

INSPECTION REPORT

BARWELL CE JUNIOR SCHOOL

Barwell

LEA area: Leicestershire

Unique reference number: 120113

Headteacher: Mrs B Davies

Reporting inspector: Anne Elizabeth Kounnou
30810

Dates of inspection: 4 – 7 November 2002

Inspection number: 248092

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Voluntary Controlled
Age range of pupils:	7 – 11 years
Gender of pupils:	Mixed
School address:	High Street Barwell Leicestershire
Postcode:	LE9 8DS
Telephone number:	01455 842047
Fax number:	01455 442294
Appropriate authority:	Governing Body
Name of chair of governors:	Mr C Broadhurst
Date of previous inspection:	18 September 2000

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
30810	Liz Kounnou	Registered inspector	Art and design Design and technology Information and communication technology	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
9121	Heather Danpure	Lay inspector	Educational inclusion	Pupils' attitudes values and personal development How well does the school work in partnership with parents?
12112	Gill Carter	Team inspector	Provision for special educational needs English History	How well does the school care for its pupils?
22967	Muriel Griffiths	Team inspector	Mathematics Religious education Physical education	
30266	Hilma Rask	Team inspector	Science Geography Music	How good are the curricular and other opportunities offered to pupils?

The inspection contractor was:

Wessex Education
3 Greenacres
Puddletown
Dorchester
Dorset DT2 8GF

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Alexandra House
33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Barwell is a Church of England Junior school situated near the centre of the small town of Barwell. It is larger than most primary schools with 298 pupils on roll. Pupils are grouped by ability in mixed aged classes. Although there is a wide spread of ability, pupils enter the school at age seven with levels of attainment that are broadly average. About sixteen per cent of pupils are entitled to free school meals, this is similar to the national average. A very small proportion of pupils are from families where the home language is not English. A very small proportion are from travelling families. Around twenty-one per cent of pupils have special educational needs, which is broadly in line with the national average. These include physical disabilities, learning difficulties and emotional and behavioural difficulties. Eleven of these pupils (almost four per cent) have a statement of special need – this is a high proportion. There has been an exceptionally high turnover of staff with twelve teachers leaving the school in the last two years, some for promotion. A new headteacher was appointed from September 2001. Ten pupils joined the school in the last academic year and twelve left, this is lower than the proportion changing schools nationally.

HOW GOOD THE SCHOOL IS

Barwell is now an effective and improving school with a very good climate for learning due to the exceptional leadership of the headteacher. Teaching and learning are good overall and as a result most pupils are achieving as well as they should. Compared to national test results, standards are above average in science, and average in English and mathematics in Year 6. Provision for pupils with special educational needs is unsatisfactory and many of these pupils are not making enough progress. Overall, the school provides good value for money.

What the school does well

- The headteacher provides outstanding leadership and is enabling staff to raise standards in most subjects.
- Standards in science and music are above average
- Teaching and learning are good overall
- Provision for pupils' spiritual, moral and social development are very good
- Procedures for assessing pupils' progress are very good
- Pupils' attitudes to learning are very good and they behave well in lessons due to the good relationships with staff.

What could be improved

- Provision for pupils with special educational needs is unsatisfactory and pupils are not learning as well as they could because teachers' lesson plans are not effective for all groups of pupils
- Standards in design and technology are too low

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The excellent leadership of the headteacher has brought about good improvement since the last inspection in September 2000 when pupils were underachieving. However, there remain some issues for further improvement. Although the provision for special educational needs has improved since the last inspection, pupils' individual targets are not used well enough in lessons to guide pupils' learning. The new special educational needs coordinator is not yet managing the provision for these pupils effectively. Standards in English, mathematics and information and communication technology (ICT) have improved since the last inspection. The majority of pupils now achieve appropriate standards in these subjects. The introduction of very good procedures for monitoring

and assessing pupils' progress has been a major factor in this improvement. There are significant improvements in the school's links with parents. A dramatic change for the better in the leadership and management of the school has led to this overall improvement and has created a very good climate for learning. The school is very well placed to continue to advance its performance in all areas due to the strong commitment of the staff and governors to continuous rapid improvement.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	E	D	C	C
mathematics	D	C	C	D
science	D	C	B	B

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

Inspection evidence indicates pupils are likely to achieve higher standards in mathematics this year than are shown in the above table. Standards have improved steadily since the last inspection and are continuing to improve. Both boys and girls attain broadly similar results in all subjects. Higher attaining pupils achieve appropriate standards. The school sets challenging targets for pupils in all year groups in each subject.

Pupils with special educational needs are not achieving as well as they should because teachers' lesson plans are not tailored to meet their needs. As a result, some pupils struggle to achieve what is expected of them. The pupils with statements of special educational needs make better progress due to the appropriate support they receive. Pupils from travelling families make good progress.

Standards are above average in music due to the inspirational influence of talented staff. In design and technology (DT), standards are below those expected because the subject is not planned well and teachers' subject knowledge in this subject is not strong. As a result, pupils are not developing their design skills appropriately. There was not enough evidence to judge standards in art. In other subjects, standards are as expected by the time pupils leave the school in Year 6.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are enthusiastic in lessons, and they enjoy school because they are treated with trust and respect.
Behaviour, in and out of classrooms	Good overall, particularly in lessons that are challenging. In the playground, the behaviour of some pupils is less satisfactory.
Personal development and relationships	Pupils' personal development is good. They are fully involved in setting their own targets for learning in partnership with their parents and teachers. Relationships in the school are good.
Attendance	Satisfactory overall and improving each year. Punctuality is good.

TEACHING AND LEARNING

Teaching of pupils in:	Years 3 – 6
Quality of teaching	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.

Teaching and learning are good overall. A few lessons are outstanding. There is a substantial proportion of very high quality teaching, particularly in English and mathematics. Literacy and numeracy skills are taught well. The most effective teaching involves pupils in their lessons very well. Teachers ask probing questions that make pupils think and design activities that motivate and challenge pupils very well. The good relationships between staff and pupils create an atmosphere of trust and respect.

When teaching is less effective, teachers' lesson plans do not consistently set out what each group of pupils will be expected to learn in their lessons. As a result, the majority pupils with special educational needs are not making enough progress.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good overall. Pupils often work at exciting activities. ICT is used well to support learning.
Provision for pupils with special educational needs	Unsatisfactory overall. Individual education plans for these pupils are good but are not used well enough to guide teaching in lessons.
Provision for pupils with English as an additional language	There is good provision for these pupils, who make sound progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall. Very good provision for pupils' spiritual, moral and social development underpins the work of the school. Cultural development is good and links with pupils from different cultural backgrounds are being established.
How well the school cares for its pupils	Pastoral care is good. The procedures to support pupils' academic and personal development are very good overall. The very clear focus on tracking pupils' progress as they move through the school is leading to higher overall achievement. There is good support for pupils from travelling families.

Curriculum plans for art and design, and DT do not provide enough detail to show how pupils will make progress in developing their skills as they move through the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good overall. The headteacher enables staff with management responsibilities to develop their roles in raising standards in all subjects. This has created a very effective climate for learning.
How well the governors fulfil their responsibilities	Good. Governors are developing their role well; they are supportive of the school and work very well in partnership with the headteacher.
The school's evaluation of its performance	Very good overall. The headteacher evaluates the standards that pupils achieve and the quality of teaching and learning exceptionally well. Senior staff and other subject managers are developing good skills in this area.
The strategic use of resources	Good. The school development plan is a clear document that outlines financial priorities well. Financial resources for special educational needs are not used as effectively as they could be to support all pupils with individual education plans.

The headteacher has managed the very high turnover of staff very well. There is a very good capacity for improvement due to the very strong team ethos that she has developed in partnership with the deputy headteacher. The special educational needs, and the design and technology coordinators have not been in post for long enough to bring about an improvement in these areas. Resources for special educational needs, and art and design are inadequate, and pupils do not use the school library well. Governors and senior staff look for best value when making decisions about using the budget.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<p>A significant proportion of parents feel that:</p> <ul style="list-style-type: none"> • The school expects pupils to work hard and they make good progress • The school is approachable • Their children like school • Working in partnership with teachers and their children to set targets for learning is valuable 	<p>A few parents expressed concern about:</p> <ul style="list-style-type: none"> • The amount of homework set • Information about pupils' progress • The way the school works with parents • The decline of music clubs after school

The school's links with parents have improved since the last inspection. Many parents appreciate the provision of expert sports coaching for their children after school. Inspectors agree with parents positive views of the school and find that the provision for homework is typical of that found in most primary schools. However, the homework pack provided for parents is good. Parents are very well informed about pupils' progress as they set targets for learning in partnership with their children and teachers. Music clubs had decreased due to a change in staff responsibilities but have now resumed.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. At the end of Year 6, standards for the oldest pupils in the school are above the national average in science, mainly due to the very effective management of the subject by the headteacher and good teaching. Standards in English, mathematics and science are higher than those reported at the last inspection in 2000. The majority of pupils are no longer underachieving.
2. Pupils did not achieve the targets that were set in mathematics last year. Inspection findings show that pupils in the current Year 6 make sound progress in mathematics and standards are rising because teachers now use the national numeracy strategy effectively. Pupils achieved the targets set last year in English, and standards are rising even further this year. Both boys and girls now attain broadly similar results in all subjects because boys' results have improved faster than girls in all three subjects. In all three subjects there is a rising trend in the standards that pupils achieve and the targets set for 2003 reflect this.
3. The outstanding leadership of the headteacher has led to this rise in standards. She has introduced very comprehensive systems to track the progress that each pupil makes over time in these subjects, and shared these with staff. Subject managers use this information when checking pupils' progress and take action to improve the quality of teaching and learning. Consequently, they are aware of the strengths and weaknesses in the subjects for which they are responsible and have drawn up action plans for further improvement. As a result, the school has a very good capacity to improve standards further.
4. Pupils use numeracy and literacy skills well in other subjects. There are many opportunities to develop writing skills and pupils use reading skills well in lessons to research; for example, on the Internet. Staff teach some literacy and numeracy lessons effectively in the new computer suite so that pupils use ICT skills well.
5. In other subjects, the inspection found standards are variable:

Subject	Standards in Year 6
religious education (RE)	average
information and communication technology (ICT)	average
design and technology (DT)	below average
history	average
geography	average
art and design	not enough evidence
music	above average
physical education (PE)	average

6. Raising standards in English, mathematics and ICT were key issues in the last inspection report. There has been sound improvement because teachers' expectations are higher and they use the literacy and numeracy strategies effectively now. Standards in ICT are improving rapidly due to the development of the computer suite and the diligent work of the

subject manager. Standards are as expected in all subjects except DT. Standards in this subject are too low throughout the school because pupils do not design the models they make or evaluate their work. The new subject manager is addressing this through appropriate temporary medium-term plans.

7. Only a very small minority of pupils speak English fluently as an additional language, and they achieve well. There is plenty of good support given when families are travelling so that the few pupils from these families can continue their studies and as a result, they achieve well.
8. Pupils with special educational needs and higher attaining pupils were underachieving in 2000. Higher attaining pupils have been grouped together in the new class arrangements and the majority now make good progress due to the challenging lessons that are planned for them, where they are encouraged to take responsibility and work things out for themselves. There remains a weakness in planning lessons to meet the needs of each group of pupils. This affects the progress of the majority of those with special educational needs, who are still not making enough progress. Since the last inspection clear and measurable individual education targets have been drawn up for these pupils, however there is no consistent approach to meeting them. Consequently, pupils with special educational needs are too often confronted with having to begin from too high a starting point. When this happens, they become demoralised, particularly in classes with a high number of pupils with varying special educational needs. Pupils with statements of special educational needs make satisfactory progress because of the support they receive from teaching assistants and the special educational needs coordinator in lessons.

PUPILS' ATTITUDES, VALUES AND PERSONAL DEVELOPMENT

9. Pupils continue to show very good attitudes to school and to their learning, which is helping them to fulfil their potential. Most are very enthusiastic and really enjoy their lessons. Behaviour is good overall. It is often very good in lessons, particularly when the work provided is interesting, challenging and stimulating, for example, in the computer suite. In a few lessons where the work is not as well matched to pupils' abilities and needs, some pupils become restless and their concentration lapses. Behaviour in the playground is often very exuberant and lively, some pupils are inconsiderate in the way that they treat other pupils. Members of the school council raised this as a concern. One child was excluded twice last year for appropriate reasons, but has now left the school.
10. The relationships between pupils and staff are good and continue to have a major impact on pupils' learning. Staff provide good role models with high expectations and a desire to see all children succeed. They motivate and encourage most pupils very effectively, giving them the confidence and desire to try hard and do their best. Staff truly reflect the school's mission statement of 'Encouraging Excellence in a Caring Community'. Relationships between pupils are generally very good. Boys and girls work well together and enjoy sharing ideas.
11. Pupils continue to be keen to help in classrooms and around the school; for example, by operating the overhead projector in assembly and helping in the library. Pupils are enthusiastic about the charity 'Send a Cow to Africa' that they are currently supporting. The school council is active and keen to put forward pupils' ideas and views. Their suggestions have resulted in the planting of spring bulbs around the playground and the provision of patio tables. Now that teachers provide more opportunities for pupils to work independently, many take responsibility for their learning. Older pupils develop good research skills through their homework, but limited use is made of the school library for research.
12. Pupils with special educational needs are positive in their responses to lessons when they have work to do that is appropriate to their needs and they have adequate support. Sometimes, having to attempt work that is too challenging frustrates them, and then they

become restless and lose concentration. This is particularly true of pupils who have emotional or behavioural difficulties. However, their friends support them well and they take a full part in all aspects of school life.

13. Attendance levels are steadily increasing and remain similar to the national average. The level of unauthorised absence is well below the national average. Punctuality remains good, though a few pupils arrive during registration time. However, there is a good purposeful start to lessons at nine o'clock.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

14. The quality of teaching is good overall and has improved since the last inspection; consequently, standards are rising. Six per cent of lessons were excellent and a further twenty-five per cent were very good. This is a substantial proportion. Thirty-three per cent of lessons were good and the same proportion satisfactory. A very small proportion, three per cent, were unsatisfactory. The outstanding leadership of the headteacher has brought about the improvement in teaching; she has implemented rigorous procedures to monitor teaching and learning and has gained the support of all teaching staff in her drive for excellence. Very clear written feedback is shared with teachers to help them to improve the quality of their teaching.
15. The excellent and very good teaching inspires and motivates pupils so that they want to take part in lessons. In some English lessons, pupils were so engrossed in studying autobiographies that they carried on the work in their own time. The activities chosen were very interesting to the pupils; for example, one autobiography used was a brief account of the teacher's childhood. Not only were pupils mesmerised by the content, but they also learned how to write an account to maintain the interest of their audience. When reading the account, the teacher discussed and illustrated rules of grammar and style of writing very well. At the end of many good English lessons, pupils take the 'hot spot' to read or explain to the class the work they have completed. When this is most effective, other pupils ask questions and make mature suggestions for improvement. In mathematics lessons, teachers now use the national numeracy strategy effectively and a significant proportion of lessons are of high quality. The pace is brisk and pupils are fully involved, they develop mental agility in number skills through games that hold their interest at the start of lessons. In the very best lessons, teachers share their learning objectives with pupils at the start of lessons and review them at the end so that pupils can judge for themselves their level of understanding. Literacy and numeracy skills are taught well across the curriculum, there are plenty of opportunities for pupils to develop reading, writing and mathematics skills in other subjects. ICT also plays a key part as many lessons are taught in the computer suite. Planning in English and mathematics lessons has improved with better use of the national strategies but lacks detail about what each group of pupils will be expected to learn. This limits the progress of some pupils, particularly those with special educational needs.
16. Pupils are involved in learning through good use of questions that make them think. When questions are most effective, teachers target pupils of different ages and abilities ensuring that all take part and answer. Because pupils enjoy their lessons they work hard to complete the tasks they have been set. Some teachers effectively use regular reminders of the time left to keep pupils on task. In some classes, very good relationships are established and there is an atmosphere of trust and respect. Discussions between staff and pupils in these classes are very mature, pupils know when and how it is appropriate to contribute. Teachers manage pupils well using rewards and sanctions judiciously and pupils behave well in lessons as a result. Teachers' use of assessment is improving under the guidance of subject managers and the deputy headteacher. A wealth of information about pupils' achievements in most subjects is available. Many good systems are in place and some teachers adapt lessons in the light of their assessments, particularly in mathematics.

17. However, the use of assessment data to provide guidance for day-to-day lesson planning, so that lessons match the needs of all individuals, is not consistently strong. In some classes, there is too great a mismatch between the capabilities of lower attaining pupils and the work set for them, and pupils do not make the progress they should. Pupils with special educational needs sometimes struggle in lessons. There is not a clear explanation in teachers' lesson plans of how lower attaining pupils and those with special educational needs will be helped to achieve the objectives. This is because staff plan together in teams, deciding an overall theme for the week derived from longer-term planning. As most classes have recently been reorganised into ability groups this broad planning is not sufficient for all pupils. Higher attaining pupils, including those who speak English fluently as an additional language, are taught well because they are expected to work at demanding tasks in lessons, which often require them to work out and solve problems for themselves. Staff support pupils from travelling families very well when they return to school, they are genuinely interested in their travels and ensure that they settle back to school happily. Boys and girls often work together in pairs and groups, and teachers are careful to ensure that all play a full part in lessons.
18. Teaching of pupils with special educational needs is unsatisfactory overall. The special educational needs coordinator (SENCO) and teaching assistants use a range of appropriate strategies to support pupils with statements of special needs and small groups of pupils. For example, they break tasks into small steps, or give frequent opportunities for practising the same task in different ways. The use of highly structured programmes such as additional literacy support is particularly effective in meeting pupils' needs. However, as teachers do not always design tasks sufficiently well to meet the needs of all the pupils who find learning difficult, some pupils easily become frustrated and are unable to make the progress they should. This mainly occurs in literacy and numeracy lessons in classes where there are a high proportion of pupils with special needs.
19. Teaching is good overall in English, mathematics, science, ICT, geography, and history. In music, RE, DT, and PE teaching is satisfactory. The very effective scheme to use a professional coach to demonstrate how to teach PE is improving teachers' skills in this subject rapidly. In DT, teachers are not confident in teaching the design aspect because their subject knowledge is weak. Not enough lessons were observed in art and design to make a clear judgment about the quality of teaching, however pupils' work shows that teachers' subject knowledge is not good.

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

20. Pupils have good opportunities for learning. The curriculum has improved since the last inspection under the strong direction of the headteacher. The length of the school day now meets the minimum requirements for junior schools and the time devoted to different subjects is more evenly balanced. A broad and balanced overall plan covers all subjects of the National Curriculum. The school has addressed shortcomings in the implementation of the national literacy and numeracy strategies, and now plans for literacy and numeracy effectively across the curriculum. Subject managers have devised clear long-term plans for most subjects, which show how pupils will develop their skills as they move through the school. The plans include suitable challenge for higher attaining pupils. Teachers design interesting activities that motivate pupils well; as a result, they persevere at tasks and take care with their presentation. The school has addressed the needs of pupils in mixed age classes by ensuring that pupils do not repeat work; a two-year timetable achieves this effectively. Long-term plans for art and design, and DT are not as effective. The plans for art and design are in draft form and, as a result, teachers are not clear how to develop pupils' skills from one year to the next. Staff did not plan for DT appropriately until this year; as a result, pupils were not developing their skills in designing and evaluating their work. The new

subject manager has recognised the low level of pupils' skills and has designed a temporary medium-term plan to improve them. Currently there is no long-term planning in place to show how to teach DT in each year group.

21. The support given for pupils with special educational needs in class is unsatisfactory overall. It is effective when the tasks planned by the class teacher are appropriate or good use is made of teaching assistants or other pupils to help, such as in the computer suite when pupils are paired with a pupil who can read the text so that both can use the computer. However, there is often a disparity between pupils' identified learning targets and the work offered to them in classes. For example, in a class where several pupils are still at the stage of needing to practise writing their name and address, they were set a much harder writing task which was beyond their capabilities, and they became frustrated and demoralised. In these instances, the curriculum is not relevant to pupils' needs and they do not make enough progress. When pupils receive one to one help to meet the requirements of their statement or their individual education plan, work is more relevant and pupils make sound progress. Pupils with special educational needs benefit from all the opportunities the school offers and are involved in extra-curricular activities as much as other pupils. They develop a sense of independence as they take increasing responsibility for their own learning and play a full part in helping with tasks around the school.
22. The school provides a good range of extra-curricular activities, such as recorder groups, a choir, a computer club, and a first aid course for Year 6 pupils. In addition, the school has employed sports coaches to run additional clubs, such as football, and short tennis for all year groups. Many pupils attend extra-curricular activities, which contribute well to their personal development. There is an annual residential trip to Scarborough for pupils in Year 6, and all pupils benefit from a good range of additional visits, such as to Beaumanor Hall. Other pupils receive additional literacy support, and occasionally pupils are slow to return from these groups and miss an important part of another lesson. This affects their learning as they often miss vital explanations for the next lesson.
23. There is a clear policy for personal, social and health education and plans to develop this area further. In some classes it is taught exceptionally well, but the quality of provision is not consistent across the school. There is an appropriate focus on drugs awareness, substance abuse and sex education. The school has good links with its local community, particularly with a wide range of churches, whose members speak and perform at assemblies. Pupils participate in community events, such as 'Songs of Praise'. There are good links with the family of schools in the East Shilton group and this eases the transfer of pupils between schools. The school benefits from the link with the local Education Business Partnership that helps train staff and a national stationer provides pupils and the school with a discount on some good resources for learning.
24. The provision for pupils' spiritual development is very good, which is an improvement since the previous inspection. Assemblies help to teach pupils the values and beliefs of the Christian faith and give opportunities to pupils to reflect about the theme of the daily act of collective worship, such as 'forgiving others' and to apply it to themselves. Staff plan various opportunities for reflection, such as when listening to music or considering some beautiful artwork. During the inspection, a teacher created a remarkable atmosphere for pupils taking part in a personal, social and health education lesson. They learned some very good strategies to resolve conflict and listened freely to one another with complete concentration.
25. The provision for moral development has improved since the previous inspection and is now very good. The school places a high priority on equipping pupils with a clear set of moral values. Staff teach pupils to distinguish between right and wrong through informal discussions, assemblies and story times. The school's rules, together with class rules encourage pupils to develop some moral understanding. All the adults in school are good role models and encourage the pupils to behave well at all times. They place greater

emphasis on rewards for good behaviour, such as individual awards and group rewards, than on sanctions. This ensures that the overall ethos in lessons and throughout the school is positive.

26. The provision for social development has improved since the previous inspection and is now very good. The promotion of values, such as friendship and caring, forms an important part of school life. During lessons, teachers give opportunities for working together in small groups or in pairs. Class rules, decided by pupils, place correct emphasis upon the need to get on well with each other. Opportunities are given for pupils to develop understanding of their own roles as part of the school community and they happily take on responsibilities, such as taking the class registers to the office. Older pupils listen to younger readers, prepare the hall for assembly and help in the library.
27. Provision for pupils' cultural development is good, which is an improvement since the previous inspection. Curriculum planning shows that in geography, music, RE and art there are a good range of multi-cultural experiences. The school ensures that pupils appreciate the diverse nature of society in both this and other countries by learning about major world faiths in RE. The headteacher has established a good link with a local school where pupils are from different cultural backgrounds. Pupils have opportunities to visit the local churches and benefit from learning about traditions of festivals of a number of faiths.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

28. A dedicated team of staff continue to support and care for pupils very well. This continues to be a strength of the school. Staff keep good records on pupils' social and medical needs, which help them to provide appropriate help if needed. There is good provision for first-aid and to deal with the medical and general welfare needs of all pupils. The school provides good support for the children of travelling families in collaboration with the Local Traveller Service.
29. The health and safety concerns reported last inspection have been resolved. Governors now keep good records of their termly checks of the site and deal with any issues effectively. There are good risk assessments and a comprehensive and helpful health and safety policy. The school has good procedures to deal with any incidents of child abuse. The headteacher is very knowledgeable and ensures all staff keep up to date with the guidelines. There are good links with social services if any incidents occur.
30. The behaviour and anti-bullying policies are good and lunchtime assistants are trained in their use. The deputy headteacher deals promptly with any incidents of bullying reported by children or parents. Pupils like the Worker and Person of the Week awards they receive in assemblies and strive hard to achieve these.
31. The attendance officer maintains records well and keeps the level of unauthorised absence low by her vigilance in requesting absence notes. The headteacher monitors the attendance of all pupils effectively and there are good links with the Education Welfare Officer to deal with any pupil whose attendance is low. Attendance certificates are used to celebrate 100 per cent attendances each term and for the whole year. Parents are strongly encouraged to send their child to school and only to keep them away if there is a very good reason. The recent introduction of Early Bird certificates by the attendance officer is helping to encourage some persistent latecomers to arrive on time.
32. The school has successfully put in place a comprehensive system to analyse data from pupils' test results and a detailed scheme for tracking pupils' progress and predicting future performance. These have enabled staff to improve lessons and focus on any areas of weakness shown in the assessments. In English, for example, close investigation of results has shown that pupils are not good at using inference when reading. Staff have reorganised

their planning to include more work on this aspect, and standards are rising as a result. Staff now use National Curriculum guidelines effectively to check pupils' standards, evaluate their progress and set targets for improvement. Targets are set and reviewed regularly in partnership with both pupils and parents and include targets for personal development.

33. Pupils with special educational needs are carefully identified and their progress monitored through the school's thorough assessment and tracking systems. Where pupils experience specific difficulties, such as speech and language problems that are outside the range of experience of school staff, outside professionals are well used to give additional advice. Staff carry out annual reviews of statements in line with statutory requirements, and individual education plans are reviewed on a regular basis with the full involvement of the staff involved as well as that of the pupils and parents. However, the targets from pupils' individual education plans are not used well enough to inform teachers' planning.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

34. The school now has good links with parents; this represents a big improvement since the last inspection. The latest parents' questionnaire and meeting with inspectors show a significant change in their views to a much more positive stance. In particular, most say that the school now works closely with parents. The school has responded well to parental requests for more after-school activities and provides a very helpful homework pack to guide parents as to how to support their child with work at home.
35. The range of information provided for parents is good. There is a very comprehensive new prospectus, frequent newsletters, early notification of events and meetings with teachers and a new and interesting website. The school is open and welcoming and now has a policy of aiming to respond to parents' enquiries the same day. Governors changed the end of the school day to take account of parents' concerns that the infant and junior schools used to finish at the same time.
36. Pupils' reports have improved. The format is now similar throughout the school and reports clearly indicate what pupils can and cannot do, particularly in English and mathematics. The school already has plans to improve reports further by removing jargon. Parents very much appreciate being involved in setting and reviewing targets with their children and teachers. New targets set with parents in February and May are recorded in pupil's reports. In addition, staff give advice to parents at termly parents' evenings about how they can help their child to achieve their targets. Attendance at parents' evenings is good and parents are now more involved with their children's learning than before. Training sessions provided by Leicester College help parents assist their children with homework. The new system of homework books, with a space for parents to comment on the work set, is helping to facilitate this. Consequently, parents are helping pupils achieve higher standards.
37. Parents are always invited to attend annual reviews of statements for pupils with special educational needs. Similarly, they are consulted about their children's individual education plans and invited to contribute to the target setting. The SENCO, despite being very new in the post, makes it clear to parents that she is always available for consultation.
38. At the time of the last inspection no parents helped in school. This has improved significantly and a number of parents have volunteered to help in lessons and continue to help on visits. The Friends of Barwell School has been relaunched and the social events it provides for pupils and parents are better supported than before. It continues to raise money to buy additional equipment that benefits the school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

39. Leadership and management are good and much improved since the last inspection. The headteacher provides outstanding leadership that influences all aspects of school life. Her partnership with the deputy headteacher is very effective; together they are supporting and helping staff and governors to bring about significant improvements in standards. Since her appointment, she has fostered good working relationships amongst all who work at the school and has skilfully created a team spirit. As a result, staff, governors and parents support her in the drive towards excellence. She has introduced very clear and well-understood procedures to promote high standards and improve the quality of teaching and learning. Furthermore, the headteacher is developing the skills of all subject managers and senior managers, enabling them to gain a clearer view of the quality of teaching and learning in their subjects during regular timetabled sessions away from their classes. Teachers regularly receive very clear written feedback from the headteacher and senior staff about the quality of their teaching. This includes comments on lessons, planning and the way that classrooms are organised to support pupils' learning. Professional development is clearly linked to any issues that arise so that staff have the necessary skills to improve their teaching further. Well-organised staff development plays a vital part in the strategy to enable subject managers to lead their subjects effectively. The headteacher is particularly supportive when staff take on new responsibilities, helping them to evaluate what is happening and plan for improvement.
40. In some areas, new staff have not yet had time to make an impact on the standards achieved. For example, the role of the SENCO has changed significantly since the appointment, from September, of one teacher with no classroom commitment to take over this role from the two teachers who shared this responsibility previously. Although an experienced teacher of pupils with special educational needs, the SENCO lacks experience of the management side of the role. Professional development is in place to enable her to develop the management role more effectively. Currently the SENCO does not influence other staff well enough in their provision for pupils with special educational needs. Nonetheless, there has been a good improvement in the quality of pupils' individual education plans under her influence. The policy for special educational needs is appropriate and meets the requirements of the new Code of Practice.
41. The governing body work effectively in close partnership with the headteacher. Governors are fully involved in planning for school development and receive plenty of clear information to enable them to account for the performance of the school. There are many new governors, and all work together as a strong team. Each governor has developed an effective partnership with a member of the school staff to monitor developments in all subject areas. They fulfil all their statutory duties and have ensured that performance management systems work effectively. The fact that governors have provided all staff that hold subject management responsibilities with time in the school day to manage their workload, has attracted a strong field of candidates for each vacant teaching post. Consequently, governors effectively managed the very high turnover of staff within the last two years.
42. The school monitors and evaluates its work well. There has been significant improvement since the last inspection. This is because the monitoring and development of teaching and learning by the new headteacher, described above, is excellent and is leading to sustained improvement in standards. In addition, pupils' work is regularly reviewed to ensure that they are making progress and that teachers consistently maintain high expectations through their marking. Interviewing pupils to gain further information about their level of understanding across the curriculum is another very effective new initiative. Assessment data is analysed rigorously and shared with staff so that all can see the standards expected. The headteacher manages data to monitor the standards achieved exceedingly well and presents it to staff in a very accessible format that all can understand. As a result, subject managers in English, mathematics and science use the data effectively to raise standards

further. Rigorous comparisons with national and local data are in place, in addition to tracking the progress of individuals, so that teachers take action to help pupils achieve their targets. This work has been the key to raising standards so that pupils no longer underachieve.

43. The school development plan has improved since the last inspection. It now includes clear objectives, focusing on the most urgent priorities, with specific criteria and appropriate procedures for checking on progress. Financial information is clearly stated and grants are used appropriately. For example, there are booster classes for pupils in Year 6 from the start of the spring term. However, there has not been an evaluation of the effectiveness of the school's use of financial resources for special educational needs, which are not being used as well as they could be to improve pupils' progress. Long-term sickness of the school bursar has affected the transition from one financial year to the next, resulting in an artificially large amount of money being carried forward into the current financial year.
44. Subject managers have done a considerable amount of work to reorganise and audit resources for teaching and learning. Nevertheless, some subjects do not have adequate resources. Those available to teach pupils with special educational needs are old and uninspiring, and art resources are not sufficient for pupils to develop their skills appropriately. The accommodation is good and well cared for, with bright displays of pupils' work along every corridor. In addition to spacious outdoor facilities, there are two empty classrooms and a number of small rooms for storage and group teaching; for example, the teaching assistants have their own work base. Several teaching assistants have qualifications in childcare and all work well in partnership with teaching staff. In some lessons, their skills are not used effectively because they are required to play too little part, particularly in the introduction to lessons where no clear role is defined for them in teachers' plans. Governors and senior staff seek best value well; competitive financial procedures are in place, and the school regularly consults both parents and pupils. The school lives up to the challenge of its vision statement 'Encouraging Excellence in a Caring Community' by consistently comparing its performance with other schools and striving for improvement. The school is effective in raising standards, has very good capacity for further improvement and provides good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

45. To continue the improvement in pupils' achievement the headteacher, staff and governors should:
- (1) improve provision for pupils with special educational needs and increase the progress they make by:
 - a) using the good individual education plans to guide teaching and support in lessons and improving teachers' lesson plans by ensuring that they include information about what each group of pupils is intended to learn in each lesson;
 - b) improving the overall management of special educational needs;
 - c) improving the resources for teaching pupils with special educational needs.
(Paragraphs 8, 12, 17, 18, 21, 33, 40, 51, 62)
 - (2) raise standards in design and technology by:
 - a) improving teachers' subject knowledge;
 - b) improving long-term planning to show how pupils will develop their design skills as they move through the school, and ensuring this guidance is used effectively in lessons.
(Paragraphs 6, 19, 66-69)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	69
Number of discussions with staff, governors, other adults and pupils	48

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	4	17	23	23	2	0	0
Percentage	6	25	33	33	3	0	0

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

Information about the school's pupils

Pupils on the school's roll	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	298
Number of full-time pupils known to be eligible for free school meals	48

FTE means full-time equivalent.

Special educational needs	Y3 – Y6
Number of pupils with statements of special educational needs	11
Number of pupils on the school's special educational needs register	63

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	10
Pupils who left the school other than at the usual time of leaving	12

Attendance

Authorised absence	%
School data	94.8
National comparative data	94.1

Unauthorised absence	%
School data	0.2
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 2 (Year 6)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2002	34	35	69

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	24	27	30
	Girls	29	25	32
	Total	53	52	62
Percentage of pupils at NC level 4 or above	School	77 [74]	75 [71]	90 [87]
	National	75 [75]	73 [71]	86 [87]

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	25	25	31
	Girls	29	25	33
	Total	54	50	64
Percentage of pupils at NC level 4 or above	School	78 [74]	72 [82]	93 [88]
	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	297	2	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	0	0	0
Mixed – any other mixed background	0	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	1	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
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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: Y3 – Y6

Total number of qualified teachers (FTE)	10.9
Number of pupils per qualified teacher	27.3
Average class size	32.8

Education support staff: Y3 – Y6

Total number of education support staff	12
Total aggregate hours worked per week	204

Financial information

Financial year	2001 - 2002
	£
Total income	723144
Total expenditure	750502
Expenditure per pupil	2324

Recruitment of teachers

Number of teachers who left the school during the last two years	11.6
Number of teachers appointed to the school during the last two years	6.1

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	295
Number of questionnaires returned	71

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	56	39	3	0	1
My child is making good progress in school.	54	41	3	0	2
Behaviour in the school is good.	45	49	4	0	1
My child gets the right amount of work to do at home.	35	48	14	3	0
The teaching is good.	51	38	3	0	8
I am kept well informed about how my child is getting on.	42	42	11	1	3
I would feel comfortable about approaching the school with questions or a problem.	62	25	10	1	1
The school expects my child to work hard and achieve his or her best.	63	35	0	0	1
The school works closely with parents.	31	54	11	1	3
The school is well led and managed.	41	39	7	3	10
The school is helping my child become mature and responsible.	45	49	6	0	0
The school provides an interesting range of activities outside lessons.	45	51	6	0	7

Other issues raised by parents

Parents commented that being involved in setting targets together with their children and teachers was valuable, and expressed concern about the decline in after-school music clubs.

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

ENGLISH

46. Standards in English are improving and 2002 test results in Year 6 were in line with the national average. This reflects good progress since the last inspection. The headteacher and subject manager have led improvement by carefully analysing data and tracking individual pupils' test scores together. This has enabled staff to see where there are areas of weakness within the curriculum and to ensure that teachers consider them when they plan work for pupils. This strategy has been effective in improving pupils' writing and some specific reading skills.
47. When pupils enter the school, many are confident in speaking and are aware of how to adapt their way of talking to suit their audience. This was evident in a Year 3 class when pupils took part in acting out the myth of Theseus and the Minotaur. They were confident in retelling the story as well as in acting out individual roles. In Year 6, the majority of pupils enjoy talking about their likes and dislikes, discussing the meaning of words or their preferences for different types of books and authors.
48. Although there are a number of pupils with special educational needs who find reading difficult, most reach average standards in reading throughout the school and make steady progress. By Year 6, both boys and girls have developed good reading habits, and are confident in doing research across the curriculum. They use books or material from the Internet to find out about characters from history or how machines work. Some higher attaining pupils have developed sophisticated tastes, enjoying writers like Tolkien or getting to grips with car repair manuals. The majority know how to find information in books and libraries. Throughout the school, pupils benefit from purposeful activities to guide their reading. These help pupils to begin to refer to texts to find things out, and to comment on or analyse books they have enjoyed. Pupils improve their vocabulary by looking for words about a particular topic or in a certain format. Lower attaining pupils sometimes still need to use individual letters or patterns to work out words, and, in their anxiety to finish a page, sometimes make wild guesses.
49. Standards in writing have improved over recent years and the majority of work seen in Year 6 is in line with national expectations. Most pupils present work neatly, use legible handwriting and spell and punctuate with at least a reasonable level of accuracy. Higher attaining pupils use language effectively to create effect or write persuasively, with some making a really good attempt to write in 'book language' when they produce stories or factual accounts. They vary their style as they write for a range of different purposes, such as letters of complaint, or newspaper accounts. ICT enhances pupils' writing by helping them to plan stories or cut and paste their material for longer pieces of work. There are, however, a number of pupils with special educational needs throughout the school who struggle with writing, and who are not making suitable progress because some of the tasks set for them are too hard. Pupils write well in subjects such as history or science. For example, pupils write a day in the life of a Victorian child labourer or produce a summary of a science experiment.
50. Teaching is good overall, and ranges from satisfactory to very good. The best lessons have brisk pace, interesting content and are often enlivened by the teacher's own enthusiasm for the subject. In one lesson, the teacher was so successful in motivating the pupils to look at the biographies and autobiographies that she had chosen that they borrowed them for the rest of the week and were keen to talk about them to inspectors. Another teacher successfully picked up on a pupils' error in the use of a prefix at the beginning of a word,

using it as a valuable teaching point to discuss how prefixes change the meaning of words and giving the class strategies for trying different ones as a way of enlarging vocabulary. A lively delivery in re-telling the Minotaur story ensured that pupils listened in rapt attention and hung on every word. There are regular opportunities for pupils to work in groups and pairs through debates and discussions. Many teachers pay very good attention to the information they gain from the school's careful analysis of assessment data to ensure that pupils remain on track, and are reaching their expected standard.

51. The main weakness in teaching is in matching learning tasks to pupils' needs. In a few lessons, the mismatch was so great that lower attaining pupils became frustrated and made very little progress. Teachers plan lessons in teams across year groups, but the plans do not show what pupils of a range of attainment are intended to learn in the lessons. In a few lessons, the activities planned are not appropriate for all the pupils. When this happens, the pace of the lesson slows, and behaviour deteriorates. Overall, pupils enjoy their lessons, and talk animatedly about what they have appreciated and what has helped them.
52. The management of the subject has improved considerably since the last inspection. The subject manager has a clear overview of the school's achievements in English and has planned how to raise standards further. The manager and headteacher review the quality of teaching and learning effectively. The action taken as a result is gradually helping to improve teaching using the national literacy strategy. The updated resources are well organised. However, some reading books offered to younger and lower attaining pupils are old and uninspiring. The library is not always available for pupils to use by themselves, which limits their independent research skills. Annual theatre visits, school performances, visiting drama companies, book clubs and book fairs enrich the curriculum. These activities promote pupils' cultural development well.

MATHEMATICS

53. Standards are broadly in line with those expected for pupils by the age of eleven, in both test results and work seen during the inspection. The majority of pupils in Year 6 are now achieving average standards. There is a trend of improvement with standards rising steadily.
54. Pupils' work shows that there has been rapid improvement during the current term due to higher quality teaching. Progress was limited previously because the school had not fully introduced the national numeracy strategy. Staff use the strategy successfully now and standards are rising. The majority of pupils make good progress as they move through the school. Progress is unsatisfactory for some pupils with special educational needs because there are still some weaknesses in lesson planning. The school is aware of this because monitoring in the subject is effective.
55. By the time that they are eleven, most pupils have a secure understanding of basic number. They have a good grasp of their tables and most pupils recall them quickly. Most pupils calculate correctly using the four operations of addition, subtraction, multiplication and division and have effective strategies for working things out mentally. Pupils work confidently with large numbers and higher attaining pupils explain a range of calculating strategies and know which is the best one to use. The majority of pupils have a good grasp of fractions and decimals and use what they know to solve problems. Most pupils know how to calculate the area of rectangles; higher attaining pupils work out how to find the area of compound shapes and understand how to use the appropriate formula to calculate a rectangle's area.
56. Teaching is good overall, with a substantial proportion of very good lessons and a few that are excellent. As a result, pupils respond positively to mathematics and enjoy learning about and using numbers. Teachers generally have a good rapport with pupils and manage

lessons well. They sustain pupils' interest in busy lessons where learning is good. Staff display appropriate individual targets in mathematics books, to help pupils to improve their skills. In lessons that are very good or excellent, teachers have very good subject knowledge and make challenging demands of pupils to talk through the strategies that they were using in calculations, such as when they were halving or doubling amounts of money in Year 6. In a Year 4 lesson, the teacher used very good strategies to reinforce pupils' learning when she created a 'real life situation' of the shopkeeper giving change to the customer. The pupils enjoyed this activity and; as a result, understood the strategy of 'counting on' as a method of giving the correct change.

57. Staff teach mental mathematics well. This is an improvement since the previous inspection. An excellent lesson moved along very briskly, with the teacher asking quick-fire questions pitched at the appropriate level to match the different needs of pupils. The use of individual number fans was very effective and enabled the teacher to carry out instant assessment. A very good strategy to use a quick fire game substituting 'fizz' or 'buzz' for multiples of 2 or 5 motivated pupils well, they enjoyed the challenge.
58. There are good opportunities to develop mathematics in other subjects. In geography, for example, pupils work out the distances between places on a map and use protractors when they are learning about the points of the compass. In DT, pupils work on patterns and make appropriate templates.
59. The subject manager has good knowledge and understanding of the subject and has supported colleagues through staff training and informal meetings. The rigorous monitoring by the headteacher and the subject manager through observing teaching, talking to pupils and looking at planning means that teachers are aware of what could be improved. Assessment procedures are very well established and give teachers a clear overview of the progress made by each pupil. There are detailed records for tracking pupils' level of attainment as they move through the school. Performance data is analysed very effectively and the individual tracking sheets are used very well to set pupils' suitably challenging targets.

SCIENCE

60. Pupils in Year 6 achieve above average standards in the national tests. The rise in standards is the result of detailed analysis of pupils' performance, good teaching and the introduction of a well-structured commercial scheme of work. The two-year science timetable addresses the needs of pupils in mixed age classes. Pupils have plenty of opportunities to carry out practical scientific investigations, and to increase their scientific knowledge and understanding. Consequently, pupils' work this year shows that they continue to achieve at least as well as expected.
61. By the age of eleven, pupils carefully consider the conditions necessary for a fair test when they undertake experiments to find out about the solubility of different solids. They make well-reasoned predictions about the likely outcomes of their experiments; they are prepared to change their ideas in the light of new discoveries as they investigate. Higher attaining pupils explain that filters separate solid particles from liquids and note that there are minute holes in the paper filter, which allows some particles to remain in the liquid. Pupils use literacy skills well to record clearly written experiments and write thoughtful conclusions about their findings, showing good scientific knowledge and understanding. Most pupils present their work with care making good use of numeracy skills in charts and graphs to illustrate their findings during investigations. Pupils use ICT appropriately to set out their work and use the Internet for research.

62. Pupils with special educational needs make satisfactory progress when they receive additional adult support to talk through their ideas and to help with their written work. However, teachers do not pupils' ability well enough. For example, some pupils struggle to record their work because not enough strategies to support writing are available in science lessons.
63. Teaching and learning in science are good overall, and sometimes very good. In the best lessons, teachers have very good subject knowledge, pupils enjoy science and behave well. Teachers use probing open-ended questions, which challenge pupils to plan investigations and reflect on the outcomes. As a result, pupils say that science is an interesting subject and that "you have to use your brain". They know that it is acceptable to make mistakes in scientific predictions and that "scientists have to test things out to discover whether or not their ideas are right". Teachers ensure that pupils develop a scientific vocabulary, they prepare resources well for practical tasks and make good use of homework. In Years 5 and 6, teachers' good marking asks pupils further questions about their discoveries and identifies areas that pupils need to improve. In some lessons closed questions limit the opportunities for pupils to offer their own ideas about scientific processes.

ART AND DESIGN

64. Due to the timetable, very few art and design lessons were seen during the inspection. Pupils take home a lot of their work and there were not enough examples available to make an accurate judgement of the standards achieved in each year group. Two-dimensional finished work that was available from Year 6 is of high quality as are displays around the school. However, sketchbooks from all year groups have few examples to show how pupils develop their skills over time in specific aspects of art; such as combining the visual and tactile elements of colour, pattern and texture, line and tone, shape, form and space. In addition, there is little evidence of three-dimensional artwork.
65. No overall judgment can be made about the quality of teaching as too few lessons were seen to make a judgement. Nonetheless, lessons could be improved by a clearer focus on planning the purpose of each lesson and the skills that pupils might develop. Some teachers lack confidence in teaching art and design, the resources that are available to help them are inadequate. The long-term plan for art is not complete due to unavoidable staff absence. As a result, there is no clear guidance to show how pupils will develop their skills as they move through the school, and no indication of the level of achievement expected in each year group. Resources for pupils to use are also unsatisfactory mainly due to limited supplies. In addition, they are inaccessible; for example, an appropriate range of sketching pencils was not easily available to pupils who were beginning to draw facial features in detail. As a result, pupils could not use shading techniques to improve their drawings. Developing better guidance for the subject has been identified as a priority for school development.

DESIGN AND TECHNOLOGY (DT)

66. Standards in DT are below expectations in Year 6 because pupils do not have enough experience in the design process. This was a concern in the subject at the time of the last inspection. Due to the lack of improvement, standards are now lower than they were at that time.
67. Throughout the school, pupils have had a lot of practice in making models; there is plenty of photographic evidence of pupils displaying their finished designs. However, these are usually all very similar and pupils did not experience the process of designing the model for a specific purpose, listing the materials and techniques they might use in its construction. Consequently, when the models were complete, pupils did not evaluate how well their designs worked and how they could be modified.

68. The subject manager works part-time and is new to the school; she has already recognised that DT skills are not taught appropriately and are too low in each year group. She has put in place temporary planning to improve pupils' skills. However, she has not yet had time to improve teachers' subject knowledge in DT so that standards can begin to rise appropriately. There is no complete long-term plan to show the level of skills expected in each year group. Provision for this is included as part of the manager's action plan.
69. Teaching is satisfactory because teachers use the new temporary plans to guide their lessons. Furthermore, teachers bring to DT the good management, trust and respect for pupils shown in other subjects. As a result, most lessons are lively with plenty of discussion. Such as when pupils enjoyed beginning to make glove puppets using a wide range of tools safely; including scissors, needles and pins. However, there is still too little emphasis on the design process in most lessons. This limits the progress that pupils make in the subject.

GEOGRAPHY

70. Standards are broadly in line with expectations in Year 6 and have been maintained since the last inspection. By the age of eleven, pupils make satisfactory progress in both mapping and geographical enquiry skills.
71. Pupils in Years 5 and 6 use these skills to learn about different types of settlements and compare the features of their own local environment in Barwell with those in the Isle of Skye. They distinguish features, such as mountains, which contrast with those in the local area and identify different industries on the island to those found in Barwell. When talking about this work they show an understanding of how settlements change over time. Pupils in Years 3 and 4 interview their family and friends for homework using a questionnaire to identify types of local employment. This helps them to understand the different types of jobs that people do in Barwell. Pupils in Year 3 mark their route to school on a map appropriately.
72. The quality of teaching is good overall; with some inspirational lessons. In the best lessons teachers use unusual methods to motivate pupils; for example, in an imaginative introduction to work on settlements a teacher played the "Skye Boat Song" on her bagpipes. Pupils found the Isle of Skye in a flash on their maps after this magical introduction and wanted to know all about the island. They enjoy work and behave well in lessons. Most pupils present their work with care although this varies from class to class. Pupils use ICT well in geography, easily locating and navigating around the Isle of Skye website. They use literacy skills well to take notes whilst watching a video. There are some instances of good marking where challenging questions encourage further research. However, teachers' planning does not make clear what different groups of pupils will learn in lessons or set out how those with special educational needs will be supported; as a result, these pupils sometimes cannot cope with the work.
73. Good use is made of visits to enhance learning. For example, Year 6 pupils take part in a residential visit to Scarborough, to study a contrasting locality. Resources are satisfactory overall, and new aerial maps of the locality are well used. However, many world atlases are outdated. The subject is managed well, examples of pupils' work have been collected together and assessment procedures introduced to evaluate standards. Monitoring of teaching and learning is good and includes pupil interviews, which provide staff with plenty of evidence about the standards pupils achieve.

HISTORY

74. Standards in Year 6 are in line with those expected for pupils nationally. The subject has improved since the last inspection in that there is now sufficient time allocated to cover the National Curriculum. In addition, a good policy and a longer-term plan are in place and a sound start has been made on the process of assessment.
75. By the age of eleven, pupils are well informed about the main events of the Victorian era and are very interested to discuss distinguishing features of the period, such as poverty and child labour. Their historical skills are well developed; they are confident in conducting their own research either from books or from the Internet. They discuss and evaluate sources and present and communicate their findings effectively. Their sense of chronology is developing well. When asked to write a day in the life of a poor Victorian child, they engage emotionally with the issues and show an emerging awareness of the importance of human rights. Pupils are very enthusiastic about the subject in all classes. Some do their own research at home, downloading information from the Internet and creating their own history project folders. Two pupils in Year 6 were heard discussing how they would like to spend all day on the subject because it was so interesting.
76. This enjoyment of the subject mirrors the good teaching; some lessons are very good. Teachers use a wide range of resources to help children with their learning. These include videos, books, photographs, stories, contemporary accounts and ICT. Teachers are interested in the subject and share their enthusiasm with pupils. They plan lessons in detail and share objectives with pupils so that they know what they are learning. In some classes where there are many children with special educational needs, tasks are not planned at an appropriate level. Although children take on board the historical ideas, they are unable to record what they know and understand. On these occasions, they sometimes lose interest and motivation.
77. The headteacher, who acts as temporary subject manager, leads the subject well. Monitoring and evaluation of the subject are well established and helping to raise standards. A series of visits and visitors enrich the curriculum; for example, through a visit to the Black Country Museum to learn more about Victorian working conditions. A visit from a mask-maker helped younger pupils make Greek masks to inspire them when they acted out Greek myths. Printed resources are adequate, but there are not many artefacts to enhance pupils' skills of observation and deduction.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

78. Standards are broadly average in Year 6 and have improved since the last inspection. Standards have improved because the computer suite is used effectively to teach other subjects, for example English and mathematics, in addition to dedicated ICT lessons. A great deal of work has been done to improve staff skills through very well focused training and support; staff confidence is rising rapidly as a result. The subject manager organises the teaching of ICT in the suite very well, providing clear guidance to teachers through a good long-term plan. In addition, governors have provided a technical teaching assistant to work full-time in the suite. This very effective investment enables staff to use the computer suite all the time, making full use of the expensive equipment. The technician quickly resolves software issues and is always available to help both pupils and staff.
79. By the age of eleven pupils use ICT confidently. All pupils navigate around a computer screen with confidence and perform simple editing tasks with ease. Higher attaining pupils quickly understand how to create a hyperlink from one file to another and apply this skill appropriately to the school website. Pupils use ICT to present their work in other subjects

such as science, and geography. They frequently use the Internet for research in many subjects.

80. Teaching is good overall, ranging from satisfactory to very good. Teachers explain clearly to pupils what is expected, and some make good use of the laptop and projector to demonstrate a process before pupils try it out for themselves. Pupils behave responsibly because teachers trust them; they do not want to let their teachers down because they enjoy the lessons. There are high expectations for pupils to work independently and all teachers use a very effective strategy to pair pupils well so that one pupil can assist the other. This is good support for pupils with special educational needs. In classes where higher attaining pupils work together, further ability grouping is effective because the most able discuss their ideas at a high level and make rapid progress. Pupils have plenty of opportunities to use the computers and increase their skills. They often show great delight in the work and their own achievements. Resources are well prepared to help them work their way through an unfamiliar process, such as creating a hyperlink. There is still some improvement needed in the use of ICT in other lessons. Although computers are often used in classrooms, there is not always a clear purpose for using ICT in the lesson. Lesson planning, both in dedicated ICT lessons and in other subjects, does not always make clear how each group of pupils will improve their ICT skills.

MUSIC

81. The school has maintained above average standards in Year 6 since the last inspection. Singing remains of a high quality and pupils sing with great joy. Music standards are high due the influence of inspirational staff who have great expertise in the subject.
82. By the age of eleven, pupils in Year 6 follow complex clapped rhythms with great accuracy and enthusiasm. They sing in two parts with much confidence and maintain a steady beat well. Pupils talk about the texture of music they have heard and offer thoughtful descriptions of thin and thick texture. Pupils identify and analyse sound texture based on different graphical representations of the sounds they hear. Higher attaining pupils in Year 6 compose complex pieces of music using the Music Explorer program on the computer. Year 3 pupils maintain a steady beat when they clap the rhythm of a piece of music. They sing the song " 47 Greek Street" with evident enthusiasm and a good sense of rhythm. In whole school assemblies, pupils vary tempo and dynamics well. Pupils sing words clearly and are encouraged to develop good breath control when sustaining long notes.
83. Teaching is satisfactory overall, ranging from satisfactory to very good. In the most effective lessons the teacher's total love of music making and high expectations for participation leads to both boys and girls singing with emotional feeling and great energy. Pupils with special educational needs are encouraged to participate fully. Appropriate use is made of the commercial scheme to support non-specialist teachers in delivering lively music lessons.
84. A considerable number of pupils take up the opportunity to learn an instrument, such as the saxophone, violin, flute, fifes and clarinet through tuition by the Peripatetic County Music Service. These pupils contribute well in class lessons. Music making is an important part of the life of the school and pupils have opportunities to join many clubs during and after school. A dozen pupils currently participate enthusiastically in the recorder club and many more in the choir. Parents particularly enjoy the school productions and concerts where music features strongly. The school invites instrumental groups to perform for pupils and the subject makes a very important contribution to pupils' spiritual, social, and cultural development.

85. A skilled new manager has taken over responsibility for the subject from another talented musician. Together they are a formidable team. Resources for music are good, but the school has identified the need to increase the range of instruments from different cultural traditions and replace some much used percussion instruments. There is a separate music room where pupils enthusiastically use percussion instruments, keyboards and CD players without disturbing other quieter lessons in the main building.

PHYSICAL EDUCATION (PE)

86. During the inspection games activities were mainly taught by a coach from 'In 2 Sport', which the school is using this term for improving skills in PE. Regular swimming instruction takes place, which ensures that the majority of pupils confidently swim 25 metres before they leave the school. Dance, gymnastic, athletic and outdoor and adventurous PE activities take place at other times of the year.
87. By the age of eleven, pupils' skills are broadly in line with expectations. Pupils in Year 3 are aware of how to improve their technique as they work hard to improve their performance controlling balls with Unihoc sticks. Year 4 pupils, also working with Unihoc equipment, benefit from watching other pupils' performance and learn how to improve their own skills, such as when hitting the ball to a partner or stopping the ball with their sticks. Older pupils in Years 5 and 6 catch or 'head' a large ball accurately. They move the ball in a straight line, using their Unihoc sticks, and improve their performance during the lesson as they practise.
88. Teaching is satisfactory overall, and is sometimes good. All lessons begin with a warm-up and teachers remind pupils about the importance of safety, especially when using Unihoc sticks. Teachers are good role models for the pupils and give good guidance to them about analysing their performance and thinking about its strengths and weaknesses so that they use appropriate strategies to improve. Whilst the coach is teaching, class teachers have good opportunities to assess pupils' performance and help them with improving their skills. Teachers are also developing their own skills by observing experts in the subject.
89. The subject manager has recently joined the staff. She is enthusiastic and has clear ideas about what she needs to do to move the subject forward. There is good guidance for planning in place that provides good coverage of the subject, thus giving pupils opportunities for games, dance, gymnastics, athletics and swimming. Good use is made of links with local clubs to make available some specialist coaching and a good range of extra-curricular activities, which includes football, basketball and athletics. These promote pupils' interest in sport, which means that pupils are well motivated and enjoy sports activities.

RELIGIOUS EDUCATION (RE)

90. Pupils make satisfactory progress throughout the school and standards attained in Year 6 are broadly in line with the expectations of the locally agreed syllabus.
91. In Year 3, pupils learn about friendships and think about ways to mend a broken friendship and relate this to their everyday lives in school. In Year 6, pupils learn about holy books, which gives them opportunities to realise that different world faiths all have their own holy books that provide guidance on everyday living. They enjoy making a comic strip to tell the parable of the Good Samaritan in a modern day context and they write about someone who was the victim of a hit and run driver. Pupils make modern day comparisons with the people in the Bible story who did not offer to help the person who was hurt. This enables to pupils to understand the meaning of the story and to relate it to real life situations.
92. Teaching is satisfactory and sometimes good. Teachers use a variety of activities in lessons in order to promote learning. In Year 3, pupils listened well to the Bible story of

Jacob and Esau and thought about forgiveness. The story was well chosen to illustrate the importance of forgiving one another and helped pupils to identify with the people in the story and so relate this to situations that they face in their lives in school or with their families. Pupils in Year 6 enjoy thinking about making choices, for example, the teacher presented them with a real life situation by asking them what they would do if he left a £1 coin on the desk. A useful discussion followed when pupils considered the consequences of taking the coin and how the person would feel who took it and how the teacher would feel. Later they considered which of the Ten Commandments related to taking the coin. Lessons such as these give pupils good opportunities to reflect on people's feelings.

93. Pupils enjoy visits to the local parish church and the school's involvement with several other local churches means that pupils have first-hand experience of places where people go to worship God. The subject manager gives good leadership. She is enthusiastic and knows how to bring about improvement. She has devised a structure for planning based on the locally agreed syllabus and national guidance on planning for RE. It provides good opportunities for pupils to learn about major world faiths.