

INSPECTION REPORT

Ashby de la Zouch Primary School

Ashby de la Zouch

LEA area: Leicestershire

Unique reference number: 120190

Headteacher: Sheila Grice

Reporting inspector: Alice E Soper
18148

Dates of inspection: 23rd – 26th September 2002

Inspection number: 248110

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: Voluntary Controlled

Age range of pupils: 5-11

Gender of pupils: Mixed

School address: Burton Road
Ashby de la Zouch
Leics

Postcode: LE65 2LL

Telephone number: 01530 412243

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Appropriate authority: The Governing Body

Name of chair of governors: Mrs Alison Hayes

Date of previous inspection: 06/03/2000

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
18148	Alice Soper	Registered inspector	Special Educational Needs Art and design Geography History	What sort of school is it? The school's results and pupils' achievements. How well are pupils taught? What should the school do to improve further?
9146	Mark Brenand	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?
27677	Doreen Davenport	Team inspector	Educational Inclusion Mathematics Music Religious Education	How well is the school led and managed?
18129	Lyn Moran	Team inspector	Foundation Stage English Physical Education	

15761	Melvyn Hemmings	Team Inspector	Science Information and communication technology Design and technology	How good are the curricular and other opportunities offered to pupils?
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is situated in the small Leicestershire market town of Ashby de la Zouch. The accommodation comprises the main school building and portable classrooms, which provide classrooms for pupils in Years 5 and 6 and a music room. There are 262 pupils on roll, including 27 children in the reception class. English is the first language for all pupils, who are mainly from white backgrounds. The number of pupils with special educational needs is below the national average, whilst the number with a Statement of Special Educational Needs is broadly average. However, the number with special educational needs is rising. Although it varies considerably from year to year, attainment on entry this year is good and above average.

HOW GOOD THE SCHOOL IS

The school is effective. Standards are good and above the national average in science. They are satisfactory and currently in line with what is expected nationally in English and mathematics in Year 6. Standards of behaviour are very good and there are very good relationships in the school. The teaching is good overall and all teachers share a commitment to improving the quality of teaching and learning further. The leadership and management of the headteacher and deputy are good and there is full support from the governing body and staff. Since the headteacher's appointment many issues from the last inspection have been addressed but the school has still to improve the rigour of its monitoring and evaluation procedures. The school provides satisfactory value for money.

What the school does well

- Standards are good in science by the end of Year 6.
- The school is led and managed well by the headteacher and key staff.
- Teaching is good.
- There is a good partnership with parents.
- Pupils behave very well and have very positive attitudes to learning.
- There are good procedures for ensuring pupils' welfare.
- There is very good extra-curricular provision.

What could be improved

- The provision for children in the Foundation Stage.
- Assessment and recording procedures and the use of assessment to guide planning.
- Continuity and progression in the foundation subjects.
- The monitoring, evaluation and development of teaching.
- Opportunities for pupils' independent learning.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in March 2000, when it was found to be underachieving. It had made insufficient progress since its previous inspection in 1996. Her Majesty's Inspectors of Schools visited in September 2001 to assess the progress made and judged this to be reasonable. The school has continued to work hard and, overall, there has been a good improvement since 2000. The

headteacher's good leadership and the establishment of an effective senior management team are having positive impacts on improving and enhancing the quality of teaching and learning. In the school's detailed improvement plan, success criteria are now clearly linked to raising standards. The school is now more rigorously analysing and monitoring pupils' performance in English, mathematics and science than previously. This enables staff to plan future work more successfully in these subjects, although these systems have not yet had a similar effect in other subjects of the curriculum.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	B	A	B	D
mathematics	C	B	B	C
science	A	A	A	B

Key

well above average A

above average B

average C

below average D

well below average E

The table shows that attainment by the end of Year 6 in 2001 was good and above the national average in English and mathematics and very good and well above the national average in science. In comparison with similar schools, performance was above average in science, average in mathematics, but below average in English. In the same year, Year 2 pupils' performance was good and above the national average in reading and writing and slightly above average in mathematics. It was average in reading and mathematics, but below average in writing when compared to the performance of pupils in similar schools. The very recent results of 2002 national assessments show that there has been sustained good performance in English and mathematics and very good performance in science by the end of Year 6. The Year 2 results in 2002 indicate that pupils' attainment has been maintained at similar levels to those of 2001 in reading, writing and mathematics. Evidence from the inspection shows that pupils' attainment in English is satisfactory and in line with the national averages in Years 2 and 6. Reading is satisfactory in Year 2 though some aspects are not fully developed, such as the use of different reading strategies. The standards in Year 6 reflect the numbers of pupils with special educational needs and do not indicate a decline in the school's performance. Standards are good and above average in science in Year 6. They are satisfactory in mathematics in Years 2 and 6 and satisfactory in Year 2 in science. Standards attained by some pupils in Years 1 and 2 are not always as good as they might be as the pace of learning is sometimes too slow and there is not always enough challenge for the more able pupils. Year 6 pupils' performance in the national tests has been broadly in line with the national trend over recent years, taking into account all three, core subjects. The trend for the Year 2 pupils is broadly in line with the national trend in reading, but it is more varied in writing. Standards in mathematics at the end of Year 2 have remained similar over recent years. The school has set appropriate targets for pupils, who generally achieve well.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
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Attitudes to the school	Very good. Pupils enjoy coming to school and show keen interest.
Behaviour, in and out of classrooms	Very good. Pupils behave very well in lessons and when at play. They work well together and as individuals.
Personal development and relationships	Good. Relationships are good. Pupils become confident and mature but do not always have enough opportunity to develop independent learning skills.
Attendance	Very good. Pupils arrive punctually.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Satisfactory	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 is good overall. English and mathematics are taught well, as the school effectively follows national guidance in these lessons. Particular strengths in the teaching include the good management of pupils, which is greatly enhanced by the good relationships and the effective use of support staff and resources. Literacy and numeracy skills are taught well. Pupils with special educational needs are taught well and they make good progress. The less successful aspect of teaching includes the inconsistency of the use of assessment to guide planning and teaching, which means that work does not always meet all pupils’ needs. Pupils are given insufficient opportunities for independent learning. There are limitations in the teaching of children in the afternoon reception and Year 1 class, as the curriculum provided for the reception children does not meet their needs. The school is currently working hard to improve the provision in the Foundation Stage.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory in Years 1 to 6. Unsatisfactory in the Foundation Stage (reception year).
Provision for pupils with special educational needs	Good. Pupils receive effective help in lessons from teachers and support staff. The co-ordinator provides very good guidance for staff.
Provision for pupils’ personal, including spiritual, moral, social and cultural development	Good overall and particularly good for moral and social development. The provision successfully adds to the quality of the school’s life as a caring Christian community. Pupils do not always have enough opportunity to express their views and ideas in lessons.
How well the school cares for its pupils	Good care for pupils’ welfare. Good provision for promoting good behaviour. The use of assessment to guide planning is not yet fully

	satisfactory.
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The school works well in partnership with parents. Particular strengths in the curriculum include the very good extra-curricular activities provided and the ways in which all pupils are fully included in school life. The curriculum for children in the Foundation Stage provides a limited range of learning experiences. There is a lack of progression across the school in some subjects, such as geography. The procedures for child protection and pupils' welfare are good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and deputy provide good leadership. The headteacher has a clear vision for the school's further development. The co-ordinator for special educational needs manages the provision very well.
How well the governors fulfil their responsibilities	Satisfactory. Though many are newly appointed, they fulfil their responsibilities and are rapidly improving their knowledge of, and involvement in, the school.
The school's evaluation of its performance	Satisfactory. The school is still developing its procedures for identifying and addressing weaknesses and sharing good practice.
The strategic use of resources	Good overall. Staff are deployed effectively and most resources are used well. Some resources, such as the library are not used enough for independent work.

Staffing and the accommodation are adequate. There are good subject resources overall. The headteacher and deputy have formed an effective team and have effectively identified areas for improvement. The leadership and management of several subjects are not fully developed. The monitoring, evaluation and development of teaching and learning are in the early stages of development. The principles of best value are applied well.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Pupils like school and behave well. • The teaching is good. • There are high expectations of work and achievement. • Their children are helped to become mature and responsible. 	<ul style="list-style-type: none"> • The consistency of homework provided. • The communication of information about their children's progress.

Inspectors agree with parents' positive views about the school, though there are some occasions when expectations of work are too low. Inspectors disagree with parents' views about homework and information. The school has already taken action to improve these.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The very recent results of the 2002 national tests show that performance in reading and writing was good. It was satisfactory in mathematics. The performance of Year 6 pupils in 2002 was very good and well above the national averages in English, mathematics and science. These showed a particularly good improvement in Year 6 pupils' performance in English from that in 2001. They also indicate a good improvement in standards in English and mathematics since the last inspection. The very good standards attained in 2002 in science follow a pattern of similar very good attainment over the last three years. In 2001, in comparison with schools in similar contexts, pupils' performance was good in science, average in mathematics, but below average in English by the end of Year 6. In the same year by the end of Year 2, pupils' performance was good and above the national average in reading, writing and mathematics. It was average in reading and mathematics, but below average in these subjects in comparison with schools in similar contexts. The most recent 2002 results indicate that, for this year, there will be an improved comparison with schools in similar contexts in English and mathematics by the end of Year 6.
2. At the end of 2001 the school's analyses of performance in the national tests showed that there had been a steady increase in reading results for Year 2 pupils over the previous four years. However, although the number of pupils attaining higher than average results increased, the number attaining the average level did not increase in the same way. The number of Year 2 pupils attaining higher than average results in writing was markedly lower in 2001 than in previous years, which the school attributed to the over-emphasis placed on reading during the literacy hour. In mathematics, the number of pupils attaining higher than average levels continued to increase in 2001.
3. Evidence from the inspection shows that standards are satisfactory in English and mathematics in Years 2 and 6. In science, standards are satisfactory in Year 2 and good in Year 6. The report by Her Majesty's Inspectors in 2001 highlighted the variations in pupils' abilities in different year groups, which are still evident. The current Year 6 pupils' prior attainment is lower than that of the 2002 group and there are also a significant number of pupils with special educational needs in the current group. Reading is good and standards in writing are satisfactory in Year 6. The strong focus on improving writing is having a positive effect, whilst the support given to pupils with special educational needs enables them to make good progress. There is often very good teaching in Years 3 to 6, which is maintaining satisfactory standards in writing, despite the numbers of pupils with special educational needs. The school is successfully improving the standards in writing but there are aspects of the provision for reading in Years 1 and 2 and in the reception year that have yet to be fully addressed. Overall, pupils achieve well in English.

4. Pupils generally achieve well in Years 3 to 6. However, there is a slower than expected pace to some lessons and more able pupils are not always sufficiently well challenged in Years 1 and 2. In science, Year 6 pupils make very good progress due to the very good quality of teaching by the Year 6 teacher. Pupils across the school generally achieve well in science, showing a keen interest in practical investigations.
5. Standards in art and design and history are broadly satisfactory by the end of Years 2 and 6, though there are some weaknesses in the provision in both subjects because of the lack of progressive programmes of work and the inconsistent expectations of what pupils can achieve. Pupils show interest in both subjects, but do not always have the opportunity to develop their independent learning skills in some classes. In geography, the scrutiny of pupils' previous work indicates that there is variation in the standards achieved, with these being unsatisfactory by the end of Year 2 due to the limited provision. In Year 6 standards are broadly satisfactory. Standards in information and communication technology are satisfactory by the end of Years 2 and 6, due to the improvement in teaching specific skills since the last inspection. Standards in physical education are also satisfactory and pupils work hard to refine and improve their performance. By the end of Years 2 and 6 standards in religious education meet the requirements of the locally agreed syllabus. In some cases, pupils' achievement is restricted by the lack of challenge in the tasks provided. It was not possible to make a judgement on standards in design and technology and music due to insufficient evidence.
6. Pupils with special educational needs make good progress and achieve well in relation to their capabilities. Their needs are met well through carefully adapted work. This good provision was also seen at the time of the last inspection. Those with higher attainment are not always sufficiently well challenged in some lessons and do not make the expected progress.
7. Children in the current Foundation Stage have above average prior attainment when they begin school and are likely to exceed the early learning goals in all six areas of learning by the end of the reception year. Their developing independent learning skills are, however, restricted by the unsatisfactory provision that currently exists, though there are good priorities in place to improve this situation.

Pupils' attitudes, values and personal development

8. The high standards noted during the last inspection have been maintained and remain strengths of the school. From the earliest days pupils enjoy coming to school. This is borne out by interviews with pupils, together with the LEA survey of pupil attitudes, which indicates that most are happy in the school. There were many occasions, particularly when teaching was good, when pupils demonstrated high levels of enthusiasm. In group activities and during individual work they also work hard and make good progress. Many are often eager to do homework, including finding information for themselves. Interest in activities is good, with pupils keen to support a range of activities including football, netball, cross country, cricket, hockey and music.
9. Throughout the school and in a range of contexts, behaviour is very good. In assemblies, at playtime and in the dining hall, pupils show respect for one another, such as by waiting courteously to be served, holding doors open and helping one another in lessons. In most lessons observed, behaviour was good or better, which enhanced teaching and learning. No incidents of bullying or racism were observed and interviews with pupils confirm that such incidents are rare. There are currently no exclusions.

10. Relationships amongst pupils and between pupils and staff are good, giving pupils confidence and heightened self-esteem. Pupils, including the youngest children, are generally polite to one another. For example, in the Year 1 class pupils were observed sharing resources and helping one another to complete the task. Group work in lessons allows pupils to interact with one another and makes a positive contribution to their personal and social development. By the time children have reached Year 2 they have acquired the confidence and maturity to become members of the school council. Older pupils are also involved as playground mediators, requiring them to show high levels of understanding and maturity. Whilst these opportunities are helping to develop independence and responsibility, there were a number of lessons in which the dominance of teacher direction hindered independent learning. This is an aspect that the headteacher has already identified as a priority for improvement, to address similar judgements made at the time of the last inspection.
11. Attendance is good, with few unauthorised absences. Parents must take great credit for this, being quick to inform the school of any absence by either telephone or in writing. They are also reluctant to take their children away on holiday during term time. Punctuality is good, with lateness occurring very infrequently.

HOW WELL ARE PUPILS TAUGHT?

12. The quality of teaching is good overall, showing a good improvement since the last inspection when it was satisfactory. During the current inspection, around one fifth of the teaching was very good. Nearly 4 out of 10 lessons were taught well and most other teaching was satisfactory. A very small number of lessons were taught unsatisfactorily. Most good and very good lessons were seen in Years 3 to 6, though teaching was also good in almost one half of the lessons taught elsewhere in the school. There were three unsatisfactory lessons observed between reception and Year 2 and one unsatisfactory lesson was seen in Years 3 to 6.
13. In English, teaching was good in Years 1 and 2 and very good in Years 3 to 6. The teaching in mathematics, science and physical education was good overall. The quality of teaching in history and information and communication technology was satisfactory, as was the teaching in Years 3 to 6 in art and design. Religious education is taught satisfactorily. There was insufficient evidence to make an overall judgement on teaching in design and technology and geography across the school and in art and design in Years 1 and 2. Teaching was satisfactory overall in the Foundation Stage for children in the Foundation Stage, though there were limitations in the afternoon mixed reception and Year 1 class, due to the restricted provision of resources for the youngest children.
14. Strengths in the teaching include the good management of pupils, the good use of support staff and resources and the good relationships. Teachers ensure that all pupils are treated equally and have the same opportunities to learn and make progress. As seen at the time of the last inspection, teaching and support staff work well together. Teachers have firm but fair discipline and pupils are fully aware of the expectations of the school's code of conduct. They show respect, listen attentively and follow instructions well. Support staff are usually deployed effectively to help small groups and individuals. They know the lesson objectives and provide additional guidance in a range of work for pupils with lower attainment and those with special educational needs. For example, in a Year 4 art lesson, the support assistant gave valuable help to pupils as they learned to sketch parts of a musical instrument. Similarly, in a Year 5 and 6 science lesson, the support assistant encouraged pupils to show their initiative when trying to find out where sets of bones came from. Resources are generally good and are used well in lessons. In one instance, the

Year 6 teacher had provided many of his own resources to promote pupils' keen interest in the study of Nepal. These were used well for investigative tasks, where pupils concentrated and worked very well.

15. Teachers' knowledge and understanding and their teaching methods are usually good. Literacy and numeracy are taught well. There is a good focus on teaching basic skills in most subjects and particularly in English and mathematics. Most teachers plan and provide interesting lessons and introductions provide clear information to pupils about what is expected of them. Some provide exciting stimuli, such as when the teacher in the mixed reception and Year 1 class introduced a mirror to show pupils they were the special people being reflected in it. This provided a good introduction to the personal, social and health session and pupils clearly understood the concept by the end of the lesson.
16. Planning is particularly good in literacy and numeracy, following national guidance and ensuring that work meets the needs of pupils with differing prior attainment. The focus on developing writing is having a positive effect on the way teachers include these opportunities in their planning in literacy.
17. The quality and use of on-going assessment is an area that has not yet been fully developed in most foundation subjects and this adversely affects the quality of planning, teaching and learning. The improvement of assessment procedures is an on-going priority for the school, which is currently focusing its attention on systems for the core subjects. Marking is inconsistent in its quality and usefulness in helping pupils to evaluate and improve their written work. The lack of effective assessment procedures means that pupils do not always undertake work that is suitably challenging in relation to their capabilities, though the provision for those with special educational needs is good.
18. In several lessons, teachers missed opportunities to promote pupils' independent learning and to encourage them to inquire, evaluate and make their own decisions. Very good opportunities are provided in other lessons, such those provided for investigative tasks in a Year 6 geography lesson. The library is attractive but is not used efficiently and effectively to develop skills such as locating information, cross-referencing materials and comparing and contrasting different accounts and information.
19. There are still some inconsistencies in the quality of teaching, as noted in the report of the visit by Her Majesty's Inspectors in 2001. Whilst teachers are generally working hard to improve the quality, there are some aspects that have not been fully addressed. In some cases, planning is particularly brief and provides insufficient detail about objectives and activities. In some others, time is used inefficiently, with either insufficient time being given for some elements of lessons, such as evaluations and conclusions, or too much time being spent on tasks such as handing out resources to pupils. In a few cases, the timetables allocate inappropriate time for some lessons. For example, too much time is set for a literacy hour in the Year 2 class, whilst one and one half hours is too long for a history lesson for the younger children in the school. In some lessons, the pace is too slow, which adversely affects the rate of pupils' progress. An example of this was seen in a Year 5 and 6 mathematics lesson, where average attaining pupils were insufficiently challenged.
20. The teaching in the Foundation Stage is satisfactory overall but in the mixed reception and Year 1 class, which is formed each afternoon, the provision is not satisfactory, as most of the work is focused on programmes for Year 1 pupils. The school is working hard to improve this provision and organisation.

21. Until the school has established suitable, detailed schemes of work that provide clear guidance for some subjects such as art and design, design and technology, history and geography, teachers are restricted in planning work that ensures the continuity and progression of skills in these subjects across the school.
22. Nevertheless, there are far more strengths than there are weaknesses in the teaching. Areas highlighted for improvement by the school have been carefully identified and are being acted upon. The quality of teaching is better than it was at the time of the last inspection and there is a shared commitment to further improvement. Teachers have undertaken considerable work to improve the quality of teaching and learning since the headteacher's appointment and their efforts contribute significantly to the school's good ethos.

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

23. The curricular provision for the children in the Foundation Stage is unsatisfactory overall because planning does not yet take enough account of their needs. The quality and range of the curriculum for pupils in Years 1 to 6 is satisfactory, with pupils having access to a variety of interesting learning experiences.
24. The National Literacy and Numeracy Strategies have been soundly implemented and the school is currently developing ways to improve standards in writing. The provision for science is good, with many opportunities available for pupils to undertake structured, practical activities and, as a result, standards are good in Year 6. The provision for information communication technology (ICT) has been significantly improved since the last inspection and standards are now rising. However, the aspects of modelling and control are not yet covered in enough depth and the school recognises it needs to provide more opportunities for pupils to use their ICT skills to support their work in other subjects.
25. All statutory requirements are met, as are the demands of the Leicestershire Agreed Syllabus for religious education. There is also a commitment to developing the pupils' creative talents as well as their academic ones. There are musical and dramatic performances for parents and members of the community and pupils can join the choir and school orchestra. There is an emphasis on "Living History," with a focus on first hand experiences, such as visits to the site of the Battle of Bosworth and to a Tudor re-enactment. All pupils in Years 5 and 6 are taught French, which makes a positive contribution to their cultural development. The curriculum is also enriched by involvement in national and local initiatives, such as the school's involvement in training for ICT that has led to increased teacher confidence and expertise in the subject.
26. Over the last year, the school has been developing the provision for pupils' personal, social and health education and this is now satisfactory. A programme of work and a policy are being formulated to help teachers to provide pupils with experiences that help them to learn to respect the values and beliefs of other pupils and adults, in addition to developing their self- esteem. Social development is effectively supported by an extensive range of extra curricular activities and visits to places of educational interest, including residential stays for older pupils. During these experiences they learn a variety of social skills, such as working together and caring for others.

27. In several lessons there are limited opportunities for pupils to show initiative and take responsibility to support their personal development. The school council allows pupils to express their views about school issues and learn about the democratic process. There are “circletime” activities, which enable pupils to discuss a variety of issues and any concerns they might have about school. This was seen to good effect in a session for pupils in reception and Year 1, in which they showed good attitudes when they were talking about what made someone special. There is appropriate provision for sex education, with the support of the school nurse, which encourages pupils to consider responsible behaviour and the values of Christian family life. The pupils are effectively helped to develop positive attitudes towards healthy eating and are made aware of the harmful effects of drugs.
28. All pupils have equality of access to every aspect of school life within a fully inclusive curriculum. The provision for pupils with special educational needs is good, with the individual educational plans having precise targets in them. This enables these pupils to make good progress and achieve well. Teachers plan carefully for the needs of these pupils and classroom assistants are used well to support their learning. The school works closely with the Ashby Family of Schools to provide extra activities for more able pupils in Years 5 and 6. The planning procedures, which have been much improved since the last inspection, are satisfactory overall and are based on a two-year rolling programme to meet the needs of mixed age classes. They incorporate national guidelines and usually provide teachers with clear information about the key learning objectives and skills to be taught. However, there are some limitations in the implementation of some schemes, such as art and design, design and technology, geography and history. There are inconsistencies in the manner in which these plans are delivered to pupils of the same age in different classes and the school recognises the need to monitor this more closely.
29. The provision for extra curricular activities is very good and includes netball, gymnastics, judo, orchestra, art and drama. The school also gives all pupils opportunity to take part in an extensive range of visits, including residential stays in London and Bude, which enrich the curriculum by providing further significant learning experiences. There have also been a variety of visitors, such as a “Greek” mask man and an Indian dance group who have worked with pupils to develop their skills across a range of techniques.
30. The links with the community make a satisfactory contribution to pupils’ learning. There are strong links with the local church, with the vicar coming into school to lead assemblies and help deepen the pupils’ knowledge and understanding of the Christian faith. Pupils visit the church to take part in a variety of celebratory services. There are regular visits from representatives of the police and fire services, as well as from the school nurse and dentist, to support pupils further. There are opportunities for pupils to raise money for a range of national and local charities, including “RSPCA” and “Dr. Barnardos”, in which they develop an understanding of the needs of others. The links with the local secondary school effectively prepare pupils in Year 6 for when they transfer there. The links with Stevenson College enable students to come and work in school, to give pupils further learning experiences.
31. The provision for pupils’ spiritual, moral, social and cultural development is good overall, being particularly strong in the cultivation of moral and social values. It successfully adds to the quality of the school’s life as a caring Christian community, helping pupils to develop positive attitudes, a sense of responsibility and self-esteem.
32. The pupils’ spiritual development is promoted through the curriculum and the acts of collective worship. A good example of this was in an assembly on the theme of respect, led by the deputy head teacher, when pupils were able to reflect on the ways in which they view other people. The

way the school works closely with the local church enables pupils to take part in a variety of services and celebrations that are a focus of renewal and affirmation for all. Pupils are provided with opportunities to discuss values and beliefs, including religious beliefs and the manner in which they affect peoples' lives. Pupils' effort is valued, as seen in the attractive displays of their work in the school. In music and art, the pupils explore experiences that reflect moods such as happiness or sadness. In "circletime" activities, the teachers give pupils the opportunity to reflect on such issues as "What makes someone special?" There is recognition of the need to promote teaching styles that value pupils' questions and give them the opportunity to express their own thoughts and ideas.

33. The provision for moral and social development features in many aspects of the curriculum. There is a positive behaviour strategy that enables pupils to be clear about what is, and is not, acceptable. The pupils are encouraged to develop good moral values through the good examples set by staff. Adults work hard to promote a sense of fairness among pupils and are successful in teaching them to be tolerant of each other. The "circletime" sessions are used as a way of promoting good moral values, with pupils being able to discuss and develop an understanding of the impact of their actions on others. Pupils are encouraged to listen to and respect the opinions of others, as was seen during the introductions and conclusions of most lessons. Good social development opportunities are provided, with pupils being encouraged to work collaboratively, in pairs and small groups, as was especially evident in science and physical education lessons. A good example was seen in a science lesson for pupils in Years 3 and 4, when they were effectively organised into groups to investigate the absorbency of different materials. There are good relationships throughout the school, based on mutual trust and respect between staff and pupils. The very good opportunities for pupils to take part in extra curricular activities and school trips effectively supports their social development.
34. The pupils' cultural education is developed through work in art, music, history and geography and this is supplemented through the provision of a very good range of extra curricular activities, including visits and visitors. Of particular note is the way in which the school has forged links with a school in China. During the inspection, teachers from that school visited and effectively developed the pupils' understanding of the way of life of people in their country. Many opportunities are given for pupils to visit places of interest, such as art galleries, museums and theatres. Displays of pupils' work reflect different cultural traditions. Books and artefacts have been chosen to ensure that the environment reflects the valuing of different communities. In religious education lessons, there is often emphasis on learning about the beliefs and traditions of other faiths and cultures. Links with the local church effectively deepen the pupils' knowledge and understanding of the culture and traditions of Christianity. The school acknowledges the need to provide more opportunities to better prepare pupils for life in a culturally diverse Britain.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

35. This is a caring school, maintaining the high standards that were noted at the last inspection. The assertive behaviour policy, with its emphasis on the positive, is consistently applied, ensuring that behaviour is very good. Staff are good role models and work hard to nurture good relationships with pupils and to build trust. The support for academic attainment and progress is satisfactory.
36. The arrangements for child protection and the care of pupils are good. The headteacher is the nominated Child Protection Officer. She has attended training recently and knowledge of her role amongst staff is good. All adults working in the school receive a leaflet outlining child protection procedures. Care for those with special educational needs is good, with adults being effectively

deployed. The school's health and safety policy is up to date and is regularly monitored. Risk assessments have been documented, those for individual classes being displayed outside each class. Two members of staff are fully qualified in first aid and they are supported by fifteen members of staff who have attended a first aid course. The school is well served by a proactive site manager who is very safety conscious. He arranges and records half-termly fire drills and also carries out improvements to the building when necessary. The school provides an excellent midday meal, much enjoyed by pupils who relish the opportunity to go back for "seconds!"

37. Procedures for monitoring and promoting good attendance are satisfactory. The computerised system helps to build up a good picture of attendance and is particularly useful when identifying any trends in absences. The school is helped considerably by parents, who phone in to confirm absences at the earliest opportunity. Individual certificates are awarded for pupils who achieve 100 per cent attendance.
38. Through its assertive discipline policy the school has established good procedures for promoting and monitoring behaviour and eliminating any oppressive behaviour. There is a good system of rewards, including the use of a range of stickers, "smileys" and certificates. Staff apply the procedures consistently and this has ensured that there is very good behaviour. Issues of bullying and racism are addressed through assemblies and "circletime" and the lack of any incidents is evidence that the lessons are having a positive impact on pupils.
39. Procedures for assessing pupil's attainment and progress are satisfactory. Class teachers and support staff know their pupils well. Progress to improve the way in which the school monitors pupils' academic progress is starting to be addressed, but has still some way to go. Good use is made of ICT to analyse test results to inform planning. However, in most subjects, the school has only just started to track the progress of individual pupils and to set individual targets. There are effective assessment procedures in English, mathematics, science and information and communication technology. The development of procedures and the use of assessment to inform teaching continue to be on-going priorities for the school. At present, marking is inconsistent and does not always provide sufficient guidance to pupils on ways in which they might improve.
40. There is good care for pupils with special educational needs. Individual education plans have been carefully devised in line with the new Code of Practice. They show clear, measurable targets that are known by teachers, pupils and parents. The co-ordinator has contributed very well to the effective support system in place.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

41. The school's partnership with parents is good. Parents are very positive in their support of the school. Interviews with parents during the week of the inspection indicate that they are very happy with the way the school is run. Their only concerns were with the amount of homework provided and the information they receive about their children's progress. The inspection found that homework is satisfactory, improvements having been made since the start of term and that the information provided to parents is also satisfactory.
42. Parents returning the questionnaire and those attending the pre-inspection meeting agree that the school promotes good attitudes amongst pupils, who are keen to come to the school. They feel that teaching is good, that their children are making good progress and that the school is well led and managed.

43. The effectiveness of the school's links with parents is good. As soon as she arrived, the headteacher invited parents to attend an open evening, where she explained her approach and plans for the future. This open approach has been maintained, with parents being encouraged to voice their views. Interviews with parents confirmed the ease with which they feel they can approach the school with queries or concerns. The school seeks the views of parents via questionnaires and reports and has acted on the feedback received, particularly in relation to homework. It is also in the process of setting up a web site for parents to access.
44. The impact of parents' involvement on the work of the school is good. Around twelve parents help regularly with activities, hearing readers, supporting food technology and helping in art lessons. Support for carol concerts, the harvest festival, the Year 6 production and the celebration assemblies, is very good. There is an active Parent/Teacher Association comprising some ten regular helpers. Considerable sums of money have been raised and these have been used to fund the pond development and pay for a visit to the pantomime.
45. The quality of information provided for parents is satisfactory. The school prospectus, newsletters and full end of year reports all provide information on the work of the school. Parents however raised concerns that the reading diaries were not being used beyond Y2 and that the parents' evenings did not focus enough on the individual viewing of children's work. The school development plan identified that further work needed to be done on improving the quality of information provided on the curriculum and on pupil's progress. Curriculum Newsletters are sent home at the beginning of each term, showing details of the work to be covered. This term, the school added details about homework in response to the parental questionnaire it sent to parents last term. The school is to review how it manages its parents' evenings.
46. The contribution of parents to their children's learning at home is good. For many parents, education is high on the list of priorities and they are therefore keen to support their children with reading and homework. They often accompany their children on library visits and search for information on the Web. Overall, parents are keen supporters of the school and their positive approach, together with an improvement in the quality of information provided on the curriculum and on children's progress, helps to improve the progress pupils make.

HOW WELL IS THE SCHOOL LED AND MANAGED?

47. The leadership and management of the school have improved considerably since the last inspection and are now good. The new headteacher is well thought of by governors, teachers, pupils and parents. She knows the school well and provides a clear educational direction and purpose for all its work. She is effectively supported by the deputy headteacher, who shares her vision and who has worked closely with her to bring about the good improvements seen in the school during the past year. The headteacher has established a strong, committed senior management team that is contributing well to the leadership and management of the school. There is a good sense of teamwork amongst all staff that has succeeded in creating a learning environment where relationships are good and pupils feel secure and valued. The positive ethos within the school reflects its commitment to achieving improved educational standards and all staff share a commitment to improving teaching and learning opportunities throughout the school. The school improvement plan is thorough and the appropriateness of the school's targets for development is good.
48. The governing body meets all statutory requirements and is supportive of the headteacher and staff. Due to changes of members, the governing body has worked together for only a very short time. However, the governors have a good understanding of their roles and responsibilities and

have devised appropriate systems to help them oversee and contribute to work of the school. They are kept well informed by the headteacher and have a sound understanding of the strengths of the school and areas requiring improvement. They now have increased understanding of the significance of statistical data provided by national organisations, which was seen as an area of weakness during Her Majesty's Inspectors' visit in 2001.

49. The key issues identified in the previous report have been satisfactorily addressed. Whilst there has been good improvement in some areas, there remain some aspects of these issues which have not yet been fully addressed. The leadership and management of the school are now good. This is due to the appointment of a new headteacher, the establishment of a strong senior management team and the active involvement of the governing body. The school improvement plan focuses strongly on raising standards and setting targets to measure its success and the provision for information and communication technology is good. However, the issue regarding monitoring and evaluating teaching to identify weaknesses has still not been fully addressed and still lacks sufficient rigour.
50. The monitoring and evaluation of the school's performance are satisfactory. The headteacher and senior management team monitor and evaluate teaching and learning, particularly in literacy and numeracy, as part of the school's performance management structure and according to the priorities identified in the school improvement plan. Through this monitoring system they are aware of the strengths and weaknesses in teaching. However, although this process has led to an overall improvement in the quality of teaching, there are still inconsistencies. The process is not yet rigorous enough to ensure that all weaknesses are identified and good practice shared. The headteacher, however, is very aware that this is an area for further improvement. The monitoring and evaluation of teaching and learning in other subjects, for example, history, geography, religious education, art and design, design technology and music are not yet fully established or effective.
51. The analyses of assessment data are good. The results of these analyses are used appropriately to make any adjustments to curriculum planning and to identify pupils who would benefit from extra support. The school has recognised that the tracking of individual pupils' progress is an area for development. It has recently introduced a system to measure the progress of pupils within a National Curriculum level and to set specific learning targets for pupils in literacy and numeracy.
52. The leadership of the provision for pupils with special educational needs is very good. The experienced co-ordinator has a special qualification in the teaching of pupils with special educational needs and effectively contributes her expertise. She works closely with teachers and support staff, provides guidance and has an effective liaison with support agencies. The provision has been effectively developed to take account of changes in national guidance.
53. The school manages its budget well. Financial planning is good. It is clearly linked to the school improvement plan and spending is carefully monitored. The school is careful that "earmarked" funds are used as they should be and accounts for these specific funds are effectively monitored by the headteacher. The budget designated to special educational needs is used well to promote the learning of these pupils. Financial procedures are good. The bursar carries out regular checks on spending and on the budget statements received from the Local Education Authority. Together with the administrative assistant she gives good support to the headteacher and governors by providing accurate financial information. The governors and headteacher ensure that the principles of best value are applied well when deciding on spending priorities. They are beginning to monitor the likely effect of spending on standards and on the pupils' achievement, for example, in information and communication technology. Day to day administration is efficient and good use

is made of information and communication technology in this work, to manage the budget and to monitor attendance.

54. There is a satisfactory level of staffing and staff are effectively deployed, with teaching and non-teaching staff working closely together. The headteacher is keen to enable teachers to make the most of their strengths. Specialist teaching in science, religious education and physical education for pupils in Year 5 and 6 is having a positive impact on their learning. The management of pupils with special educational needs is good and all statutory requirements are met. The staff who are new to the school are able to settle into their routines quickly as they receive sound support from their colleagues. Performance management has been satisfactorily introduced. All the relevant staff have agreed priorities and all the relevant documentation is in place.
55. The accommodation is satisfactory and the classroom areas, the newly created information and communication technology suite and the music room are used efficiently. However, there is irregular use of the library and the outdoor area for reception children. Throughout the school there are attractive displays of pupils work covering a range of subjects. These displays encourage pupils to present their work carefully, celebrate their successes and they show that their work is valued. Standards of tidiness and cleanliness are consistently good both inside and outside the school, reflecting the commitment of the premises' manager and his staff. The building is maintained well, overall. However, the toilet accommodation for pupils in Years 5 and 6 is unsatisfactory and the exteriors of the mobile classrooms are in urgent need of re-decoration. Outdoor facilities are satisfactory, although more play equipment is needed to occupy pupils at playtimes and lunchtime. Resources are good for most subjects. They are used well, are well organised and are easily accessible to staff and pupils.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

56. In order to further raise standards and improve the quality of education provided the headteacher, staff and governors should:
- (1) improve the provision for the children in the Foundation Stage by;
ensuring there is a wide range of suitable learning experiences, both teacher-devised and those that children can freely use themselves;
improving the range and quality of resources;
developing effective assessment and recording procedures to ensure appropriate work is provided for all children;
(paragraphs: 8,21,24,58,62,64 –77)
 - (2) continue to develop assessment and recording procedures and the use of assessment to guide planning by;
further developing recently established tracking and target setting systems;
extending assessment systems and the use of assessment to foundation subjects;
more rigorously monitoring teachers' planning and pupils' work to ensure the needs of all pupils are met;
improving the consistency of marking across the school;
(paragraphs: 4,18,40,52,99,101,110,114,121,127,131,146)
 - (3) improve the continuity and progression in the foundation subjects by;
reviewing and developing schemes of work that provide clear guidance on what is to be taught in each year group;
ensuring that plans follow the schemes of work;

(paragraphs: 6,22,29,112,114,116,119,120)

- (4) continue to develop the monitoring, evaluation and development of teaching further by; *providing increased opportunity for subject leaders to observe work in classrooms and to share best practice;*
(paragraphs: 20,50,51,110,117,122,131)
- (5) continue with existing plans to increase and improve the opportunities provided for pupils to learn independently.
(paragraphs: 11,19,33,80,81,82,86,124,126,140,144)

In addition to the key issues above, the school should include the following less important issue in its action plan: Review the allocation of time to some lessons.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

53

Number of discussions with staff, governors, other adults and pupils

41

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	11	21	17	4	0	0
Percentage	0	21	40	32	7	0	0

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

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	NA	262
Number of full-time pupils known to be eligible for free school meals	NA	15

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	NA	5

Number of pupils on the school's special educational needs register	NA	44
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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	11
Pupils who left the school other than at the usual time of leaving	10

Attendance

Authorised absence

	%
School data	4.6
National comparative data	5.6

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 1 (Year 2)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2002	18	21	39

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	13	18	18
	Girls	17	21	21
	Total	30	39	39
Percentage of pupils at NC level 2 or above	School	90 (95)	92 (93)	92 (93)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	18	18	18
	Girls	21	21	21
	Total	39	39	39
Percentage of pupils at NC level 2 or above	School	92 (90)	92 (85)	92 (88)
	National	85 (85)	89 (89)	90 (89)

Percentages in brackets refer to the year before the latest 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	25	22	47

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	25	25	25
	Girls	22	22	22
	Total	47	47	47
Percentage of pupils at NC level 4 or above	School	91 (82)	91 (90)	98 (100)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	25	25	25
	Girls	22	22	22
	Total	47	47	47
Percentage of pupils at NC level 4 or above	School	81 (73)	79 (80)	94 (93)
	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
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British - Indian
Asian or Asian British - Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African

No of pupils on roll
253
4

Number of fixed period exclusions	Number of permanent exclusions
3	1

Black or Black British – any other Black background
Chinese
Any other ethnic group
No ethnic group recorded

5

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: Y[] – Y[]

Total number of qualified teachers (FTE)	12.1
Number of pupils per qualified teacher	21.6
Average class size	26.2

Education support staff: Y[] – Y[]

Total number of education support staff	11
Total aggregate hours worked per week	165

Qualified teachers and support staff: nursery

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

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	4
Number of teachers appointed to the school during the last two years	5.13

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.

Financial information

Financial year	2001
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	£
Total income	539,580
Total expenditure	558,663
Expenditure per pupil	1,953
Balance brought forward from previous year	41,893
Balance carried forward to next year	22,810

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

262

Number of questionnaires returned

91

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62	33	4	1	0
My child is making good progress in school.	35	58	2	1	4
Behaviour in the school is good.	46	52	0	0	2
My child gets the right amount of work to do at home.	11	49	29	3	8
The teaching is good.	32	63	1	0	4
I am kept well informed about how my child is getting on.	20	59	15	2	4
I would feel comfortable about approaching the school with questions or a problem.	46	46	4	2	2
The school expects my child to work hard and achieve his or her best.	42	52	4	0	2
The school works closely with parents.	29	59	5	0	7
The school is well led and managed.	33	57	4	0	6
The school is helping my child become mature and responsible.	34	60	0	0	6
The school provides an interesting range of activities outside lessons.	20	59	13	2	6

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

57. There are 27 reception children, with 17 more due to enter the class in January. The children are together as a class each morning, with the 15 oldest children joining a small Year 1 class in the afternoon. The total in the mixed class is then 29. Both classes have some classroom support during the week, but neither class has a full-time support assistant. The Year 1 pupils, themselves, are only in their third term in school, having entered in January. The current arrangements are unsatisfactory for the reception children who join the Year 1 class in the afternoons. The resources for all the reception children are inadequate and unsatisfactory. The school is developing and improving the overall provision as one of its main priorities in the school improvement plan.
58. Almost all the children attend local pre-schools. The recently appointed co-ordinator for the Foundation Stage (and the reception class teacher) visited all the children in these settings before they started school. This was a change to the usual practice, one of many positive influences the co-ordinator has made. She hopes to extend these links in the future, recognising the importance of a smooth transition for the children from a pre-school setting to that of the school.
59. As the inspection took place close to the start of the new term, the full range of Baseline Assessments was not available. The findings from the inspection show that the children have above average attainment in all six areas of learning. This is variable, however, from year to year, with the attainment of last year's intake being average.

Personal, social and emotional development

60. Children happily enter school in the mornings. Some are accompanied by adults who help them to select their name and put it into the correct set on the board for "school dinner" or "packed lunch". The children then have free choice of activity for about ten minutes. The children are very confident in everything they do. Their self-help skills, such as dressing and undressing, are very well developed. The children co-operate and play well together. They talk about their activities and show delight when making discoveries. For example, during play with water, one little girl passed a jug over and said, "I've finished with the jug now Joe—Oh!—Two 'j's—jug and Joe!" Children's behaviour is always good, even when they have to sit for long periods in the mixed age class.
61. The quality of the teaching in this area of learning is satisfactory overall. Teachers are sensitive to children's needs and encourage them to become increasingly confident. Both teachers of the reception children have a caring, firm but quiet manner with the children and relationships are good. They work hard to provide interesting activities for the children. However, there is some "wandering" by the children in both rooms due to the limited and rather uninspiring provision of resources, or an unimaginative stimulus. For example, in the mixed age class, there is neither water nor dressing up clothes. Both rooms have home corners but resources within them are sparse. Opportunities for stimulating play and for encouraging children to make choices are

limited due to the lack of resources. Despite these shortcomings, the children are likely to exceed the goals for this area of learning by the end of the year.

Communication, language and literacy

62. The majority of the children enter reception with above average levels of communication and literacy skills and they will clearly exceed the learning goals for this area of learning by the end of the reception year.

The children take part in daily literacy sessions in the mornings, when all the children are together as a class. They concentrate and listen attentively. Children's speaking skills are good and above average for their age. For example, during a conversation at the sand area they were overheard saying, "After tonight's sleep we will be home for two days, won't we? - when school finishes at 3.20 - time goes fast, doesn't it?" Children confidently write their own names at every opportunity, usually correctly. They have good pencil control. When using the computer, many manipulate the mouse well. For example, some used the "spray can" icon to write their names on the computer and these were then printed by the teacher. Most children recognise a good number of letters. They understand that reading direction is from left to right and recall a story well.

63. The quality of teaching is satisfactory. The teacher has planned the literacy sessions carefully and has structured them appropriately so that the children do not sit for long periods of time. However, there is not yet sufficient focus on using the information about the skills, knowledge and understanding the children already have to adapt plans accordingly, including the provision of challenging tasks for these children. Similar standards were seen by Her Majesty's Inspectors in 2001, when they found that, despite the children's slightly above average attainment they had yet to show markedly advanced skills in reading or writing.

Mathematical development

64. Most children have at least good, and in some cases very good, understanding of number and mathematical concepts. Most children have already met the early learning goals in their mathematical development. Children enjoy singing number rhymes and show good understanding. For example, in one good lesson, children sang about five speckled frogs, fat sausages and currant buns and showed they could extend these to greater numbers. They had good understanding of order, knowing terms such as "first, second, third" and "fourth". Some deduced that four more green bottles were needed to increase six bottles to ten. More able children successfully counted back in ones from ten.

65. The quality of teaching observed was good. As with literacy work, there is insufficient use of assessment to inform planning and to ensure that activities are adapted to meet the different needs of all children in the class.

Knowledge and understanding of the world

66. Children come to the school with good knowledge and understanding of the world and are likely to exceed the early learning goals by the end of the year. They have good understanding of everyday matters. For, example, they know that newspapers under the water play area were placed there to prevent the floor becoming wet and slippery. Children can select materials to make objects such as masks, but the range of materials is restricted by the teacher, limiting their

ability to make choices. The children have the opportunity to visit the ICT suite each week and work on the bank of networked computers; the computer in the classroom is rather limited by a lack of suitable software. The children talk confidently about where they live. For example, one little girl described her journey to school and to the shops as involving walking up a steep hill, saying, “It makes your legs ache”—“if you’re a child,” she added thoughtfully. During the lesson with Year 1, the reception children contributed to the lesson about babies, showing understanding of changes happening over time.

67. The quality of teaching is satisfactory overall, but teachers are working within the constraints of limited resources, which means there are insufficient opportunities for children to explore, initiate investigations or learn from a wide range of stimulating activities.

Physical development

68. The children have good physical skills for their age and are already close to meeting the early learning goals in this area of learning when they begin the reception class. For example, they show dexterity when using tools such as scissors. They can not only cut, but shape paper, snipping and cutting accurately. Children hold pencils, brushes and crayons correctly and use them with confidence.
69. During physical activities, children begin to make good use of space and move confidently. Most can skip, with girls being more accomplished than the boys, and some can hop. In one lesson observed, children listened to the teacher and followed instructions well, creating a happy, lively dance that showed good creativity and imagination.
70. The quality of teaching in the reception class is good. It is satisfactory in the mixed class. The reception teacher provides clear instructions, such as seen in a music and movement lesson. Here, she correctly anticipated possible misunderstanding of the recorded programme and stopped to give further explanation. In the mixed class there were good aspects, including encouragement and direction, but there was not always enough intervention from the teacher to help children to improve. Children have insufficient opportunity to move freely between indoors and outside and to use large climbing apparatus and wheeled toys.

Creative development

71. The children have good creative skills and they are likely to exceed the early learning goals by the end of the year. Children enjoy working with a range of creative materials such as paints, collage and other materials and know how to use resources to create pictures and models. They are very good at cutting and joining, such as when making masks.
72. Children concentrate very carefully on these activities and amend and improve their work. For example, when making ears for “Minnie Mouse” and being dissatisfied with the result some children started again and skilfully shaped the edges of the ears by cutting the paper. Even at this early stage in the school year, the children are successfully mixing colours to make green, purple and brown. The children successfully copied the teacher’s demonstration. However, there are insufficient opportunities for the children to explore and experiment.
73. In a dance session, the children showed that with help from the teacher, they could move in response to the music. They had good creative and imaginative ideas. During a music lesson in

the mixed class, the reception children demonstrated that they have a growing knowledge of musical instruments.

74. When given the opportunity, the children readily create fantasy worlds. For example, three boys playing with model animals in the sand had divided the sand into water and snow. Different animals were lurking underneath, ready to “come out and get you!” The teacher encouraged the children, on one occasion, to make animal masks and quickly adapted an area of the classroom into a “jungle”. This inspired the children. Their masks were well planned and constructed. The children entered enthusiastically into the “jungle”, making appropriate noises. They were so enthusiastic that the teacher decided to take them all onto the field to play! This was the only example of outdoor play seen during the inspection week. Examples like this, of planned provision to extend the children’s creative play are rare. The structured play areas in both rooms used by the reception children are uninspiring. This leads to the children drifting in and out and not playing for sustained periods. Other adults in the room insufficiently encouraged the children to play in these areas.
75. Teaching is satisfactory overall but there are weaknesses in the provision in the mixed class. This is because the plans, the provision and the opportunities are not there to help these children to progress in the areas of learning. Both teachers and the support assistants have good relationships with the children. They have firm discipline, which is maintained in a very quiet, unobtrusive way. They demonstrate care for these young children and are concerned that the current organisation is not meeting the needs of the reception children who have to go into the mixed class. The demands on those children, to sit for long periods of time and take part in the Year 1 lessons, are unsatisfactory. Support assistants are sometimes used very effectively, to take small groups for example, but are sometimes used inappropriately. For example, in a history lesson with the mixed age class, the assistant was preparing resources and not contributing to the lesson.
76. The planning and the organisation for learning in the Foundation Stage are unsatisfactory. The newly appointed co-ordinator is knowledgeable and enthusiastic. She is working hard to make changes and has identified further steps that need to be taken. She has already improved the links with the pre-schools and the parents. Her plans include reviewing all the written information that is sent home. She has already revised the meeting with parents, which takes place before the children start school and has created opportunities for the parents to come into the classrooms in the mornings. In addition, the co-ordinator has increased the range of material that is sent home. This includes handwriting and sound books as well as reading books and a reading diary. Parents are very supportive of their children’s learning and the teacher is providing very useful material for them to support their children’s learning.
77. Planning in the short term insufficiently identifies the stepping stones in the areas of learning and activities are not yet adapted well enough to meet the needs of all children. The short term and longer term planning does not yet show the focus for adults and the learning that will take place in the designated areas of the room, such as the water play area. Children are insufficiently enabled to make choices and to evaluate what they have achieved, limiting their developing independence. There is limited use of the outdoor area, though there is soon to be a designated area for the youngest children so that they can move more freely between inside and outside.

ENGLISH

78. Standards in English are satisfactory overall in Years 2 and 6. Pupils' speaking and listening skills are generally very good across the school. Pupils' reading is satisfactory in Year 2 and good in Year 6. Writing is improving, due to the school's strong focus on this aspect of English and in Years 2 and 6 standards are at least satisfactory. Pupils with higher prior attainment read well and their standards in writing are good for their ages. There are some variations in standards across the school, largely due to the impact of pupils with special educational needs and the differences in the spread of ability in different classes, but also because there are some limitations in the provision. Pupils with special educational needs achieve well across the school in relation to their capability, but higher attaining pupils, particularly those in Year 2, do not always achieve their potential in speaking and listening skills.
79. Although there is some variation in the pupils' abilities in speaking and listening, most speak clearly and confidently articulate their ideas and feelings. However, speaking and listening skills are not always sufficiently developed in lessons.
80. In Years 1 and 2, pupils demonstrate very good listening skills. They are attentive to adults and to their peers. However, they are often insufficiently encouraged to use their speaking skills in lessons, as was the case at the time of the last inspection. Teachers' questioning tends to encourage short answers rather than a reasoned explanation. For example, in a history lesson in the reception and Year 1 class, when pupils were choosing objects needed by a baby, the teacher missed the opportunity to encourage the pupils to describe what they had chosen.
81. In Years 3 and 4 pupils continue to develop their speaking skills, but use a limited range of vocabulary when expressing their ideas. For example, in a Year 3 and 4 lesson, where a group of pupils chose their favourite illustrations from their reading books they explained their choices in a very simple way. They did not have the vocabulary to reason at length or to explain in depth. By the time the pupils are in Year 5, pupils' speaking skills are improved, supported by the teacher's very good encouragement. For example, the pupils successfully evaluated the strengths and weaknesses of sets of instructions and then reported their findings to the whole class. Similarly, in a Year 5/6 lesson, the pupils prepared and presented questions to a visitor, in a fluent, mature manner. Standards are improving for the older pupils, with more opportunities being provided for them to develop their speaking skills. Across all classes though, there are still insufficient examples of planned opportunities to develop the pupils' speaking skills.
82. The pupils in the school enjoy reading and most of them have regular access to books at home, where there is good support for reading. By the end of Year 2 pupils attain satisfactory standards in reading. Although they use a range of reading strategies to understand writing, they are unsure of those they might use to recognise an unfamiliar word. In Years 1 and 2, pupils read as members of groups and individually to adults. The teachers have clear systems for monitoring who has been heard to read and use these reading sessions to assess progress. They use a reading diary to record when a pupil reads and this goes home to inform parents. These diaries do not contain specific targets for the pupils; nor do they inform parents in detail about progress made and "next steps". As with the older pupils in school, 6 and 7 year olds are not systematically taught research and independent skills. The more able pupils cannot, for example, explain about finding information from a book, other than to talk about the contents and index pages. They have not been taught the skills for the fast retrieval of facts, such as skimming and scanning skills. The literacy co-ordinator and the headteacher are currently reviewing the teaching and provision for the more able readers in Years 1 and 2.
83. By the end of Year 6 standards of reading are good. There are variations in Years 3 to 6, however. Younger pupils know about fiction and non-fiction. They name favourite authors and

books and talk about them. These are predominantly fiction and usually include authors such as Roald Dahl and Dick King Smith. Year 6 pupils' reading is fluent and expressive. For example, some Year 6 pupils read poems with a particularly good sense of the rhythm, making listening very enjoyable.

84. When the pupils have finished reading from the infant reading scheme, they choose books for themselves from the school library. This is in addition to the group reading books they read during literacy sessions with the teacher. During these sessions, teachers intervene sensitively to make very effective teaching points. No systematic records are kept of what the pupils choose for themselves. Teachers continue to listen to individual pupils if their reading age is low or if they do not receive support at home.
85. Throughout the school, the library, although centrally placed, is insufficiently used as a resource for developing the pupils' independent and research skills. No groups or classes were seen using the adequately stocked library during the inspection. All the pupils know how to locate books, although the headings on the shelves do not always match the books beneath. For older pupils, boxes of books are taken to them because they are in the mobile classrooms outside the main building. The library co-ordinator is aware that the library is underused for class lessons and plans to rectify this. She has also identified shortages of particular books and is addressing this.
86. The school has been working hard to improve the standards of writing. Early indications from the 2002 national tests show that there has been an improvement in writing by the end of Year 2 from last year. Standards in Year 6 are satisfactory, taking into account the number of pupils with special educational needs.
87. A small number of Year 2 pupils are already demonstrating good standards in writing at the beginning of this academic year. They spell words and use capital letters and full stops increasingly accurately. The more able writers are beginning to be more aware of the reader by, for example, using humour in their work. Teaching is good, with individual targets for writing being increasingly used. Pupils are supported well by classroom assistants and those with special educational needs make good progress.
88. Writing standards vary considerably in Years 3 and 4 but all pupils achieve well due to the very good teaching and the support from classroom assistants. In a challenging lesson for Year 3 pupils, many of whom are of lower ability, the teacher encouraged pupils to organise a task for themselves and work independently. This was one of the few occasions when pupils were seen being challenged in this way and the pupils made very good progress in their learning. The pupils moved from table to table to compile words with a prefix. They were completely absorbed in their task. A support assistant added to the effectiveness of the lesson by helping a large group of pupils with lower ability. They too successfully completed their task. In a very good lesson for year 3 and 4 pupils, the teacher talked about character profiles. She modelled a piece of writing for her class, changing words to alter the character. Her questioning was brisk and included opportunities for all the pupils, including those with lower ability, to respond. The more able pupils were challenged to classify the words she was changing as verbs, nouns, adjectives or adverbs. The assistant gave good support throughout the lesson. The teacher then moved her class to the ICT suite where the same extract had been put into folders on the computers for the pupils to access. Working in pairs, the pupils then began to look at the nouns, verbs, adjectives and adverbs to change the action, setting and characters. The use of ICT enhanced the effectiveness of an already very good lesson.

89. Pupils' writing in the later stages of the school contains increasingly structured work with paragraphs, simple clauses and an increasing range of punctuation, including commas. Pupils are very clear about the writing process and how to proceed, demonstrating evidence of good teaching. A group of more able Year 6 pupils discussing how to begin to write a story, detailed various ways of doing this. They talked about "mind mapping" and putting notes and the main points around a central heading. They talked about written planning sheets and picture planning. They showed very good knowledge of the process.
90. Handwriting is taught systematically throughout the school. Overall, standards of presentation are satisfactory. A few pupils have acquired an awkward way of holding their pencils and of writing letters.
91. Lessons are well planned. Pupils are demonstrating good knowledge of writing, both of how to write and what to write. This is a result of the good teaching for younger pupils and the very good teaching for the older ones. The recent introduction of individual writing targets is beginning to assist the improvements in writing standards. For example, in some good lessons pupils highlighted the target they were focusing on and evaluated their success.
92. There is some evidence of writing being systematically taught in lessons other than literacy, particularly with older pupils. For example, in a Year 3 ICT lesson, the pupils used history as the basis for their work but were also reminded by the teacher to think carefully about what they had learned about titles and print styles. Lists and instructions appear in many areas of the curriculum. There are some missed opportunities, however, for pupils to practise and consolidate their writing skills. For example, in a Year 2 lesson in religious education, a follow up activity after a discussion about God involved drawing pictures rather than writing.
93. The good teaching is having a positive impact on learning. Teachers throughout the school make effective use of the National Literacy Strategy to give a clear focus for each lesson. They generally structure their lessons well, although, on a few occasions, lessons were too long. Pupils are clear about what they have to do and what steps they need to take. Basic skills are systematically and effectively taught and there is a good focus on spelling in all lessons.
94. Pupils' behaviour and attitudes to learning are at least good and sometimes very good. They listen attentively, concentrate on their work and co-operate well. Less able pupils also show positive attitudes as they are given effective support and guidance.
95. The co-ordinator for English has been in post for only one year but has made significant changes in the way that literacy is taught throughout the school. She is very knowledgeable and has both monitored the literacy teaching of others and given example lessons herself. Together with the headteacher, the co-ordinator has analysed test results to find out what the pupils do well and not so well. This has resulted in focused teaching in the identified areas. She has had a positive impact on the teaching of literacy and particularly writing. As a result, standards in writing have risen, particularly for the more able pupils. This is an improvement from the position at the last inspection. The co-ordinator now aims to improve the provision for the more able Year 2 readers and to continue the improvement in the standards of writing.

MATHEMATICS

96. In Years 2 and 6 pupils attain satisfactory standards that are in line with those expected nationally. A significant minority of Year 6 pupils attain well and above the levels expected. Pupils' achievement is good in Year 6 and satisfactory in Year 2. Those with special educational needs,

although working below the expected levels, make good progress because of the effective support they receive.

97. The school has implemented the National Numeracy Strategy satisfactorily. The Numeracy Framework is used as the basis for planning to ensure that learning is continuous throughout the school. The introduction of the Strategy has had a positive effect in developing the teachers' subject knowledge and their ability to teach numeracy skills. They have successfully adopted the structure and format of lessons as suggested by the National Numeracy Strategy and a mental mathematics session has become an integral part of every lesson. In all lessons the pupils show good attitudes to their learning. They are keen and show particular enthusiasm for answering in the mental mathematics sessions. Teachers' questioning skills are good and pupils are encouraged to explain their strategies for solving problems. Pupils listen attentively to their teachers and to each other. Teaching assistants are used well in numeracy lessons and have a positive impact on pupils' learning and achievements.
98. The standards seen in Year 2 reflect those that have been attained over the last three years in the national assessments, including those attained in 2002. In Year 2, pupils have a good knowledge of number. They count forwards and backwards accurately from one and two digit numbers. They count in 100's to 1000 and have a sound understanding of place value in two and three digit numbers. Pupils speak clearly and use specific mathematical vocabulary correctly. Although most pupils show satisfactory achievement there is a lack of challenge to some tasks and some inappropriate use of time, which results in some pupils in Years 1 and 2 not achieving as well as they could.
99. Standards attained in 2002 at the end of Year 6 show continued improvement since 2000. The current Year 6 pupils achieve well in relation to their prior attainment. The standards seen do not reflect a decline in performance. In Year 6 most pupils understand place value. They multiply and divide whole numbers and decimals accurately. They have sound understanding of the equivalence of a fraction and a decimal and can convert one into the other. Most pupils rapidly recall number facts from memory, perform mental calculations with confidence and clearly explain the strategies they have used to solve problems. Lower attaining pupils work on different concepts and with lower numbers in order to boost their confidence in mathematical calculation. Pupils speak clearly and articulately and use specific mathematical vocabulary correctly, showing good use of literacy skills. They appropriately recognise two and three-dimensional shapes, have a sound knowledge of their properties including symmetry and calculate perimeter and area accurately. Work in pupils' books indicates that teachers plan appropriately for the different abilities of pupils within the class, with higher attaining pupils being suitably challenged.
100. The quality of teaching is good overall, ranging from very good to satisfactory. In the mixed Year 3 and Year 4 class, the very good teaching ensured that the lesson was conducted at a brisk pace and that all pupils were provided with challenging tasks. The teacher's good subject knowledge, effective questioning and the provision of stimulating activities enabled pupils to learn well. The learning intention of the lesson was shared with the pupils so they were clear about what they were to do. In this class pupils' achievement was good. In a good Year 6 lesson the teaching was effective because the learning was related to real life situations. The teacher injected a good sense of fun into the lesson whilst challenging pupils' thinking. He made good use of his daily assessments to identify pupils needing extra support. However, teaching of some pupils in Years 1 and 2 is carried out at too slow a pace and the work provided for the more able pupils offers little challenge. This was seen in a Year 1 lesson where the more able pupils were working with amounts of money below 10p. In another lesson in the mixed Year 1 and 2 class where the focus was on counting back, most Year 2 pupils were well able to count back from numbers beyond 10,

but the opportunities for this were limited during the mental mathematics session. Again, there was lack of challenge and inappropriate use of time during the main activity when the Year 1 pupils focused more on the painting aspect of the task rather than on the numerical aspect.

101. In order to address the range of ability within year groups, the school “sets” pupils in Years 5 and 6. This groups together pupils with broadly similar abilities. The system works well and has a significant effect on pupils’ progress because teachers plan suitable activities for the range of ability that still exists within the class or set. In all lessons observed, resources were used well and lessons were well organised. Teachers had high expectations of behaviour, to which pupils responded well. The good use of praise and encouragement had a strong impact on pupils’ learning.
102. Throughout the school satisfactory use is made of information and communication technology to give pupils further learning experiences in mathematics. This is particularly evident in the classes of Years 1 and 2 where pupils make pattern sequences and record data in graph form. In other subjects, such as science, teachers take the opportunity for pupils to use their numeracy skills when carrying out surveys and investigations. The subject makes a good contribution to pupils’ personal, moral and social development. Pupils are encouraged to share ideas, listen attentively to others and to collaborate during group activities.
103. Leadership and management of the subject are good. The subject co-ordinator has a clear overview of mathematics throughout the school and has had the opportunity to monitor teaching and learning. The school has carried out a detailed analysis of the pupils’ National Curriculum test papers to identify strengths and areas for improvement. Also, other optional tests are analysed and used to identify those pupils who would benefit from extra support. The school has very recently introduced a system of target setting and tracking to ensure that all pupils are making sufficient progress in mathematics. Written marking, although satisfactory, does not always help the pupils to improve the quality of their work and raise the attainment. Pupils are not fully aware of their immediate “next steps” in learning, nor do they know how they might achieve them. The use of homework to extend or consolidate pupils’ learning is satisfactory. Mathematical displays in each classroom further enhance pupils’ learning. The quality and range of resources are good. They are well organised, easily accessible and used well in lessons. Overall there has been a good improvement in this subject since the previous inspection.

SCIENCE

104. Standards are good and above average in science in Year 6. They are satisfactory in Year 2. The good teaching, pupils’ positive attitudes and good progression of the subject contribute well to the standards achieved and the good progress made by all pupils, including those with special educational needs.
105. In Years 1 and 2, the pupils develop their knowledge and understanding through practical activities in which they are effectively taught how to observe closely. This was seen in lessons in which pupils were investigating materials that let light through and those which did not. They made sensible predictions and handled simple scientific equipment such as torches, with care. The teachers emphasised the use of correct scientific terminology which resulted in the pupils learning the meaning of two new words, “transparent” and “opaque”, to add to their own vocabulary. There is emphasis on teaching pupils the basic skills of carrying out a practical investigation, which provides much enjoyment and curiosity. Pupils ask and answer questions eagerly. Consequently,

by the time they are 7, most pupils show secure skills in carrying out a simple, fair test, with some help from the teacher.

106. Older pupils investigate well, working collaboratively in structured, practical activities to find out information for themselves. They make effective progress in their investigative skills and also in their personal and social development. A good example of this was seen in a lesson for pupils in Years 3 and 4 in which they were investigating the absorbency of different materials. The stimulus for the lesson, an adaptation of the story of Cinderella, captured the pupils' imagination and they worked well. The teacher had previously helped the pupils to plan their investigation, stressing the importance of devising a fair test and, in so doing, had effectively developed their knowledge and understanding of this important scientific idea. In a very good quality lesson for pupils in Years 5 and 6, about being a "Bone Detective", the teacher made effective use of a variety of resources to set challenging and stimulating activities. The pupils showed good knowledge and understanding of the structure and function of the human body and good skills at finding out from which animals a selection of bones had come. In these lessons, the pupils concentrated, behaved well and were interested in the opinions of others.
107. Pupils communicate their findings clearly, using correct scientific vocabulary and develop their literacy skills in their investigative report writing, as well as in their labelled scientific drawings and diagrams. In experiments to find out how far model cars can travel from slopes of different heights, the pupils have used their numeracy skills to take accurate measurements and have created a line graph to record their results. The standard of presentation is good, showing that pupils take pride in their work. There are times when the pupils' conclusions to their experiments are descriptive rather than being evaluative and based on prior scientific knowledge. The school aims to place more emphasis on this aspect of the subject. There is some use of information and communication technology to enhance learning, but this is an area that is not fully developed. By the time they are 11, most pupils show good skills in being able to identify the need for a fair test and then to plan and carry one out independently of the teacher.
108. The teachers have secure subject knowledge. They ask relevant questions to find out what pupils know and to further develop their scientific understanding. They prepare their lessons well and share the learning objectives with the pupils, so that they are clear about what they are to learn and how they should set about their work. The activities given to pupils build well on previous work and, as a result, they use their prior knowledge to support their learning.
109. The curriculum is good, being challenging and stimulating and enables pupils to develop their knowledge, understanding and skills through carefully structured, investigative activities. There is good leadership by the co-ordinator, whose work has had a positive impact on the subject's provision. She has developed good planning procedures, which are based on a two-year cycle, to meet the needs of mixed age classes. They effectively incorporate national guidelines and provide teachers with clear information about the key learning objectives and skills to be taught. The school recognises the need to develop her monitoring role to evaluate the consistency of teaching more effectively. Assessment procedures enable the school to successfully track the progress that pupils make, in order to set precise targets for improvement. There is good use made of visits and visitors to provide further valuable learning experiences. These have included trips to the Science Centre and the Botanical Gardens in Leicester. The accommodation has recently been improved by the creation of a wildlife area and pond, to enhance pupils' studies of life processes and living things. There has been a good improvement since the last inspection.

ART AND DESIGN

110. Standards are broadly satisfactory in Years 2 and 6. As they progress through the school pupils learn different techniques to create two and three-dimensional work, using a suitable range of media. Pupils are encouraged to record from their experience, observation and imagination. For example, Year 2 pupils have painted and made attractive collage pictures about the seaside and the undersea world. They have painted self-portraits that show good attention to detail. In Years 3 and 4, as part of the topic on Ancient Egypt, pupils have made “papyrus”, using paper, coffee and water, which they decorated with “Egyptian” colours, as backgrounds for their designs of Egyptian scenes. These showed good observational and imaginative skills. Similarly, Year 4 pupils closely observed and carefully sketched parts of musical instruments. They worked hard to practise appropriate techniques for shading and highlighting. In Years 5 and 6 pupils concentrated well whilst they investigated and experimented with different types of paper as a prelude to making “Tudor” headgear.
111. Work displayed around the school and included in pupils’ sketchbooks shows that pupils experience a satisfactory range of activities and have opportunities to learn about famous artists of the past, such as Pablo Picasso, Paul Cezanne and William Morris. However, Year 6 pupils who talked to inspectors recalled little about these artists’ lives and their different styles and techniques and those of modern day artists. Consequently, this aspect of the subject does not contribute as well as it might do to pupils’ cultural development.
112. No lessons were seen in Years 1 and 2 due to the organisation of the timetable, making a judgement on the quality of teaching unreliable. Only three lessons were observed in Years 3 to 6 and the quality of teaching was broadly satisfactory. The best lesson was well planned, resourced and organised. Teaching strategies effectively challenged pupils, all of whom made good progress in developing their observational and sketching techniques. There were clear time limits and high expectations, including well-organised time for pupils to reflect upon and evaluate their work.
113. In all three lessons, teachers’ introductions included clear objectives and instructions, ensuring that all pupils, including those with special educational needs, understood what was expected of them. There were good resources for pupils to use and teachers provided good individual guidance and support. The unsatisfactory element was largely due to insufficient challenge and weaknesses in the planning, which reflect the current lack of detailed guidance provided in the scheme of work. The use of assessment to inform planning is not yet established. Suitably, there are plans for reviewing this, to provide improved progression and continuity throughout the school and for the co-ordinator to monitor planning, teaching and learning to help to further raise standards. Resources are good for art.

DESIGN AND TECHNOLOGY

114. There was insufficient evidence on which to make a secure judgement on the standards that pupils attain, or on the quality of teaching, as no lessons were seen during the inspection and there was little work available for scrutiny. In the very limited work seen the Year 3 and 4 pupils showed that they could use their science skills appropriately to design and make a model of an alien by using pneumatics to make its mouth move. In food technology they designed a suitable menu for a Roman feast and then made a sandwich for it. Year 6 pupils showed appropriate skills in making a wooden framework for a buggy, using cardboard triangles to strengthen the joints. Pupils incorporated a simple electrical circuit with a motor to power the vehicle.
115. In some of their work on paper engineering, to make gift boxes and cube figures with “concertina” legs, the activities lacked sufficient challenge, being more appropriate for younger pupils. This shows a lack of appropriate expectation and stems from a programme of work that does not

clearly outline the progression of skills through the school. The school acknowledges that these planning procedures need to be reviewed and improved. There are times when teachers are not sure whether an activity is developing the pupils' art and design or their design and technology skills. The school also recognises that this is in need of clarification.

116. The leadership is secure but the monitoring role of the co-ordinator is at an early stage of development and, consequently, she does not have an effective overview of the quality of teaching or the standards attained in design and technology. The school recognises that there is not enough time allocated to the subject and this is in need of review and amendment. The curriculum is enhanced by a variety of visitors, such as mask makers and puppeteers, who work with pupils to develop their skills in different techniques, using a variety of materials. Resources are adequate, as is the accommodation.

GEOGRAPHY

117. Only one geography lesson was observed during the inspection due to the organisation of the timetables. It is therefore not possible to make an overall judgement on the quality of teaching across the school. Evidence from the scrutiny of pupils' work and discussions with pupils indicates that standards vary and that they are not fully satisfactory in Year 2. They are broadly satisfactory in Year 6.

118. The scrutiny of pupils' work over the last school year shows variation in the quality and quantity of work undertaken. Year 5 and 6 pupils are currently studying Nepal as a locality different to their own. Their teacher has visited this country and contributed to a television documentary programme about life in Nepal. In the lesson observed, pupils learned about the main geographical features, studied artefacts and researched information from the CDROM and a video film. They compared the English and Nepalese environments, cultural aspects and physical features enthusiastically. This was a very good lesson, which strongly promoted independent research, discussion and collaborative learning. Planning was excellent, including clear objectives and interesting and challenging tasks for all pupils, including those with special educational needs and the more able. The teacher's personal links with Nepal enhanced the provision. For example, he provided most of his own resources and also enabled pupils to contact a school in that country by using the Internet. Pupils made good progress and they achieved well.

119. The scrutiny of previous work shows that Year 4 pupils make good progress in their knowledge and understanding of places and climate. They also make good progress in geographical skills such as mapping and measurement. For example, pupils have used a thermometer and anemometer, have made rainfall bar graphs and temperature line graphs. They have created a weather forecast for the British Isles using information and communication technology, logging on and off, selecting a font, using the mouse to drag and drop weather symbols and printing their results. Pupils have also used a Roamer to turn through all eight points of the compass. Whilst there are appropriate studies of places in Years 1 and 2, there is little evidence of breadth of study, including fieldwork and the development of geographical enquiry and skills. In both years, the few examples of work seen were of an unsatisfactory standard. The school has recently identified and amended systems for recording work in geography.

120. The co-ordinator is newly appointed and has had little time to effect developments. Geography in Years 5 and 6 is currently taught by the Year 6 teacher, who provides interesting work for the pupils he teaches. The quality of marking varies across the school from being constructive and

helpful to providing little guidance for improvement. Resources and the accommodation are satisfactory.

121. The development of geography has not been a priority for the school, due to the recent focus on the core subjects. The recently appointed co-ordinator has undertaken an audit of the subject, which revealed a lack of suitable resources for both teachers and pupils in Years 1 and 2. New resources have been purchased and the co-ordinator plans to monitor pupils' work and planning, and to review the scheme of work, which is inconsistently followed by staff. Assessment, recording and reporting systems are to be considered later in the present term. The co-ordinator has release time each term and will have the opportunity to observe lessons later this year.

HISTORY

122. Pupils' knowledge and understanding of the past is broadly satisfactory in Years 2 and 6. Pupils develop a sound understanding of the passing of time. The younger pupils, for example, consider their own growth from infancy to the present, discussing how they have changed and the different developments that have taken place over time. Year 1 and 2 pupils compare and contrast modern and old everyday household objects, such as an iron, kettle and a carpet beater, showing sound understanding of the way in which these have changed over time. Pupils in Years 3 and 4 have secure understanding about sources of information such as books, photographs, museums, maps and artefacts, that are used to find out about the past. They learned how one grandfather's account of his youth gave a more personal description of life in the past. They also went on to decide what evidence would be useful to inform future generations about their own lives, which provided challenge and promoted good collaboration amongst the pupils. Pupils in Years 5 and 6 acquire sound knowledge and understanding of the Tudor monarchs, showing their succession on a Tudor Family Tree. By the end of Year 6 pupils have sound knowledge and understanding of the passing of time and sources of information, including use of the CDROM on the computer.
123. Whilst pupils recognise the value of history as a means of understanding where they have come from and life itself, their work lacks opportunities for independent research and for presenting their findings in different ways. The scrutiny of pupils' past work throughout the school shows they have had insufficient opportunity overall to write accounts and descriptions, and to represent their work in, for example, diagrams, charts and tables. Several pieces of writing have been copied into their books. Some challenge for more able pupils is provided when pupils undertake individual projects, but, overall, planning insufficiently identifies extension work for these pupils. History has previously not been used well to reinforce pupils' literacy skills. The oldest pupils have little understanding about bias and the differences between fact and opinion, through, for example, the study of different authors' accounts and descriptions of historical events. The school is beginning to redress this through its strong focus on improving writing.
124. Discussions with Year 6 pupils show they have little in depth knowledge about the history of their own locality. The pupils stated that they would like to undertake independent research in the school library and have more opportunity to work collaboratively. They enjoyed a visit by a historical society, "The Sealed Knot" which re-enacted the battle at Bosworth. Overall, by the end of Year 6 pupils are not learning to their full capabilities, largely due to the limitations of the present scheme of work.

125. The quality of teaching observed was satisfactory overall. Pupils with special educational needs are supported well. In the best lesson the teacher's encouragement to reason and make deductions about important artefacts provided stimulation and challenge. Pupils collaborated effectively in small groups, suggesting and debating and making corporate decisions. Generally, however, most other lessons provided insufficient opportunity for pupils to research, discuss, ask questions and make suggestions, which restricted their independent learning skills.
126. The co-ordinator is to review the policy and scheme of work in the current academic year. Also, there will be opportunities for the co-ordinator to monitor and evaluate work, including the development of writing in history. There are good plans to develop links further with the local museum curator and to enhance pupils learning through increased visits to places of historical interest. The co-ordinator's action plan also includes monitoring planning and developing the assessment procedures.

INFORMATION AND COMMUNICATION TECHNOLOGY

127. There has been significant improvement in the provision for information communication technology (ICT) since the last inspection, with the creation of a computer suite that allows for whole class skills teaching. The training given to staff has led to improved confidence and expertise in the teaching of this subject. Consequently, Year 2 and 6 pupils attain satisfactory standards that now meet the national expectations in word processing and data handling. There have been limited opportunities to take part in activities involving control and monitoring, so the skills involved in these aspects are at an early stage of development.
128. The quality of teaching is satisfactory, with teachers planning their lessons well and showing secure subject knowledge. Lessons are carefully prepared and place importance on giving pupils opportunities to learn and practise the basic skills of the subject. In Year 1, pupils are taught that computers can be used to make words and pictures and to assemble text. They are also taught how computers can control movement when inputting a set of instructions into the "Roamer" to make it move in a variety of directions. In Year 2, pupils learn how to change the type and size of text and to retrieve, process and display information. Their attitudes to learning are positive and when working in pairs on the computer they work well together, which makes a positive contribution to their social development. This was evident in a lesson on developing word processing skills, when pupils were challenged to change the font style, size and colour and then print their work. In this lesson, as in others, the teacher and support staff worked effectively as a team, so that all pupils received a high proportion of direct teaching. The pupils treated the equipment carefully and were well behaved.
129. Pupils continue to develop their knowledge and understanding well through effective direct teaching of basic skills in the subject. This was seen in a good quality Year 3 and 4 lesson, in which they were being taught to combine text and graphics as part of their work in history. As a result of the teacher's clear explanation, they were able to effectively insert multiple pictures and a watermark. These pupils also showed good skills in using a computer to develop their quick mental recall skills in a mathematics lesson, when counting on in 10's, 100's and 1000's. In a good quality Year 6 lesson, the teacher effectively demonstrated how to create a timeline to show the main events of the Tudor Period. These pupils have also confidently used the Internet to research information about the English Civil War. By the time they are eleven, pupils use information communication technology to enhance some of their work in other subjects and the school has appropriately identified this as an area for further development. In these activities, the

pupils use information technology to organise and present their ideas, showing confidence and enjoyment when using computers.

130. There is good leadership by the co-ordinator, whose good subject knowledge and expertise has played a central role in the improvement since the last inspection. However, her role in monitoring and evaluating the quality of teaching is not yet fully satisfactory. Planning procedures are secure and enable teachers to set work that builds on previous learning. Arrangements for assessment enable the school to track pupils' attainment and progress and then set targets for improvement. Resource provision is good and the school is actively trying to improve this further by providing more software to meet the needs of pupils with special educational needs and those who are more able.

MUSIC

131. Timetabling arrangements meant that only two music lessons could be seen. Therefore, it is not possible to make judgements on standards of attainment or on the quality of teaching and learning overall.

132. In the lesson observed in the mixed reception and Year 1 class the quality of teaching and learning was good. Pupils named and used a range of percussion instruments and classified them according to the way in which they were played. The good pace and opportunities to actively participate in all the activities maintained pupils' interest and their behaviour was good. Listening skills were developed well as pupils responded appropriately to the clear instructions given. All pupils, including those with special educational needs, made good progress.

133. The quality of teaching and learning in the Year 4 lesson was very good. Pupils used percussion instruments very effectively to compose accompaniments to the story of Noah. They showed a good sense of rhythm and talked about the elements of music, for example, the dynamics, tempo and structure. Pupils shared the teacher's enthusiasm for the subject, showing initiative as they organised themselves effectively into performing groups. They were very articulate when evaluating others' performances. Pupils responded very well to the teacher's praise and the good pace to the lesson kept them well motivated. All pupils were equally included in the activities and good support was given to those who required help and additional guidance. The teacher showed her very good subject knowledge as she extended pupils' learning by introducing graphic notation to record their compositions.

134. In assemblies, pupils sing well, following the good example of the teachers who lead the singing with enthusiasm. Music of different styles is carefully chosen for the pupils to listen to when entering and leaving the assembly hall and pupils who have learnt musical pieces are given the opportunity to perform them in assembly.

135. There is a good range of extra curricular activities to enhance pupils' musical skills. These include a weekly music club, recorder and guitar groups and the school choir, which promote an enjoyment in singing and performing with others. Visiting teachers teach the flute, clarinet, strings and brass and there is a school orchestra. Visiting performers enable the pupils to experience live music and music from other cultures, for example, Diwali dancers and to take part in musical workshops. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development.

136. Leadership and management of the subject are satisfactory, with the co-ordinator having a sound understanding of the strengths and areas for development. She has very good subject knowledge and has used this effectively to redraft the subject policy and scheme of work. The co-ordinator gives good support and advice to staff and monitors teaching by checking teachers' plans. She is developing a system to assess and record pupils' progress to ensure continuous learning as they move through the school. The school has good musical resources that are stored carefully and are well looked after by pupils.

PHYSICAL EDUCATION

137. Standards in physical education are satisfactory overall in Years 2 and 6. Good standards were seen in dance in a Year 1 and 2 lesson where the pupils' movements were thoughtful and controlled. Similarly, in a Year 3 dance lesson pupils worked well together to devise dances, with a few demonstrating good poise, well-developed movements and good responses to changes in rhythm. Others showed less poise and control but improved their movements to a satisfactory standard as a result of very good teaching.

138. Year 6 pupils practised and refined passing skills in football. Standards varied considerably from very good to those below national expectations, where pupils showed only limited skills of controlling a ball. The good teaching again extended the skills of all pupils. No swimming was seen during the inspection, though records show that most pupils swim the required distance by the time they leave the school.

139. Teaching and learning are good overall, though a few lessons provided insufficient opportunity for pupils to evaluate and talk about their work. Some very good teaching was seen in Years 3 to 6, where lessons were extremely well organised and managed. Teachers throughout the school are clear about the skills they want to develop within a lesson. They expect high standards of behaviour and concentration in lessons. The teachers use a range of strategies to praise and encourage and there is a good pace. Pupils with special educational needs are supported well and make good progress. The pupils respond very well. As a result, many pupils make a good improvement to their movements and skills.

140. The co-ordinator for the subject is very experienced. He is extremely knowledgeable and is a coach to international standards in gymnastics. He provides good guidance for staff, not only in planning but also in specific coaching and teaching points. Through the commitment of the co-ordinator, the school offers a range of out-of-school sports. These are open to boys and girls across the school. Particularly gifted and talented pupils have the opportunity to work with professional coaches and players. All these activities are enhancing the opportunities for the pupils to practise and enjoy their physical education. Resources are good and the school has good outdoor facilities for physical activities.

RELIGIOUS EDUCATION

141. Standards in Years 2 and 6 meet the expectations of the locally agreed syllabus. There is, however, insufficient information to compare these standards to those at the time of the previous inspection. Pupils with special educational needs make good progress and achieve well. Teaching in Years 1 and 2 is satisfactory. However, there is insufficient evidence to make an overall judgement on teaching in Years 3 to 6.

142. Year 2 pupils have listened to a range of Bible stories, for example, those about Noah and Jonah. They are familiar with key events in the life of Jesus and describe special times of celebration such as Harvest, Christmas and Easter. They have opportunities to express their feelings, for example, when describing why they are special. They relate their thoughts about why God is special to a previous assembly on World Peace. Much of the pupils' learning is through story, discussion and drama. Written work shows appropriate use of capital letters and full stops. However, insufficient emphasis is placed on formal recording, particularly in Year 2 and valuable opportunities are missed to develop pupils' writing skills during follow up activities. There is some inappropriate use of the time allocated to this subject.
143. The majority of pupils in Year 6 have a good understanding of the many features of Christianity. Pupils talk enthusiastically about the main parts of a Christian church and show a good knowledge of other major faiths, such as Islam and Judaism. They consider the importance of prayer, expressing their own feelings in prayers for the Harvest service. Pupils record their work in a variety of ways, taking a pride in the presentation. However, follow up activities often lack challenge and pupils lose interest in the colouring in and copying activities presented to them. Opportunities are missed for extending pupils' independent writing skills and insufficient use is made of information and communication technology and information books to enhance pupils' research skills.
144. The quality of teaching in the lessons seen is satisfactory overall but it ranges from good to unsatisfactory. When teaching was good, as in a Year 1 and 2 lesson about Jonah, the teacher's very expressive reading and the opportunities for drama engaged the pupils' interest and they listened attentively and with obvious enjoyment. Pupils expressed their ideas clearly in response to the teacher's effective questioning. During the follow up activity they referred to their writing targets to ensure their work was as good as it could be. The story made a good contribution to the pupils' moral development. In a satisfactory Year 5 lesson artefacts were used sensitively and effectively to explain the rituals of Muslim prayer. When teaching was unsatisfactory, as in a Year 2 class, the teacher's planning lacked clear organisation and there was inappropriate use of the time allocated. In all lessons teachers demonstrate a good knowledge and enthusiasm for the subject. Pupils' interest and curiosity contributed well to the quality of their learning. Relationships and behaviour are good and pupils have a good attitude to their learning.
145. Leadership and management are satisfactory. The subject co-ordinator has good subject knowledge and has gradually built up a series of good quality resources to support teaching in this subject. Although the co-ordinator monitors planning she has not yet had the opportunity to monitor and evaluate teaching and learning in the subject. There are no formal procedures in place for assessing pupils' attainment or for recording their progress to ensure continuous learning as they move through the school. Written marking does not consistently inform pupils of why their work is good or how it might be improved. Resources are used well throughout the school and several religious "Big Books" are used appropriately with the younger classes during the literacy hour. Visitors to the school and visits to local churches further enhance pupils' learning. Religious education makes a good contribution to pupils' spiritual, moral, social and cultural development.