection a new computer suite will be built. Resources for pupils with special educational needs are good.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

To manage the school more effectively and to improve the attainment and progress of pupils the headteacher and governors should address the following issues:

- i. **improve standards of attainment in Years 5 and 6 in English, mathematics and science by:**
 - improving teaching in these subjects (paragraphs 64, 65, 71, 72 and 77)
 - monitoring and assessing pupils progress more effectively (paragraphs 67, 73 and 79);
 - providing greater challenge for higher attaining pupils (paragraphs 27, 63 and 77); and
 - providing more opportunities for pupils to learn more independently (paragraphs 27, 65 and 77);

- ii. **improve provision for information and communication technology by:**
 - ensuring that all pupils have suitable planned opportunities to develop their skills in this area; and
 - extending the use of relevant software within all subject areas and ensuring that programs already in the school are appropriately used.

(paragraphs 102-106)

- iii. **provide more opportunities for pupils to develop their cultural knowledge and understanding, including an awareness of multicultural issues by:**
 - linking these aspects more closely within the taught curriculum;
 - promoting a wider variety of display around the school; and
 - providing for a wider range of guests and speakers to visit the school.

(paragraph 33)

- iv. **improve the teaching of:**
 - literacy in Key Stage 2 by providing more focused opportunities for pupils to develop their writing skills across the curriculum (paragraphs 20 and 65); and
 - numeracy in Key Stage 2 by ensuring that pupils are able to solve problems, calculate and extend their abilities in mental mathematics (paragraphs 21, 71 and 72);

- v. **improve arrangements in both key stages for the monitoring and assessment of pupils' academic progress by:**
 - developing the role of the curriculum coordinator to carry out this role (paragraph 34);
 - improve the skills of teachers in using pupil level data (paragraph 44);

- vi. **improve the strategic management of the school by:**
 - ensuring the governors further establish and maintain a strategic role within the school (paragraph 43);
 - ensuring that the role of the deputy headteacher is clearly defined and is being effectively fulfilled (paragraph 42);
 - developing the role of the Key Stage co-ordinators both within and across the key stages in order for them to carry out their management roles and duties (paragraph 42); and
 - working with the Local Education Authority and Dioceses to secure arrangements for the long-term financial stability of the school (paragraph 45).

Other points the school may wish to consider in its Action Plan occur in the following paragraphs:

- provide more consistent arrangements for homework (paragraph 41);
- further develop links with parents (paragraphs 39 – 41);
- seek to gain greater consistency in the way teachers manage pupils (paragraph 37); and
- employ more support assistants within the Foundation Stage and Key Stage 1 (paragraph 57).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	44
Number of discussions with staff, governors, other adults and pupils	63

Summary of teaching observed during the inspection

	Excellent	Very Good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	13	15	13	2	0	0
Percentage	2	30	34	30	5	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than two percentage points.

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)	146
Number of full-time pupils known to be eligible for free school meals	2

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	23

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	15
Pupils who left the school other than at the usual time of leaving	0

Attendance

Authorised absence

%

Unauthorised absence

%

School data	5.7
National comparative data	5.6

School data	0.04
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 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	13	7	20

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	11	13
	Girls	6	5	6
	Total	17	16	19
Percentage of pupils at NC level 2 or above	School	85 (94)	80 (88)	95 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	13	12
	Girls	5	6	6
	Total	16	19	18
Percentage of pupils at NC level 2 or above	School	80 (94)	95 (94)	90 (100)
	National	85 (84)	89 (88)	89 (88)

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

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	15	8	23

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	8	12
	Girls	7	7	8
	Total	16	15	20
Percentage of pupils at NC level 4 or above	School	70 (70)	65 (75)	87 (90)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	9	8
	Girls	7	7	7
	Total	15	16	15
Percentage of pupils at NC level 4 or above	School	65 (80)	76 (80)	65 (85)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	146
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	1	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR– Y6

Total number of qualified teachers (FTE)	7
Number of pupils per qualified teacher	21
Average class size	24

Education support staff: YR– Y6

Total number of education support staff	2.1
Total aggregate hours worked per week	39

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	7
Number of pupils per qualified teacher	21
Total number of education support staff	2.1
Total aggregate hours worked per week	39
Number of pupils per FTE adult	18

FTE means full-time equivalent.

Financial information

Financial year	2000/1
	£
Total income	302224
Total expenditure	307395
Expenditure per pupil	2071
Balance brought forward from previous year	-9464
Balance carried forward to next year	-14635

Recruitment of teachers

Number of teachers who left the school during the last two years	11
Number of teachers appointed to the school during the last two years	10
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	110
Number of questionnaires returned	75

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	50	45	2	1	1
My child is making good progress in school.	44	44	5	1	6
Behaviour in the school is good.	24	47	14	11	4
My child gets the right amount of work to do at home.	26	47	17	7	3
The teaching is good.	33	41	21	0	5
I am kept well informed about how my child is getting on.	44	38	14	0	4
I would feel comfortable about approaching the school with questions or a problem.	40	54	3	0	3
The school expects my child to work hard and achieve his or her best.	20	58	14	3	5
The school works closely with parents.	24	50	6	2	18
The school is well led and managed.	24	50	6	2	18
The school is helping my child become mature and responsible.	27	59	6	1	7
The school provides an interesting range of activities outside lessons.	14	42	32	8	4

Summary of parents' and carers' responses

Parents at the pre-inspection meeting and through their questionnaire returns were generally supportive of the school but raised a number of concerns. The main issues of concern were the lack of consistency of teachers in setting homework; a need to further improve links with parents; for the school to have a consistent policy when managing behavioural difficulties; and an improvement in the number of after-school activities.

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

49. The provision in the Foundation Stage of learning is good. Children come into school at the age of four with attainment that is above the expected level for children of this age in nearly all areas of expected learning. On arrival at school they settle well and make good progress towards the early learning goals. By the end of the Foundation Stage most children are well on the way to exceeding the standards expected of them. The previous inspection judged provision for children in the reception year as being good and this has been maintained.
50. The school has faced a difficult situation for the children in the reception class, as their teacher has been absent due to ill health. It has proved difficult to appoint a temporary teacher to cover this absence and the school has had to recruit three teachers on a job share basis. There have been considerable efforts made by these teachers to keep each other informed about the children's learning. The children have adjusted well to the circumstances and secure relationships between the children and temporary staff have been established. The support from the teaching assistant in the class has also helped to maintain continuity and consistency, as many routines that had been established have been maintained.
51. The children come into school with good skills in **personal, social and emotional development** and the positive input from staff helps them build on what they already understand and make good progress. They are confident and their contributions in class are valued which makes them feel special. Children are secure in their classroom and, even those who have only been in school for a relatively short time, respond positively to their teachers and behave well. The children are learning to share and take turns and any minor disputes are resolved quickly. They are aware of others, can usually co-operate and those who find this more difficult are encouraged to negotiate and play fairly. The children have sound access to a range of suitable materials and resources, but there are too few opportunities for them to select their own equipment and materials from an increasing range, especially in their creative and design work. There are insufficient experiences for the children to consider the wide variety of cultures, beliefs and traditions in society, although they are encouraged to respect and value each other.
52. The children's skills in **communication, language and literacy** are good and these are effectively promoted in the reception class. The children are articulate and can express themselves well. They are learning to communicate in different ways, for instance telling each other about what they did at the weekend. They listen carefully and pay good attention to any instructions they are given. Those children identified as having special educational needs are well supported in their learning. By the end of the Foundation Stage nearly all children can write independently in short sentences, using the correct upper and lower case letters. They are effectively learning to use their knowledge about letters and the sounds that they make. They are also able to write their own names and those of their classmates accurately. There are also good opportunities for the children to develop their own ideas, but opportunities for role-play are not always developed fully. However, the children can handle books correctly and are beginning to read accurately, for example they can read back their own writing about going to a party at the weekend. Standards, by the end of the Foundation Stage in this area of learning are good.
53. Children come into school with slightly above average ability in aspects of **mathematical ability**. For example they can count accurately and are aware of numbers and shapes. Overall they make good progress and achieve at the expected level by the time they leave the reception class. They are learning to recognise numerals and can use number operations, such as addition and subtraction to find the correct answer. They have appropriate experiences to handle two and three-dimensional shapes and to solve simple problems. Children have many opportunities to record their findings, but sometimes practical work is not given enough emphasis for the children to develop and extend their understanding, for example in using building blocks to explore the properties of shapes and reinforce their learning about shapes, space and measurement.

However, they are able to explain many aspects of their mathematical knowledge articulately and use the correct mathematical terms for what they observe, for example that a door is rectangular, when they look at shapes in the environment. Standards, by the end of the Foundation Stage in this area of learning are good.

54. The children are making appropriate progress in their **knowledge and understanding of the world** and teaching is satisfactory in this area of learning. The school does not benefit from an outdoor area where the children can learn about the environment and observe changes in nature. However, they are given good opportunities to go out into the local community, for instance when visiting the nearby church and are able to develop their scientific understanding through observations of the environment.. Children are aware of past and present events in their lives and are learning how to find their way about the school building. They observe change, for example when looking at and recording different types of weather. They have some opportunities to design and make models and satisfactory access to a range of construction equipment, but these are limited. Pupils also have appropriate opportunities to use information and communication technology in their learning, including using simple writing, number and drawing programs. Standards, by the end of the Foundation Stage in this area of learning are satisfactory.
55. Children make satisfactory progress in their **physical development** and achieve the early learning goals by the time they leave the reception class. They are learning to move confidently and are aware of space and other children and can negotiate these well. There is no designated, suitably equipped, outdoor area for the children in this class, for example to develop their skills in co-ordination, using bikes and other push and pull along toys. However, the children have good opportunities to use the large hall indoors, to develop their skill in games using bean bags to balance and practise skills in throwing and catching. The children have good opportunities to dance and move imaginatively, but the school over relies on taped lessons, which can hinder the children's work in creative movement. Children's hand control skills are developing well, they can use pencils, crayons and scissors properly and can turn pages in a book. They have some opportunities to use sand and water to pour, scoop and fill mould shapes, but these activities are not always sufficiently used to extend children's skills in this area of learning.
56. The children's **creative development** is progressing at an appropriate rate. They have regular sessions to explore sound, sing and make music. They use paint, crayons and materials well in their creative work to draw and create pictures, for example when collage work using different types of coloured materials and making mother's day cards. Some of this work, however, is over-directed and does not enable the children to select from a wide range of resources to develop and extend their own creativity. For example, some paper for artwork is rather small for young children and restricts the space they have to draw. There are some opportunities for the children to be involved in role play and imaginative work, although the play area is rather small and not well-equipped to inspire the children to develop their own ideas and stories. However, the children have good opportunities to respond to stories read to them and to offer their own suggestions, which are valued by the staff. Standards, by the end of the Foundation Stage in this area of learning are satisfactory.
57. The quality of teaching in the Foundation Stage of learning is good in all curriculum areas. The staff have a good understanding of the curriculum for young children. The early learning goals and the stepping-stones to achieve these are effectively taught. They teach basic skills in literacy and numeracy well and are supporting the children's personal development effectively. Planning is carefully considered and the staff plan an age-appropriate curriculum. They have high expectations for the children's behaviour and attainment, especially in aspects of literacy and numeracy. Teaching methods are effective, although the balance of teacher directed and child led work is not always appropriate, with some activities being over directed. However, the staff manage the children well and present positive role models, to which the children respond well. Time, support staff and resources are generally used appropriately, although there is only one hour per day allocated to the reception class with support from a teaching assistant, which is less than might be expected for this age group. Resources are adequate but the way they are organised means that is not always easy for the children to select from a range of materials, especially in creative work. The staff keep good records of what the children achieve and the teaching assistant

has made sure that these records have been maintained until new staff are able to get to know the children well. Parents and carers are given good opportunities to share learning with their children, for example, books are sent home regularly for the children to read.

ENGLISH

58. Standards in English are above average at the end of Key Stage 1 and below average at the end of Key Stage 2. By the end of Key Stage 1 pupil's attainments in 2001 national tests compared with all other schools was in line with what was expected in reading and below this level in writing. While pupils attaining higher levels in reading were well above the national average, they attained below average in writing. When compared to similar schools and on the basis of the average points gained, pupils attain below average standards in reading and well below average in writing. Evidence collected during the week of the inspection, from the current end of Key Stage 1, pupils indicate some improvement, with pupils attaining above national expectations in reading and in line with them in writing.
59. Pupils throughout Key Stage 1 have good oral skills and speak and listen with confidence and purpose. They are able to read with a growing confidence from a range of fiction and non-fiction books. They can use reference books that are appropriate to the age group and use an appropriate range of skills to read new words, including phonic, story and picture clues.
60. By the age of seven standards of reading are good and pupils of different ability levels are achieving well. Children have learned a variety of cues and approaches to the reading of both individual words and whole sentences and can apply their knowledge well. Younger children demonstrate this in their work, for instance in the use of phonics and when they were able to successfully pair up rhyming words presented randomly on the classroom computer. Older children in this key stage show more advanced skills in their story reading; for example, they are able to read independently and then describe the meaning of the story in detail. They have learned to read aloud with good expression, demonstrating good levels of understanding of the meaning of their stories.
61. A lot of work has been put into improving pupils' standards of writing in this key stage. As a result pupils are developing their confidence in this area and most are beginning to write for a variety of purposes with some evidence of independent writing. The quality of pupils' written work in Key Stage 1 is satisfactory, with some good features. Year 1 pupils are able to complete writing tasks, including accurate spelling and punctuation for the most part, without any assistance from their teachers. Higher attaining pupils are also becoming more independent writers. The range of writing opportunities for Year 2 pupils is good with the result that most are beginning to write for different purposes and for different audiences. Skills in grammar, punctuation, as well as pupils' presentation, are good. Pupils are also developing a sound degree of accuracy in spelling.
62. Standards in English by the end of Key Stage 2 as recorded in national tests in 2001 were below average. When compared with similar schools pupils attain well below average. The progress made in Key Stage 1 by pupils is not maintained in Key Stage 2. Evidence collected during the week of the inspection from the current end of Key Stage 2 pupils indicates that pupils are not attaining to a satisfactory level in English.
63. In this key stage, speaking skills are good and discussion is a meaningful part of English lessons. Pupils, however, particularly in Years 5 and 6 do not listen well with some having poor skills in this area. Pupils have a sound awareness of grammar and punctuation and the majority can read with fluency and expression with some being able to discuss their favourite books and authors. By the age of 11 pupils are making satisfactory progress in reading, with whole-class reading supportive in helping them to adjust to more difficult reading tasks. Some Key Stage 2 reading work is adventurous and makes considerable demands on pupils. One lesson, in a mixed Year 4 and 5 class for example, successfully focused on the poem 'The Battle of Blenheim' in order to develop the pupils' skills of reading and of interpreting a story. Here the skilful interchange between teacher and class in the first half of the lesson enabled all pupils to make progress. Not all pupils, however, are confident readers. This is especially the case in the older classes. The school has organised 'booster classes' in which lower attaining pupils are given more focused attention in a

small group. Pupils are responding to this well focused teaching of reading skills and are making progress in their reading standards. However, despite improvements in reading, only the more able pupils can write well and the lack of opportunities to develop their skills in this area means that higher attainers are not being sufficiently stretched. While there are a few good examples of extended writing the majority of pupils in this key stage lack confidence in writing and do not yet possess the skills necessary to write for a variety of purposes. They do not always present their work well and spend too much time on activities that do not extend their skills. In both key stages the introduction of the National Literacy Strategy has been delayed. While its recent introduction is having some impact on raising standards in Key Stage 1, it has yet to have this effect in Key Stage 2. In both key stages 1 and 2 information and communication technology is not used well to support the English curriculum.

64. Teaching in Key Stage 1 is very good. Lessons are characterised by good planning, with the result that teachers are secure in the direction of the work they undertake. The teaching takes place in a calm atmosphere in which high expectations are set and reached and a sense of excitement about the work set. Well-paced lessons contribute to high levels of motivation on the part of the pupils. Before children are set to work in groups in the course of the Literacy Hour, the nature of tasks is very carefully explained and reinforced so that pupils are clear about the purpose of their work. The organisation of lessons, including both whole-class and group work, reaches high standards and allows the teachers good opportunities for intensive one-to-one teaching of individuals. Teachers recognise the need to introduce and clarify the technical vocabulary of the subject and this is especially well handled, so that many children can use terms such as 'punctuation', 'exclamation mark' or 'phoneme' with confidence. The teaching of reading skills is very effective in that children are taught strategies for such work. When pupils read aloud, they are taught how to read with expression, indicating good understanding of the material.
65. In Key Stage 2, teaching is unsatisfactory overall, although there are examples of good teaching. Good teaching, which is more evident in younger age groups, is characterised by well-paced lessons in which the teacher sets clear expectations and the organisation and management of lessons allow for effective learning. More effective lessons also include instances of teachers leading by example, through, for example an expressive style of reading or illustrations of correct punctuation. Less effective lessons, which are mainly located in Years 5 and 6 are inadequately planned, lacking in pace, and the details of learning tasks are not clear to the pupils. Here, the low expectations of what pupils can achieve is reflected in the unsatisfactory work pupils produce. Higher attaining pupils in particular are not sufficiently stretched in literacy lessons. Throughout Key Stage 2 lessons also provide few opportunities for more independent approaches to learning, including the use of information and communication technology by pupils.
66. Pupils in Key Stage 1 respond well to the teaching of English. While this is often the case in Key Stage 2, there are a small number of pupils throughout this key stage, in particular in Years 5 and 6, who do not listen well and make a negative contribution to lessons. Pupils with special educational needs, however, are appropriately supported throughout the school in English and are fully included within lessons.
67. The leadership and management of English are unsatisfactory. There is a lack of overall clarity about the strengths and weaknesses of English teaching in the school and insufficient monitoring of the planning and teaching of other teachers. Targets for attainment have been set for individual pupils at the end of Key Stages 1 and 2, but there are no strategies in place for monitoring and assessing progress towards these targets. The headteacher has removed from the library much of the stock, which is out of date, or in poor condition. The Parent Teacher Association has been active in providing funds for more up-to-date stock.

MATHEMATICS

68. Standards in mathematics are above average at the end of Key Stage 1 and below average at the end of Key Stage 2. Improvement since last inspection is unsatisfactory. Whilst Key Stage 1 has maintained its good progress in this subject, this has not been maintained in Key Stage 2. By the age of seven, pupils' attainment in the 2001 national tests was close to the national average, with

higher attaining pupils achieving well above this level. By the age of 11, pupils' attainment in the 2001 national tests were below the national average, with higher attaining pupils also achieving below what may be expected. Compared to similar schools pupils in Key Stage 2 attain well below what may be expected and do not maintain their progress from Key Stage 1.

69. By the time the pupils are seven, they have a very secure understanding of numbers to 100 and can use a variety of methods to calculate their answers to questions set. They understand how to handle data and can interpret different types of graphs and use tally marks to collect information. They can then use this information to devise their own bar charts and graphs. Pupils are given instructions in how to transfer this information into different types of charts using the computer, but this kind of work is underdeveloped in the school. By the time the pupils are 11, they have not made sufficient progress from the end of Key Stage 1 and, although some have a firm grasp of basic number facts, others still struggle and cannot recall these quickly enough. Pupils are beginning to use mathematical vocabulary correctly, but this is an aspect that is not consistently used during lessons. Pupils in Key Stage 2 also lack confidence in applying mathematical knowledge to solve problems and do not have a range of strategies available to them to develop their skills in mental mathematics. Within Key Stage 1 pupils can sort numbers in order and can predict the next number in a sequence, either larger or smaller. They can apply their knowledge very well and can make different amounts of money using different coins. They are also able to add three figures together, studying the properties of two-dimensional shapes and working with tens and units. By Year 2, the pupils understand the relationship between numbers and use this knowledge very well to simplify calculations. They understand the properties of three-dimensional shapes very clearly, collect data and apply their mathematical skills very well.
70. In Key Stage 2, pupils in Year 3 are learning to work out problems appropriately using fractions. They can effectively use different strategies to check their answers, for example adding to test the accuracy of a subtraction sum, but a few have difficulty with identifying tens and units in a number. In Year 4, pupils are successfully working on fractions, tens and units and in mental arithmetic. Pupils in Year 5 are gaining appropriate skills using symmetry and describing how patterns appear in a mirror image. By the time the pupils are in Year 6, they have covered work successfully on positive and negative numbers, estimation, decimals and using graphs and charts. However, whilst there is sound coverage of the required elements in the mathematical curriculum in this key stage these exercises are often not sufficiently challenging and tasks set do not extend the more able pupils.
71. The teaching of mathematics throughout the school is satisfactory overall. It is good in Key Stage 1 and satisfactory in Key Stage 2. There is some good and very good teaching in Years 1 and 2 and some good teaching in Years 4 and 5. However, teaching in Years 5 and 6 is unsatisfactory with pupils not being sufficiently extended to attain their potential. In the effective lessons in both key stages there is a good match of tasks to the abilities of the pupils, with a good range of practical work, for example, handling money in a Year 1 lesson to understand the value of the coins and to calculate amounts accurately. In a mixed Year 4 and 5 lesson pupils who found fractions difficult were also given good experiences using everyday objects to estimate their answer, for example a half a packet of butter. When there is good pace in numeracy lessons pupils practise skills quickly, but in some lessons in Key Stage 2 there is a lack of pace in mental arithmetic. This means pupils do not always have enough practice in recalling basic number facts including their times tables.
72. Teachers have a sound understanding of the National Numeracy Strategy, which, although late in its introduction has been implemented appropriately in the school. They plan effectively and use methods appropriately, but sometimes expectations in Key Stage 2 are not high enough. Behaviour is satisfactory in most lessons, but sometimes, in Key Stage 2 the inappropriate behaviour of a few pupils is disruptive to the class and has an adverse effect on pupils' attainment. Pupils with special educational needs are appropriately supported and included within the mathematics curriculum. In all areas of the school the pupils' ability to use information and communication technology to extend their mathematical knowledge, skills and understanding is not developed.

73. There is a newly appointed coordinator for this subject and because of the lack of impetus in this area in the past there is a lot to do. She has, however, made a good start and is providing sound management. Comprehensive assessment procedures for example have now been introduced but are not used consistently across the school. For example the pupils' attainment in their learning objectives is carefully noted in Key Stage 1, but the mathematics co-ordinator has not yet received this information from Key Stage 2 teachers. The lack of assessment data in Key Stage 2 limits teachers ability to plan for these pupils and to set appropriate targets for them. The co-ordinator has clear vision of ways forward in this area and has already made some headway including some monitoring of pupil's work and planning to improve pupils access to mathematics in other curriculum areas. Resources are adequate, although they are limited for work on practical skills and software for computers.

SCIENCE

74. Standards in science are below average overall. Attainment by the age of seven, as identified in teacher assessments in 2001 was close to the national average, with higher attaining pupils performing well above what may be expected nationally. Attainment in national tests in 2001 at age 11, however, shows that the performance of pupils of all abilities was below the national average. Evidence collected during the week of the inspection shows that by the age of seven pupils are attaining in line with what may be expected and below this level by the age of 11.
75. In Key Stage 1 pupils in Year 1 learn appropriately and are able to experiment successfully with sound when comparing the noise provided by objects when placed in plastic cups. This was well documented by the whole class who were able to explain about the testing procedures and write about this activity with confidence. In Year 2 pupils showed appropriate skills when gathering evidence about plants from observations outside the classroom. Pupils were able to successfully compare them through observations of their size, shape and texture. Pupils in this key stage were also able to tell the difference between healthy and unhealthy food and have contributed to good displays on this topic around the school.
76. In Key Stage 2, younger pupils are able to compare different types of rocks and what they might be used for. The majority of pupils knew how and why slate is used to cover roofs. More able pupils in this group were able to identify different types of rocks used for building the local parish church. Pupils in Year 4 were clear in their understanding of the difference between solids and liquids and were successful in their interpretation of a teacher led experiment to separate sugar and water. Older pupils in Years 5 and 6, however, do not build on the success of earlier years and, as a result, do not gain the skills to move forward. An example of this was observed in a Year 5/6 class, where Year 6 pupils, including a number of more able ones, were finding difficulty in recording information about dissolving sugar.
77. Teaching is satisfactory in Key Stage 1 and in some classes in Key Stage 2. It is unsatisfactory in Years 5 and 6. Teachers have a sound knowledge of the subject and are enthusiastic in its delivery. Experiments are appropriately planned and teachers engage well with pupils orally in developing their understanding of key concepts. However, teachers' expectations in science are too low, particularly for older pupils in Key Stage 2 who have the ability to progress at a much faster rate, with some higher attaining pupils not fulfilling their potential. There are also too few opportunities for pupils to develop their writing skills, to work with other subject areas and in the use of information and communication technology.
78. Pupils respond satisfactorily to science. They enjoy conducting experiments and respond well to teacher questioning. They present their work satisfactorily. Pupils in the mixed Year 5 and 6 class however are often noisy and disruptive and this hinders their progress in science.
79. Since the last inspection satisfactory progress has been made in science in Key Stage 1. However, the satisfactory progress highlighted in Key Stage 2 has not been maintained and this is now an unsatisfactory area of the curriculum, especially in Years 5 and 6. Co-ordination is also unsatisfactory. There is a new co-ordinator and while there is a policy and suitable scheme of work there is a lack of effective management of the subject including procedures for monitoring

teaching, assessing pupils work and linking with other subject areas, particularly in terms of supporting the development of pupils' literacy skills.

80. Accommodation is satisfactory and there is a satisfactory range of equipment, including books. However, resources are not easily located or centrally stored. The science curriculum is appropriately supported by visits to places of local interest including the Space Museum in Leicester.

ART AND DESIGN

81. During the week of the inspection only two art lessons were observed. However evidence gained from scrutiny of pupils work, discussions with the coordinator and with pupils indicate that standards attained by pupils by the age of seven and 11 in this subject are satisfactory. Progress since the last inspection has also been satisfactory. In Key Stage 1 pupils have sound opportunities for both two- and three-dimensional work, the latter linked to design and technology. For example, in one Year 2 lesson, the class puppet is used as part of the stimulus for each child to design and make a puppet of their own. The task is graded according to aptitude to ensure that it falls within each child's compass; the class is both excited and very attentive as the stages of the design process are carefully explained, and the children experience high degrees of success as they work. Displays in the school hall and in the main corridor show that pupils in both key stages are producing work of a sound standard. Pupils in Year 1 for instance, have created display materials using crayon and clay to illustrate a variety of textures of natural and man-made materials. Other displays are used to support areas of the curriculum, for example mathematics and English, as in an eye-catching illustration of the story of the Pied Piper of Hamelin.
82. Within Key Stage 2 younger pupils appropriately learn about the different work of painters and designers, including for instance Philip Lowry and William Morris and sketch examples of their work.
83. They are given good opportunities to produce three-dimensional models, using plaster of Paris to which they are then able to apply paint. There is also evidence of sound links between art and other subjects. The study of the Tudors in Year 5 and 6 for example, has provided good opportunities for a variety of illustrative work on display in the classroom.
84. The quality of teaching is good in Key Stage 1 and it is satisfactory in Key Stage 2. Pupils in Key Stage 1 benefit from skilled teaching, where the matching of colours, learning to use tone and line in art work and discovering different texture and pattern are taught well. In Key Stage 2 teachers link work appropriately with design and technology to support pupils in producing a sound range of drawing, painting and collage work as well as some two dimensional designs. There is, however, a lack of examples of three-dimensional work and teachers do not take advantage of the wide range of materials open to them, including, for example, wire, clay and newspaper. Throughout the school there is also no use of computer aided art and design. While display work around the school is satisfactory, pupils have the skills to contribute to a wider variety of art and design based items to help stimulate the school's environment. Pupils in both key stages enjoy art lessons. They try hard and work cooperatively with each other. Pupils of all aptitudes are appropriately catered for and are included fully in the curriculum.
85. Management is unsatisfactory. There is no effective monitoring of the teaching and learning in art across the school and no assessment of the levels that pupils reach in this subject. The coordinator is newly appointed to the school and has had very limited opportunities as yet to develop the leadership role which the subject needs.

DESIGN AND TECHNOLOGY

86. Only two lessons were observed during the week of the inspection. However, the scrutiny of pupils' work, discussions with the co-ordinator and evidence from displays around the school indicate that pupils in both key stages are attaining in line with what is expected. Compared with

the previous inspection standards have gone down in Key Stage 1 and have improved in Key Stage 2.

87. By the age of seven, pupils are able to design and make a puppet. This was clearly observed in a Year 2 class using a plastic template. Lower attaining pupils were also successful in their design of finger puppets using felt material. Younger pupils in Year 1 are also developing their skills satisfactorily. Here they know how to put together models to make moving pictures and are skilled in cutting out objects. By the age of 11 pupils are able to construct a moving vehicle from wood and card, with higher attaining pupils producing work of a high standard. Pupils in this age group have also designed shelters satisfactorily as part of a topic on homes. Younger pupils in Year 4 have also successfully designed a fairground, linked with their study, in history, of the Victorians.
88. While pupils in both key stages are satisfactorily able to design and make objects not all pupils can evaluate their design, although this was clearly evident in some classes. A good example of this was when pupils in Year 3 gave accurate answers about how structures are strengthened by using a solid base. Pupils in both key stages also successfully engaged in a healthy eating project as part of food technology. When given the opportunity pupils enjoy this subject and respond well. They mostly cooperate in the completion of projects. This is especially the case in Key Stage 1.
89. Teaching is satisfactory, although evidence from the observations in Years 2, 3 and 4 highlight examples of good and very good teaching. While teachers give pupils good opportunities to develop their skills in designing and making, pupils get insufficient opportunities to evaluate their work, including linking with other subject areas. There are also few opportunities for pupils to use information and communication technology to support their work in this area. Pupils enjoy design technology and like to work on practical tasks, including linking with other subjects, for example in making a seaside scene in geography in year 1. While this aspect is effectively managed in Key Stage 1 the work area in Key Stage 2 is not well used and the disruption of a small number of pupils in Years 5 and 6 makes some of these activities unsafe. Higher attaining pupils in this key stage also fail to attain at their best due to the lack of expectations of what they can achieve. Pupils with special educational needs, however, are catered for well and are and fully included in lessons.
90. Co-ordination is unsatisfactory. The headteacher has recently taken this role and, while there is a policy and appropriate scheme of work, there is no system for monitoring curriculum planning and assessing the work of pupils. Since the last inspection there has been satisfactory progress in design and technology. The school has appropriate areas both in and outside classrooms for pupils to work on this subject. There is also a satisfactory range of materials and tools to support learning. However, these are not easily accessible. In addition there is a lack of suitable books to support learning in this area.

GEOGRAPHY

91. Only two lessons were observed during the inspection. However, the scrutiny of pupils' work, discussions with the co-ordinator and evidence from displays around the school indicate that pupils at the age of seven are attaining above what is expected for their age and at age 11 are attaining in line with what is expected. The school has made satisfactory improvement in this subject since the last inspection.
92. In Key Stage 1, pupils in Year 1 are able to locate Great Britain successfully on an atlas of the world and identify its coastline. They can make comparisons of features of the seaside and their own locality. They can identify changing weather conditions at the seaside at different times of year, which parts of the world are hot and cold and can use symbols to indicate their understanding. In Key Stage 2 pupils learn appropriately how to make use of the index in an atlas to locate countries and cities and to find a geographical place or feature on a map. Pupils are also able to understand and use appropriate technical terminology such as 'co-ordinates', as well as

gaining relevant practical experience using atlases and a large wall map of the world for the location of places using more than more than one scale.

93. Pupils' attitudes to learning in geography are good. They are, for the most part keen to ask and answer questions and settle quickly to their work. This was especially evident in Year 1 where pupils were absorbed in discussing the making of a 'seaside' scene using sand, rocks and coloured paper. In all activities pupils with special educational needs are appropriately included in the tasks set. Pupils of all aptitudes attain at a satisfactory level in Geography and are fully included in the curriculum.
94. In Key Stage 1 the quality of teaching is of a good standard. Clear objectives are set for the teaching and organisation of this subject. Teaching at Key Stage 2 is satisfactory. Teaching in the younger age groups in this key stage enables pupils to apply their literacy skills successfully by summarising relevant information from written sources in the form of bullet points. In both key stages teachers do not effectively use information technology to support the topics being studied. They do, however, use the locality satisfactorily, including studies of the village and some of the buildings within it.
95. Management of geography, however, is unsatisfactory. The co-ordinator is newly appointed to the school and has had very limited opportunities to develop the leadership role which the subject needs. In both key stages there are appropriate schemes of work and these indicate sound coverage of the geographical themes within the National Curriculum. There is, however, a lack of monitoring of the teaching and learning, including coverage of the school's schemes of work, including systems for the assessment of pupils' standards across the school.

HISTORY

96. During the week of the inspection only one lesson in Key Stage 2 was observed. However evidence gained from scrutiny of pupils work, discussions with the coordinator and with pupils indicate that standards in both key stages in this subject are satisfactory.
97. Pupils in Year 1 are able to write about how we used to live in a Victorian House and how this compares with life today. Older pupils in Year 2 are making satisfactory progress and know about homes and household objects in the past and can describe significant events that we celebrate. This was evident in pupils writing about 'Remembrance Day' where they explained why we wear a poppy. Some more able pupils were able to write at length about this subject, making a good contribution to their literacy skills. By Year 6 pupils have satisfactorily developed their skills in history and are able to use appropriate evidence when answering questions.
98. Pupils in Year 4 were able to explain the importance of having up to date maps when explorers were setting off on their voyages during Tudor times. More able pupils write well in history and a few examples of good extended writing were viewed. Not all pupils were able to write in this way partly because of their lack of skills in writing for a particular purpose. Pupils with special educational needs make satisfactory progress.
99. Teaching of history is satisfactory. Overall, lessons are appropriately planned to include provision for pupils of different aptitudes. Particular emphasis is given to developing pupils' verbal skills. There are, however, too few opportunities for pupils to write for extended periods. Pupils also get insufficient opportunities to use appropriate computer programs to extend their knowledge and skills. Discussions with pupils show that they enjoy history and have positive attitudes towards learning.
100. Management is unsatisfactory. The teacher in charge has yet to ensure that the subject is effectively coordinated and that there is a long term strategy for its development. While there is a policy and a suitable scheme of work, to cover in both key stages, there is a lack of monitoring both in terms of the teaching of this subject and the learning of pupils.

101. Since the last inspection there has been satisfactory progress. Despite the good efforts of the history coordinator to use what resources are available, the lack of resources, including suitable programs for the computer and artefacts for pupils to view, reduces opportunities for pupils to develop their skills. The pupils do, however, get the opportunity to visit places of historical interest including an annual visit to Stratford upon Avon, Nottingham Castle and Benmanor Hall where there is a World War II exhibition.

INFORMATION AND COMMUNICATION TECHNOLOGY

102. The attainment of pupils in information and communication technology is below average at the end of both key stages. By the age of seven pupils have had insufficient opportunities to develop their skills. The limited experience of the range of information technologies continues throughout Key Stage 2, and by age 11 pupils attain at a level below what may be expected. No progress has been made in this area since the last inspection, where it was judged to be unsatisfactory, both in terms of attainment and progress.
103. Of the lessons observed pupils are making some limited progress in Key Stage 1. Here pupils display simple keyboard skills and, in the Year 2 class, pupils were able to use a turtle for drawing with some success. While appropriate schemes of work are in place, the lack of consistent and effective arrangements for linking information technology across the curriculum means that pupils are only able to achieve within a narrow range of skills, mainly linked to word processing. Pupils in Key Stage 2, however, have some opportunities to display their skills and this was apparent in the scrutiny of pupils work where examples of appropriate completion of extended writing on the computer was evident in the work of a few more able pupils. Overall, however pupils make poor progress and the subject makes little contribution to the extension of pupils' skills in other areas, including literacy. Teaching is unsatisfactory in both key stages. Although there are examples of some good teaching in Key Stage 1 and some satisfactory teaching in Key Stage 2, overall teachers lack the knowledge and confidence to extend pupils' skills.
104. Pupils' attitudes towards information and communication technology is good. When they have the opportunity to work with computers and other technologies, including a 'turtle' in Key Stage 1 pupils do so with enthusiasm. This occurs, however, on a limited basis only. Pupils with special educational needs get the same limited opportunities as higher attaining pupils for extending their skills, with no special arrangements in place for supporting the individual needs of pupils through specialist programs.
105. Planning for information and communication technology has been unsatisfactory. There has been a lack of co-ordination of this subject and this has now been taken over by the new headteacher. As a result, appropriate plans to develop an ICT suite are well underway and, in the short-term, some new computers have been leased. Systems for the assessment, monitoring and evaluation of both teaching and learning, however, are not in place and individual teachers work without reference to an overall framework in terms of progression throughout the school.
106. Resources are limited. Computer hardware although limited is satisfactory in the short-term and the leasing of additional computers has meant that there is now one computer to every class. Software is satisfactory with an adequate range of relevant programs. These programs are, however, not well used to aid teaching and learning.

MUSIC

107. It was not possible to see complete lessons in music during the inspection in Years 1 and 2 though a number of short lessons in both key stages, taught by a peripatetic music teacher, were observed. These observations and other evidence from discussions with pupils and a scrutiny of their work indicate that by the ages of seven and 11 the standards that pupils reach are satisfactory. This reflects the findings at the last inspection. Pupils identified as having special educational needs make sound progress and there is a good level of inclusion.
108. Pupils by the age of seven can work appropriately at their musical skills, for example learning to clap a simple rhythm to suggest a nursery rhyme or song. They are developing their skills in singing and show increasing control, for instance participating in singing in assembly. By the age of 11, pupils can compose their own sound effects to a theme, for example 'flapping' like a bird or mimicking the sound of a woodpecker. Pupils in Years 4 and 5 know how to use musical instruments effectively to perform simple rhythmic patterns to nursery rhymes, such as 'Twinkle, Twinkle Little Star'. By the time the pupils are in Year 6, they can sing in time and with

reasonable regard for each other as performers. Higher attaining pupils are also developing their skills well.

109. Teaching is satisfactory in both key stages with some good teaching in Year 4 and 5. Teachers provide good opportunities for pupils to play a variety of musical instruments and occasionally to perform in front of the whole school. The pupils' behaviour in lessons is satisfactory. They enjoy these sessions and work hard. Resources for music are adequate; they have been audited and repaired. There are, however, few opportunities to foster the pupils' cultural development by showing appreciation of different musical traditions and ICT is not used to support pupils' learning.
110. There has been a lack of leadership and management of music although systems for assessing teaching and learning are satisfactory. The headteacher is now coordinating the subject on a temporary basis, as the music co-ordinator is on long-term sick leave. Until her return many ideas and initiatives have been put on hold. The accommodation for the teaching of music is satisfactory and there is an appropriate range of musical instruments.

PHYSICAL EDUCATION

111. Standards are well above average at the end of Key Stage 1, particularly in the pupils' skills in games. They are average in Key Stage 2. Since the last inspection standards have improved in Key Stage 1 and remained the same in Key Stage 2. All pupils make progress at an appropriate rate, including those identified as having special educational needs. Pupils in Key Stage 1 work enthusiastically at their skills in games, for example learning to aim and strike the ball effectively when playing hockey indoors. By the age of seven, pupils can throw, catch and bounce balls well, with good movements and techniques to keep the ball under control and are learning to throw 'under arm'. They are also developing a good knowledge of safety in physical education lessons when using apparatus and work well together, co-operating and perfecting their skills. They show increasing control, for example learning to 'dribble' the ball as they move around the hall with confidence and co-ordination. Many pupils in Year 2 have developed skills well ahead of their year group.
112. In Year 3 and 4, pupils are learning to move imaginatively to music, for instance depicting the movements of machinery. In Years 4 and 5, they are effectively learning to dance in time to music, for example in a style similar to Tudor dance. Year 5 and 6 pupils can dance well, but some inappropriate behaviour can affect the levels they achieve, although they are capable of a satisfactory standard. Although in Year 5 and 6 pupils' skills in using hockey sticks are sound, the state of the pitch outdoors, with overlong grass and an uneven surface, makes it difficult for the pupils to play well. Also in the lesson observed, the pupils spent too much time disagreeing about minor issues rather than concentrating on the game.
113. Pupils in both key stages attain a reasonable level of competence in swimming and nearly all pupils are able to swim a minimum of 25 metres by the time they leave school. The pupils respond well to the effective instruction they receive and are learning to be safe and confident in the water. Several pupils achieve much more than basic swimming, as they develop their techniques and personal survival skills for example, diving and retrieving a 'brick' from the bottom of the pool.
114. Teaching is satisfactory overall. It is very good in Key Stage 1 and satisfactory in Key Stage 2, with some good teaching in Years 4 and 5. Despite the very good progress the pupils make in Key Stage 1 this is not maintained in Key Stage 2. Pupils of all aptitudes are generally keen and enthusiastic in physical education with positive attitudes in Key Stage 1. All pupils are fully included in all activities in this area. Pupils' behaviour, however, while satisfactory overall, is sometimes unsatisfactory in years 5 and 6. Here a minority of pupils do not always respond well to the teacher and do not effectively participate in the lesson.
115. The co-ordinator is leading the subject well in Key Stage 1, but is not as influential at Key Stage 2. There is a lack of monitoring of teaching and learning across the key stages. Resources are good overall partly as a result of the parent-teacher associations contributing to new equipment and the school hall, which is of very good size contributes well to sports activities. There are a

number of extra-curricular sports activities, including netball and hockey and the school regularly plays football against other local schools.