

# INSPECTION REPORT

## **OUTWOODS EDGE PRIMARY SCHOOL**

Loughborough, Leicestershire

LEA area: Leicestershire

Unique reference number: 119977

Headteacher: Mr Mark Maksymiw

Reporting inspector: John Messer  
15477

Dates of inspection: 2 - 5 June 2003

Inspection number: 248069

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Community

Age range of pupils: 4 to 11 years

Gender of pupils: Mixed

School address: 21 Redwood Road  
Loughborough

Postcode: LE11 2LD

Telephone number: 01509 216177

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Appropriate authority: The governing body

Name of chair of governors: Mr S Adshead

Date of previous inspection: 2 March 1998

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
15477	John Messer	Registered inspector	English as an additional language English Art and design Design and technology Modern foreign languages	What sort of school is it? How high are standards? a) The school's results and achievements How well are pupils taught? What should the school do to improve further?
19720	Deborah Granville-Hastings	Lay inspector	Educational inclusion	How high are standards? b) Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
20142	Malcolm Childs	Team inspector	Special educational needs Mathematics Information and communication technology Religious education	
32168	Ann Keen	Team inspector	Foundation Stage Science Music	
15971	Michael Pye	Team inspector	Geography History Physical education	How good are curricular and other opportunities offered to pupils? How well is the school led and managed?

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

This community primary school has 262 pupils on roll and is larger than most primary schools. Pupils are taught in ten classes from reception to Year 6. New building work is due to commence at the end of this term when three new classrooms are added to accommodate new pupils from the rapidly growing residential estate that surrounds the school. The school serves a diverse community. Most pupils have some form of pre-school experience but a significant minority of children start school without having attended a nursery or pre-school playgroup. Children's attainment on entry to the school varies widely but for most it is below average. Nearly a fifth of pupils claim their entitlement to free school meals, which is in line with the national average. Most pupils are from White English speaking backgrounds and around a tenth are from a broad spread of ethnic minority families. Around eight per cent of pupils come from families where English is not the mother tongue and of these a small number is at an early stage of speaking English. An average proportion of pupils, around a fifth, have special educational needs and most of these have moderate learning difficulties. A considerable number of new teachers have joined the school over the past two years.

### **HOW GOOD THE SCHOOL IS**

This is a good school that provides its pupils with an effective education. The leadership provided by the headteacher and his deputy is very good. The governing body makes a very good contribution to the school's leadership and management. The quality of teaching is good and this helps pupils to learn effectively and achieve well. Standards are improving but the attainment of each year group is uneven because each has a widely varying mix of higher and lower-attaining pupils. Most pupils are likely to attain average standards in all subjects by the end of Year 6, except history where standards are above average. However, pupils' achievement in reading and writing is uneven and there is scope for further improvement. The school provides good value for money.

#### **What the school does well**

- The leadership and management of the school are very good and this is having a major impact on improving standards.
- The quality of teaching is good and helps pupils to learn effectively and achieve well.
- The provision for pupils with special educational needs is very good.
- Pupils enjoy coming to school and have positive attitudes to learning.
- Relationships throughout the school are very good and contribute to a supportive learning ethos.
- Provision for pupils' personal development is very good and the school helps them to become mature and responsible.

#### **What could be improved**

- The standards that pupils attain in reading and writing.
- The co-ordination, leadership and management of the curriculum for children in the Foundation Stage in order to promote greater consistency in the learning opportunities provided.
- The assessment and evaluation of how successful each unit of work in subjects other than English, mathematics and science has been in order to identify and build on strengths.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

Since the school was last inspected in 1998 there have been significant improvements. There have been significant improvements in the standards that pupils attain in reading and writing, although there is scope for further advances. Standards have also improved in mathematics, information and communication technology, art and design, design and technology, geography and history but standards in science are not as high as they were. The standards that children attain in the reception classes have improved. The quality of teaching has improved; there is now no unsatisfactory teaching and a much higher proportion of very good teaching. The leadership and management of the school have improved significantly. Curricular planning has improved. Accommodation has improved with the



addition of a computer suite and a large library room. Overall, there has been good improvement since the time of the last inspection.

## 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
	2000	2001	2002	2002
English	E*	C	E	E
mathematics	E	C	D	D
science	E	C	D	D

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

The school's performance in the national tests for pupils in Year 6 has been erratic in recent years but there is clear evidence to indicate that under the strong leadership of the new headteacher and his deputy, standards are rising rapidly and there is every prospect of more sustained improvement. Indeed, initial indications are that the school's performance in the tests for pupils in Year 6 in 2003 will be much improved. Inspection findings show that, by the end of Year 6, most pupils are currently set to attain standards that are at least average in English, mathematics and science as well as in all the other subjects, except history where standards are likely to be above average. The school failed to meet its statutory targets in English and mathematics last year but it is well on course to meet its targets this year. The overall trend in improvement has been broadly in line with the improving trend nationally. Across the school pupils' achievement, including the achievement of those pupils with special educational needs and those whose mother tongue is not English, is now good.

Pupils achieve well in Years 1 and 2 but, by the end of Year 2, most pupils are likely to attain standards in reading and writing that are below average, although average in mathematics and science. The current group of pupils in Year 2 is not typical of the other year groups in the school, as there is a much higher proportion than usual of lower-attaining pupils, pupils with limited language skills and pupils with special educational needs. Many in this year group entered the school with poorly developed skills in communication, language and literacy. Children in the reception classes, including those with special educational needs, achieve well and by the end of the reception year most pupils are on course to attain average standards in all areas of learning except mathematics where standards are likely to be below average.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils enjoy their lessons. They are eager to please and keen to succeed.
Behaviour, in and out of classrooms	Good. Pupils are polite and considerate. They behave well in class and in the playground.
Personal development and relationships	The very good relationships that have been maintained help pupils to learn in a secure and supportive learning environment. The school encourages pupils' confidence and helps them to become increasingly mature and responsible.

Attendance	Good. Pupils' attend regularly and are punctual in arriving at school.
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## TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	good	good	good

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

The teaching of English and mathematics is good and this helps pupils to achieve well. The teaching in all the lessons seen was at least satisfactory; most of it was good and a significant proportion was very good and occasionally excellent. Teaching is particularly strong for pupils in Years 5 and 6. Although the teaching is mostly good there are inconsistencies, especially with regard to the teaching of reading and writing, as the skills that pupils need to read and write effectively are not taught systematically in all classes. One particular strength of the teaching is that it encourages pupils to work hard and to concentrate well. There are occasions when teachers spent too long talking to pupils, especially during the introductory part of lessons, and this leaves too little time for pupils to take part in practical activities. Classroom assistants make a strong contribution to teaching and learning but there are times when they spend too long listening to teachers rather than actively supporting pupils' learning. In the lessons where teachers carefully explained the key words to be used in the lesson, pupils learnt effectively. In the lessons where such explanations did not feature strongly, learning was less effective. Literacy skills are taught satisfactorily but there are too few opportunities for pupils to practise their skills purposefully. Numeracy skills are taught well and pupils use their skills increasingly in other areas of the curriculum, such as measuring in design and technology and recording data in science. A particular strength of the school is the way in which it seeks to find innovative ways to meet the learning needs of all pupils. One example is the 'nurture group' for pupils with particular needs and another is the special teaching for pupils who experience difficulties with physical co-ordination. Classroom computers are not used enough in lessons. A happy, productive learning environment has been established.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum is enriched by a good range of visits and visitors and good annual events, such as arts events and book weeks, that enhance learning opportunities well.
Provision for pupils with special educational needs	Very good. Pupils are particularly well supported when assisted by specialist teachers and classroom assistants.
Provision for pupils with English as an additional language	Good. Pupils achieve well and most make good progress in developing English speaking and literacy skills.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Provision for moral and social development is very good and it is good for spiritual and cultural development. The school works hard to encourage pupils to be confident and to take on responsibilities.
How well the school cares for its pupils	There are good systems for ensuring pupils' health and welfare and pupils receive good personal support and guidance. Monitoring academic performance is good.

The school has developed a good partnership with parents. It has created a community development post designed to promote the partnership in learning with those parents who do not find it easy to maintain close contact with the school. The school fulfils statutory requirements to teach the full

curriculum and religious education. A great deal of time is spent teaching the key skills of reading, writing and spelling but the quality of provision is uneven. Pupils do not always get enough advice on how to improve their reading and spelling. The teaching and learning of units of work are not evaluated methodically in order to strengthen future curricular planning. The school is a caring community where pupils work and play happily together.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher and his deputy have generated a strong commitment to improve standards. The role of subject co-ordinators is developing well but co-ordinators do not all follow the exemplary monitoring and evaluation procedures that have been introduced for history and there is no co-ordinator for the Foundation Stage.
How well the governors fulfil their responsibilities	Very good. The governing body supports the school effectively and checks that the school fulfils all legal requirements.
The school's evaluation of its performance	Good. For the most part the school analyses its performance methodically and identifies areas for improvement accurately but the evaluation of reading and writing is not sufficiently systematic or rigorous enough.
The strategic use of resources	Resources are for the most part used well but computers in classrooms are often dormant.

Resources to support teaching and learning are satisfactory and accommodation is adequate although space is cramped in some classrooms and the open-plan design of the school allows noise to cause distractions. The grounds are spacious and are developing well as a learning resource. There are adequate numbers of appropriately qualified teachers and support staff. Classroom assistants' time is not always used to best effect by teachers. A particular strength of the leadership and management of the school is the way that the headteacher and the deputy headteacher complement each other. The deputy headteacher provides exemplary teaching and the headteacher is good at analysing the school's performance and introducing methodical systems to bring about improvements. The governing body is acutely aware of the principles of best value and applies them well.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children like school and make good progress.</li> <li>• The teaching is good and pupils are well behaved.</li> <li>• The school works closely with parents and keeps them well informed about how their children are getting on.</li> <li>• They would feel comfortable about approaching the school with questions or a problem.</li> <li>• The school expects children to work hard and achieve their best.</li> <li>• The school is well led and managed.</li> <li>• The school helps children to become mature and responsible.</li> </ul>	<ul style="list-style-type: none"> <li>• The amount of homework pupils receive.</li> </ul>

The inspection team agree with parents' positive views. Inspectors found that there was an appropriate amount of homework set but that it was not always marked carefully by teachers.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

*'Standards', the judgement of how well pupils are doing compared with others of the same age nationally, may be judged from national test results, or against the levels defined in the National Curriculum or the Early Learning Goals as 'expected' at certain ages. The other judgement, 'achievement', is a judgement made against pupils' starting points. The achievement judgement shows whether, in the longer term, enough progress is being made.*

#### **The school's results and pupils' achievements**

1. As a result of the mostly good teaching, pupils achieve well from their first days in school until they leave at the end of year 6. Pupils enter the school with standards that are below average and leave at the end of Year 6 having attained standards in English, mathematics and science and most of the other subjects that are average. The exception is history, where, by the end of Year 6, most pupils are likely to attain standards that are above average. Although standards in information and communication technology are broadly average, opportunities for pupils to extend their skills in class are limited because classroom computers are not used enough. Children in the reception classes are likely to attain the early learning goals, as specified in national guidance, by the end of this school year in all areas, except mathematics, where standards are below average.
2. The standards that pupils are now attaining represent good improvement since the time of the last inspection. The standards that children in the reception classes now attain in all the six areas of learning specified in national guidance are better than they were in 1998 when progress was slow and most did not attain the standards they should have attained. This improvement is due to the better quality of teaching and learning, which was unsatisfactory and is now good. Across the school, pupils are now attaining higher standards than they were in art and design and design and technology. By the end of Year 6, pupils are now attaining higher standards in English, information and communication technology, geography and history. Standards have been maintained in all other subjects, except science, where standards are not as high as they were at the time of the last inspection. Overall, the generally rising standards are due to improvements in the quality of teaching and the quality of the school's leadership and management; there is now a clearer educational direction and a greater commitment to improving standards.
3. The improvement in the standards that pupils attain is not yet mirrored in higher test results. Although pupils are now learning more quickly and are making better progress, it takes time for improvements to be confirmed by the school's performance in the national tests. However, the school's good assessment procedures indicate that the performance of pupils in Year 6 in 2003 will be significantly better than in 2002. In English, the school's performance in 2002 was well below the national average but this year a much higher proportion of pupils are likely to attain at least the national target of Level 4 in reading and writing. However, the school's assessments do indicate that the progress pupils make between Year 2 and Year 5 in writing is not as great as it should be. In mathematics, the school's performance was below average in 2002 but, again, assessments of the attainment of this year's group of pupils in Year 6 indicate that the proportion who are likely to attain Level 4 is higher than last year. National test results in science indicate that standards were below the national average last year but, again, improvements are anticipated in 2003.
4. The school's performance in the national tests for pupils in Year 2 in 2002 were above average in reading and writing and well above average in mathematics. Early indications are that the group of pupils in Year 2 this year will not perform as well as last year's group. This is because in Year 2 there is a much higher proportion of lower-attaining pupils and pupils identified as having special educational needs than in any other year group. The teachers' assessments in science in 2002 indicated that the proportion of pupils who attained the national target of Level 2 was below average but the proportion who attained the higher Level 3 standard was above average.

Assessments of the work of this year's group of pupils indicate that their results in the tests are likely to be lower this year.

5. The school set itself reasonable targets for the proportion of pupils that would attain at least the national target of Level 4 in English and mathematics in the tests in 2002. It did not meet its targets in either subject. Similar targets have been set for the school's performance in these subjects this year and it is now much more likely to achieve them. The trend in the school's performance in national tests over the past few years has been erratic, partly because of the different characteristics of each group that passes through the school and partly due to changes in the teaching staff. Overall, the trend in the school's performance has been in line with the improving trend nationally.
6. Across the school there were no significant differences noted in the achievement of boys in relation to that of girls. Pupils for whom English is an additional language are well supported and achieve at the same rate as most pupils.
7. Pupils with special educational needs, at all stages of the nationally agreed 'Code of Practice for Special Educational Needs', achieve well in relation to their abilities and the targets set for them in their Individual Education Plans. The support staff who work with them know their needs well and help them make good progress. The Individual Education Plans, which are used well in teachers' lesson planning, are effective guides because they draw on early evaluations of children's achievements and subsequent test assessments.
8. The achievement of pupils in Years 1 and 2 in reading and writing is mostly good but, partly because many of the pupils currently in Year 2 entered the school with below average standards in communication, language and literacy, they are unlikely to attain average standards by the end of the school year. Also many of the teachers, including the headteacher and the deputy headteacher, are new to the school and the mainly good teaching that pupils now experience has not been sustained over a long enough period to have had a major impact on the standards that pupils attain. The higher-attaining pupils read confidently and express themselves effectively in writing but many experience difficulties with reading fluently and writing effectively. The school has identified reading and writing as areas of high priority for improvement and good initiatives designed to improve standards are being implemented. However, these are not fully embedded and there is more work to do in terms of ensuring that reading and writing skills are taught systematically in all lessons. Pupils' skills in numeracy develop well and by the end of Year 2 they have a sound understanding of how to add and subtract simple numbers, count in twos, fives and tens, recognise patterns in number and identify the properties of common two and three-dimensional shapes. They are on course to attain average standards by the end of this school year. In science, pupils in Year 2 know about the appliances that use electricity, have a sound understanding of healthy eating as well as how exercise affects their heart rate and know that water can take the form of a liquid, a gas or a solid. They attain average standards.
9. Pupils achieve well in Years 3 and 6, where teaching is good. By the end of Year 6 most attain average standards in reading, writing, mathematics and science. Most read well and their writing is mature and well developed, although careless spelling detracts from the quality of the work produced. Research and library skills are underdeveloped but the new library includes a computer with Internet access and is being organised well as a learning resource. Recently, there has been a substantial investment in good quality non-fiction books to promote research skills. Pupils have a good knowledge of the rules of grammar and they speak confidently. They are interested in mathematics and are quick at calculating the answers to mathematical problems. Pupils have a good knowledge of scientific facts and a good theoretical understanding of scientific principles and the strand of the subject that concerns extending their skills through first-hand experiments and investigations is developing well. The improved teaching and learning indicates that the school has good capacity to improve further.

### **Pupils' attitudes, values and personal development**

10. The attitudes, values and personal development of pupils are good and are a strength of the school, as they were at the time of the last inspection. Pupils with special educational needs

demonstrate positive attitudes to the school. They are keen to learn and behave well in lessons. It is evident that they feel valued by their teachers and by other pupils. Special provision, such as the recently established nurture group, is making a positive contribution to the personal development of these pupils.

11. Pupils' attitudes to learning are good overall and often better. Pupils enjoy coming to school and are happy being there. They have complete trust and confidence in their teachers. In lessons, they show a desire to learn and are eager to ask and answer questions and share their experiences. They work hard and concentrate well, enjoying with gusto the tasks prepared for them. This is in all subjects and in all year groups. For example, in an English lesson Year 6 pupils were totally engrossed in their work of describing an incident as a diary entry and were captivated by the drama activity incorporated into the lesson. Pupils in Year 2 tackled the topic of sorting and organising data in a mathematics lesson diligently, working hard both in groups and individually. Pupils in Year 1 were thoroughly absorbed in their information and communication technology lesson and keen to contribute their ideas in discussions.
12. Behaviour of pupils around school and in lessons is good, overall, and often better. In lessons, pupils' behaviour ensures that learning takes place at a good rate and pupils achieve well as a result. Indeed, a strength is the way in which pupils live and work together, overall. Breaks and lunchtimes are relaxed and comfortable with pupils playing easily together. Pupils have a clear understanding of the high standards expected of them and usually respond accordingly. No aggressive behaviour was seen at all during the inspection and pupils are aware of how their own behaviour can affect people around them. In the past year there was an instance where a pupil had to be permanently excluded from the school due to exceptionally poor behaviour. Pupils from all social and cultural backgrounds live and work together genuinely and happily.
13. Relationships between staff and pupils, and between pupils themselves, are of a very high quality and create a supportive and caring atmosphere in which pupils flourish. These very good relationships have a positive impact on pupils' response and attitudes in lessons and to school in general. All are valued, both as individuals and for their contribution to school life, and there is a feeling of harmony throughout the school. Pupils go through the school day happily and love having visitors to talk to. They are friendly and polite and keen to talk about themselves, their work and their school. From the beginning of the reception onwards, all pupils quickly learn to live and work alongside others. They share resources willingly, listen to each other in lessons and show respect for property, resources and for each other. For example, when a model of a Hindu shrine was accidentally knocked over in a religious education lesson, pupils rushed to help, taking great care to replace it exactly as it had been before.
14. Throughout the school, teachers expect pupils to become independent and pupils respond to this well. As they get older, pupils take on more responsibility within the school and they are glad of the chance to do so. The recently formed school council takes the job very seriously as they are representing the views of their classmates. At lunchtime, older pupils volunteer to help in the dining room, clearing and tidying up after others. In special events, such as the 'Big Draw' day, pupils are in mixed age groups and older pupils are expected to help and look after younger pupils. Similarly, Years 3 and 4 pupils read alongside reception pupils in groups and help by example. Many fund-raising events spring from pupils' ideas and initiatives and whole-school activities for Red Nose day and Blue Peter appeals are always well supported. In some lessons, pupils are expected to work independently in groups and most of them do so quite well. There are a few pupils who lack the confidence to work on their own and need a lot of support and reassurance from teachers to make sure they complete the tasks.
15. Overall, attendance is good. It is consistently better than the national average and unauthorised absence is nil. Few pupils are late and registers are taken efficiently ensuring that the day gets off to a prompt start.

## **HOW WELL ARE PUPILS OR STUDENTS TAUGHT?**



16. Across the school the quality of teaching and learning is good, although there are inconsistencies and areas for improvement. All the lessons seen were at least satisfactory, well over a half were at least good and very nearly a fifth were very good and occasionally excellent. Teaching for children in the reception classes is good as it is for pupils in Years 1 to 6. The teaching of pupils with special educational needs is very good. All teachers are effective teachers of special educational needs and the specialist support teachers are providing a high quality learning experience. The support that pupils receive is guided by well-written Individual Education Plans. Pupils are very well integrated into the life and work of their classes, and teachers adapt work to ensure that pupils are challenged appropriately but also able to achieve success. Pupils with statements of Special Educational Need are well supported by the classroom assistants specifically assigned to them.
17. The teaching of pupils with English as an additional language is mostly good. It was particularly good in one lesson for pupils in Year 2 where the teacher had carefully prepared the key words that were to be used in the lesson. These were explained carefully and during the teacher's introduction a classroom assistant sat alongside a pupil with limited English speaking skills and assisted his understanding by rephrasing and re-emphasising key points.
18. Teaching is good in English and mathematics. Teaching for pupils in Years 1 and 2 is good in science and for pupils in Years 3 to 6 it is good in history. Teaching is satisfactory in all other subjects. Relationships between teachers and pupils are very good and this helps pupils to learn in a secure and supportive environment. Teachers prepare lessons thoroughly and planning is good. Teachers include in their plans how work will be modified to meet the pupils' varying stages of development. The management of pupils' behaviour and general classroom management is very good. An orderly learning environment is maintained. Classroom assistants make a good contribution to pupils' learning although there are times when they spend a considerable amount of time listening to teacher's introductions rather than being actively engaged in supporting pupils. Generally, teachers have a good understanding of the subjects they teach although several lack confidence in teaching design and technology. For the most part, time and resources are used well. However, in several lessons, teachers spend too much time talking to pupils and consequently do not leave enough time for pupils to engage in activities. Computerised white boards are used effectively but computers in classrooms are not used enough to support teaching and learning across the curriculum.
19. An example of very good teaching was seen in an English lesson for pupils in Year 1. Here, the teacher's measured approach coupled with high expectations of pupils' performance helped pupils to make rapid gains in their learning. Pupils used technical terms, such as 'vowel phonemes' accurately and understood that stories were of different types or genre. Examples of very good and excellent teaching were seen in mathematics in Year 2. Again high expectations characterised this teaching and good questioning strategies challenged pupils' thinking well, especially in the good review of learning towards the end of the lesson, 'Why do we use block graphs? What are they for?' In the excellent lesson key words such as, 'vote', 'pictogram', 'set', 'sort', 'group' and 'table' were displayed clearly and explained carefully. This was helpful for all pupils but especially the lower-attaining groups and those with English as an additional language. This good practice is not common to all classes. Teachers encourage an enthusiasm for reading but skills are not always clearly identified or taught systematically. A considerable amount of time is devoted to teaching literacy skills and most is used effectively. However, insufficient time is spent examining words to identify patterns and to establish spelling rules and there are too few opportunities for pupils to write purposefully.
20. Very good teaching was seen in the computer suite where pupils in Years 5 and 6 learned new information and communication technology skills rapidly. Here the teaching was brisk and exciting and the quality was enhanced by the teacher's good understanding of the subject. Excellent teaching for these pupils was also seen in English and again technology supported learning well as the teacher made good use of the mobile computerised white board. These year groups also enjoyed very good lessons in science, art and design, history and music. Very good teaching was also seen in literacy lessons for small groups of pupils in Year 3 and in a special lesson designed to help specially selected pupils to develop their physical co-ordination as well

as in the 'Nurture Group' where again specially selected pupils receive high quality support. The teaching of the deputy headteacher is exemplary.

21. Teachers assess pupils' learning carefully, often through skilled questioning during the review sessions towards the end of each lesson. Here they check that the pupils have succeeded in achieving the learning objectives that were described to the pupils at the beginning of the lesson. Teachers make notes in their record books to remind them about which pupils have not totally grasped certain ideas or learned particular skills effectively and may need extra support. Teachers also check on progress more formally by, for example, conducting a writing

assessment at the end of each term. An appropriate amount of homework is set but homework books are not always marked carefully and in several classes these books are untidy and poorly presented. In all classes teachers promote a happy productive working atmosphere.

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

22. There has been good improvement since the last inspection. The curriculum provided for children in the reception classes has improved and is now satisfactory but there is no co-ordinator to monitor curricular provision for these children. As a result, provision for these children is uneven and there is no clear focus on how standards can be improved further. There is no detailed long-term strategic plan designed to further improve the quality of education that these children receive. The school has recently conducted a review that considered effectively how the curriculum for Years 1 to 6 could be further improved. A well-organised curriculum framework has been introduced that better meets the needs of pupils and reflects the overall aims of the school. The school has adopted national guidance on teaching, in all subjects, and these provide teachers with a good framework for their planning. Planning of work modules is carefully designed to avoid repetition of work for pupils and they are consequently able to build on prior learning and improve their knowledge and skills. In most lessons attention is paid to planning work for pupils of all abilities. Teachers follow the planning guidance carefully. A strong feature of the lessons seen was the highly effective lesson planning that incorporated the principles of the National Literacy and Numeracy Strategies.
23. There is a good quality and range of learning opportunities for pupils from Year 1 to Year 6. The good provision for personal, social and health education includes appropriate sex and drugs education. However, the school has yet to conduct an audit to identify where the various subjects support and reinforce the delivery of the personal, social, health and citizenship programme. Religious education is covered fully and appropriate use is made of the locally agreed syllabus. Arrangements for collective worship meet statutory requirements. Pupils have equal access to all aspects of the curriculum and a thorough 'Accessibility Strategy' has been developed to help prepare the school for pupils with visual and hearing problems.
24. The headteacher has recently introduced a rigorous framework for the monitoring and evaluation of curricular plans. He uses this framework well to monitor planning in history. Planning in the other subjects is not monitored as efficiently. However, monitoring by co-ordinators helps to check that progression in learning takes place. Co-ordinators use their specialist subject knowledge effectively to give advice on how the planning can be improved. However, there is no formal arrangement for the co-ordinators and senior management team to receive feedback from teachers about how effective the delivery of the planning had been. This limits the extent to which good practice can be recognised, shared between staff, and built upon in future planning.
25. A guiding aim of the school is that all pupils should be encouraged to experiment with new experiences and the numerous extra-curricular activities provide such opportunities. Pupils take part in competitive sports, such as football, and athletics in the Loughborough Town Sports. The curriculum is further enhanced by a very good range of clubs in areas such as art, drama, music,

information technology and nature as well as the opportunity to join one of many sports activities. Pupils also receive visitors such as artists and poets. Pupils visit local museums and can take part in musical and drama performances at a local theatre. Such activities promote personal development well.

26. Good links with the community further enrich pupils' learning and help them to appreciate that they are part of a wider society. Pupil's understanding that communities consist of different groups is well developed by visits by the police and the fire brigade whilst senior citizens speak about their memories of Second World War. Local business people make an important contribution when they make a commitment to help pupils with their reading. In addition to the good range of local visits, pupils in Year 6 go farther afield and stay in an outdoor adventure centre in Shropshire. Such visits broaden pupil's awareness of a community outside the school but also help to develop their independence and confidence.
27. The school has developed satisfactory links with a range of partner institutions, such as the local high schools, which pupils visit before transfer at the end of Year 6. During these visits they participate in specially prepared activities, whilst they also benefit from science days run regularly in the local secondary school. Pupils benefit from having local university students work in the school, whilst the school maintains a productive link with the local primary schools group, where ideas and resources are shared.
28. The provision for pupils' spiritual, moral, social and cultural development is very good overall. Provision for pupils' spiritual development is good. The school promotes reflection, religious beliefs, moral values and has a heavy emphasis upon respect for self and others. Pupils are given good opportunities in daily acts of worship and religious education lessons to develop their spiritual awareness. There was an excellent opportunity for pupils to reflect in a history lesson where pupils studied a Victorian photograph of children queuing for stale bread. They were then given time to imagine themselves as those children and reflect upon their feelings. However, such opportunities in lessons for reflection are delivered inconsistently.
29. Provision for pupils' moral development is very good. The headteacher, deputy, teachers and non-teaching staff provide positive role models, actively praise good practice and reward pupils for their efforts. Pupils, consequently, have a clear appreciation of the difference between right and wrong and have a good understanding of the reasons for the school rules. Pupils are encouraged to reflect on ethical issues, as when they consider the effects of human activity on the coastal environment.
30. Provision for pupils' social development is also very good. The school aim of respect for all is very well promoted and good relationships exist in lessons and around the school. Pupils are encouraged to take responsibility and carry out their duties responsibly and with good humour. The school council provides a good opportunity for pupils to take part in decision-making and to gain an appreciation of citizenship. The very good provision of extra-curricular activities provides further opportunities for pupils to take part in sporting and social activities. Pupils also take part in a range of fund-raising activities that heighten their sense of social responsibility.
31. The provision for pupils' cultural development is good. Knowledge of the pupils own culture is well delivered through various activities such as visiting artists as well as in music, stories and in poetry work. Their awareness of the cultures of others is well extended through studies of different faiths in religious education. They learn about life in an Indian village in geography and participate in drama and musical productions that have used tales of the American Indian as a theme. Pupils are taught about the different cultures represented in Britain and are prepared satisfactorily for life in our multicultural society.

## **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

32. The school provides a good level of care for its pupils, which is appreciated by parents. The overall well-being and development of each pupil is of great importance and evident throughout the school.

33. The school pays good attention to the physical care of its pupils. There is an effective child protection policy, which follows the local authority procedures. All staff are aware of the procedures and guidelines are followed correctly. Good use is made of outside agencies to provide specialist support where necessary and there are effective arrangements for dealing with first aid, sickness and fire safety. A structured approach towards managing health and safety across the school is currently being established and greater emphasis put on risk assessments in all areas.
34. The school is a caring place where pupils feel safe and confident. Staff know and understand their pupils very well and have a genuine concern and interest for the welfare and progress. The very good relationships are the basis upon which much of the personal support is built and this contributes to pupils' ability to get the most out of every day. The school is a happy place and pupils, staff and visitors enjoy being there.
35. Close monitoring of pupil progress and attainment leads to the early identification of those with special educational needs. Indeed, on occasions such identification has taken place prior to a child entering school, and in these cases the school works closely with the appropriate outside agencies and with local playgroups and nurseries. The success with which these pupils are integrated into the life of the school and their generally positive self-esteem is an indication of the high quality of care that they receive. Procedures for identifying gifted and talented pupils are being developed well, and they receive the care that enables their special abilities to flourish. For example, a gifted pianist is given many opportunities to use her talent in school.
36. Development of pupils' social and personal skills are intrinsic to school life and pervade the whole day. This dedication to raising pupils' confidence and self-esteem is a strength of the school and is instrumental in the progress pupils make. All staff in the school – teaching and non-teaching – work as a close team, which ensures that pupils always encounter the same approach, standards and philosophy allowing them to grow academically, personally and emotionally. The school is quick to identify pupils who are having difficulties in learning and works hard to support their particular problems to help them get the best out of their lessons. The 'Nurture Group' is very effective in helping a small group of pupils learn to manage their own behaviour and begin to understand how their actions can affect other people. Unfortunately, due to lack of funding for this initiative, this group only meets for three mornings each week but it is clear that most of the pupils selected would benefit from being part of this group on a daily basis. The school is flexible and prepared to adapt its organisation to suit the needs of its pupils. For example, pupils in Year 2 are in smaller teaching groups to enable greater support for the significant number of pupils with learning and behaviour difficulties in that year group. Through this approach, the school provides very good support for pupils' personal development.
37. The school has good procedures for promoting and monitoring behaviour through their established climate of high expectations, honesty and trust. All staff act as very good role models for children, treating everyone with respect and friendliness. Behavioural problems are dealt with on an individual basis, which helps build pupils' confidence and self-esteem. 'Circle time', a special time when pupils sit in a circle and discuss social and personal issues, is being used by many teachers to give pupils time to think about themselves. 'Golden Time' is a reward that is awarded to pupils for working and behaving particularly well. During this time, which varies according to how much has been won, pupils are able to choose which activity they would prefer to engage in. This time is greatly coveted by pupils.
38. Procedures to record and monitor attendance are good. Registers are completed accurately by teachers and the well organised and efficient office procedures provide up-to-date and valuable information. Attendance data is reviewed regularly and priority cases constantly checked. Annotated notes and explanations on the attendance reports show that all staff are well aware of pupils who have particular problems with attendance and punctuality. This helps them to deal sensitively with any problems that arise.

39. The school has good procedures, notably in literacy and mathematics, for monitoring pupils' attainment and progress, and they are having a positive impact on pupils achievement. The headteacher has provided very good leadership, and there exist well-organised systems that track pupil and year group performance and help identify success as well as under-achievement. Data from the base-line assessment and from the national statutory tests at the end of Years 2 and 6, and non-statutory tests at the end of Years 3, 4 and 5 are analysed. The careful analysis of trends and progress, together with the teachers' good knowledge of pupil's performance, leads to the production of appropriate targets for areas such as writing, reading and mathematics. Such targets are recorded, shared and discussed with pupils and parents. In some non-core subjects like history and geography, teachers assess accurately pupils' achievement and record levels of achievement. However, in several subjects there is insufficient information recorded about pupils strengths and weaknesses to guide future planning. An appropriate assessment policy has been developed that provides good guidance to staff but this has not yet become embedded in practice. The role of the subject co-ordinator has been extended to involve them in the scrutiny of planning and the work that pupils produce. Not all subjects have produced portfolios of assessed work to guide teachers in their assessment task.
40. The use of assessment information to guide curricular planning is good. Teachers keep detailed records of the progress of pupils in the core subjects of English, mathematics and science that help to guide their future planning. The assessments are usually based on the National Curriculum levels of attainment. Assessment in several of the other subjects is developing well but is not always used so successfully to inform curricular plans. Reading standards are assessed and recorded regularly, and there are careful and accurate records kept by teachers about the stages of development that pupils have reached. Additionally, the school uses the individual and year group progress records, and data analysis to plan for future learning. This has resulted in the very appropriate introduction of the 'Love of Reading' programme, partly aimed at encouraging boys to read more books, and the termly assessment exercise of pupils writing to meet weaknesses in that area.

### **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

41. The school enjoys a good partnership with parents and carers and considers this an essential basis for the work of the school. This area has continued to improve and develop since the last inspection.
42. Approximately a third of the parents with children in the school responded to the pre-inspection questionnaire and meeting and their views about the school were extremely positive. They are very comfortable approaching the school with problems and concerns, confident that these will be handled quickly and effectively. Parents appreciate the standards and values the school promotes and feel that their children are becoming mature and responsible as a result. They consider the quality of teaching is good and that the school is led and managed well. There are no aspects of the school that these parents are unhappy about. The school is very aware that there are a number of parents who do not visit school regularly and is working very hard to develop appropriate ways to involve them more. The school is very popular with parents and the number of pupils attending is rising each year.
43. Parents receive good quality information about the school in general. The prospectus is detailed and lively, giving parents a good idea of what they can expect from the school. The newsletters are a good way of keeping parents in touch with what is going on in school and termly letters from class teachers tell parents what will be studied and how they can help and support the work at home.
44. Parents are kept very well informed about their child's progress through two formal parent consultation evenings, a full written report and the very good on-going two-way communication that operates between home and school. Parents are genuinely welcomed by all staff to raise problems or queries whenever they wish, and parents feel comfortable in talking to teachers. Through the good on-going assessment of each pupil, teachers are well-prepared to give parents

accurate and detailed information. The focus of the discussion at parents' evenings are the targets set for each child. These are reviewed with pupils prior to the meeting and then with parents. The attendance at parents' evenings is very good with over 90 per cent of parents attending. The written reports are again detailed and specific to each child. In English, mathematics and science, teachers clearly indicate what pupils can do well and what they find difficult. From this summer, the reports will contain information on how well pupils are performing in relation to other pupils of the same age, which will help parents to gain a clearer understanding of their child's achievement and progress. Last year, the school held an open evening towards the end of the summer term where parents were invited for an informal look at the work and achievements of pupils over the year. This was extremely successful, with nearly all parents attending, and was an enjoyable celebration of the school's work.

45. There is effective liaison with external agencies and with parents of pupils with special educational needs. There are good quality Individual Education Plans to help each pupil to tackle their learning difficulties. These are carefully monitored by class teachers in consultation with the special needs co-ordinator, and parents are involved well when these plans are drawn up and reviewed.

46. The school is working hard to involve as many parents as possible in school life and children's learning. They have recently established a community link post to forge closer relationships with those parents who do not regularly visit school. Workshops and informal gatherings are planned to encourage parents into school and get a first-hand view of how their children learn. Parents are expected to play an active role in supporting their children's homework. All homework is noted in a special book and often requires parents to work alongside pupils at home and explain what the child has to do. In this way, parents play an important part in developing their child's understanding of a particular activity. All parents of pupils due to start school in September are invited to a workshop, which will enable them to make sure their child is well prepared for school and to understand how young children learn. The school also works hard to ensure that parents whose mother tongue is not English know and understand the work of the school. Letters have been written in Albanian and Turkish and a Turkish speaker is available at parents' meetings to translate if parents wish.

### **HOW WELL IS THE SCHOOL LED AND MANAGED?**

47. The headteacher's leadership of the school is very good. Since his recent appointment, eighteen months ago, the school has improved in many ways. At the time of the last inspection, the management and efficiency of the school required improvement. The leadership and management of the school are now very good. The new deputy headteacher is making a strong contribution to the school's leadership.
48. The first area for improvement identified at the time of the last inspection in March 1998 was to improve the management structure. Responsibilities have been divided efficiently between members of the senior management team, and the headteacher has taken responsibility for the curriculum and assessment. However, there is no co-ordinator with responsibility for monitoring and evaluating provision for children in the Foundation Stage. This is partly because all four teachers who teach the reception classes are part-time employees. Hence, as no full-time teacher teaches the reception classes, it is not easy for any one teacher to become the co-ordinator and develop a complete overview of provision. Consequently, provision is uneven and areas for improvement are not identified methodically. The role of the subject co-ordinators is being developed to include the monitoring of standards through planning, but the initiatives are new and have not yet had sufficient impact on improving standards. Subject co-ordinators, together with the headteacher, are now beginning to observe lessons systematically. The headteacher keeps the governing body well informed about curricular issues and each governor has accepted a responsibility for different areas of the curriculum. In this way they find out for themselves how well the curriculum is developing. The school has a clear teaching and learning policy and there are plans to further develop this area of the schools work.
49. A second area for improvement was to raise standards in English. The subject now has effective planning in place that is monitored by the co-ordinator and the headteacher. This system is effective in ensuring that teachers deliver the full English curriculum across the school. Literacy provision is delivered satisfactorily across the school.
50. The breadth and balance of the Foundation Stage curriculum is now good, and all aspects of the six areas of learning are addressed. The minor issue raised at the time of the last inspection concerning amendments needed to the annual report to parents and the school prospectus have been addressed, although there remain several small omissions.
51. Performance management systems are fully in place; the staff are appraised annually and targets are set for their continuing professional development. Time for reflection and review of these targets is rather limited, although, overall, the system is having a very positive impact on raising teachers' awareness of what is expected in order to improve standards and the quality of teaching.
52. The governors, senior management team and staff of the school have carried out a very thorough and searching future planning exercise. It resulted in the production of a very good strategic plan

that underpins the development planning of the school, and has sensibly addressed, at an early stage, the need to plan for the future expansion of the school. It acts as the basis of the very appropriate school improvement plan that has highlighted the need to develop classroom practice and the curriculum. The improvement plan includes a review of progress towards meeting the school's objectives and very good evaluations of previous action planning. Each subject area has an action plan that is linked to whole-school priorities.

53. Levels of staffing are good and support teaching and learning well. Specialist teachers make a good contribution to the co-ordination of subjects through the school, particularly in mathematics, science, information and communication technology and history. Support staff are trained appropriately and work well with groups and individual pupils but need to be more actively involved in the beginning of lessons when the whole class work together.
54. The special educational needs co-ordinator provides very good leadership. Together with his colleagues he has created a positive and affirming learning environment within which every pupil with identified special educational needs is valued and is enabled to work confidently and successfully. He has been effective in helping all of his colleagues, both teachers and classroom assistants, to become effective teachers of pupils with special educational needs. He manages provision very well and maintains an accurate record of all pupils on the special needs register. He ensures that class teachers and support staff are fully aware of the needs of these pupils. All requirements of the national Code of Practice for these pupils have been implemented very well and the important contribution of parents and pupils to the process of preparing targets for individual education plans and in the preparation of Statements of Special Educational Need is fully recognised and valued.
55. The management of provision for pupils with special educational needs is very good. The co-ordinator for this provision has implemented good systems of management that have a positive impact on the overall good progress that pupils with special educational needs make. Teachers benefit from having detailed individual education plans that help them plan activities for these pupils. There are good numbers of classroom assistants who play a strong part in supporting pupils with special educational needs. On occasions, the assistants adopt a rather passive, ineffective role, during whole-class sessions.
56. Resources, overall, are satisfactory and sufficient to deliver the curriculum. In mathematics, geography and history there are good resources, which support learning well. In geography, there is a variety of good quality maps, globes, photographs and models and in history, there is a wealth of primary sources such as census materials and original photographs which provide a genuine insight into times gone by. For the most part, resources are used well but computers in classrooms are not used enough and the kiln has not been used for a long time.
57. Accommodation is satisfactory, overall, with some particular strengths. The building is modern and well maintained. Recent developments include providing drinking water in all teaching bases, storage for play equipment in the Foundation Stage and the creation of a new, large learning resource cum library room. The new ICT suite is good and makes a positive contribution to pupils' computer skills. Outside, the site is very attractive with a large playground marked with a variety of playground games, a good size playing field, an obstacle course called the 'Trim Trail' and a nature area complete with trees, plants and a dry stone wall. However, the open-plan design of the building means that noise travels between classes, which sometimes makes it difficult to concentrate and hear. Some of the teaching areas are very small, although teachers organise and manage them well. As at the time of the last inspection the food technology area is underused. Currently, the hall is small which makes it difficult for the whole school to join together for assemblies but the extension of the hall is part of the proposed building development to be commenced soon. There is also a lack of good storage facilities, which makes it difficult to keep all the resources for a subject together.
58. The involvement of the governing body has had a major impact on the development of the school. They have had to appoint and oversee the induction of both a headteacher and deputy headteacher in recent times. Their very good knowledge of the school has been further enhanced



by their participation in the strategic planning exercise as well as their adoption of curriculum area responsibilities. The chair of governors liaises closely with the headteacher. The sub-committee system is efficient and contributes to the effective monitoring and evaluating of the life of the school.

59. Governors have a very good understanding of the principles of best value. In this, as in the general area of finance, they benefit from the skilled input and expert support of the school's administrator, who is a key member of the senior management team, and the effective work of the Governors Finance sub-committee. They compare the school's performance with the performance of similar schools. They ensure that they get value for money, as when they researched the most effective strategy for managing the building of the new library cum learning resource centre.
60. Finances are managed very well. The budget cycle is effective in giving sufficient time for reflection and collection of all available data. Monitoring of the budget is thorough, and provides the necessary on-going information required by the headteacher and governors to ensure financial efficiency. In recent years the money left over at the end of the year has grown, but was the result of unforeseen circumstances involving the recruitment of staff. This money has been well allocated to cover the continuation of two classes in Year 2, as well as to prepare for the forthcoming expansion of the school. All allocations of money are spent according to the intended purpose. The school administrator and clerical assistant ensure that all routine office procedures run smoothly and efficiently. In view of the improving standards, and the systematic manner in which further improvements have been planned, the school provides good value for money.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

61. In order to improve standards further the headteacher, staff and governors should:
- (1) \*Improve the standards that pupils attain in reading and writing by:
    - identifying the skills that pupils need to read effectively and teaching these skills systematically;
    - providing pupils with regular advice on how to improve their reading;
    - ensuring that pupils have more regular opportunities to write purposefully;
    - ensuring that spelling rules are taught systematically;
    - ensuring the pupils' spelling errors are analysed to identify and correct common spelling mistakes;
    - regularly monitoring and evaluating pupils' achievement in reading and writing in order to identify areas for improvement. (*paragraphs 8, 9, 19, 89, 91, 92, 93, 95*)
  - (2) Develop the role of a co-ordinator for the Foundation Stage to promote greater consistency of learning opportunities for pupils in the reception classes and to further improve the standards that children attain. (*paragraphs 22, 48, 63, 65*)
  - (3) Ensuring that on the completion of each unit of work in the non-core subjects any particular strengths are identified in order that planning similar units in future can be modified to ensure that the stronger elements are given due emphasis and weaker elements are improved. (*paragraphs 24,131*)
- Other less significant areas for development that the governing body should consider:
- Adjust the balance of time in lessons so that teachers spend less time talking and pupils have more opportunities to engage in practical activities. (*paragraphs 18, 93*)
  - Monitor and evaluate the work of classroom assistants and adjust their deployment so that they spend more of their time actively engaged in supporting pupils' learning. (*paragraphs 18, 55,93,106,117*)
  - Ensure that all teachers follow the good practice seen in some lessons where teachers introduce and explain key vocabulary. (*paragraphs 19, 92*)

- \*Develop the role of subject co-ordinators so that they become more effective in raising standards. (paragraphs 39,121,125,129,134)
- \*Ensure that computers in classrooms are used effectively to support teaching and learning. (paragraphs 1, 18, 118, 122,126,137,146)

*\*These areas for improvement have already been identified by the school and feature in its improvement planning.*

## **PART C: SCHOOL DATA AND INDICATORS**

### **Summary of the sources of evidence for the inspection**

Number of lessons observed	71
Number of discussions with staff, governors, other adults and pupils	37

### **Summary of teaching observed during the inspection**

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	11	30	27	0	0	0
Percentage	4	15	42	38	0	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 one percentage point.*

### **Information about the school's pupils**

<b>Pupils on the school's roll</b>	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	262
Number of full-time pupils known to be eligible for free school meals	48

*FTE means full-time equivalent.*

<b>Special educational needs</b>	YR – Y6
Number of pupils with Statements of Special Educational Needs	7
Number of pupils on the school's special educational needs register	49

<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	19

<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	11
Pupils who left the school other than at the usual time of leaving	18

## **Attendance**

### **Authorised absence**

	%
School data	4.9
National comparative data	5.4

### **Unauthorised absence**

	%
School data	0.0
National comparative data	0.5

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

### Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	18	19	37

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	15	15	15
	Girls	15	15	17
	Total	30	30	32
Percentage of pupils at NC Level 2 or above	School	81 (73)	81 (89)	86 (86)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	15	16	16
	Girls	15	16	17
	Total	30	32	33
Percentage of pupils at NC Level 2 or above	School	81 (81)	86 (86)	89 (92)
	National	85 (85)	89 (89)	89 (89)

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
	2002	22	19	41

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	13	19	21
	Girls	13	12	12
	Total	26	31	33
Percentage of pupils at NC Level 4 or above	School	63 (66)	76 (62)	80 (93)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	16	19	21
	Girls	15	15	15
	Total	31	34	36
Percentage of pupils at NC Level 4 or above	School	76 (72)	83 (79)	88 (83)
	National	73 (72)	74 (74)	82 (82)

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

### ***Ethnic background of pupils***

<b>Categories used in the Annual School Census</b>
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British - Indian
Asian or Asian British - Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group
No ethnic group recorded

### ***Exclusions in the last school year***

<b>No of pupils on roll</b>	<b>Number of fixed period exclusions</b>	<b>Number of permanent exclusions</b>
213	3	1
0	0	0
5	0	0
1	0	0
0	0	0
1	0	0
2	0	0
4	0	0
0	0	0
1	0	0
0	0	0
0	0	0
0	0	0
2	0	0
0	0	0
0	0	0
2	0	0
4	0	0
2	0	0

*The table refers to pupils of compulsory school age only. It gives the number of exclusions, 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)	12.7
Number of pupils per qualified teacher	20.6
Average class size	26.2

#### **Education support staff: YR – Y6**

Total number of education support staff	11
Total aggregate hours worked per week	212

*FTE means full-time equivalent.*

### ***Financial information***

<b>Financial year</b>	<b>2001-2002</b>
	£
Total income	602, 251
Total expenditure	578, 640
Expenditure per pupil	2, 209
Balance brought forward from previous year	38, 316
Balance carried forward to next year	61, 927

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	8
Number of teachers appointed to the school during the last two years	6
<hr/>	
Total number of vacant teaching posts (FTE)	1
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
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	262
Number of questionnaires returned	80

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	69	27	3	0	1
My child is making good progress in school.	57	38	5	0	0
Behaviour in the school is good.	47	49	3	1	0
My child gets the right amount of work to do at home.	39	49	7	3	3
The teaching is good.	64	34	1	1	0
I am kept well informed about how my child is getting on.	51	46	1	1	0
I would feel comfortable about approaching the school with questions or a problem.	80	19	0	1	0
The school expects my child to work hard and achieve his or her best.	76	23	1	0	0
The school works closely with parents.	51	45	4	0	0
The school is well led and managed.	68	30	3	0	0
The school is helping my child become mature and responsible.	62	36	0	0	0
The school provides an interesting range of activities outside lessons.	57	34	8	0	0

### Other issues raised by parents

- Parents are pleased with the education provided for their children. They feel that the open plan design of the school has always caused problems and allows noise to travel from one part of the building to another. The noise levels are managed quite well but can still cause distractions.

## **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**

*Since the last inspection a revised curriculum that follows national guidance has been introduced for children in nursery and reception classes. National guidance recommends six areas of learning and these are:*

- personal, social and emotional development;
- communication, language and literacy;
- mathematical development;
- knowledge and understanding of the world;
- physical development; and
- creative development.

*The curriculum details 'stepping-stones' in each area of learning that lead to 'early learning goals' for each area.*

62. The school provides the children in the reception classes with a good start to their education. Teaching and learning have improved significantly since the last inspection because the way the teaching is now organised is better suited to the age of children and their stage of development. Consequently children achieve well in the reception classes and most make good progress towards the early learning goals in nearly all the areas of learning. By the end of the reception year, most children are likely to attain the early learning goals in each area of learning except in mathematics where they are not likely to meet them. In mathematics they do not achieve as well as in the other areas of learning mainly partly because there is less emphasis on mathematics than on language and literacy. Staff prioritise language skills as this is the area where most pupils are behind the standard normally expected when they start school. The children with special educational needs are taught well and the children who come into the school who do not speak English as their first language are supported effectively.
63. All children start in the reception class in the autumn term in the year of their fifth birthday. The children's level of attainment when they start the reception is below the level that would normally be expected for their age. Most children go into the main reception class, known in the school as the '4+ unit', but some start in a combined reception and Year 1 class. The '4+ unit' is in a separate building in the school's grounds. Staff ensure that all children have access to the nationally recommended curriculum. However, the organisation of the classes means that children do not have an equal opportunity to benefit from the same experiences. For example, children in the combined reception and Year 1 class do not have as much free access to outside play facilities as those in the purpose-built reception class, and this is a disadvantage.
64. Overall, the quality of teaching throughout the reception classes is good. No unsatisfactory teaching was seen and the majority of the lessons seen were good. Staff form good relationships with the children enabling the children to feel secure and happy. The nursery nurse and teaching assistants are often used to support a small group so that the children have direct input from an adult. Children with special educational needs are generally well supported. The staff plan a varied programme of activities and their written planning is aligned to the clusters of stepping-stones. They assess the children according to the system adopted by the local education authority, which is detailed and matches the stepping-stones towards the early learning goals.
65. There is no co-ordinator specifically for the Foundation Stage and this leads to inconsistencies in children's learning opportunities. However, the four part-time teachers who teach the reception classes plan together well. Children are assessed regularly throughout the reception classes and staff make observations of the children to see how they are progressing. These observations are used to plan activities. Detailed reading records are kept so that staff can track the children's



progress. Staff plan activities knowing what they expect the children to learn and children are told what they are expected to learn from activities. Class targets are displayed so that parents and children know what they are.

### **Personal, social and emotional development**

66. Overall, the children achieve well in their personal, social and emotional development throughout the reception classes. The children are learning to play well together and adults encourage them to share. Children are able to sustain concentration because they are interested in the stimulating stories, such as the story of 'The Bad Tempered Ladybird', which often lead to in-depth discussions.
67. All the staff provide good role models for the children by treating them kindly and with respect. In turn, the children learn how to treat one another. Children in the '4+ unit' were often observed persevering with tasks and spending time at an activity to bring it to a conclusion. For example, a group of children helped one another for some time to count and record spots on ladybirds without any adult assistance. Teachers, the nursery nurse and teaching assistants have good relationships with the children. They create an atmosphere where the children are consistently encouraged to comply with acceptable standards of behaviour. By the time children leave the reception, many of them have attained the early learning goals in this area.
68. A good variety of activities is provided for the children to develop this area of the curriculum. Role-play is used well to encourage the children to learn to work together. The children were particularly enthusiastic about the 'giant's kitchen' and the café, creating opportunities for them to play together purposefully.
69. The quality of teaching and learning in this area of learning is good. The staff welcome parents and children in the mornings, ensuring that the children come into school confidently and happily. Adults help to develop the children's self-esteem by praising them so that they learn that they are able to achieve.

### **Communication, language and literacy**

70. Overall the children's achievement is good and by the end of the reception year most children attain standards that are broadly average. Most are on course to achieve the early learning goals. Children are encouraged to take books home to share with their parents. As children learn to read, they read to adults in school regularly. There is a strong emphasis on learning the sounds that letters make. Children identify sounds and letters with actions, which helps to consolidate their learning well. Staff often write what children have said under their pictures and drawing, for example, so that children are being helped to understand that the written word has meaning. Some of the children write their names and they are taught to form letters correctly, although a significant number are forming letters incorrectly. Despite good teaching, some children are still struggling to write by the end of the reception year. This is mainly because a significant number have such very limited literacy and language skills when they enter the school and there is a great deal of catching-up to do. They have the opportunity to experiment with writing in different forms, such as mark-making and using a picture dictionary to find words.
71. Staff use the activities to encourage the children to communicate and use language for thinking. Many of the children are generally confident and chat to staff and visitors enthusiastically which helps to support their language skills and enables them to express their ideas. Children with special educational needs are well supported to help them learn and provide for their individual needs.
72. Children enjoy listening to stories and looking at books and by the end of the reception some children are beginning to read for themselves. They are well aware that print carries meaning. The children are introduced to elements of the literacy strategy in preparation for Year 1. Overall, the quality of teaching and learning is good in the reception classes.

## **Mathematical development**

73. Children's achievement is satisfactory but, by the end of the reception year, the children's mathematical development is below average. A significant number of children will not have reached the early learning goals despite the fact that they are taught well and the mathematics co-ordinator carefully tracks the children's progress. This is because they enter the school with standards that are below the level expected for their age and it is not always possible to make up the deficit in their learning by the end of the reception classes. Staff plan with the early learning goals in mind and assessments are linked comprehensively to the early learning goals.
74. In one reception class, the children played number games competently and were very well supported by adults as they counted numbers to ten. The teacher reminded the children that they could use the number 'socks' on the number line to help them recognise numbers. Many find difficulties with the language of mathematics. When comparing quantities, for example, several were puzzled by terms such as 'more' and 'less', 'heavier' and 'lighter'. Many found difficulty in answering the teacher's question, 'What number is three less than eight?'
75. Children are supported well through group work that has a specific focus as well as independent learning activities. Focused activities with a teacher or teaching assistant are used effectively to concentrate on specific mathematical teaching points, such as recognising numbers on a clock face. However, at times the approach to teaching mathematics is not consistent because the children do not have equal opportunities to experience the full range of activities. In the '4+ unit', for example, pupils have more frequent opportunities to extend their knowledge and understanding through practical activities than they do in the mixed reception/Year 1 class. Although the teaching is good, overall, in both reception classes, occasionally it is not as appropriate for the age group as it might be. All children participate well in discussion sessions. Children with special educational needs are supported well through their individual education plans, the targets from which are included in teachers' planning.
76. When teaching is good, the children are involved and interested in the practical experiences, as, for example, when the activities outside are used well to play games to reinforce ideas about numbers. In one lesson, the teachers ensured that a child who had not been in the room for part of the activity was subsequently included in the work that had been missed.

## **Knowledge and understanding of the world**

77. Generally good teaching, based on a well-planned range of activities, ensures that the children are on course to attain the early learning goals in this area of learning. Natural objects such as cones and leaves are used effectively for the children in the '4+ unit' to investigate using magnifying glasses. By providing the children with a range of materials, the children are learning to explore and investigate successfully.
78. The children have a range of construction toys and the teacher directs them to design specific constructions. For example, the children were expected to design a ladybird's house. The success of the construction was tested by seeing whether the ladybird fitted into the finished house. Children experience a variety of materials that they use purposefully to join, shape and assemble constructions. They made puppets with split pins, for example, so that the arms and legs moved.
79. The computer is regularly available during lessons and sessions are time tabled for the reception classes to use the computer suite. Children are able to use drawing programs and create 'fantastic flowers' or houses, for example. By the end of the reception year, children have learned to save their work.
80. Children are helped to experience a range of activities to stimulate their natural curiosity. They study living things, such as the beans they are growing. The school grounds are used effectively to investigate insects in their natural habitat in the nature area.

## **Physical development**

81. Children achieve well and by the end of reception year most attain average standards. The children use a selection of simple tools and small equipment to develop their fine manipulative skills effectively. They enjoyed playing in the café, writing bills, using the till and sorting real money. They show control and accuracy when using the computer mouse. These activities help to promote their control and hand co-ordination.
82. The children have experience of a variety of small equipment and wheeled toys enabling them to develop their co-ordination. The playground is marked to provide the children with the opportunity to ride around 'roads'. They work productively both independently and with good adult support to increase their skills.
83. Overall, the quality of teaching and learning is good. The children develop skills through a wide range of activities. They play games that involve them in forming a circle, for example. In directed activities, like learning to do relay races, the children learn the necessary skills to succeed in working together co-operatively. The children discuss how their breathing quickens after exercise and they are beginning to learn about healthy life styles.

## **Creative development**

84. Children achieve well and most are on course to attain the early learning goals by the end of this school year. They play enthusiastically with play dough, creating a wide range of different shapes and forms. They are freely able to do their own drawings and paintings and are given many different experiences to learn about textures and colours. They create carefully made clay models and collage puppets.
85. Stories are used successfully to help the children to expand their imagination and express their thoughts. Children are encouraged to develop story ideas, such as creating pirate stories when playing in the sand. They use their imagination through a variety of role-play scenarios, interacting with one another and creating imaginative language. The 'giant's kitchen' gave the children a good opportunity to develop their imaginative ideas.
86. Artwork is sometimes combined with other areas of the curriculum, such as learning about letters and the sounds they make. The children enjoyed painting pictures beginning with 'sh' on large sheets of paper in the playground. This activity helped to consolidate their understanding well.

## **ENGLISH**

87. The achievement of most pupils, including those with special educational needs and those with English as an additional language, is good in Years 1 to 6 but most pupils in Year 2 are likely to attain standards that are below average by the end of the school year. This is largely because the group of pupils currently in Year 2 comprises a high proportion of lower-attaining pupils and a high proportion, nearly a quarter, of pupils with special educational needs. The attainment of last year's group of Year 2 pupils, those now in Year 3, was above average and it is likely that the group now in Year 1 will also attain standards that are at least average by the end of Year 2. Also, the achievement of pupils is uneven due to inconsistencies in the quality of teaching. Most pupils in Year 6 are likely to attain average standards by the end of this school year. This represents a significant improvement since the last inspection when standards, by the end of Year 6, were below average.
88. Pupils' achievement in speaking and listening is satisfactory, but by the end of Year 2, many still find it very difficult to express themselves clearly. They have a relatively limited vocabulary and do not always fully understand what they are told or the meanings of the words in their reading books. Most are likely to attain standards that are below average by the end of this school year.

Pupils in Years 3 to 6 achieve well in developing their speaking and listening skills and attain average standards. They speak confidently and most explain their thoughts and opinions clearly.

89. An analysis of reading by pupils in Year 2 shows that they are at widely differing stages of development. A minority read confidently and with good understanding. Several have a good knowledge of children's literature. However, many pupils have significant gaps in their skills, knowledge and understanding. For instance, many pupils struggle to read words that pupils in these year groups would normally be familiar with and they have too few strategies to deal with unfamiliar words. Although they recognise the initial letters that words start with, many have poor knowledge of the sounds represented by groups of letters. One boy struggled to sound out the word 'toe' by using initial letters but was frustrated and could not read the word. Another was unable to read 'boots' even though there was a clear illustration of a pair of boots just above the text. Several higher-attaining pupils were unable to read words such as 'through', 'tongue' and 'either'. Their knowledge of words known immediately on sight is much more limited than is usual in this year group. Although the relatively high proportion of pupils with special educational needs in Year 2 partly explains their limited achievement in reading, there are also indications that skills have not been taught systematically in the past.
90. By the end of Year 6 most pupils read fluently and with good levels of understanding. The higher attaining pupils read a good range of fiction such as Philip Pullman's *Dark Materials* trilogy and J R R Tolkien's *Lord of the Rings*. J K Rowling's *Harry Potter* series is popular as is Roald Dahl and many of the girls particularly enjoy Jacqueline Wilson's books. Several of the lower-attaining pupils like the Dr Seuss books. Local poets have visited the school and have stimulated an interest in comic verse and Michael Rosen's books are well known to many pupils. Pupils enjoy reading, and a knowledge of children's literature is promoted well in several classes through discussions about the most popular authors, displays of the books they have written together with photographs and biographies of each.
91. There are gaps in pupils' writing skills. The younger pupils in Year 1 achieve well and write sentences that are understandable and contain spelling that is plausible such as, 'I weNt DAN t AN,' for 'I went down town'. Older pupils in Year 1 write longer sentences, such as, 'my favrt pickchur is the onw whith the tiger in.' One lower-attaining pupil wrote 'eight', correctly spelt, for 'ate' because the adult supporting him misunderstood the spelling he required whilst a higher-attaining pupil in Year 4 wrote 'aet' for 'ate'. Pupils make good progress in Year 2 in understanding the technicalities of writing, such as how to use speech marks, but their ability to write a sequence of sentences using appropriate and interesting vocabulary is below average. Much of the work is based on worksheets. There are examples of purposeful writing, such as the letters written by pupils in Year 1 to Santa Claus, but generally there are too few individual booklets made for others to read or letters written or instances of other meaningful work. Many of the work sheets require pupils to fill in missing sounds or missing letters. Many of the older, higher-attaining pupils make careless spelling mistakes and this indicates the lack of a programme to teach spelling rules systematically. An analysis of the work produced by pupils in Years 5 and 6, for example, shows that ordinary everyday words such as 'finish', are misspelt and a higher-attaining pupil's attempt, 'paitionatly' for 'passionately' indicates a poor understanding of what letter patterns are feasible. Pupils write good creative stories that are interesting, neat, contain paragraphs and are generally punctuated accurately but the spelling is inaccurate. Pupils occasionally use computers to create class collections of their writing but these are often copied from hand written originals rather than drafted and worked at on screen.
92. The quality of teaching in the lessons seen was predominantly good in Years 1 to 6 but there are shortcomings. There was no unsatisfactory teaching seen but there are inconsistencies in the quality of teaching and learning; it ranges from satisfactory to excellent. It is mostly good in Years 1 to 4 and it is often very good for pupils in Years 5 and 6, where learning accelerates and pupils make up a great deal of lost ground and fill in gaps in their prior learning caused by a lack of systematic teaching in previous years. Teachers prepare lessons well and plan them carefully. The best lesson plans include the key vocabulary that is to be used in the lesson. Where teachers start the lesson by presenting the learning objectives to pupils alongside the key words to be used in the lesson, understanding is enhanced. This practice is not common to all

classes and where the language to be used is not explored and explained the understanding of lower-attaining pupils and those with English as an additional language is not assured. Adults have developed good relationships with pupils, which help the pupils to enjoy learning. Classrooms are organised well and the cramped space in several rooms is generally managed well. However, there is a lack of attention to detail. Inaccurate spellings are often not corrected in marking and work that is misspelt is displayed on classroom walls. Teachers are frequently too tolerant of poor spelling. Teachers mark work regularly and often include helpful comments that help pupils to understand how they might improve their work. For example, in Year 1 a teacher wrote, 'Super ideas. Remember to read your writing to check it.' However, in Year 2 the teachers' comments did not always include capital letters and full stops and were, therefore, not good models. Teachers use words, such as 'vision' without pausing to explain the meaning because they assume that the pupils already fully understand. Opportunities are missed to explore the spelling, derivation and etymology of words encountered in lessons.

93. In several lessons the balance between the time spent in discussion and the time actually engaged in activities was inappropriate. Teachers spent too much time talking and this left insufficient time for writing or reading. This restricted pupils' learning opportunities. Also, there is an over-reliance on requiring pupils to fill in worksheets rather than providing opportunities to write purposefully. Also pupils are not given sufficient time to write. In one lesson for pupils in Years 3 and 4, for example, a group of lower-attaining pupils, those needing more writing practice than the higher-attaining groups, spent too much time studying a worksheet. They were in the process of writing the title in their books when the lesson ended. There are days when pupils are not required to complete much written work at all. Classroom assistants give good help to pupils with their learning but there are occasions when they spend a considerable amount of time listening to teachers, particularly during the introductory part of lessons, rather than being actively engaged in supporting pupils. Teaching is generally lively and teachers make every effort to ensure that pupils enjoy their work. The good teaching has not as yet been sustained over a long enough period to have had its full impact on improving the standards that pupils attain. The school has good plans to monitor teaching in order to refine good practice further and to improve the consistency of the good teaching.
94. Teachers use the computerised white boards well and express regret that they are not always available in every classroom. In one excellent lesson for pupils in Years 5 and 6, Dicken's *Oliver Twist* was used to teach pupils how to describe an incident from different perspectives. The text from the scene where Oliver asks for more gruel was analysed in detail. The teacher asked challenging questions, such as, 'Why does that sentence have such an impact?' Drama was used well to enact the scene and the classroom assistant supported a less confident group well during this part of the lesson. The teacher demonstrated high expectations of pupils' performance and pupils rose willingly to the challenges set. The pupils' previous learning was used well to write diary entries to describe the events. Pupils were reminded about the writer's need to consider the audience and in consequence to modify the tone of the language so that a diary entry in the first person could be relatively informal in style. Pupils were encouraged to appreciate the effect of phrases such as, 'torments of slow starvation' and to empathise with the different characters in the scene. This was a fast moving, lively lesson where a good variety of activities helped to sustain interest and promote enjoyment.
95. A considerable amount of time is spent hearing pupils read but too little time is spent teaching reading skills. Teachers keep records of pupils' reading but these are often too general and phrases such as 'No problems' or 'Read confidently' indicate that there has been insufficient analysis of areas where pupils need to develop reading skills. When hearing reading teachers do not set short-term targets that aim at improving reading skills. Support for lower-attaining groups in particular is not rigorous enough. Many pupils read regularly at home and this supports reading well but where there is no support from home the school does not always make arrangements to compensate by, for example, using classroom assistants to focus on particular individuals by sharing books with them each day. The school has invested heavily in purchasing new books and has a good range of good quality fiction. The pupils choose their reading books from a selection that is colour coded according to difficulty. Pupils understand and use this system well. The range is wide and the selections that most pupils make are appropriate and support the progressive development of skills well. However, the range is too wide for groups of lower-

attaining pupils who need to become fully familiar with the characters in one particular scheme and with the associated cumulative development of vocabulary.

96. The school is developing a new library and is investing in a good range of new non-fiction books. The library is not used regularly to teach research and library skills. Pupils' understanding of how to search for specific information in books is limited. Many use the Internet, mainly at home, to find information. In lessons computers are used infrequently.
97. A new co-ordinator for the subject is due to join the school at the beginning of the next school year. Although no co-ordinator is currently in place the subject has been managed adequately. The National Literacy Strategy has been implemented satisfactorily, and all aspects of the National Curriculum Programmes of Study are covered. Strategies linked to the National Literacy Strategy, such as the 'Additional Literacy Strategy' are used very well to support groups of slower learners. The school analyses its performance carefully in order to identify areas for improvement. As a result of this analysis the improvement of pupils' performance in reading and the promotion of more opportunities to write purposefully in subjects across the curriculum, feature strongly. The plan also includes a section on how the school intends to promote an increased use of computers to support teaching and learning in lessons. The school is still working on developing the strategies it has begun to initiate to effect improvements.

## **MATHEMATICS**

98. Pupils achieve well in Years 1 and 2 and by the end of Year 2 most are on course to attain average standards. They continue to achieve well in Years 3 to 6, and pupils in Year 6 are likely to attain average standards by the end of this school year. While this is a similar position to that identified at the time of the last report, it is evident from records of national test data that there has been significant improvement and that standards now are higher than they were then at the end of Year 6. Pupils with special educational needs achieve well and generally attain the targets in the Individual Education Plans that effectively support their learning. Quicker learners have ambitious targets set for their attainment. Provision is made for the most able pupils to attend a mathematics master class at the local grammar school.
99. The National Numeracy Strategy has been implemented successfully, and all aspects of the National Curriculum Programmes of Study are covered. Pupils are particularly good at number work and their skills in conducting mathematical investigations are being developed well.
100. Work produced in Years 1 and 2 and observation of lessons confirms that there is an appropriate balance between oral and written work. Registration periods are used well to extend pupils' understanding of number. Pupils generally work hard and most are achieving well over time. Work in books is not always neat and presentational skills need improving in some cases. There is a strong focus within lessons on challenging the pupils to think for themselves. In Year 2, for example, in very good and excellent lessons, when pupils were asked to create graphs they had to identify an appropriate scale, select a suitable title and determine precisely where to draw the axes. There were links with geography, as the data used in one lesson related to information showing the popularity of different seaside resorts. In both Years 1 and 2, pupils enjoy the challenging mental arithmetic sessions at the start of lessons, contribute confidently to mathematical discussion, and enjoy sharing what they have learned with others at the end of lessons.
101. Registration periods are used well in the classes for older pupils. Routines have been established in which pupils undertake some mathematical activity written on the board immediately they arrive in the classroom. In all classes, small white boards are used well by pupils to record their answers to the teachers' questions. At the word of command, pupils hold up their answers, which enables the teacher to see immediately who has understood the question and who has not. In some lessons, however, there were insufficient whiteboards available and pupils had to use them in pairs, which meant that the assessment of individual pupils' understanding was more difficult. Pupils continue to achieve well across Years 3 to 6, with teachers working hard to

address earlier weaknesses in curricular provision and to raise standards. Pupils in Year 6 are good at recalling number facts. The older pupils have a good knowledge of the properties of two and three-dimensional shapes. They work accurately and are good at converting vulgar fractions to decimals and percentages. Higher-attaining pupils have a good understanding of ratio and know how to enlarge pictures by a ratio of 2:8, for example. There is an increasing emphasis on written recording and work is generally presented well, and in many cases very well.

102. It was evident in a satisfactory lesson in Year 3 and 4 that many pupils had difficulty in extracting data from a calendar, as their knowledge of facts such as the number of weeks in a year was under developed. Nevertheless, other pupils in Years 3 and 4 were observed in a good lesson successfully multiplying mentally two-digit numbers, such as 32, by a single digit number. They worked hard in the main part of the lesson to identify and apply number patterns. In Years 5 and 6, pupils were observed in a good lesson using conversion tables to solve problems. In this lesson, it was evident that the pupils had been very well trained in neat orderly presentation of their work. In a satisfactory lesson in Years 5/6 the study of the Victorians was used skilfully by the class teacher to provide a realistic situation in which data could be analysed. By Year 6, pupils have experienced a wide range of opportunities to collect and analyse data that can be recorded in a variety of different ways, ranging from tables and spreadsheets to graphs and pictograms. Pupils use their numeracy skills well in other subjects, such as science and geography, but less use is made of these in design and technology. In music, numeracy skills help support work on rhythm and composition. Information and communication technology is used well across the school to practise numeracy skills and to record and analyse data. Across the school, pupils behave well and often very well, in lessons. Most enjoy this subject and this is reflected in the quality of their work, their good achievement and the improving standards that are evident. Standards are now much more closely matched to the ability of individual pupils. A particular strength is the opportunity that is frequently given to pupils to take responsibility for their own learning. In Year 1, for example, each group was given a range of counting tasks to complete, but the way in which the pupils arranged themselves to achieve these was deliberately left to them to decide, which they did with some success. Pupils generally participate well in whole-class discussions and work well in groups or pairs. They co-operate well, remain focused on the task that they have to do and show respect for each other, their teachers and other adults, and they use equipment responsibly. The approach used means that these lessons make an important contribution to the moral and social development of the pupils. On occasions, such as when a pupil recognises a number pattern for the first time, there are moments of awe and wonder that contribute to the spiritual development of pupils.
103. The quality of teaching is predominantly good and often it is very good or excellent. Across the school, teachers' lesson plans are particularly good. They are thorough and describe how work will be modified to meet the needs of pupils who are at differing stages of development. The plans include clear details of precisely what teachers expect pupils to learn during the course of each lesson. These learning intentions are shared with the pupils and reviewed towards the end of each lesson. This helps pupils to gain a good understanding of how successful they are in their learning. Teachers often describe the classroom assistant's role in the lesson and how the classroom computers will be used to support learning. Assessment procedures are rigorous and are used well by teachers to prepare lessons that build effectively upon the prior attainment of their pupils. Individual targets for improvement are set regularly for all pupils and these are discussed with them so that they know what they have to do next in order to raise the standard of their work. A particular strength is the way in which pupils are making effective use of information and communication technology through the use of the computer suite and the two interactive whiteboards that are available for use in classrooms.
104. The support given to pupils with identified special educational needs is very good, with the targets contained within their Individual Education Plans consistently included within teachers' lesson plans. Classroom assistants are well prepared and they play an important role in ensuring that these pupils have full access to the content of lessons. The school is identifying gifted pupils from an early age and, although further refinement of the procedures for identification is planned, opportunities are already given for these pupils to achieve at a high level. A small number of pupils have achieved the very high Level 6 in the past. The master mathematicians' class at the local

grammar school has made a significant contribution to meeting the needs of these higher-attaining pupils.

105. The new co-ordinator is leading this subject very well. She has built effectively upon the work of her predecessor and further developed across the school a common commitment to high achievement for all pupils. She has analysed pupils' performance in tests to identify areas for further development. There has been a particularly positive development in the use of mathematical investigation across the school, an emphasis which it is planned to develop further. The success being achieved can be seen in the generally good progress of pupils across the school when measured against their prior levels of attainment. A full audit of resource provision has been carried out. Priorities for further developments have been identified and included in a mathematics action plan, which in turn has informed priorities within the school development plan. One positive outcome of the process of review has been the preparation of a computation policy in order to ensure consistency of approach by teachers, classroom assistants and parents/carers. She has scrutinised teachers' marking of pupils' work to determine its effectiveness in helping pupils to improve their work and, as a result, marking is generally of a good standard and often contains advice to pupils on ways in which they can do even better.



106. The quality of teaching and learning is rigorously monitored through scrutiny of planning and the pupils' work, through the review and setting of challenging targets for improvement for both teachers and pupils, and through the direct observation of teaching by the headteacher, deputy headteacher and the co-ordinator. The support provided by classroom assistants make a good contribution to pupils' learning but there are occasions when they spend too long listening to teachers rather than being actively involved in lessons. There is a satisfactory policy that is currently being reviewed and the school makes effective use of the guidance provided by the National Numeracy Strategy. Assessment procedures are good, and a computerised system is used to analyse data from tests to set targets for each child based on his or her prior performance. The governor with particular responsibility for monitoring the subject visits the school regularly and works very closely with the co-ordinator. The subject has a high profile in the school and there is good capacity to improve.

## **SCIENCE**

107. Since the last inspection, the school's performance in the national tests for pupils in Year 6 has fluctuated; it has been below average in one year and average in the next. In 2002 it was below the national average. The statutory teachers' assessments for pupils in Year 2 in 2002 indicated that the proportion of pupils who attained the national target of Level 2 was below average but the proportion of pupils that attained the higher Level 3 standard was above average. Inspection findings show that pupils achieve well in Years 1 and 2 and most are likely to attain average standards by the end of the school year. Achievement is satisfactory in Years 3 to 6 and most pupils are on course to attain average standards by the end of Year 6. Standards are not now as high as those reported at the time of the last inspection when the standards attained by pupils at the end of Year 6 were deemed to be above average.
108. A new co-ordinator was appointed in September 2002. Until then, there was no co-ordinator. This meant that the subject had not received sufficient attention. The school has responded positively to the weakness in this subject; it is focusing on investigation and experimentation, trying to raise pupils' levels of achievement.
109. Teaching, overall, is satisfactory. In Years 1 and 2 the quality of teaching has improved recently and is mostly good and this is beginning to lead to improvements in pupils' achievement. However, the improvement in teaching has not yet had enough time to have fully impacted on the pupils' attainment. The pupils in Year 2 participate in a range of first-hand investigations and they have good opportunities to experiment. Good practical lessons to discover about the properties of materials were seen during the inspection. Pupils decided whether foam, playdough and Plasticine could be pushed or pulled, for example. Pupils understand that light comes from different sources. The pupils have a broad and balanced curriculum; they are beginning to understand about changes in materials when they are hot or cold, like freezing orange juice and water turning to steam. They are learning to make accurate observations and more emphasis is now being placed on recording their findings. National guidelines are used to plan the work and the teachers are aware that pupils learn at different rates so they plan their lessons accordingly. The pupils enjoy lessons and are challenged in their thinking. There is a particular emphasis on practical work, with good adult support to provide for individual needs.
110. The quality of teaching in Years 3 to 6 is satisfactory and there were examples of good and very good teaching. There are indications that teaching and learning are improving. Consequently, standards of attainment are rising but there has not been enough time for the improvements in the quality of teaching to have its full impact on the pupils learning. The children in Year 6 are encouraged to experiment. In a very good lesson the pupils were learning about the function of different parts of a plant. They were learning to test hypotheses about the number of petals on a flower. They were enthusiastic and learning to develop their own ideas. They used microscopes and hand lenses well. The teacher had stimulated a keen interest pursuing ideas to test their validity. In this way the pupils gained a good understanding of the purpose of scientific investigation.

111. An emphasis on investigative work is now evident throughout the school and teachers encourage the children to question, predict and draw conclusions from their own experiences. At the end of the lessons, teachers draw the pupils experiences together well and provide good summaries of the learning made by the class as a whole. During the inspection, the pupils in Years 5 and 6 were seen to be building on their previous learning about seeds so that their individual knowledge was being improved and skills were being developed.
112. The co-ordinator has checked the teachers planning to ensure that they are teaching all elements of the curriculum and that there is an appropriate emphasis on investigative work. The new co-ordinator is enthusiastic and increasingly aware of the improvements that need to be made to raise standards. She has undertaken training and passed on her knowledge to the rest of the staff. Staff are becoming more confident in teaching investigations and realising the need to record their work. They assess the pupils at the end of each unit of work and then plan for the pupils needs. Pupils have individual targets so that they can understand what they are expected to learn.
113. The school is aware of the improvements that they need to make in this subject and has taken steps in the right direction but these are not yet fully implemented and evaluated. Plans to observe teachers lessons are planned for next term so that a closer analysis of where improvements in teaching are needed can be identified. A greater focus on science is helping to improve standards. The co-ordinator is keen to ensure that science has a higher profile in the school and has had some measure of success in achieving this. Resources are being improved so that a range of materials and equipment is available. Staff are beginning to use computers to enhance the pupils learning. The digital microscope proved popular in lessons, offering pupils a chance to use new technology effectively.
114. The school held a science day to which parents were invited. This initiative helped to focus on the fun of science so that pupils felt motivated to learn and develop an interest. Visits from local organisations, such as the space centre, also provide the school with additional resources and expertise.

## **ART AND DESIGN**

115. Pupils' achievement is satisfactory and, by the end of Year 2 and again by the end of Year 6 most pupils are likely to attain average standards. Across the school the quality of teaching is satisfactory. This represents good improvement since the last inspection when standards were below average and teaching was unsatisfactory.
116. Pupils are introduced to a wide range of medium and to the work of many different artists and craftspeople. In Year 1 they learned about sculpture and used soap, play dough and Plasticine to make spiders, teddy bears, faces, pizzas and the planet Earth. They created colourful collages from different fabrics and painted bold portraits. Pupils in Year 2 used interesting looms, such as bicycle wheels, for weaving and studied Aboriginal art forms. Pupils in Years 3 and 4 used pastels to create work inspired by studying some of Joan Miro's paintings. They created printing blocks from polystyrene to make prints with repeating patterns, having studied the work of William Morris and used computers to make wallpaper designs based on his patterns. They also used a computer program to experiment with making pictures from dots, having studied Seurat's pointillism technique. They used natural materials to make ephemeral pictures after the style of Andy Goldsworthy and they used crayons effectively to create pictures based on the work of Joan Eardley. In Years 5 and 6 pupils are introduced to the work of an even wider range of artists and craftspeople. Good links are made with work in history on the Victorian period as pupils study Turner's sunsets. There was an example of particularly good work in Years 5 and 6 where pupils had combined their knowledge of ratio to copy paintings by Hockney and Klee enlarged by a ratio of 1:2 and 2:8.
117. The quality of teaching is satisfactory overall and ranges from satisfactory to very good. Teaching was especially effective where skills were taught systematically and the teacher maintained high

expectations of the quality of work that pupils were expected to produce. This occurred in Years 5 and 6 where teachers taught the skill of drawing perspective especially well. The pupils progressed from drawing landscapes with one vanishing point to one with two. They learned how to use guidelines to give the impression of distance, background and foreground by making objects in the foreground proportionately larger than those in the background. Particularly good lessons were seen where pupils used their sketchbooks well to record their visit to a local park. They also used the digital camera to make visual 'notes' in preparation for creating their own landscape paintings. Watercolour techniques were also taught well in Years 5 and 6 and pupils painted sensitively coloured scenes based on sketches made in the school grounds. Teachers encourage pupils to take their work seriously. There were occasions when classroom assistants were not deployed as effectively as they could have been. Occasionally, they spent a considerable amount of time listening passively to the teacher rather than being actively involved in supporting pupils' learning. Relationships are very good and pupils thoroughly enjoy the subject.

118. The subject co-ordinator maintains a good overview of provision and is available to advise colleagues as required. Resources to support teaching and learning are adequate and are for the most part used well, although the school kiln has not been used for a long time. Computers are used to support learning but skills are not taught systematically and progressively from Year 1 to Year 6 so that pupils accumulate a good range of different skills and there is little use of the Internet to explore the work of different artists. The school organises good events, such as the 'Big Draw', to promote interest and develop skills. This event involved the whole school and visiting parents. The pupils worked in mixed age groups across the school to create a good variety of drawings. Local artists have visited the school to create good ceramic murals and pupils have visited local art galleries. A simple assessment record sheet is kept to indicate which skills pupils have been introduced to but this does not indicate the standards attained or how successful a unit of study has been. In the absence of such analysis, the school is not able to refine future planning in order to build on its strengths. The subject makes a good contribution to pupils' cultural development and their understanding of art forms in other cultures. In Years 3 and 4, for example, they studied the work of the Japanese artist Katsushika Hokusai and this made a good link with work in English on the haiku form of poetry. Pupils also study Rangoli patterns as part of their work on understanding the Indian festival of Diwali and have painted brightly coloured pictures based on the study of an Islamic prayer mat. The subject features in the school improvement plan but the targets for improvement do not focus explicitly on improving the standards that pupils attain and the quality of work they produce. However, there is considerable expertise among staff and the school has good capacity to improve standards further.

## **DESIGN AND TECHNOLOGY**

119. Pupils' achievement is satisfactory and, by the end of Year 2 and again by the end of Year 6, most pupils are likely to attain average standards. There are indications that this represents an improvement since the time of the last inspection when there was insufficient work available to form judgements about standards.
120. Pupils in Year 2 designed and made vehicles with wheels attached to axles and made teddy bears with split pins to make the limbs move. They performed well but the tasks were not sufficiently demanding. In Year 3, pupils used syringes and plastic tubing well to create models that moved through using a pneumatic force. They also designed and made effective night lights. Pupils in Year 4 made sturdy picture frames that were well suited for their purpose and in Years 5 and 6 pupils have made intricate moving models based on the use of an eccentric cog. The older pupils have also used the principle of creating sturdy structures when making models of musical instruments. In a good lesson for pupils in Years 4 and 5 good links were made with the work pupils had completed in science. The pupils had designed burglar alarms that incorporated different ways of completing an electrical circuit to make buzzers sound the alarm. One group of girls devised a good pressure switch using tin foil, card and foam rubber. They explained that the tin foil would conduct electricity and that the foam rubber would insulate the wire terminals until pressure was placed on the switch. Although pupils' achievement is satisfactory the cycle of

creating a design to solve a problem, making a device to solve the problem, evaluating the device and improving the original design is not firmly embedded in practice.

121. The quality of teaching is satisfactory but expectations of the quality of finish that should be achieved are not always high enough. Teachers do not always expect enough of pupils. Good attention is paid to using accurate vocabulary and pupils quickly assimilate technical language as in Year 2, 'Look, Miss, I've made a pivot.' Resources are adequate to support teaching and learning but, as at the time of the last inspection, the food technology area is underused. Several teachers lack confidence in teaching the subject and do not fully understand the high standards that many pupils are capable of attaining.
122. The subject is managed satisfactorily and the subject features in the school improvement plan although the target for improvement does not focus explicitly on how the school intends to improve the standard and quality of work produced. Computers are not used enough to support teaching and learning and this has been recognised as an area for improvement. Satisfactory assessment procedures are in place and the experiences enjoyed by pupils are carefully recorded. However, the assessments are not used effectively to identify gaps in pupils' development of skills knowledge and understanding.

## **GEOGRAPHY**

123. Pupils' achievement is satisfactory and, by the end of Years 2 and 6, pupils attain average standards. In the last inspection, standards at the end of year 6 were unsatisfactory. This, together with the improvements in the quality of teaching, the curriculum and the monitoring of the subject, provides evidence of good improvement.
124. Some aspects of the subject are covered well. For example, pupils in Years 1 and 2 are helped to understand that some environments are different from others when they study island and coastal areas. This is developed satisfactorily in later years when they study an Indian village, and different climates and environments. Similarly pupils in Year 1 are beginning to make simple observations about what are man-made features and physical features on a landscape. Pupils in Years 3, 4, 5 and 6 make satisfactory progress when they develop the theme of how people have changed the environment. By Year 4, the pupils recognise the way humans have changed the coastal regions with caravan sites and hotels. In Year 1, pupils learned what a map is and they used the large playground map to recognise where Loughborough, Scotland and the Western Isles are situated. By Year 6, the pupils are using road and tourist maps to highlight the differences between Eyam village and towns, although their knowledge of grid references is limited.
125. Teaching is, overall, satisfactory and examples of good teaching were observed. Teachers' planning and preparation are good and ensure that pupils can quickly start their work. The management of pupils is good and contributes to the establishment of good relationships in class, and the establishment of a positive learning environment. As a result, pupils enjoy the subject, feel confident that their contributions are valued, and are unafraid to have a go at answering questions. The pupils also respond well to the introduction of different resources. Pupils in Year 6 are motivated well by the provision of various maps highlighting the differences between Eyam village and Loughborough, whilst pupils in Year 1 responded with excitement to the introduction of island pictures. In the less successful lessons, teachers' learning objectives were vague and this resulted in the loss of focus about exactly what key learning points should be emphasised. Time became stretched with overlong teacher introductions and a rushed character to the lesson. In some planning, work for pupils of different abilities concentrated on literacy and insufficiently on subject-specific knowledge and skills, and key words were not highlighted for pupils. In Years 1 and 2 the use of worksheets, on occasions, limits the writing opportunities of pupils.
126. The co-ordinators are keen to improve the subject. The subject policy is in need of review and the curriculum framework needs to be written in a common format addressing just where aspects such as information and communication technology and citizenship are to be taught. They

monitor standards through evaluating some satisfactory medium-term planning. However, there is no formal way they can establish, for future use, how successful the planning has been and share good practice amongst staff. They have yet to develop a work sampling regime, or a portfolio of work to guide teachers assessments. The tracking of pupils progress is unsatisfactory, with few teacher comments being recorded about pupils strengths and weaknesses. As a result, teachers cannot use the records to improve planning for future work. There was little evidence of computers being used by pupils to support their learning.

## HISTORY

127. Pupils' achievement in Years 1 and 2 is satisfactory and by the end of Year 2 most attain average standards. Pupils achieve well in Years 3 to 6 and most are on course to attain standards that are above average by the end of Year 6. This is an improvement since the last inspection. Pupils' attitudes are now good, the quality of teaching has improved since the last inspection and management of the subject is now very good. The subject now has a curriculum plan that teachers can use to plan for progression of the pupils knowledge and skills. Consequently, there has been good overall improvement since the last inspection.
128. Sampling of work from all years revealed that pupils in Years 1 and 2 listen to stories so as to build their knowledge about famous people from the past. Pupils use their studies about the life of Florence Nightingale in the Crimean War to compare hospitals then and now and begin to understand the implications of change. They learn satisfactorily about the passage of time through their work on family trees and time-lines. The use of worksheets limits the writing opportunities of pupils and particularly those of higher ability. They have satisfactory opportunities to use pictures, books and artefacts to help their studies. In Years 3 to 6 pupils make good progress in their knowledge of the Tudors, Victorians and events since 1939. Pupils develop some good questions for visitors who tell of their memories of the Blitz and the 1950s. Other skills, such as interpretation of source material, are well developed. Pupils in Year 6 worked hard to interpret a Victorian census return of a street in Loughborough and raised a good range of issues such as why families were so large, the effects of overcrowding in terraced housing, why different occupations flourished and why the population was mainly from the local area.
129. The quality of teaching is good. Teachers use their good subject knowledge of the Victorian poor when questioning pupils to challenge their understanding. The development of work for pupils of different abilities is well planned for. High-attaining Year 6 pupils write in detail about Victorian characters, whilst lower-attaining pupils use computers to highlight appropriate adjectives in their descriptions. The pupils showed their good understanding when they reported back on their findings. Little use is made of computers to develop pupils' skills, knowledge and understanding of the subject. Teachers plan their lessons well, and, consequently pupils benefit from a good range of approaches to work, including drama, that stimulate their interest. A good range of resources is used and pupils benefit from handling and examining photographs and artefacts from Victorian times. Such artefacts have an important impact on pupils understanding and knowledge of past periods. Pupils react well to the good relationships in class, they feel their views are valued, and are unafraid to offer views. Teachers are adept at highlighting links between history and other subjects, as when pupils use dates to reinforce mathematical understanding. However, the identification of 'key word banks' are inconsistently used to reinforce pupils subject vocabulary. The most effective marking encourages pupils to reflect more deeply on historical issues and give direction about how to improve.
130. In one lesson, pupils in Year 6, pupils studied a Victorian photograph of children waiting for stale bread to be distributed. They responded very well when asked to mirror the children in the photograph and then imagine what they were thinking. The teacher had planned for this period of reflection and identification with others in the past, and the lesson was an extremely powerful reinforcement of the pupils' personal development.
131. The leadership and management of the subject are very good. The subject co-ordinator monitors the subject well, checking medium-term planning and suggesting improvements. There is no

formal system whereby the co-ordinator can obtain feedback about how effective the planning has been, where improvements might be necessary, and how the good practice can be shared. There has been a very effective emphasis upon the teaching of specific skills, such as the use of evidence to make deductions, and this has undoubtedly led to improved standards. A good range of visits and visitors enhance the curriculum. Pupils visit the local Jewry Wall in Leicester, and a workhouse as well as many other places of interest, and carry out a local 'Victorian walk', all of which enhance pupils learning. Teachers assess the level of pupils work but there is insufficient information recorded about what pupils need to do to improve their history skills and knowledge.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

132. Pupils of all levels of prior attainment, including those with special educational needs, or with English as an additional language, and those who are talented or gifted, achieve well across the school and attain average standards at the ends of Years 2 and 6. This is a significant improvement on the position at the time of the last inspection, when pupils in Year 2 were attaining average standards within a limited curriculum and pupils in Year 6 were attaining below average standards.
133. There is a well-equipped computer suite with sufficient computers for a whole class working in pairs. The computers are networked together and they are able to communicate with the Internet through a local authority gateway that seeks to prevent access to any unsuitable material. There is a satisfactory policy regarding procedures for safe access to the Internet, and all parents have been advised that access to the Internet forms a part of the school curriculum. One computer in the suite is also linked to an interactive whiteboard, and two interactive whiteboards are available for use in classrooms. The school has further developed the potential of its resources by linking all the classroom computers to this network. The computer suite is used well, but the use of the classroom-based computers varies from class to class.
134. The quality of teaching across the school is satisfactory, overall, when all elements of the curriculum are taken into account. There were examples of good and very good teaching. The computer suite is used well; good and very good lessons were seen here. During the lessons in the computer suite, pupils learn and practise specific skills. They make good progress in the use of these skills as they gain new knowledge of what computers can do. In a good Year 1 lesson, pupils confidently 'logged-on' to the computers and then found the particular piece of software they needed. They showed generally average skills in using the mouse to draw pictures illustrating the story that they were reading in their literacy lesson, although some of the pictures were of an above average standard. There was a moment of real excitement as their teacher in reminding them about the bear who travelled to the moon overnight used various techniques such as choosing the colour and the painting tool – for example the paintbrush or spray can. When it was complete, they saved their work competently, gaining much pleasure, as this was the first time that they had done this. Pupils in Years 4 and 5 were observed developing their ability to access the Internet successfully in a lesson that linked closely with geography, establishing pen-pal links with pupils in other parts of the world via a project organised on a national charities web site.
135. Pupils in Years 5 and 6 were observed developing successfully skills in creating multi-media presentations, bringing together text, pictures and sound. In one very good lesson there was a moment of awe and wonder as the pupils spontaneously reacted to the roar when the picture of the lion appeared on the screen.
136. Pupils behave very well in lessons, and they co-operate successfully when sharing a computer, ensuring that each partner has an equal opportunity to contribute to the work. The respect shown to each other, their teacher and other adults, and to the computer equipment, confirms that this subject is making an important contribution to their moral and social development. The sense of wonder observed in some lessons also illustrates a positive contribution to their spiritual development. The links established by Years 4 and 5 with pupils from other countries is making a good contribution to cultural awareness. Where appropriate, pupils with special educational needs

are supported very well in their learning and, as a result, they respond well and play a full part in lessons.

137. There is some evidence of the use of ICT throughout the school and of its use in other subjects such as English, mathematics and science; for example, word processing, mathematical computation and data handling. However, computers are not used systematically to support teaching and learning across the curriculum. The school is aware of this and extending the use of computers features in its development planning. The planned programme for the subject, which is based on national guidance, provides good experiences for pupils in the computer suite, and this is having a direct and positive impact on standards. However, opportunities to use programmable robotic devices, CD/DVD players, digital and video cameras, although satisfactory, are less well-developed areas of the curriculum. The school has identified opportunities for all these applications to be further developed as a priority.
138. Most teaching staff and several of the classroom assistants have good skills and expertise. Lessons are well organised and managed, and pupils are supported well individually or in pairs. Planning is thorough and pupil progress is assessed, both at the end of each lesson and at the end of each unit of work. The work planned builds effectively on the prior attainment of pupils and skills now develop progressively across the school. As a result, the backlog of underdeveloped skills identified at the time of the last inspection is gradually being addressed and pupils' attainment is rising.
139. The subject is enthusiastically, confidently and effectively led by the co-ordinator. Working with her colleagues, she has created an environment in which teachers have become confident users of ICT and where high expectations of pupils are improving rates of progress and levels of attainment. Her vision of a school where ICT is not taught purely for its own sake, but where it becomes a seamless part of the whole curriculum, has been embraced by the whole staff and is contributing positively towards the improvement of achievement.
140. The co-ordinator is managing the subject very well. All teaching staff have received ICT training funded by the New Opportunities Fund. The quality of teaching and learning is being carefully monitored, from the checks upon planning to the direct observation of teaching and the work that results. Assessment is thorough and is used effectively to ensure that the work planned matches the prior attainment of pupils. Some teaching staff have been provided with lap-top computers which they use for planning and for writing subject documents. Resource provision is good in terms of computers and is satisfactory in other areas. Some class teachers do not make full use of the classroom-based computers to support the wider curriculum. An appropriate action plan for the further development of this subject is in place.

## **MUSIC**

141. A broad and balanced music curriculum is planned, covering all relevant features. The co-ordinator has adapted the national guidelines to develop a curriculum that can be followed by non-specialist teachers.
142. Pupils' achievement in Years 1 to 6 is satisfactory and they are introduced to a breadth of experiences, including listening to music, composing and singing. Most are on course to attain average standards by the end of Year 2 and again by the end of Year 6. Overall, the quality of teaching is sound.
143. In Years 1 and 2, teachers use a variety of starting points for discussion, such as listening to taped music in assembly to create mood. Pupils were introduced to the idea of having a conductor who leads an orchestra and that musicians have to follow his lead during performances. A singing assembly was seen, which showed evidence that a satisfactory quality of singing is being maintained by the younger children. In lessons they are accustomed to working collaboratively with each other to produce an end product. A Year 2 lesson was well planned and the pupils were interested in their work. They used a xylophone, for example, and considered the

echo effect of their voices. Pupils are encouraged to listen to composers, such as Grieg, and are confident about expressing their own interpretations of the piece of work.

144. The quality of teaching in Years 3 to 6 is satisfactory. Consequently, pupils achieve what is expected for their age and make satisfactory progress. The co-ordinator supports the non-specialist staff well. The planning of lessons is supported by the specialist co-ordinator. The pupils receive a range of activities to encourage development of skills. Pupils know what they are expected to learn and they are particularly good at analysing their own performance. Their attention is drawn to breathing correctly to assist their voices. Teachers use techniques like recording the pupils' voices so that they can identify accurately what worked well and what did not. Pupils are taught to think about their own singing and ways that it can be improved. They are taught terms such as 'staccato' and 'glissando' and how to use their voices to create these effects.
145. Children are taught to appreciate music; they are encouraged to listen to music, such as the *Planet Suite*, and decide what the music conveys to them. They are used to playing both untuned percussion instruments and tuned instruments, creating their own compositions.
146. The co-ordinator is enthusiastic about music and co-ordinates provision well. She offers good advice and support to staff. A satisfactory policy is in place, although the co-ordinator is aware that it needs updating to ensure that sufficient attention is placed on the subject. Resources have been improved: a new range of multicultural musical instruments has been bought so that pupils are able to experience listening to, and making sounds with, different types of instruments. Computers are not used enough to extend learning opportunities, although the school does have some software packages.
147. The school monitors music teaching effectively because teachers complete detailed questionnaires after each unit that inform future planning. The specialist also works with teachers to guide them, if necessary. There are opportunities for pupils to learn musical instruments and outside support, such as peripatetic music teachers, is used to enhance the curriculum. Assessment procedures relate to national guidelines so some identification of pupils' progress is undertaken, enabling the staff to help the children progress. A more rigorous assessment procedure exists for music and other non-core subjects and provides a possible model for assessing all units of work.

## **PHYSICAL EDUCATION**

148. Of the lessons seen, two were games-based and another emphasised the skills of striking and fielding balls. During the inspection week pupils went to the local leisure centre for swimming lessons conducted by qualified coaches. The school does not record pupils' attainment in swimming. Evidence was also gathered from discussions with staff and pupils and a study of planning. Pupils' achievement is satisfactory across the school. Pupils' attainment at the end of Years 2 and 6 is average and this is a similar situation to that found at the time of the last inspection. Since then, a written curriculum framework has been introduced, and monitoring of planning now takes place. Overall, improvement since the last inspection has been satisfactory.
149. Standards in games such as hockey and cricket are satisfactory for the majority of pupils. In Year 2 pupils explore simple skills such as how to handle a hockey stick correctly, and a significant minority demonstrate good dribbling skills in hockey. Less secure was the pupils' awareness of the need to use space. In Years 5 and 6 there is evidence of satisfactory acquisition, by most pupils, of the skills associated with cricket. Most pupils have satisfactorily progressed their knowledge of how to hold the bat, and high-attaining pupils have good levels of knowledge about the correct fielding stance. In discussions with pupils they are able to demonstrate that they have an average knowledge of dance skills, tennis rules, and tactics such as the use of different types of shots. Pupils' knowledge of the effects of exercise on the body is limited.



150. Pupils' attitudes to physical education are generally positive. They listen to instructions carefully, persevere and support one another well when working in small groups. Overall, teaching is satisfactory. Teachers manage pupils well, have established good relationships and, consequently, pupils feel secure in attempting the drills asked of them. Pupils enjoy the good variety of activities that teachers plan for them, which address different styles of pupils learning, whether hands-on or discussion. Most lessons include valuable periods of consolidation that reinforce the key learning points for pupils. Most teachers refer to the learning objectives of the lesson on regular occasions and design plenary sessions that test pupils' understanding well. Teachers planning, however, does not always give sufficient attention to identifying precise learning objectives that emphasise the skills that are to be taught. Warm-up exercises and cool-downs are now well matched to the lesson activity. Staff's subject knowledge is satisfactory, although their questioning could further challenge pupils understanding. There is unsatisfactory opportunity for pupils to demonstrate and evaluate their own and others' performances, and work for pupils of different abilities is insufficiently planned for.
151. Leadership and management of the subject are satisfactory, and the role of the co-ordinator has been extended, although no formal co-ordinator training has been possible. A nationally recognised planning framework and an assessment system have been introduced. The framework needs development so that it more accurately meets the needs of these pupils, and is in a common and easily accessible format. While teachers assess to National Curriculum levels of attainment there is insufficient written analysis of how an individual pupil can improve their subject specific skills and knowledge. The subject policy is outdated and in need of urgent review. The co-ordinator monitors teachers planning and gives valuable advice on how to improve it. There is no formal system of feedback about what might need to be improved and what worked very well and should be shared with staff. The staff provide a very good range of extra-curricular clubs including girls' football and clubs for Years 1 and 2. Resources are good and much of them are new. However, to be more accessible to staff, an audit is required and issues of storage and ease of accessibility addressed. Staff subject knowledge is satisfactory and appropriate in-service training has been organised to further develop their knowledge of dance. Accommodation is good, overall, with the subject benefiting from a sizeable school field.

## **RELIGIOUS EDUCATION**

152. Standards are in line with the expectations set out in the locally Agreed Syllabus. All pupils, including those with special educational needs, English as an additional language and gifted pupils, benefit from teaching which emphasises a practical approach and the importance of discussion. This ensures that most pupils make sound progress and attain satisfactory outcomes in terms of their knowledge and understanding, with standards of written work matching those observed in English. This is a similar position to that found at the time of the last inspection, although other evidence shows that the curriculum is being more thoroughly covered and that the quality of presentation and content of written work has improved.
153. In Years 1 and 2, the majority of pupils develop a secure knowledge and understanding of stories and/or festivals from the Christian, Hindu, Jewish and Sikh traditions. Pupils in Year 1 explore themes such as What does it mean to belong? Sensitive, while those in Year 2 study issues such as What do we know about Jesus? In a good lesson in Year 2, pupils were observed discussing the stories that Jesus told. As the story of the Jealous Brother (the Prodigal Son) unfolded, the pupils discussed difficult issues such as the meaning of the word jealousy. Their predictions as to what would happen at the end of the story were perceptive and their judgements about the final outcome showed that they are used to thinking about moral issues and that they are willing to share these with others, because they know that their views will be respected. In assemblies and lessons they also consider the impact of their own actions on others.
154. Pupils in Year 3 study issues such as What is faith? and What difference does it make?, festivals such as the Hindu and Sikh Diwali, learn about the Christian Bible, and consider What do signs and symbols mean in religion? In a good Year 4 lesson, pupils were observed learning about the place of a shrine in a Hindu home. The lesson took place in an appropriately reverential

atmosphere and the pupils showed considerable interest in the different elements that made up the shrine, such as the deity, the bell, the incense burner and the puja tray. The level of respect for the beliefs of others present was illustrated by the amount of distress genuinely shown by pupils when the shrine was accidentally knocked over, and the care which they took in putting it back together again. Pupils become increasingly sensitive and reflective about their own behaviour and feelings and those of others. The meanings of Christmas and the Easter story, together with the meanings of other festivals, such as Diwali and Eid, are studied in increasing depth as pupils move through Years 3 to 6. By Year 6, pupils recognise the significance of special books, such as the Holy Bible, the Holy Koran and the Granth Sahib. Pupils' achievement is satisfactory and, by the end of Year 2 and the end of Year 6, pupils are attaining standards that are in line with the locally Agreed Syllabus. The school supplements the syllabus with nationally approved guidance. The curriculum for religious education is based on a good Programme of Study for each year group. Sufficient emphasis is placed both on the study of Christian beliefs and the customs and practices of other major religions.

155. Taking all the evidence available into account, such as photographs, work samples and teachers' planning, teaching is generally satisfactory across the school. There was also evidence of good teaching in lessons. Teachers generally show a good understanding of the subject and make their lessons interesting. However, on occasions, a question from a pupil revealed weaknesses in teachers' knowledge. In such cases, teachers were not afraid to admit that they did not know and both teacher and class sought to find the answer together. Pupils

responded well and their interest was captured by the way in which the teachers managed the lessons. For example, in all of the lessons observed, pupils enjoyed the opportunity provided for them to share their own experiences and ideas.

156. The subject co-ordinator is providing effective leadership that has ensured that this subject is being taught appropriately, and often well, by teachers across the school. Her management of the subject is satisfactory and she has already carried out a full audit of resources, ensured that there are sufficient books, audio/visual materials and artefacts to provide satisfactory support for the curriculum. In addition, the curriculum is enriched by visitors from a number of different faiths to assemblies and it is hoped to increase the range of these. Further enrichment is provided by visits to a number of local places of worship, such as the local parish church (Year 1), a synagogue (Year 2), a Hindu temple (Years 3 and 4) and a mosque (Years 5 and 6). Computers are not used enough to support teaching and learning.