

INSPECTION REPORT

**SOUTHFIELDS COMMUNITY PRIMARY
SCHOOL**

Oakham, Leicestershire

LEA area: Rutland

Unique reference number: 120043

Headteacher: Mr G StJ Burkett

Reporting inspector: Andrew Clark
21596

Dates of inspection: 2-5 June 2003

Inspection number: 248079

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

School category: Community

Age range of pupils: 4 –11

Gender of pupils: Mixed

School address: Sandringham Close
Oakham
Leicestershire

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Appropriate authority: Governing Body

Name of chair of governors: Mr D Amphlett

Date of previous inspection: 12 January 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21596	A Clarke	Registered inspector	English Art and design Physical education Religious Education English as an additional language	What sort of school is it? School's results and achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
11437	A Anderson	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
11901	P Lowe	Team inspector	Mathematics Information and communication technology Geography History Education inclusion Special education needs	How good are the curricular and other opportunities offered to pupils?
27591	M Campbell	Team inspector	Science Design and technology Music Foundation Stage	

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	11
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	14
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	15
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	18
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	19
HOW WELL IS THE SCHOOL LED AND MANAGED?	20
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	22
PART C: SCHOOL DATA AND INDICATORS	23
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	28

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Southfield Community Primary School is an average sized school serving the market town of Oakham. There are 187 boys and girls on roll, aged between four and 11. Almost all the pupils are from white British backgrounds and there are no pupils with English as an additional language. The percentage of pupils eligible for a free school meal is broadly average at 12 per cent. The percentage of pupils on the school's register of special educational needs is above the average at 28 per cent. This includes 2.4 per cent of pupils with a statement of special educational needs, which is also above average. The special educational needs include moderate and severe learning difficulties, communication and emotional and behavioural concerns. The current Year 2 and 6 classes have a very high proportion of pupils with special educational needs and their attainment on entry to the school was below average. Many of those in Year 6 did not start the school until the juniors. The attainment of the children when they start school is wide-ranging and varies significantly from year to year, but overall it is typical for their age. The school took in 48 additional pupils in 2001 following the closure of a local school.

HOW GOOD THE SCHOOL IS

This is a good school. Pupils of all abilities achieve well and reach sound standards for their age. The quality of teaching is good and pupils become effective learners. The headteacher, senior management team and governors lead and manage the school well and the school gives good value for money.

What the school does well

- The children make a very good start to their education in the reception class (Foundation stage) and pupils of all abilities make good progress through the school.
- The quality of teaching is good and teaching assistants make a valuable contribution to pupils' learning.
- Provision for pupils' academic, personal and social development is good and pupils respond with good attitudes and behaviour.
- The parents make a very good contribution to their children's learning and very good use is made of homework.
- The good curriculum is enriched by excellent activities for children out of school time.
- The good leadership of the headteacher and staff is well supported by the governing body.

What could be improved

- Pupils' independent learning skills in mathematics and science.
- The use of information and communication technology in learning and teaching in all subjects.
- Drama and role-play in the English curriculum.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

There has been good improvement since the last inspection in January 1998. Pupils' achievement is now good and the improvement in standards is in line with the national trend. The quality of teaching is now good overall. The planning in all subjects and procedures to measure pupils' attainment are now good and have a positive impact on learning. The imaginative play and overall provision for children under five is now very good.

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	B	E	C	C
Mathematics	C	E	C	B
Science	C	E	C	D

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

Overall, pupils achieve well and standards are sound. The results for 2001 were significantly affected by the lower ability of pupils transferring to the school prior to the closure of the neighbouring school. In 2002 a high proportion of the pupils were receiving support for special educational needs and they made good progress towards the standards they achieved. The more able pupils also attained at least the level expected of them and the percentage of pupils attaining the higher levels in the tests was average for English and above average for mathematics. Standards in science are generally sound but slightly fewer than average pupils attained the higher test level.

In the infants, standards were well below average in Year 2 tests for reading and writing and below average for mathematics in 2002. This largely reflects the attainment of these pupils on entry to the school and a high proportion of pupils with special educational needs, but also some staffing difficulties. These standards were too low, but these pupils are making good progress in Year 3 and the standards of work of current Year 2 pupils are much higher.

In the work seen, speaking and listening is sound although there are not enough opportunities for pupils to engage in role-play and debate to develop more advanced skills. Standards of reading are good and most pupils read with fluency and expression. Pupils' writing is structured well and they often use an interesting vocabulary. Pupils' numeracy skills are sound and they solve written problems in mathematics well. They have a secure knowledge of scientific facts. However, in both mathematics and science, pupils do not make enough use of the skills they have in planning and organising their own investigations. Standards in information and communication technology are satisfactory. The pupils make satisfactory use of computers to develop their basic reading skills, but they do not make enough use of them in other subjects. Pupils with special educational needs make good progress towards targets set for them. Standards in other subjects are in line with expected levels by Year 2 and Year 6 and most pupils achieve well, especially those with special educational needs. Pupils are well prepared for their secondary school.

The children make a very good start in the reception class. They are likely to meet the learning goals expected for the age in all areas of learning and a significant minority will attain higher levels. They are well prepared for the infants.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils enjoy their work and try hard. Children in the reception class socialise well with each other.

Behaviour, in and out of classrooms	Good. The vast majority of pupils behave very well in the school and playground. A small proportion of pupils in the juniors are sometimes cheeky and silly in the lessons. Although this is well managed by the teachers, it sometimes impacts on others' learning.
Personal development and relationships	This is good because of the provision made for them. Pupils take on responsibilities, and pupils on the school council take their role very seriously.
Attendance	Satisfactory. It is slightly above the national average and pupils are punctual and ready to start work.

The overall ethos is good and pupils enjoy being at school. This enables pupils with special educational needs to benefit from the good teaching and learning. There are a few pupils in Year 3 and Year 6 who have difficulty knowing when not to speak and in taking turns.

TEACHING AND LEARNING

Teaching of pupils in:	Aged up to 5 years	Years 5 – 7	Years 7 – 11
Quality of teaching	Very 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 quality of teaching and learning is good overall. Teaching assistants make a valuable contribution to the learning of all pupils, particularly those with special educational needs. The quality of teaching in English and mathematics is good and basic skills are taught well. There are now good opportunities for pupils to write at length, although teachers do not make enough use of other subjects to promote skills of writing. In the reception class, lessons are very well planned to challenge children of different abilities and maturity, with a good focus on personal and social and communication skills. Throughout the school, teachers' questioning is skilful so that pupils reflect on their ideas and develop deeper understanding. The teaching of pupils with special educational needs is good because there is a close assessment of the skills they need to develop and strong action taken to meet them. Although the needs of the most able pupils are generally met well, teachers do not allow pupils enough opportunities to learn independently, especially in mathematics and science. The use of homework is very good and parents support their children's learning very well. Pupils persevere and take a pride in their work. Teachers acknowledge this in their marking but do not regularly set them new targets for learning through this. The teachers make very good use of homework to help pupils develop their learning skills.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum is interesting and relevant to the pupils. The range and quality of activities after school is excellent and all staff and several parents contribute to its success.
Provision for pupils with special educational needs	Good. There is early intervention and accurate assessments. Individual education plans are clear and establish good guidance for teachers and pupils.
Provision for pupils' personal, including spiritual, moral, social and cultural development	This is good overall. It is very good for social and cultural provision because of the many effective links with the community and rich curriculum. The school council makes a very good contribution to personal development.

How well the school cares for its pupils	Good. The procedures for assessing pupils' attainment are very good in English and mathematics and make a good contribution to learning. All adults care for pupils' daily needs well.
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The partnership with parents is very good and makes a significant contribution to learning. The curriculum for information and communication technology does not provide sufficient opportunities for work in other subjects.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. There is strong commitment to improvement and the headteacher and senior staff set a clear direction for it. The quality of monitoring of the work of all staff is good.
How well the governors fulfil their responsibilities	Good. The governing body is well organised and enthusiastically involved in the life of the school.
The school's evaluation of its performance	Good. This has improved well because targets for school improvement are accurate and reflect a detailed analysis of tests, assessments and the views of staff, parents and pupils.
The strategic use of resources	Good. The school has sound resources overall. The grants for special educational needs are used very well.

The staffing levels are good and teaching assistants make a valuable contribution to the life of the school. The accommodation is adequate for the numbers on roll. It is well maintained. The school uses its analysis of data well to ensure it gives best value.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children enjoy school. • Children are expected to work hard. • Parents feel comfortable approaching the school. • Pupils are helped to become mature and responsible. 	<ul style="list-style-type: none"> • The homework pupils get. • The school works closely with parents. • Behaviour.

The inspection team agrees with parents' positive views of the school. Few parents expressed a concern. The inspection team disagrees with the parents' concerns over homework. They found the standard and use of homework makes a very good contribution to learning. The range of information for parents is very good. Many parents are involved in working in the school, so the inspection team does not agree with the second concern. Although behaviour is good overall, a few pupils, particularly in Year 6, have challenging patterns of behaviour. The team partly agrees with this concern.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Overall, the pupils achieve well and the trend of improvement has been in line with that nationally. There was a significant dip in standards in 2001, but they are developing well, even when account is taken of the above average proportion of pupils with special educational needs and those with a statement of special educational needs.
2. In the most recent national tests in 2002, standards were similar to the national average for English, mathematics and science by Year 6. Compared with schools with similar free school meal ratios, the results were average for English, above average for mathematics but below average for science. This was a significant improvement on the results of the previous year, which were well below average and very unusual for the school. This was largely because of the impact of a neighbouring school, which was in special measures, closing and pupils changing schools late in the key stage. The school responded quickly to the concern about the test results by employing an educational consultant to work closely with staff over a two-year period to raise standards.
3. The school has an above average proportion of pupils with special educational needs, mainly for learning and emotional and behavioural difficulties. The school has a good reputation in the community for its caring approach and a significant proportion of pupils with special educational needs join the school after the normal point of entry in reception. Thirty-eight per cent of the current Year 2 pupils and thirty-nine per cent of the current Year 6 pupils have special educational needs. The proportions for 2002 were very similar. In addition, fewer than 60 per cent of pupils in Year 6 were at the school at the start of the juniors. Despite the turbulence caused by the other school's closure, the vast majority of pupils made at least the normally expected gains in English and mathematics through the juniors and all pupils achieved well. The school's assessment of the attainment of all pupils as they progress through the school is very accurate.
4. The percentage of pupils attaining the higher levels in tests in Year 6 in 2002 was average for English and above average for mathematics. The more able pupils made at least satisfactory progress.
5. In 2002 the standards in Year 2 were well below average in reading and writing and below average for mathematics. These standards were too low and reflected not only the high level of pupils with special educational needs but also the impact of staff changes during the previous two years. There is now more stable staffing and these pupils are making good progress in Year 3 towards average standards.
6. A strength of the school is its systematic analysis of the pupils' attainments in each year group. Key areas for improvement are identified and worked towards. These issues are fully explained and action is taken to address each issue. The outcome is that the whole school is fully aware of the issues and committed to raising standards. The school sets challenging targets based on the pupils' previous attainment. It assesses pupils on a regular basis to ensure that they are making the right amount of progress. It is implementing specific strategies to stretch higher attaining pupils to ensure that they reach the higher levels in the national tests.

7. Currently the pupils' work in English is in line with the national expectation. By Year 2, pupils are reading fluently and with good expression. The Year 6 pupils are independent readers with an interest in a wide range of books. Pupils are developing good writing skills and write effectively for a number of purposes, such as letters, stories and instructions. However, pupils do not develop their writing skills enough through other subjects. Speaking and listening skills are sound overall, but older pupils do not engage in drama or debate sufficiently.
8. The pupils' work in mathematics is in line with the national expectation. They are skilful at mental and written calculations. The most able pupils effectively work out sums involving fractions and percentages. They are learning how to solve word problems effectively. However, pupils do not plan their own investigations and decide what is the most appropriate mathematical strategies to use.
9. Currently the pupils' work in science is in line with the national expectation. They have secure knowledge and an appropriate understanding of the scientific process. However, the more able do not initiate their own questions for investigations or use their scientific skills independently enough.
10. Standards in information and communication technology are average and this is an improvement since the last inspection. The school's investment in resources and staff development has resulted in sound teaching of the subject, with pupils working enthusiastically and confidently. Nevertheless, there is still room for more use of computers in other subjects.
11. Pupils' achievement is at least satisfactory and often good in all subjects. Standards in all subjects are in line with national expectations by the end of Year 2 and Year 6. There are good links made between different subjects, which helps the pupils achieve well.
12. Pupils with special educational needs make good progress. Their needs are identified early in their school life and they are set clear and achievable targets. Their progress in relation to their prior attainment is good in all areas of the curriculum and they achieve well.
13. All pupils make progress and achieve well. There are no significant differences in the attainment of boys and girls. The progress of boys and girls is monitored and strategies and resources are used to help both groups to achieve to the best of their abilities.
14. Children make good progress through the reception class and achieve well. This is a direct result of close teamwork and very good teaching and curriculum planning. The majority of children in the present reception class are working at, and often above, the levels expected for their age. Standards are particularly good in personal and social development; communication, language and literacy; mathematics and creative development. They are at least sound for knowledge and understanding of the world and physical development. Progress through the reception class is at least good and often better.
15. Although standards are similar to those seen at the last inspection, the progress made by pupils to achieve this is better because of the increased proportion of pupils with learning difficulties. This is reflected in the school's assessment records. With the good quality of teaching and learning, good leadership and management by

subject co-ordinators and the good use of tracking procedures for setting targets, the school is well placed for further improvement.

Pupils' attitudes, values and personal development

16. Pupils' attitudes, behaviour and personal development are good and their attendance is satisfactory.
17. The overall attitudes of pupils observed during the inspection were good. There were several examples observed in the classroom and around the school where pupils displayed very good attitudes both to their work and to their fellow pupils and teachers. However, there is some documentary evidence indicating that a minority of pupils occasionally display challenging attitudes and behaviour in the classroom and especially in the playground. Where the teaching element of a lesson is good or very good, pupils are usually quick to respond to the challenges set. Pupils demonstrated a positive attitude to their work in the majority of lessons observed.
18. Pupils with special educational needs are integrated fully into all aspects of school life. Their good attitudes, behaviour and relationships contribute to their integration and good progress.
19. There is a shared view that everyone has a right to all that the school provides and the contribution of each individual to the life of the school is highly valued. Pupils respond with good attitudes, behaviour and relationships. The school promotes equal opportunities, through its policies and organisation, and every aspect of school life. The Code of Conduct ensures that pupils are aware that racist, sexist and other inappropriate behaviour will not be tolerated. The school's provision to help particular pupils to engage better in lunchtime activities is having a positive effect. During the inspection, no incidents were observed of inappropriate or racist behaviour.
20. During the inspection there were many examples of pupils behaving in a positive manner. For example, in one PE lesson, most pupils tried very hard to pass a relay batten to each other more and more quickly on the running track. However, in one whole school assembly, the behaviour of several pupils was unsatisfactory because they talked incessantly and several senior pupils made a dash for the exit door at the end. There have been 3 recent fixed term exclusions from the school but the majority of pupils are well behaved and their concentration levels are high.
21. The day-to-day relationships between pupils and teachers and pupils and pupils are good. There are many examples of children taking various responsibilities around the school, such as preparing the music and overhead projector for assembly, helping to tidy up classrooms and taking attendance registers to the office. Older pupils also act as table leaders in the dining room. Pupils very much appreciate the very effective systems used for the organisation of meal times and wet play times. Pupils are also able to work in collaboration, for instance during an Year 3 art lesson when studying ancient Egyptian artefacts and suggesting what they would have taken with them in preparation for the afterlife. One little girl suggested that she would take her television, her bed and the remote control to switch channels. As an after-thought, she said that she would also take her family with her, but they would have to bring their own televisions!!! The school also provides many opportunities for pupils to develop their social skills through speaking and listening and the school council offers excellent opportunities for pupils' personal development.

22. The overall attendance at the school is satisfactory and is currently slightly above the national average. The recorded incidences of unauthorised absence are low in comparison to the national average. Although there is some evidence of occasional pupil lateness, the majority of pupils come to school and lessons on time. School registers are correctly marked both morning and afternoon.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

23. The quality of teaching is good and is making a significant impact on the behaviour of the pupils, their attitudes to learning and the standards of the work that they achieve. This is an improvement since the last inspection. Almost 40 per cent of the teaching is very good, and occasionally, excellent. It inspires the pupils to try their hardest and creates a desire in them to want to learn more. The teachers work well as a team and give each other support by sharing their expertise in the subjects that they are responsible for. A significant proportion of the teachers are new to the school but the effective procedures for welcoming and supporting new staff and the high priority given to professional development means there are good levels of consistency to the teaching.
24. Where teaching is least effective, it is because there is a lack of clarity about what the pupils are to learn and the pupils become confused about what they are expected to do. There is a high proportion of very good marking and this practise to needs to be applied consistently. Where marking is of high quality, pupils are given detailed written and oral feedback about the strengths and weaknesses of their work and what they need to do to improve. However in a minority of cases pupils' work is merely ticked and no advice is given as to how they can do better. In a small minority of lessons in the juniors, the management of pupils' behaviour is not effective enough and this reduces the pace of teaching and the overall effectiveness of the lessons.
25. Teaching for children in the reception class is very good. This is because of the thorough planning of activities and many opportunities provided for imaginative and creative play. The teacher and support staff work extremely well as a team.
26. Teaching has improved throughout the school in a number of important areas. The systems for planning what is to be taught are good. Teachers are very clear what the objectives of the lesson are and these are shared with the pupils so that they are aware of what they have to do to succeed in the lesson. This leads to pupils learning effectively and having opportunities to check at the end of the lesson what they understand and what they need to do next. The systems for assessing pupils have improved and teachers now use the information about their progress to plan the next stage of their learning. This means that higher attaining pupils are generally given tasks that are challenging and allow them to do as well as they can. Nevertheless, this could be further developed in science. Teachers give constructive and supportive feedback throughout lessons and the result is that pupils work hard and show good levels of concentration.
27. Teaching has several strengths. Teachers and support staff work effectively as a team and are consistent in what they expect from the pupils. This means that very good use is made of the time in lessons and pupils are always aware of the tasks that they have to do. The relationships between the staff and the pupils are good and pupils are given increasing opportunities to work independently and take the initiative in what they are learning. In design and technology for example, the pupils are given responsibility for designing their own burglar alarms. The staff are warm, friendly and firm and treat pupils with respect. They trust them with responsibilities and expect

them to persevere when they find the work to be difficult. This means that pupils develop a positive attitude towards what they are learning and work well in groups and pairs to overcome problems.

28. Pupils with special educational needs are taught well. The good progress that they make is unquestionably aided by the contribution of support staff. They are very clear about their role in lessons and frequently focus on individuals and groups who are in most need of support. Teachers identify pupils who are experiencing difficulties at an early stage and make sure that they are given additional support to help them with their learning. Pupils' individual education plans are precise, and specific targets are set so those pupils can progress at the pace that is most suitable to them.
29. When teaching is very good or excellent, teachers question pupils skilfully, probing them to take decisions for themselves and express their own ideas and thoughts. In these lessons, the teachers have a high level of expertise in what they are teaching, use additional resources imaginatively and succeed in capturing the attention and motivation of the pupils. In music in Year 2, for example, the pupils are given the opportunity to play a good range of musical instruments and to experiment with symbols for stopping, starting and playing loud and soft. As a result, pupils are enthusiastic, actively engaged in the activities and learn quickly. Where teaching is particularly effective, it is because teachers make pupils think for themselves and set them problems to overcome by using their powers of deduction.
30. Good teaching enables pupils of all abilities and with a range of needs to learn effectively. Lesson planning ensures that work is matched to the needs of the varying ability groups within each class and pupils are generally clear about what they are expected to learn. Support is carefully matched to the needs of individual children, so that no child is disadvantaged. The school encourages pupils to appreciate the diversity and richness of cultural traditions and religions and to respect the differences of others, particularly their feelings, values and beliefs.
31. The quality and use of homework is very good. The work is regularly set in many subjects, with clear guidance for completion. Parents are very clear about what is required. Work set is made as relevant to pupils' lives as possible through research and other projects. Homework diaries are maintained well and form an important part of parents' and school communication systems.
32. Teachers are confident to use a range of approaches in their teaching and are very effective in using resources and other adults directly in the pupils' learning. The teamwork in classes with support staff is good and ensures that pupils get the most out of what is being taught. Teaching makes effective use of trips and visits to supplement what is being taught in school, and pupils find this very helpful in making their learning even more enjoyable.

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

33. The school provides a good curriculum that covers all subjects and is relevant to the ages of all pupils. It fulfils the requirements of the National Curriculum, and also includes citizenship, drugs awareness, sex education and the locally agreed syllabus for religious education. At the time of the last inspection, the curriculum was satisfactory, but planning at both stages was unsatisfactory and improvement was needed for children under five.

34. These issues have been addressed. New staff have been appointed to the Reception class and a new curriculum has been put in place. Provision for children under five is now very good and children make a very good start to their schooling in a well-resourced and well-organised area. Planning has been improved in Years 1 to 6 and is now good. The national recommendations for the amount of teaching time are met in all subjects. The school uses national subject guidance as a basis for its schemes of work and the Northamptonshire Agreed Syllabus for religious education. A curriculum map has been devised to ensure that pupils have access to a rich and balanced curriculum.
35. The provision for pupils with special educational needs is good because it is organised to meet their specific needs. Individual education plans for these pupils are drawn up by the co-ordinator for special educational needs, class teachers, teaching assistants and, in some cases, external agencies. They contain targets relating to areas of learning or behaviour and suggest teaching and learning strategies. The targets are discussed with pupils and parents and are reviewed termly.
36. The provision for teaching literacy and numeracy is good. The school has adopted and adapted the national strategies well. Targets are set for individual pupils. They are shared with parents and are regularly reviewed. There are clear objectives for learning, and pupils are given the opportunity at the end of each lesson to assess what they have learned. There are some planned opportunities for pupils to use their literacy and numeracy skills in most areas of the curriculum. The use of drama and role-play is not sufficiently planned for. The use of information and communication technology is satisfactory in literacy and numeracy, but it is under-developed in other areas of the curriculum.
37. The provision for extra-curricular activities is excellent. At the last inspection, it was good to very good. Since then, provision has been significantly improved. A residential visit is now annual rather than biennial. Eighteen clubs enable pupils to participate in sports, such as football, rugby, hockey, netball and gymnastics, learn musical instruments, including guitar, recorder and piano accordion, sing in the school choir, study the environment, attend a Christian club, learn Spanish and participate in chess, reading and story-time activities. About eighty pupils, over one-third of those in the school, attend the three football clubs. Participation in out-of-school clubs has improved pupils' sporting prowess. The school has reached the area football cup final four times in the last five years, winning the league three times. Pupils have represented Rutland at the Millennium Games, rugby and cricket. Matches against other schools are organised at three levels of ability, enabling a large number of pupils to participate. Every teacher, several support staff, trained community volunteers and a number of parents are responsible for the success of the extra-curricular provision. Parents value the attention given to these activities. The school provides other opportunities to broaden pupils' experiences, through visits and visitors to the school.
38. There is a good programme for pupils' personal, social and health development. It includes appropriate attention to drug and alcohol misuse. It includes appropriate attention to sex education and drugs misuse. Class discussions in 'circle-time' provide valuable opportunities for pupils to explore difficult issues in a supportive and secure environment. During these sessions, pupils learn to respect each other's views and to find ways to manage their behaviour. The importance of healthy eating and exercise are also explored as part of the PSMHE programme.

39. Equality of access to the curriculum is very good. Classroom provision is organised to meet the specific needs of all pupils; for example, the provision of adult furniture for a particularly tall girl and the successful integration of pupils with severe special needs. Special arrangements are made for pupils travelling by bus to participate in after-school clubs and matches. Teachers ensure by their groupings and tasks that boys and girls, pupils of differing abilities, pupils with special educational needs and more able pupils are given equal attention and encouragement. Pupils' progress is tracked and support is directed effectively to those who need it. Extra-curricular activities are open to boys and girls and there are opportunities for pupils of all ages to participate.
40. Overall, pupils' personal development is good. The provision for pupils' spiritual development is satisfactory. The requirements for a daily act of collective worship are met in full and are successful in promoting pupils' awareness of positive values and attitudes to each other and their community. Opportunities exist for reflection and pupils are reminded during assemblies of the importance of prayer as a way of communicating with God. Spirituality is fostered through the many opportunities for pupils to consider their 'specialness' and relationships to friends, families and teachers. Pupils are tolerant and respectful of other people's beliefs through religious education lessons where they learn about different religions. As pupils progress through the school, most show greater maturity in thinking about their own behaviour and the feelings of others.
41. Good provision for moral development has been maintained since the last inspection. The behaviour and discipline policy is applied throughout the school but perhaps not as rigorously or consistently as it could be. School rules are prominently displayed in classrooms and these are realistic and achievable. The pupils are aware of what is right and wrong and teachers work hard to promote good behaviour by all pupils and not just those who find it difficult to adhere to rules and regulations. Pupils are encouraged to think about the choices they have to make and the implications for themselves and others.
42. Provision for social development is very good and pupils are encouraged to become aware of their responsibilities to the school and the local community. Pupils have numerous opportunities to develop responsibility, self-confidence and independence. The organisation of lessons provides many opportunities for pupils to work with a partner or as part of a small group. They show care and concern for one another when playing and working together. The school council provides good opportunities for pupils to discuss and take part in improvements in their school, such as the anti-bullying poster competition. A sense of citizenship is developed when pupils take part in local sport festivals such as the inter-schools athletics championship. Parents and pupils eagerly support fund-raising events to collect money for local and world charities.
43. Provision for cultural development is very good. Visits to sites of outside interest and the very wide range of out-of-school clubs enhance their understanding of the subjects they learn in lessons. Assemblies, celebrations and religious education lessons foster an awareness of other cultures and faiths. Pupils have opportunities to learn and appreciate the richness of their own and other people's culture through literature, music, art, geography and history. Through religious education lessons, pupils study the major world religions and all pupils are made aware of important festivals such as Christmas, Eid, Divali and Chinese New year. The school takes part in a Pancake Day race and May Day celebrations whilst also welcoming an African dance and theatre company, illustrating the diversity of the world's cultures.

44. The school has very good links with the local community. The school receives support from the police service, fire service, the school nurse and other guidance and support services. Local supermarkets support pupils' health and social development. Volunteers from the community provide valuable help in listening to pupils read. There are strong links with two local churches. Support is given to various charities, such as 'Comic Relief'. There are strong links with the many local places regularly visited by the school and with visitors to the school. The school participates in community activities, such as the tag rugby tournament. Local groups use the building on most evenings and the grounds are often used recreationally.
45. There are good relationships with other schools, particularly the specialist arts college to which most pupils transfer. Professional dialogue is seen as vital. There are two-way links to discuss pupils' attainment and progress, and familiarisation visits for pupils prior to their transfer to the college. Arrangements for pupils with special educational needs are particularly good through the pooling of information between staff and observation of pupils. These initiatives help to ensure an easy transition for these pupils, and continuity and progression in their learning. There are also good links with pre-school providers, with opportunities for children to visit with their parents before they join the school.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

46. Child protection procedures are in place and are effective. The school teaching and support staff provide a high degree of welfare support to individual pupils, as exemplified by the good provision for pupils with special educational needs. They are very well supported by a range of external agencies such as the school nurse and the education welfare officer.
47. In the classroom and playground, teachers and support assistants are very quick to observe any personal difficulties exhibited by pupils and to take appropriate and remedial action. The school operates a good first aid system for minor accidents and appropriate records are maintained. The school carries out occasional health and safety audits of the site and regular fire drills are undertaken and recorded. The school is aware of a few minor health and safety issues and is already taking steps to bring about corrective action where appropriate.
48. The school, together with the regular assistance of external agencies, monitors individual levels of pupil absence. Any unexplained absence is quickly followed up and care is taken to act with appropriate sensitivity when required. The school also promotes good levels of pupil attendance through effective reward systems and frequent messages to parents.
49. The school has developed a very wide range of strategies for the monitoring and control of pupils' behaviour through the assertive discipline systems. However, these systems and procedures are not always consistently promoted across the whole school. The impact of this inconsistency can partly be seen in some classrooms or in the school hall where a minority of pupils occasionally disrupts a lesson or an assembly and the progress made in learning by the majority is adversely affected. The school is aware of this inconsistency and is already taking action to ensure improved implementation of its systems and procedures. The school is very inclusive in its attitude to the occasional challenge of admitting pupils on roll who may have experienced significant difficulties at other schools.

50. The assessment procedures for English and mathematics are very good and they are used well to set pupils' targets for their learning and ensure the teaching meets their needs. Procedures are more variable in other subjects and need further development. The procedures for identifying, assessing and monitoring pupils with special educational needs are good. The school draws on a wide range of information to set and review appropriate targets for each pupil, track their progress and direct support to those who need it. Trained teaching assistants play a valuable role in developing pupils' basic skills and extending their knowledge and understanding. Together with teachers, they monitor pupils' progress and the information gained is used to plan for individual pupil learning.
51. The school provides good educational support and guidance for pupils. Learning experiences provide equal opportunities for all pupils. There are effective arrangements for identifying and supporting personal and educational needs. The school works closely with external specialist agencies, as the need arises. The needs of disabled pupils are met, according to their individual requirements. They are well supported and are included in daily activities alongside other pupils. The school premises are fully accessible to pupils and adults with physical disabilities.
52. The high level of child protection and welfare support to pupils at the school, together with the good procedures for promoting pupils' personal development have a positive impact on their self-esteem and they are a growing strength of the school.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

53. Parents' views of the school are good and the school's links with parents are very good. The information provided for parents about pupils' progress is very good, as is the impact of parental involvement with the school.
54. The parents' meeting with the inspectors was moderately well attended and the parental questionnaire was returned by around 30 percent of parents. Based on these average returns, a majority of parents are supportive of the school and of its aims and objectives but there are a few areas where a significant minority of parents feel dissatisfied with the work of the school. Most parents feel that their children like school, they are making good progress and that the teachers are good. However, a minority of parents are unhappy about the levels of homework, some feel that the school does not work closely with parents and a few have concerns about children's behaviour. During the inspection, the team concluded that they agreed with parents' positive comments but disagreed with the majority of the negative comments apart from behaviour. Nevertheless, even in this case, the vast majority of pupils have good attitudes and behave well.
55. The information provided by the school to parents through the prospectus and annual governors' report to parents is very helpful and informative. The regular newsletters to parents are of a very good standard and include a wide range of information about the curriculum and day-to-day issues. The school also provides a number of open days when parents visit to discuss their child's progress. The annual academic reports to parents are of a good standard and include key target areas for each child's development.
56. Parents receive full information regarding the school's provision for special educational needs and are regularly informed about their child's progress. They meet formally with the co-ordinator for special educational needs each term and are welcome to share their concerns with the school and seek guidance at any time.

Pupils' progress is enhanced as a result of the very good partnership between home and school.

57. The school ensures that its communication with all parents is very good. The quality of information provided is very good, particularly about the school curriculum, the work to be undertaken in each class and pupil progress. The school works closely with parents of pupils with special educational needs and with identified families in order to ensure maximum access to the curriculum for all pupils.
58. A number of parents (and grandparents) are frequent visitors to the school both in terms of providing very welcome classroom support and in helping to organise and run extra curricular activities and other events. All parents have been invited to enter into a home/school agreement, which is designed to promote improved relationships between the school, parents and children. Several parents were briefly interviewed during the inspection and most made only positive comments. The school opens its doors to the parents of new children and access to the teaching staff and headteacher is good. There is also a very good level of additional support provided to the parents of pupils with special educational needs. The weekly visit of the school nurse, who is available to discuss any issues of concern to parents, is another very effective feature of provision at the school.
59. Some parents also play an important part in their children's education by listening to them read or helping them with occasional project work at home. Parental attendance at school concerts, celebrations and sports days is good and the overall support of the majority of parents for the school is very good.
60. The school's links with parents provides a very positive contribution to pupils' learning and personal development.

HOW WELL IS THE SCHOOL LED AND MANAGED?

61. The school is led and managed well. This is a good improvement since the last inspection. A particular success has been in developing the monitoring of teaching and learning and the development and use of good assessment procedures. This is helping all pupils achieve well. Both the headteacher and governors acknowledge the good support given by the local education authority and independent education consultant in driving the school forward. The headteacher is very reflective and encourages all staff to take responsibility and act on their initiative. The deputy headteacher provides good leadership through developing staff teams, improved behaviour procedures and the quality of her work in the reception class.
62. There have been good improvements to the role of subject co-ordinators. They have clear tasks with a timetable for completion, which are closely linked to targets to develop their own professional capabilities. As a result, there is a good range of monitoring activities to assess the quality of teaching and learning throughout the school and planning to raise standards. The headteacher and literacy and numeracy co-ordinators undertake rigorous analysis of the results of national statutory and optional tests. The outcome of this analysis is presented to staff, governors and parents in a clear and open way. There have been significant improvements to resourcing in English and to aspects of the mathematics curriculum through this process. Staff also have a greater understanding of assessment processes. This work is beginning to spread to other subject co-ordinators. They do not yet have a significant impact in managing finances within their role. There are co-ordinators for

many areas of work that are a priority for the school, for example, homework and assessment. This has a positive impact on developing these areas successfully.

63. The work of the governing body has gone from strength to strength, making a good contribution to the school's effectiveness. Several governors continue to play an active role in the school. The chair of the governing body is well informed and holds regular and frequent meetings with the headteacher. The governors have received good school-based training that enables them to benefit fully from the detailed and appropriate information on standards and progress they receive from the headteacher. This information is conveyed very effectively to parents through the governors' annual report. The governors take opportunities to observe the work of the school first-hand and report back to the governing body. The governors fulfil their statutory duties effectively and have a very good view of the strengths and weaknesses of the school. They make a good contribution to the future direction the school takes.
64. The quality of monitoring by the headteacher and senior staff is generally good, although there are variations. The headteacher has taken a strong lead in staff development and is ably supported by the deputy headteacher who has particular strengths in mentoring and supporting new teachers. There are very good procedures for appointing new staff which include polling the views of staff and pupils. The headteacher sets a positive and supportive tone in his feedback to staff, which is encouraging whilst appropriately critical.
65. A strength of the teaching and learning is in the valuable contribution of teaching assistants. This is a result of the good opportunities they are given for their own professional development. The headteacher regularly monitors their work and provides them with regular opportunities to meet as a team and discuss aspects of their development. They are given good access to training. They respond by providing a high level of commitment to all the school's work.
66. There is a good school improvement plan identifying appropriate priorities and very carefully costed activities. The staff and governors are clear about the time available for completion and monitoring. Targets for the improvement of standards are very soundly based on increasingly good quality assessment material.
67. The foundation stage is very well led and managed. The curriculum for these children is very well planned and the teacher and support staff work closely together. Children are challenged because work is securely based on good assessment procedures.
68. The governors, headteacher and staff actively endeavour to promote equal opportunities for the personal and academic development and achievement of all pupils. This is a significant factor in the good progress made by pupils. Resources are vetted for bias. Pupils' involvement in the formation of personal targets, class rules, the school council, and areas of responsibility, helps them to feel that they are valued and have an active role in the ongoing development of the school. Through discussion at all levels, the school continues to raise awareness of equal opportunity requirements. Its promotion of equal opportunities is evident in its open admissions policy, which welcomes pupils from a wide range of backgrounds and abilities.
69. The leadership and management of special educational needs (SEN) is good and is a significant factor in the good progress made by the pupils concerned. The SEN support team, class teachers, trained teaching assistants and external specialist agencies ably support the co-ordinator. The school fulfils its legal responsibilities and

the specific grant is used very effectively in support of SEN pupils. The governor with oversight for SEN liaises with the co-ordinator on a regular basis and reports back to the governing body. The school works closely with the secondary schools to which pupils transfer, in order to ensure the smooth transition of all pupils, including those with special educational needs.

70. The school's finances are well managed. The grants for pupils with special educational needs are used very well, particularly through the professional development of support staff. Additional funding for English is also used well. The school ensures that it actively seeks best value and has maintained an appropriate carry forward of five per cent despite significant variations to the school's income through changing numbers on roll. The school currently has good staffing levels. The accommodation is satisfactory as there is little spare space in school, but there are extensive grounds, which are well used for teaching and learning. The overall quality and sufficiency of resources is satisfactory, though there are limited computer facilities. Although the costs per pupil are above average, the quality of teaching and learning, pupils' good progress and good attitudes mean the school gives good value for money.
71. The headteacher, senior management and governors have a clear vision and the staff's enthusiasm and commitment mean the school is well placed to continue to improve.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

72. In order to raise standards and improve the quality of education the headteacher, staff and governors should:
- provide more opportunities for pupils to plan and organise their own investigations in mathematics and science;
Paragraphs: 8,9,103,108
 - develop the regular use of information and communication technology in the teaching and learning of all subjects;
Paragraphs: 10,36,98,104,113,118,125, 164
 - improve the use of drama and role-play throughout the curriculum to develop pupils' advanced speaking and listening skills.
Paragraphs: 7,36,95,98

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	40
Number of discussions with staff, governors, other adults and pupils	25

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	15	19	5	0	0	0
Percentage	2	38	47	13	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.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/A	185
Number of full-time pupils known to be eligible for free school meals	N/A	28

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/A	6
Number of pupils on the school's special educational needs register	N/A	65

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	3
Pupils who left the school other than at the usual time of leaving	9

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	12	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	9	11	17
	Girls	8	8	10
	Total	17	19	27
Percentage of pupils at NC level 2 or above	School	57 (82)	63 (82)	90 (95)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	9	13	15
	Girls	7	7	10
	Total	16	20	25
Percentage of pupils at NC level 2 or above	School	53 (77)	67 (82)	83 (68)
	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	16	10	26

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	12	14
	Girls	8	7	8
	Total	21	19	22
Percentage of pupils at NC level 4 or above	School	81 (62)	73 (53)	85 (65)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	9	12
	Girls	6	5	7
	Total	16	14	19
Percentage of pupils at NC level 4 or above	School	62 (68)	54 (61)	73 (62)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils**Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	179	3	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	3	0	0
Mixed – any other mixed background	3	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	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)	8
Number of pupils per qualified teacher	23
Average class size	26

Education support staff: YR – Y6

Total number of education support staff	9
Total aggregate hours worked per week	192

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	N/A
Number of pupils per qualified teacher	N/A
Total number of education support staff	N/A
Total aggregate hours worked per week	N/A
Number of pupils per FTE adult	N/A

Financial information

Financial year	2002/3
	£
Total income	438,648
Total expenditure	428,916
Expenditure per pupil	2,082
Balance brought forward from previous year	7,400
Balance carried forward to next year	17, 132

Recruitment of teachers

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	1
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	185
Number of questionnaires returned	54

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	76	22	2	0	0
My child is making good progress in school.	59	31	7	0	2
Behaviour in the school is good.	28	54	11	7	0
My child gets the right amount of work to do at home.	37	48	9	6	0
The teaching is good.	59	31	6	0	4
I am kept well informed about how my child is getting on.	52	37	7	0	4
I would feel comfortable about approaching the school with questions or a problem.	83	15	2	0	0
The school expects my child to work hard and achieve his or her best.	61	33	2	0	4
The school works closely with parents.	46	41	13	0	0
The school is well led and managed.	44	48	7	0	0
The school is helping my child become mature and responsible.	52	37	7	0	4
The school provides an interesting range of activities outside lessons.	61	30	7	2	0

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

73. Children in the reception class work towards the nationally agreed early learning goals. They are given work that is stimulating, interesting, and appropriate to their lives and of a very high quality. This motivates all children, including those with special educational needs, to learn well. By the end of reception, most children will have reached the early learning goals and many will surpass them, especially in mathematical and physical development as well as communication, language and literacy and personal, social and emotional development. Overall, this is good progress and is due to very good teaching in all areas of learning. A real strength is the effective teamwork. The nursery nurse, placement student and parent helpers, along with the class teacher, are fully involved in teaching and bring much enthusiasm, skill and understanding to the children's learning. They work very well with the children, for example, by careful questioning and by developing their vocabulary. Every opportunity is taken to develop spoken language, literacy and numeracy skills and this helps the children make good progress in all areas of work.
74. Curriculum planning is very good and activities are well linked to the six areas of development of the Foundation Stage curriculum. As they get older and make progress, children are introduced to ways of working which will prepare them for the National Curriculum. The children's learning is supported by thoroughly prepared activities that are wide-ranging and interesting. Other key strengths of the teaching are the consistently high expectations of the teacher and nursery nurse, the organisation and management of the children and the high quality of provision, including swimming. Overall, the quality of teaching in the reception class is very good. Emphasis is placed on learning through practical imaginative experiences. The reception area is well organised with the classroom being used in a flexible way. There is a secure outdoor area, with a small garden, which is fully used and, if larger equipment is needed, there is easy access to the large playground for children with adult supervision. Improvements in provision and the quality of teaching and learning have been very good since the last inspection.

Personal, social and emotional development

75. The children in Reception make good progress in this area of learning because they receive patient, caring and very appropriate teaching. Progress is good because the teacher specifically plans activities to promote skills through other areas of learning where she has high expectations of the children. Once in school, the children quickly get to know regular routines and take turns well. They learn that, at times, they will work with an adult and that, at other times, they are responsible for making choices and learn how many children can be at any one activity. Children take part willingly, for example, at tidy-up time, because they have learnt that working together makes the task easier. Children quickly realise that good behaviour is expected. As all staff are gently spoken themselves, they act as good role models for the children, praising good behaviour and explaining calmly why certain behaviours, like shouting out or taking somebody else's belongings, are not acceptable. As a result, most children show good levels of self-discipline and confidence by the end of the year.
76. Relationships are very positive in the Reception classes and help to play a significant part in the children's learning. Children enter school full of enthusiasm and are keen to become involved in the exciting range of activities. They enjoy their work and do it

confidently. They respond positively to new experiences such as role-play in the 'Post Office', writing and sending letters or creating music with hand bells. They share the pure wonder of seeing the size of their sunflower plants after the half-term break and welcome their Post Person visitor with excitement.

77. Children are well behaved during their snack time and are well prepared for playtime in the sun with sun hats and sun-glasses.

Communication, language and literacy

78. Most children enter school at the expected levels in all aspects of this area of development. By the end of the Reception class, most children will have achieved this early learning goal and many will have surpassed it. All children make good progress because of the very good teaching by the class teacher and her team.
79. On entry to school, children continue to develop their confidence in speaking because the staff engage in almost continual conversation with them. They chat, question and encourage the children to extend their vocabulary. Children enjoy speaking to each other and use words such as "camouflage" from previous learning. The reception classroom is a rich environment for promoting the use of language, with an abundance of labels and captions for the children to read. Staff take every opportunity to develop vocabulary, speaking, listening and writing. The children initiate their own conversations because they are interested in the well-planned activities as they play, for example, in the Post Office, on the computer or writing their own book, 'Dear Pet Shop'.
80. The children listen well to class stories such as 'A Country far away' and information books such as 'Where does a letter go?' Higher attaining children can identify the names and sounds of letters and many children can write their own names. Clear labels, descriptions and pictures are prominently displayed and used to encourage the development of early reading skills. Baskets on a wall indicate the sound for the week, and children collect things that begin, for instance, with "st" such as stamps, stocking and stapler.
81. Children use the book train area independently to 'read' books and are developing a good interest in books and stories. They use the writing area to write letters to send through their Post Office, having been given layout guidance. They use sand trays to practice the shapes of letters and follow writing patterns. Outside specified literacy time, teachers provide many well-chosen experiences to enhance children's skills, especially in speaking and listening. For example, children recall their seed planting activities and talk about how high their plants are now and discuss the visit of the post person. Children take books home to read or share with adults and the reading scheme figures are well displayed in the classroom so that children can identify name shapes in their early readers.

Mathematical development

82. Overall, children's attainment in mathematics is good, with most children working at a level above those of the early learning goal. They experience a wealth of opportunities to use mathematics in practical ways and across other areas of learning. Children know the names of square, circle and triangle. They recognise 2D shapes from descriptions and can also identify cube and cylinder. Most can count to 10 forwards and backwards and some can carry out this activity with numbers to 20 and beyond.

Towards the end of the reception class, the numeracy strategy is gradually introduced and builds well on the practical work done earlier.

83. Children apply their knowledge of number to counting in 2s. They try to understand the exchange value of 2x1p coins for a 2p and more able children are challenged to count how many 2p make 10p. The teacher encourages children to use mathematical vocabulary as they explain their work. Much attention is given to consolidating children's learning through play situations and numerical language such as "biggest, smallest, more than and less than" is emphasised by all adults in as many situations as possible. Activities around the concept of number are emphasised and children throw large dice to order numbers, buy stamps in the Post Office and higher ability pupils work with familiar numbers up to 100, such as their house numbers. In the reception class, teaching is very good, offering children opportunities to consolidate previous learning and extend their mathematical thinking.

Knowledge and understanding of the world

84. Most children are likely to be working at expected levels in this area of learning by the end of the Reception year and children make good progress in their learning. The staff plan an interesting range of activities which help children learn about the world about them and develop an appropriate vocabulary. For example, they use a water tray and hoses, pipes and funnels to investigate how water moves. Children study the various stages of pizza making and listen attentively whilst the veterinary nurse talks about her job with the help of Matilda the rat, a dog and two guinea pigs. The attractive displays and photographs show evidence of the exciting activities that children are offered. In most activities, children have good adult support to help them develop vocabulary and knowledge.
85. Children begin to investigate simple scientific ideas. They study living things, planting bulbs and seeds in their garden. They find out what they can do with snow, they learn about life cycles and use various light sources and materials to make shadow puppets. Such activities form the foundations for more advanced investigative work in later years. Visits and visitors enrich the curriculum. The local fire fighters visited school and children used their visit as a starting point for writing, drawing and printing. The Post Person's visit is the beginning of the children finding out what happens to a letter once it is posted.
86. All children have good access to information and communication technology. They watch a video about a letter's journey, they record their own musical composition and they have continual opportunities to work on a computer. Children use the 'Jolly Postman' program and are given opportunity to practice mouse control, learn how to click and drag and some use the printer facility. Staff make good use of the digital camera and these shots enhance the classroom displays for the children.
87. Children take part in discussions to raise awareness of their own traditions and those of other cultures. They celebrate Divali, Christmas and Chinese New Year, tasting appropriate foods and enjoying traditional celebrations. This has helped the children to respect the views of others and raise their awareness of the importance of belonging. They help those less fortunate than themselves by dressing up for World Book Day and Comic Relief.

Physical development

88. Most children reach and surpass expected standards by the end of the reception class. The children learn quickly and make very good progress because they participate in structured and purposeful activities both indoors, outdoors and in the swimming pool. Reception children use the playground and school hall for physical activity as the secure outdoor area is small. They are able to run, jump, climb and balance. They are all able to change for the lesson and fold their clothes tidily. This is an important aspect of their social development. Once ready, they are able to use the space well, running, hopping, skipping and walking. Most are able to make little throws and catch the bean bags. They create a road and railway on the playground, using the scooters and bikes and set up road barriers, using traffic furniture. They play parachute games with the nursery nurse, which also enhances their social development as they learn to participate as group members while taking turns.
89. Children go swimming once a week with the class teacher, nursery nurse and several parent helpers. Apart from one physically small child, all children are water confident and several can swim. They play games, learning to kick legs and move arms but they are also taught to respect the water and all know the safety code when in the pool vicinity. The children love this activity and make excellent progress.
90. In the classrooms, children are given ample opportunity to develop hand-eye co-ordination. They manipulate the computer mouse and they are supervised closely so that they acquire a correct pencil grip when learning to write. They cut paper with scissors, roll and use tools with dough and clay, dig in their garden and control small tools such as glue sticks and fine paint brushes. They are offered a wide variety of construction toys to use on the carpet. They can use 'small world' figures and building toys to create structures. All children are on course to meet the early learning goals in this area of development and most will easily surpass them.

Creative development

91. Children's progress is good as they have access to good quality daily activities. Children print patterns from 'hosepipe pictures' and use oil pastels for observational drawing. They use fine brushes with paint and oils and are taught basic skills and techniques in their creative work. This can be seen in the scope of children's work. They weave fabrics onto paper plates and create a birthday calendar from collage. Children are also given opportunity to use recycled materials to create models which they then label and display on low shelving in the classroom.
92. Children's creative skills are developed further by the provision of a wide range of activities in the role play area. Children use the exciting resources imaginatively. The class Post Office is the centre of lots of activity linked to their topic, and hats and other accessories enrich their play. Staff talk to children as they play to develop their ideas and vocabulary, and to encourage their understanding of the need to share and help others.
93. Children's musical experiences are well developed by the class teacher. Children sing unaccompanied and to the piano. They dance and perform in front of audiences and compose and play music using a variety of musical instruments such as shakers and tuned handbells. They record the tune by coloured dots. Children's attainment in creative development is in line with what is expected for children of this age and all staff work hard at this area of development.

ENGLISH

94. Standards are in line with national expectations by Year 2 and Year 6, despite the fact that 56 per cent of pupils in the current Year 2, and 39 per cent of pupils in the current Year 6, have special educational needs which affect their learning. Pupils of all abilities make at least sound progress over time and many progress well. There are no significant differences in the attainment of boys and girls. The reason for the good progress is the good quality of teaching, particularly of basic skills such as spelling and reading. There has been good improvement since the last inspection. There is now better teaching of basic reading and writing skills, accurately matched to pupils' needs, and pupils write more often at length and consider how to improve their own work. The writing is much more relevant to the pupils' needs and they rarely undertake unchallenging grammatical exercises.
95. Infant and junior pupils' attainment in speaking and listening is in line with the national expectation and this represents sound progress from when pupils enter school. In all classes, pupils are willing to express their opinions and many do so confidently and clearly. They listen carefully to their teachers, and to each other, and older junior pupils contribute maturely to group and class discussions. A few pupils with identified emotional and behaviour problems in the juniors are not patient listeners and try to interrupt with their own comments. They are managed well, but this does impact on the lessons occasionally. Pupils are very keen to ask and answer questions and are enthusiastic about contributing their own ideas. In the infants, sound opportunities are provided for skills to be developed. For example Year 1 pupils explain facts about the Great Fire of London to other pupils. In both the infants and the juniors, pupils often explain to the other pupils what they have done during the lesson and they express their emotions and feelings in personal and social education lessons. In the after school drama work in Year 6, the pupils involved showed maturity and expression in speaking their parts. Nevertheless, limited use is made of drama and role-play activities to improve speaking skills and older pupils do not often make full presentations to others, nor do they engage in debates. The school council, however, allows a few pupils to do this regularly. Some opportunities are missed in assemblies to engage pupils in meaningful discussions.
96. Infant pupils make good progress in their reading and achieve nationally expected standards. They develop an enjoyment of reading and strive to improve their reading skills under the close attention of their teachers. The higher attaining pupils demonstrate a good degree of fluency, expression and understanding when reading. Pupils with reading difficulties are given plenty of help and really enjoy the good reading resources. The 'Units of sound' computer programs make a good contribution to the development of skills for pupils with special educational needs. The school has good procedures for monitoring pupils' progress and effective links between home and school mean that parents and teachers support each other to help pupils to make good progress. Pupils are good at using their understanding of letter sounds to attempt unknown words. Junior pupils also make good progress and the standard of reading is in line with that expected of eleven year olds. The less able pupils are fluent and read expressively at an appropriate level. They usually follow the plot well but often have a superficial understanding and do not understand the inferences in the book. The average and more able pupils are usually independent readers who read for pleasure, can justify who their favourite author is and are able to review books saying what they liked and disliked.
97. Standards in writing are in line with the national expectation. In infant classes, progress is sound and careful attention is given to punctuation and spelling. Infant

pupils' writing shows a clear sequence and the effective use of adjectives. The most able pupils in Year 1 successfully write a simple story using the words 'At first' and 'After a while' following the teacher's good modelling of how to sequence a story. Pupils write for a good range of purposes and can change their style of writing according to the different audiences. By Year 2, pupils write lively reports on the fire of London; 'Its getting very, very hot. You can see the boats tipping.' They write lively poetry with an increasing understanding of imaginative language; a less able pupils wrote, 'My monster lives down the lane, he breathes fire.' Pupils make sound progress through the juniors. Year 5 and Year 6 pupils are able to plan and redraft written work including stories, drama scripts, narrative, poetry and letters. They are persuasive when writing letters of complaint and compiling arguments. Their extended story writing is full of suspense, is well structured and uses direct speech effectively to make the work lively and interesting. Many pupils in older junior classes write poems that are sensitive in content and good in structure. They often use good starting phrases to their work and their vocabulary is good. Handwriting is usually neat and well formed although not always joined. Spelling is accurate for all abilities. The quality of writing has improved in many ways since the last inspection. There is now very little work which is not relevant to the pupils and there is more use of open-ended tasks to provide challenge.

98. The quality of teaching and learning is good. In the best lessons, teachers are enthusiastic, confident and sustain pupils' involvement through the challenging activities that they set. As a result, pupils are attentive, enjoy what they are learning, work hard and make good progress. Where teachers have high expectations of what pupils can do and give them opportunities to research and develop their ideas, then pupils work independently, show initiative and construct imaginative pieces of work. Where teaching is very good, lessons are thoroughly prepared and tasks extend pupils to achieve their best. Teachers' skilful questioning involves pupils directly in lessons and sustains their interest. There are very good relationships between teachers and pupils and this encourage pupils to participate willingly in discussions, freely offering their opinions and feelings. Teachers have high expectations of behaviour and set targets for pupils to help them make progress, and this keeps them motivated. A significant strength of the teaching is that teachers and support staff collaborate effectively to ensure that pupils with special educational needs are fully included in all English activities, particularly in Year 2 and Year 6 where the majority of such pupils are. The marking of pupils' work is variable throughout the juniors. It is good in the infants. There are some very precise comments helping pupils aim higher, but much of the marking for junior pupils is a tick or simple correction. There is good use made of computers to support basic skills, but there is limited use made for drafting or redrafting stories or to present work in interesting ways. More use could be made of other subjects for developing writing skills. The teachers make very good use of homework to develop pupils' basic skills and for more extended projects.
99. The subject co-ordinator provides good leadership and management. She is new to the post and has started a programme of monitoring pupils' work, building on the practice of the previous co-ordinator. There are good systems for assessing pupils' progress based on a wide range of tests and other activities. This is well used to set targets for pupils of all abilities. She has reviewed resources and is developing the range of books for reluctant readers. In order to improve there is a need to develop the use of information and communication technology, improve writing through other subjects and develop the use of drama and role-play for speaking skills.

MATHEMATICS

100. Standards in mathematics match the national average in Year 2 and Year 6, thus maintaining the position at the last inspection. All pupils, including those with special educational needs, make good progress against their prior attainment and achieve well. This represents good improvement in Year 2 from satisfactory progress at the last inspection and maintains the position in Year 6. There are no significant differences in the attainment of boys and girls.
101. Standards vary from one academic year to another. Results in the national tests can be substantially affected, in a small year group, by the number of pupils with special educational needs and the degree of severity of those needs. Evidence from the inspection shows that standards of attainment are improving. The school provides the right level of challenge for pupils of all abilities. The raising of standards in mathematics is a school priority this year, with the focus on using and applying mathematics, problem solving and developing pupils' mathematical skills across the curriculum. The action taken by the school to improve standards in mathematics is evident in the improved quality of work in pupils' books and the progress made by all pupils in lessons observed during the inspection.
102. By the end of Year 2, pupils have a sound grasp of number and use mental calculation strategies to solve number problems. They round up numbers to the nearest ten, halve and double numbers, sequence odd and even numbers and choose the appropriate operation when solving addition and subtraction problems. They know the names of common two- and three-dimensional shapes and use standard measures for length and weight. Pupils demonstrated their ability to collect, sort, organise and interpret data, during an investigation of what time pupils in Year 2 go to bed. Their ability to communicate information in the form of tables, block graphs and diagrams is developing well.
103. By the end of Year 6, pupils use a range of mental methods of computation and efficient written methods of addition, subtraction, short multiplication and division. They use their understanding of place value to multiply and divide whole numbers and decimals by 10, 100 and 1000. Average and higher attaining pupils calculate fractions and percentages, and recognise equivalent fractions, decimals and percentages. In solving problems, they investigate and test predictions, explain and record information. They draw and interpret block and line graphs and most pupils have an understanding of mode, mean and range. Pupils use standard measures and all pupils have an understanding of area, perimeter and lines of symmetry. They are developing their own strategies for solving problems, and present information and results in an organised and clear way. Higher attaining pupils draw conclusions and explain their methods and reasoning. However, they do not plan their own investigations and identify the mathematics to be used.
104. The quality of teaching and learning is good. The strengths of teaching are teachers' knowledge and understanding and effective planning, which takes into account the needs of all pupils. Teachers' expectations are high and there is a good level of challenge for most pupils. Basic skills are taught well and, together with successful teaching methods, lead to the good acquisition of skills, knowledge and understanding on the part of all pupils. The management of pupils is good and pupils are motivated to apply intellectual effort to their work. They enjoy mathematics and show interest, concentration and developing independence. There is very good use of time and resources and teaching assistants make a valuable contribution to the learning of small groups of pupils. There is little use made of information and communication technology in the subject. The quality and use of ongoing assessment is good and pupils are encouraged to assess their own learning. Marking is generally helpful in

enabling pupils to know how to improve their work. Homework is used very well to consolidate and extend the work in the classroom.

105. The quality and range of learning opportunities are good. Equality of access and opportunity for all pupils is very good and the provision for pupils with special educational needs is good. Through groupings and activities, a good contribution is made to pupils' social development. There are planned links between mathematics and most other subjects. Strategies for teaching numeracy skills are good.
106. The procedures for assessing pupils' attainment and progress through regular formal and informal assessments are good. The analysis and use of data is effective in guiding curriculum planning. Good use is made of the school's individual pupil tracking system to analyse results and monitor progress and attainment. Individual targets are set and are regularly reviewed.
107. The subject is very well led by an enthusiastic and knowledgeable, leading maths teacher, who gives very good support and guidance to colleagues. Her leadership ensures very clear educational direction and reflects the school's aims and values. The priorities for further development are appropriate. The monitoring, evaluation and development of teaching and learning are very good. Resources are good and are used well. Standards are improving as a result of the focus on mathematics this year and there is a shared commitment to improvement on the part of all staff.

SCIENCE

108. Standards are at expected levels at the end of Year 2 and Year 6, and this reflects the findings of the last report. The use of scientific investigational work is beginning to be seen but there is scope for further development of this aspect. Higher attaining pupils need more opportunity to plan, investigate and record their own scientific ideas independently. Pupils with special educational needs make the same progress as their classmates and there is little difference in the attainment levels of boys and girls.
109. The pupils in Year 2 have a sound understanding of materials and their properties. They make simple electrical circuits. The pupils in Year 6 can recall well their earlier scientific work. They can recall the parts of an electrical circuit, know the symbolic representation of electrical components used, know and understand the form and function of these and are able to design and make a burglar alarm to a set brief. They are given responsibility for the design of the alarm and choice of resources used, making sense of and utilising previously learned science.
110. The quality of teaching is overall good with some very good teaching. As a consequence, pupils learn well and consistently. In a very good Year 2 lesson on healthy foods, pupils identified their favourite foods. The class teacher provided a vast array of everyday foods and the pupils had to classify them into different groups, justifying their decisions. They later planned a healthy meal using art materials.
111. Year 3 carry out a wild flower survey around the school grounds and then use text books to identify species. Year 4 pupils continue work on electricity, studying the different materials that are used in everyday domestic appliances and why. They use subject specific vocabulary well, such as "insulator" and "conductor" and appreciate the safety rules which apply when working with electricity. In Year 6, very good teaching and pupil management enables a large class, with some challenging pupil behaviour, to make very good progress. Pupils create their own burglar alarms using a pressure pad and they make choices concerning the design and resources.

112. Pupils record their findings in different ways, for instance with Year 2 writing a letter of thanks for the erection of a bird table and older pupils recording work on materials using appropriate vocabulary such as "opaque, translucent and transparent". Older pupils use mathematics during scientific activity, with Year 5 measuring pulse rates and constructing graphs to illustrate pulse rate differences whilst resting or taking exercise and Year 6 measuring dissolving rates of different sugars, graphing the results.
113. Pupils take pride in their work and standards of presentation are mainly satisfactory. Information and communication technology is used in some aspects of science such as where pupils used the computer to graph the heights of children in Year 4, but this is an area for further development.
114. The subject co-ordinator has a good knowledge of the state of science throughout the school and is aware of the subject's strengths and weaknesses. There is an appropriate action plan to raise standards.

ART AND DESIGN

115. Standards in art and design are in line with national expectations by Year 2 and Year 6. Pupils of all abilities make satisfactory progress. It was not possible to judge the quality of teaching in the infants as no lessons were observed. The quality of teaching in the juniors is good.
116. A distinctive feature of much of the art and design work in the school is the care many pupils take in their work. The pupils observed in Year 3 and Year 5 worked hard and quickly. When painting or illustrating, pupils take care to work accurately and produce a consistent finish. Their positive attitudes are a good basis on which to develop the subject further.
117. By Year 2, pupils have good experiences of using different media for painting, printing and drawing. They know the primary colours and the outcomes of mixing them. The pupils in Year 1 discuss the shapes they create and produce written evaluations, such as 'My tortoise is curved.' They have sound opportunities to draw and paint from real life experiences. For example, they work on detailed portraits in their topic on 'People who help us' as well as very carefully observed flowers and plants. They experience different picture making techniques including printmaking based on patterns of buildings and collage. The Year 2 collages based on people around the world show very sensitive use of different fabrics to produce the final picture. They make three-dimensional puppets and large-scale group pictures. The pupils are making sound use of sketchbooks to experiment with techniques and record their designs.
118. By Year 6, pupils have continued to develop a sound breadth of experience. They develop their appreciation of the work of different artists by discussing contrasting styles of still-life painting and studying portraiture by classical and modern artists. The junior pupils have been involved in projects with the local secondary school which have stimulated some skilful use of paints to create portraits with texture and perspective and some excellent use of computers to create Islamic art patterns. Overall, however, there is limited use of information and communication technology in art and design. In Year 5, the pupils' well executed still life pictures are used as the basis for creating abstract paintings. However, they do not have enough experience of three-dimensional work.

119. The quality of teaching and learning is good. The teachers present lessons in a lively and motivating way so the pupils are eager to work and find out more. They build up skills systematically and explain the purpose of the lesson so the pupils have a clear idea of their own achievement. The school has successfully developed the range of experiences since the last inspection and there is satisfactory, although not extensive use of design.
120. The leadership and management of the subject are satisfactory. The new co-coordinator has reviewed the curriculum to ensure appropriate coverage and discussed planning with the staff. There are sufficient resources for delivering the curriculum. There has been satisfactory improvement since the last inspection. The subject makes a good contribution to pupils' cultural and social development. In order to improve standards further, pupils need more opportunities to work in three-dimensions and to use information and communication technology.

DESIGN AND TECHNOLOGY

121. Due to timetable arrangements during the period of inspection, no design and technology lessons were observed. However, scrutiny of work, displays, discussions with pupils and teachers as well as the co-ordinator ensure judgements are secure.
122. By the end of Year 6, standards are in line with national expectations and pupils' achievements across the school are satisfactory. These judgements are the same as those made at the last inspection and show that pupils' attainment and progress in the subject have been maintained.
123. By the end of Year 2, pupils are evaluating puppets they have seen and are beginning to design and make their own finger puppet. They evaluate different types of puppets such as finger, glove and string. They identify various types of fabrics used and discuss the qualities of each, including colour and detail. Year 1 pupils make pizzas, design and make a book with moving parts and watch local builders use a variety of materials to create a wall outside their classroom.
124. Year 4 pupils design and make money containers. They draw up plans and consider how the materials will be joined. Year 5 pupils design and make pictures using a variety of textiles and they also make biscuits for which they carry out consumer research. When they have designed, made and tasted the biscuits, pupils evaluate their product. Year 6 pupils carry out a project on slippers. They consider slippers they use or have seen, know the correct terminology such as "sole, upper and seam" and they consider the possible user. Pupils design a slipper which is functional and decorative and are able to sequence the making process. The finished product is evaluated and pupil comments include, 'Before starting again, I would think twice before starting and not just rush in'.
125. Overall, evidence indicates that teaching is good. Pupils are enthusiastic about their work and enjoy the learning that is taking place. However, presentation standards need to be improved throughout the school with pupils taking more care when recording their work. All pupils make contributions that are valued and they are thoroughly prepared for the next step in their project. They appreciate the importance of designing and know that this guides the making stage. There is little use of information and communication technology for design and research. All work seen indicates constructive marking and guidance by teachers.

126. Staff use an officially recommended scheme to guide planning. The co-ordinator is aware of subject standards throughout the school. Resource provision is satisfactory but there is need for improvement in the quality of tools to which pupils have access. A lack of appropriate classroom shelving for storage and the display of finished products causes problems for teachers.

GEOGRAPHY

127. Attainment meets expectations at the end of Year 2 and Year 6, as it did at the last inspection. Progress is good over time and all pupils achieve well, including a significant number of pupils with special educational needs. This represents good improvement since the last inspection when progress was satisfactory. There are no significant differences in the attainment or progress of boys and girls.
128. By the end of Year 2, pupils have a good knowledge of the local area and appropriate emphasis is placed on mapping skills, particularly during local walks. They have a good understanding of the physical and human features of Oakham and compare and contrast them with the imaginary Isle of Struay, based on the Scottish Western Isle of Coll. They make links with design and technology as they produce a 3-D model of the island, using papier-mache. Their understanding of places beyond their locality develops through the study of weather and the travels of Barnaby Bear.
129. By the end of Year 6, pupils have a good understanding of rivers, coastlines, the water cycle and drainage systems. Their understanding of distant places develops through their study of an Indian village and world weather. Strong links are made with literacy. Recent literacy lessons in Year 5 have focused on stories from Bosnia, China, North America, South Africa and Tobago, and opportunities were taken to conduct a miniature study of these countries.
130. Teaching is good and results in good learning. Pupils' interest is engaged and retained through studies of the local area, traffic surveys, surveys of domestic water use and research on other countries. Teachers have high expectations and make effective use of teaching methods, time and resources; as a result, pupils are inspired to apply intellectual and creative effort to their work. Pupils are managed well and good behaviour and relationships prevail. Classroom support staff make a significant contribution to the learning of pupils with special educational needs.
131. The quality and range of learning opportunities are good. Procedures for assessing pupils' attainment and the use of assessment information are good. Pupils' mathematical skills develop through the use of compass directions and co-ordinates.
132. Leadership and management are good. The subject leader has a clear vision for the future development of the subject and the priorities for development are appropriate. She monitors teachers' planning and pupils' work. Adequate resources support pupils' learning.

HISTORY

133. Attainment meets expectations at the end of Year 2 and Year 6 as it did at the last inspection. All pupils, including pupils with special educational needs, make good progress, as a result of good teaching, and achieve well. This represents good improvement since the last inspection when progress was satisfactory. There are no discernible differences between the attainment of boys and girls.
134. By the end of Year 2, pupils are developing a sound understanding of the contribution made by people in the past, such as Florence Nightingale and Mary Seacole. They have a developing understanding of the passage of time and begin to relate it to their own lives. They compare and contrast toys, transport, homes, schools and seaside holidays in the past with those of today. Opportunities for them to pose historical questions and research the answer develop their historical enquiry skills.
135. By the end of Year 6, pupils have acquired a sound knowledge of the Ancient Egyptians, Ancient Greeks, Aztecs and invaders and settlers. They contrast life today with that in Tudor and Victorian times and have a sound knowledge of the causes and reality of the Second World War. Good links are made with geography and literacy. The reading of the story, 'The Moondial', by Helen Cresswell, by Year 6 pupils in literacy, led to pupils visiting Belton House, in Lincolnshire, where the story was set, and experiencing a Victorian Day.
136. Teaching is good and leads to good learning on the part of all pupils. The strengths of teaching are teachers' good subject knowledge and the emphasis on historical enquiry skills. Class management is good and pupils work with interest and concentration. The use of time and resources is very good. Ongoing assessment is good and homework is used very well to support learning.
137. The curriculum is enriched by fieldwork in the local area and visits to places of historical interest. Procedures for assessing pupils' attainment, the use of assessment information to inform future planning and the monitoring of pupils' work are good. Mathematical skills are developed through the use of time lines. The use of information and communication technology is satisfactory.
138. Leadership and management are good and ensure clear educational direction. Priorities for development are appropriate and reflect the school's aims and values. Resources are adequate and are used well to support pupils' learning.

INFORMATION AND COMMUNICATION TECHNOLOGY

139. Attainment meets national expectations at the end of Year 2 and Year 6, as it did at the last inspection. All pupils, including pupils with special educational needs, make good progress and achieve well. This maintains the position in Year 6 and represents good improvement in Year 2 since the last inspection when progress was satisfactory.
140. By the end of Year 2, pupils organise and classify information to present their findings and save, retrieve and print their work. They use text, tables, images and sound. They use a sequence of instructions to control devices, such as a floor turtle, and use simulations and models for investigating.
141. By the end of Year 6, pupils frame questions when collecting, finding and interrogating information. They interpret their findings and combine different forms of information

from a variety of sources and exchange information by e-mail. They use editing tools in order to cut and paste and import decorative features. They understand spreadsheets and know how to calculate the total of a row or column. They store information in a database and know how to retrieve it. Most pupils successfully draw two-dimensional shapes. They have some experience of control technology and monitoring, and the school plans to develop these strands further. There is not enough use of information and communication technology through other subjects to develop and secure the pupils' learning. There is some good practice, however, in developing basic literacy skills such as spelling and early reading skills for pupils with special educational needs.

142. The quality of teaching is good, leading to good learning on the part of all pupils. Most teachers combine explanation, demonstration and practical activity well; as a result, pupils make good gains in knowledge, skills and understanding. Teachers have high expectations and pupils apply intellectual and creative effort to their work. The management of pupils is good and leads to good learning. Ongoing assessment in lessons enables adults to recognise mistakes and misconceptions and use them constructively to facilitate learning. Time and resources are used well.
143. Leadership and management of the subject are good. The subject leader has a clear sense of educational direction and gives good support to staff and pupils. The quality and range of learning opportunities are good and there is equality of access and opportunity for all pupils. Procedures for assessing pupils' attainment and progress and the use of assessment to guide curriculum planning are, as yet, underdeveloped. Priorities for improvement are to develop control and monitoring and the use of information and communication technology across the curriculum, and to improve assessment and record keeping procedures. There is a shared commitment to improvement on the part of the governors, head teacher, staff and pupils and the capacity to succeed is good.

MUSIC

144. Standards at the end of Year 2 and Year 6 are in line with national expectations and children make satisfactory progress throughout the school. This is due to the planning of a broad and balanced curriculum based largely on a nationally recommended scheme of work and teachers' developing confidence in teaching music. Pupils with special educational needs make similar progress to their classmates. These judgements are the same as at the last inspection. Pupils have good attitudes to music and participate in lessons and clubs with enthusiasm. They are learning how to use instruments correctly and treat them with care and respect. Behaviour is good and where opportunities are provided for pupils to work together, they respond well.
145. Younger pupils are learning to clap rhythms, listen carefully and sing tunefully. They are becoming aware of the need to write music down and are being introduced to the idea of notation using simple symbols. By the end of Year 2, pupils are able to sing a melody and accompany it with simple instruments. They learn how to play together and respond to signals for start and stop. They become familiar with an appropriate vocabulary, for instance knowing what "beat, conductor and rhythm" mean.
146. By the end of Year 6, pupils have continued to make satisfactory progress in the acquisition of musical skills and in understanding the elements of music. They are given some opportunities to compose and understand the purpose of notation and this is developing as staff gain confidence in these aspects. The use of information and communication technology in music is under-developed across the school, so

pupils have limited opportunities to record their own and others' performances, in order to evaluate and refine them or to use software to assist with composition.

147. The pupils sing satisfactorily during collective worship and they are given opportunity, once a week, to practice hymns in order to extend their repertoire and improve the quality of their singing. In the hymn practice observed, infants enjoyed the music although many were unable to read the lyrics. In junior hymn practice, pupils were given opportunity to sing a variety of modern hymns with differing rhythms and the music co-ordinator gave tuition on improving the quality of their phrasing and dynamics. A larger screen is needed for the words to be seen and read by all pupils, especially those seated towards the back of the hall. During the week of inspection, music was often not playing whilst pupils entered and exited the hall, thus losing opportunities to extend pupils' knowledge of different composers and music from different parts of the world.
148. The quality of music teaching is good overall. Year 1 pupils watch and listen to their teacher, a music enthusiast, as she plays a djembe, an African drum. Pupils have to replicate the pattern, making high and low sounds and many are challenged by the task as they have limited listening skills. Year 2 pupils participate enthusiastically in playing a variety of instruments to accompany a familiar song, while watching the teacher conduct their accompaniment. They heed her signals and work hard at playing the correct rhythm.
149. Year 3 pupils pay good attention during a lesson on rhythm where they clap and tap out patterns, emphasising the stressed beat whilst older pupils in small groups use a poem as a stimulus for creating sound patterns. The Year 5 teacher makes good use of subject vocabulary such as "dynamics, pulses, lyrics and rhythms", and pupils understand these terms.
150. A number of pupils play musical instruments and several members of staff give tuition in recorders, guitar and piano accordion. There is a good range of resources and these include a number of instruments from other cultures. The school is also building up a CD collection and has purchased a published scheme to support staff who lack confidence in the subject. The enthusiastic music co-ordinator, who is new to the role in this school, is aware of the strengths and weaknesses in the subject throughout the school and the aspects that need development.

PHYSICAL EDUCATION

151. Standards are in line with national expectations by Year 2 and Year 6. Pupils of all abilities make sound progress over time. The quality of teaching and learning is good. There has been sound improvement since the last inspection.
152. Standards of swimming are good by the end of the juniors because pupils get plenty of opportunity. The majority of pupils swim 25 metres and know rules of health and safety.
153. A strength in the teaching and learning is the emphasis placed on the health benefits of activity and safety features in the lessons. These are discussed with pupils and warm ups are used well to make links with work on healthy hearts. The safe handling of equipment, especially large apparatus, is also stressed throughout the lessons. The pupils experience a full range of activities and all teachers and support staff have had recent training in athletics, games and dance.

154. By Year 2, pupils move in a lively and energetic way making good use of the space in the hall. They think carefully about different ways to travel in response to the teacher's good suggestions and close questioning. The pupils hold a balance very well, concentrating hard and taking a pride in holding still and stretching wide.
155. By Year 6, pupils show sound athletics skills. They show good control in their movement, for example, when turning to throw a cricket ball. They are taught techniques to improve their skills and respond well to this, for example in stopping a hockey ball with stick. They show good levels of stamina when sprinting and have a good understanding of passing on a baton in relays. Younger pupils in the juniors throw and catch small and large balls with appropriate concentration and skill. The teacher uses a self-mocking technique to show pupils how to improve their observation skills when catching, and this appeals to them.
156. Attitudes are good. Pupils enjoy opportunities to work with adults with special skills, such as visitors from local football and rugby clubs. They are eager to improve through practice and the wide range of extra curricular clubs gives pupils a good opportunity for this.
157. The quality of teaching and learning is good. In the best lessons, the teachers make good use of pupil performances to demonstrate good techniques and prompt the sharing of ideas. The teachers provide some opportunities for pupils to discuss and evaluate their work but this could be developed. The teachers keep the pupils motivated by ensuring the work is within their capabilities but still challenges them. In an otherwise satisfactory lesson, the teacher did not provide enough rigour to challenge the most able because one activity was continued for too long with not enough opportunity for evaluation. The teaching assistants make an active and positive contribution to teaching in many lessons by supporting the less able and joining in the activities.
158. The subject is led and managed well. There is a clear policy, which emphasises enjoyment and challenge. All classes have been monitored working and areas for improvement have been identified and discussed. This is a good improvement since the last inspection. The resources are good and the outdoor facilities are very good. There is a strong commitment to the value of sport by both staff and parents and this is evident in the opportunities for extra-curricular activities, inter-school tournaments and swimming galas.

RELIGIOUS EDUCATION

159. Standards are in line with the requirements of the locally agreed syllabus. Pupils of all abilities make sound progress. No lessons were observed in the infants and evidence was gathered from an analysis of pupils' work, teachers' planning and discussions with staff and pupils. There has been satisfactory improvement since the last inspection.
160. A strength of the work through the school is that pupils write about the work they have done and are not afraid to discuss their feelings and emotions. This supports their spiritual development.
161. By Year 2, the pupils have a good knowledge of different Christian festivals. They present the Christmas story in an interesting contemporary way as 'Good News and Bad News'. They write sensitive poems about harvest as a time for gathering in. They make good comparisons between Christmas and the celebration of Divali. They

use their writing skills well to illustrate the concept of Jesus as a storyteller and produce a booklet on the story of the Prodigal Son. The range of work covered is good and made relevant to the pupils. They benefit from first hand experiences such as visits, particularly to local churches. Through projects such as 'People who help us' the pupils learn more care and consideration of others. There are good links to their personal and social education.

162. The pupils continue to develop their knowledge of Christianity well through the juniors. They also explore other religions in greater depth. By Year 5, the pupils have a good understanding of the symbolism of artefacts in the Church of England and relate these to those for Islam. The Year 6 pupils have a sound grasp of why Muslims do not represent real and living objects in their art and discuss the impact this must have on ordinary life very sensibly. The more able pupils in Year 5 also have a sound understanding of the difference of the significance of the communion to Roman Catholics and Anglicans. Pupils have a good understanding of the place of worship in different religions and express their own opinions. Pupils with special educational needs make good progress because work is often tailored specifically for them. For example, following the visit to the church, a pupil with a statement for special educational needs wrote a letter on the computer to thank the vicar and to explain what he had learned. He was very excited by the experience and the letter was well written, revealing a sound understanding.
163. The pupils' attitudes are good. They enjoy the visits and handling different artefacts. They are willing to write, sometimes at length, about their experiences and feelings.
164. The quality of teaching and learning is good. Only two lessons were observed, both in the juniors, but the pupils' enthusiasm and work completed indicates that learning is also good in the infants. Teachers have a good subject knowledge and their enthusiasm is contagious. The purpose of the lessons is made clear to pupils who sometimes head their work with the learning objectives. There is good use of skills from other subjects such as art and design and literacy, which helps learning generally. In the two lessons observed, the teachers worked at a good pace, which motivated pupils. They made good use of interesting artefacts, although an opportunity to make the lesson on Islamic art more dramatic and spiritual was missed by using pictures that were too small. The pupils are making some use of computers to research different religions and this could be developed.
165. The new subject co-ordinator is enthusiastic and knowledgeable. The scheme of work is appropriate and teachers' planning is good. There has been no recent monitoring of teaching but the co-ordinator has observed children's work and discussed planning with teachers as well as attending meetings with religious education co-ordinators from other schools. There are sound resources for different religions and they have been reviewed for their appropriateness. Although religious education makes a sound contribution to spiritual development and a good one to cultural, some opportunities are missed to provide periods of quiet reflection because of the behaviour of a few pupils. The school is well placed to develop the subject.