

INSPECTION REPORT

**SACRED HEART CATHOLIC PRIMARY
SCHOOL**

Loughborough

LEA area: Leicestershire

Unique reference number: 120215

Headteacher: Sister M Lucina

Reporting inspector: Mr G Bassett
21500

Dates of inspection: 15th – 17th January 2003

Inspection number: 248113

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary aided
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Beacon Road Loughborough Leicestershire
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Appropriate authority:	The governing body
Name of chair of governors:	Mr K Pond
Date of previous inspection:	November 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21500	Mr G Bassett	Registered inspector	Information and communication technology	What sort of school is it? How high are standards? How well are the pupils taught? How well is the school managed? What should the school do to improve?
19558	Mr M Hammond	Lay inspector	Equal opportunities	Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with the parents?
31233	Mrs E Slater	Team inspector	English Music Special educational needs	How good are the curricular and other opportunities offered to pupils?
10144	Mrs M Marriott	Team inspector	Mathematics Art and design Design and technology Foundation Stage	
26232	Mr C Grove	Team inspector	Science Geography History Modern foreign languages Physical education English as an additional language	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Sacred Heart Catholic Primary School is situated in the university town of Loughborough. The school, which was built in 1995, stands in a pleasant site and provides good accommodation. There are seven classrooms, a computer suite, a library, a hall and various administrative areas. The corridors serve as teaching areas for art, craft and cooking. The school serves the parish of Sacred Heart and neighbouring parishes. The socio-economic status of the area served by the school is above the national average. It has 208 pupils on roll with an equal number of boys and girls from the age of four to 11 years. There are 34 pupils on the school's special educational needs register and this is below the national average. There is one pupil with a statement. There are at present 23 children in the Reception class and their attainment on entry is clustered around average. There are four children who are eligible for free school meals and this is below the national average. No pupils receive extra help for English as an additional language and almost all the pupils are white, with many coming from families with Italian roots.

HOW GOOD THE SCHOOL IS

Sacred Heart school is an effective school that gives satisfactory value for money. By the time the pupils leave the school at the age of 11 the standards achieved in English and mathematics are above average. This represents good progress in these two subjects. The pupils with special educational needs also make good progress. The headteacher leads the school with a caring attitude towards all staff and children and has provided a clear direction to the work of the school. The governing body gives the headteacher and the staff and children good support. The quality of teaching is satisfactory overall with very good quality of teaching in the Reception class. The school has made satisfactory improvements since the last inspection but there are still areas that require further attention. The co-ordinating of subject development has been improved in several good ways to suit the needs of the school. However, the monitoring of the teachers' planning and the quality of the teaching in all subjects are still not rigorous enough.

What the school does well

- The standards of the pupils' work in English and mathematics at the end of Year 6 are above the national average.
- The quality of work in reading and writing in Year 2 is above the expected levels for their age.
- The provision and the quality of the teaching in the Foundation Stage is very good.
- The pupils' attitudes towards school and enthusiasm for their work are very good.
- The pupils' behaviour in and around the school is good.
- The quality of care provided by all the staff is good and the provision made for their moral development is also very good.
- The progress made by the pupils with special educational needs is good throughout the school.

What could be improved

- The quality of the pupils' work in information and communication technology is below the expected level at the end of Year 6.
- The oldest pupils in the school are not given sufficient opportunities in many subjects, to write down their ideas, discoveries and thoughts in their own way.
- The pupils' skills of investigating and experimenting in science are underdeveloped.
- The assessment records are not used effectively enough to identify the pupils' needs or to plan what the teachers teach next.
- The co-ordinators for each subject do not monitor rigorously enough either the quality of the teaching, the teachers' plans or the quality of the pupils' work.

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 November 1997 and since then the governors, headteacher and staff have made satisfactory improvements to the quality of education throughout the school. The quality of leadership has improved and the governors have developed a long-term educational direction for the school by working closely with the headteacher and senior management team. Consequently nearly all issues raised by the last inspection have been completed. The roles of the senior management team and the subject co-ordinators have been clarified and this has brought about a more efficient and effective development of the subjects, planning and assessment. The quality of teaching is still satisfactory overall, but the school has not yet organised regular monitoring of the teachers' planning or the quality of teaching in each class. However, significant improvements have been made in the Foundation Stage where the teaching quality is now very good. The curriculum, which was underdeveloped, is now well established with the school using the national guidelines and published work effectively to set the schemes of work for each year group. The National Literacy and Numeracy Strategies are now firmly established and this has been instrumental in raising the standards of the pupils' work to be above the national average in English and well above in mathematics by the end of Year 6.

STANDARDS

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

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

Key

well above average A

above average B

average C

below average D

well below average E

Over the past three years the long-term trend for the school shows that at the end of Year 6 the successive year groups of children have done better than the national performance in English and mathematics. The results of the national tests in 2002 show that the pupils achieved standards above the national average in English and well above the national average in mathematics. This is a significant improvement since the last inspection. The results in science in 2002 are broadly average but would have been higher but for the fact that most pupils did not have a sufficient grasp of the skills they should have gained in investigative and experimental science. When comparisons are made with similar types of schools, the school's performance was above average in mathematics, average in English and slightly below average in science. The school narrowly missed its target for Year 6 in the English test by two per cent but exceeded its target for mathematics. In the present Year 6 the standard of the pupils' work in English and mathematics is above average and the pupils make satisfactory progress. In science the quality of their work is broadly in line with the expected level for their age. However, there are some gaps in the pupils' skills of investigative science and this holds down their overall standards in science. In information and communication technology (ICT) the quality of the pupils' work in Year 6 is in line with expected levels in all areas of the curriculum apart from control technology where it is below the expected standards. The quality of their work in all other subjects is in line with the standards expected at the end of Year 6. The pupils make satisfactory progress.

The results of the national tests in Year 2 in 2002 show that the pupils' achieved standards which were well above average in reading, above average in writing and broadly average in mathematics. The results

of the teachers' assessments in science showed that the standards were average. The current work of the pupils in Year 2 is above the average in reading and writing. This is also a significant improvement since the last inspection. The quality of the pupils' work is in line with expected levels in mathematics and science. The quality of work in all other subjects is in line with the expected levels for their age. The pupils make satisfactory progress throughout their time in Years 1 and 2.

Nearly all the children in the Foundation Stage reach the early learning goals for each area of their learning by the time they enter Year 1.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	The pupils' attitudes to school are very good. They enjoy school and show an enthusiasm for their learning.
Behaviour, in and out of classrooms	The behaviour of pupils in and around the school is good. At all times they are polite and helpful.
Personal development and relationships	The pupils' personal development and their relationships with one another have improved significantly since the last inspection. All pupils show a very good respect for other people's feelings, values and beliefs.
Attendance	The attendance is below the national average because many parents take holidays during the last two weeks of the summer term.

TEACHING AND LEARNING

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

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

The quality of teaching is satisfactory overall, with almost a third of the lessons seen in Years 1 to 6 being good or very good. The quality of the teaching in the Reception class is very good overall and on occasions excellent. Where the quality of teaching is best the teachers plan very carefully, expanding their ideas and activities effectively from the national guidelines. They include imaginative tasks that support the skills, knowledge and understanding they are intending to teach. They also ensure that what they teach builds upon what the pupils have already learned. Where this is not so, the pupils have gaps in their skills and this is most noticeable in the teaching of investigative and experimental science. The high quality of teaching in the Reception class accelerates the progress of all the children from the time they enter the school. The small group teaching of the pupils with special educational needs is also good and helps them to make good progress. Where the teaching is weaker, the teachers do not plan thoroughly enough. Marking is often no more than a tick and there are very few comments to help the pupils to improve what they do. The teaching of literacy and numeracy has been established securely and is satisfactory. This is already having a marked effect upon the rising standards of work that the pupils throughout the school are producing.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum provided for the children in the Foundation Stage is very good. Throughout the rest of the school it is broad balanced and relevant. All subjects follow a scheme of work and the national guidelines.
Provision for pupils with special educational needs	The provision for the pupils with special educational needs is good.
Provision for pupils with English as an additional language	Not applicable to this school.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	The provision made for the pupils' moral development is very good and for their social development is good. This has a marked effect upon their attitudes and relationships with one another. The provision for the pupils' spiritual development is good and for cultural development it is satisfactory.
How well the school cares for its pupils	The personal support and guidance given to all pupils is good and there are reliable procedures for recording and assessing what each pupil can do.

The impact of the parents' involvement in the school is very good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership and management of the school are satisfactory. The headteacher brings a caring quality to the leadership and management of the school. She embodies the school's mission statement. She has a clear vision of the developments that are needed in the school and provides the staff with clear guidance. The co-ordinators have developed their role effectively since the last inspection but still need to be more rigorous in their monitoring of teaching, planning and the quality of pupils' work.
How well the governors fulfil their responsibilities	The governing body fulfils its responsibilities satisfactorily. The five-year plan devised by the governing body in conjunction with the headteacher has given the school a clear direction for the future.
The school's evaluation of its performance	Through the development plan and the tracking of the pupils' progress the school is beginning to make sound judgements about its performance. However, the monitoring of the quality of the teaching and the teachers' planning does not provide sufficient information about the performance in the classrooms.
The strategic use of resources	The resources are adequate. They are used productively and with purpose throughout the school. The support staff are deployed efficiently and effectively to enable them to give significant support to the teachers and pupils. The accommodation causes many problems because of the undue amplification of extraneous noises. This is distracting in each classroom.

The school makes regular assessments of its expenditure and has reliable procedures in place to ensure that it get the best value for money. The school has an appropriate number of staff with relevant experience and qualifications to cover the requirements of the curriculum.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• The standards of behaviour are good.• Their children like the school and they feel comfortable about approaching the school.• The school is helping their children to become mature and responsible.• The teaching is good and they state that their children make good progress.	<ul style="list-style-type: none">• They would like more information about how their children are getting on in school.• They would like the school to work more closely with the parents.• A number of parents expressed a concern about the amount of homework set for their children.• They expressed concern about the range of out of lesson activities.

The judgement of the inspection team is that the quality of teaching is very good in the Reception class and that it is satisfactory overall with some good and very good lessons throughout the rest of the school. It is also the opinion of the team that the parents are kept well informed about their children's progress and that the school tries to work in close co-operation with the parents. The arrangements for the setting of homework are published in the school's prospectus. These are acceptable and are followed by the teachers. The team believes that the range of out of lesson activities is good.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. It is evident from the lessons observed and the work seen that the standards attained by the present pupils in Year 6 are above average in English and mathematics and broadly in line with the national average in science. The quality of the pupils' work in Year 2 is currently above the national average in reading and writing and broadly in line with the expected level for their age in mathematics and science. The progress made by all pupils in the present Years 3 to 6 is satisfactory. The progress made by all the pupils in Year 2 has been satisfactory overall since they joined the school in the Reception class. The pupils with special educational needs in all classes make good progress because of the extra help and guidance they receive even though their standards of work are below the national average for their ages.
2. The children enter the Reception class in the year that they become five years old. On entry to the school their attainment is usually clustered around average. They all make good progress and often very good progress as they settle into the routines of the class and school. By the time they enter Year 1, almost all of these children will reach the early learning goals in all areas of learning. Many will exceed these goals and will join the next class well prepared to succeed in the curriculum for their age. This is brought about because of the very good quality of teaching in the Reception Year. In all respects this Foundation Stage is much better prepared now than at the time of the last inspection. Consequently, the quality of the children's work is now well above the expected levels for their age and this is a significant improvement since the last inspection.
3. The results of the national tests for the pupils in Year 2 in 2002 show that the proportion that reached or exceeded the expected Level 2 was well above the national average in reading and above average in writing. The results for mathematics show that the school's performance was broadly in line with the national average. The standards in mathematics were reduced because of some gaps in the pupils' skills, knowledge and understanding of shape, space and measure. During the inspection this area of the pupils' mathematical development was also judged to be weaker than the quality of their work in numeracy. The teachers in Years 1 and 2 are aware of this weakness and have instigated routines to improve the standards. From the teachers' assessments in science in 2002 the quality of the pupils' work was in line with the national average.
4. The results of 2002 represent a good improvement in reading and writing since the last inspection, when standards were in line with the nationally expected levels. The results for writing also show that a good proportion of pupils reached Level 3 in 2002 whereas in the previous year no pupil reached this higher level.
5. The school has kept pace with the rise in national standards in Year 2 in mathematics and science and has exceeded it in reading and writing. When comparisons are made with similar schools the pupils' attainment in reading was above average and in writing it was average. In mathematics, comparisons show that the results were slightly below the average.
6. In the national tests at the end of Year 2 in 2002, the girls performed better than boys at the higher levels but the inspectors found no significant difference in the attainment of girls and boys in the work seen during the inspection.
7. The results of the national tests at the end of Year 6 in 2002 show that the school's performance was well above the national average in mathematics and above the national average in English. In science it was in line with the national average. The standards reached by the most able pupils in English and mathematics in Year 6 are above the national average. When compared with similar schools the performance in mathematics was above average, in English average and in science slightly below average.

8. The school narrowly missed its target for Year 6 in English by two per cent but exceeded its target for mathematics.
9. When comparisons are made with their previous attainment at the end of Year 2 in 1999, the Year 6 cohort that took the national tests in 2002 made very good progress during their time in the junior classes in mathematics, good progress in English and satisfactory progress in science. This is commendable.
10. There was no significant difference in the attainment of girls and boys except at the higher levels of attainment in the tests, when boys performed slightly better than girls. During the inspection, no significant difference in attainment was found between boys and girls. The proportion of most able pupils reaching the higher levels in the tests was above the national average.
11. The long-term trend over the past three years shows that the performance of the successive groups of pupils in Year 6, has exceeded the national picture in English, mathematics and science.
12. In information and communication technology there have been recent improvements in the work of the pupils in Year 2 because of the establishment of the information and communication technology suite. Prior to the instalment of this facility, the pupils in Year 6 had only had a limited use of computers. Consequently they are now busily working to catch up to the standards expected for pupils of their age. They have not yet experienced the use of control technology or making presentations using computers and these are weaknesses in their skills, knowledge and understanding. **(This is a key issue for action).**
13. The development of the pupils' investigative skills in science has been restricted throughout the school and especially in Year 6. Much of the work seen in the oldest pupils' books shows that they copy large amounts of identical script or that they write down notes dictated by the teacher. Consequently the quality of the pupils' written work in this aspect of science is weaker than expected for children of this age. This weakness together with a lack of investigative skills, holds down the overall standards in science at the end of Year 6. **(This is a key issue for action).**
14. The pupils in Years 3 to 6 do not have sufficient skills in their use of design as part of the design and technology processes. Little evidence was found to suggest that the pupils are encouraged to draw out designs at the planning stage of making of models, pencil cases or book marks.
15. The standards of work in all other subjects throughout the school is satisfactory and broadly in line with the expected levels but the teaching technique of dictating notes for history, geography and music does not help to develop the pupils' literacy skills. **(This is a key issue for action).** There are many times when the pupils' literacy skills could be used more effectively when writing accounts and reports in other subjects.

Pupils' attitudes, values and personal development

16. The pupils' attitudes, values and personal development are very good and are a strength of the school. The Catholic ethos of the school has a marked impact upon the pupils' attitudes, values and beliefs.
17. The children in the Foundation Stage have positive attitudes towards the rules and routines of everyday life at school. They answer the register politely and consider the needs of others. They willingly share and take turns. As they get older, the children's attention span and concentration increases. Consequently, they listen with good interest to the teachers and work for quite long periods independently. Most children have already learned to cope well with aspects of their personal care, such as undressing for physical education lessons (PE) and washing their hands after visiting the toilet.
18. The attitudes of pupils in the school are very good and this has a positive impact on the progress

they make. This is an improvement since the last inspection. The pupils enjoy school and have very good attitudes to learning. Their behaviour is good and they show great respect for each other. They form very good relationships with fellow pupils and adults. All pupils are more than happy to accept responsibility whenever opportunities arise.

19. The pupils are eager to come to school and clearly take an interest in their work as is visibly shown in the many displays throughout the school. They co-operate and work independently, taking responsibility for their own and often, other pupils' learning as much as they are able. In a lesson in Year 2, the pupils used baby photographs of themselves and recorded the ways they had changed. Then in small groups they happily discussed the ways they differed from each other.
20. Opportunities for pupils to use their initiative and to accept responsibilities are generally very good. For example, two pupils from each year group attend the health and safety committee where they enthusiastically discuss the good points of the school and also ways of improving the school environment. The pupils in Year 6 distribute the registers each day and deal with the internal post. Some also act as 'buddies' to younger pupils during break time. Recently a group of pupils in Year 4 organised an art competition and they obtained their own prizes. Other pupils sell biscuits to raise money and run stalls at the school's autumn fair.
21. Many pupils are involved in the various clubs provided by the school. These include the drama club and the football, netball, tennis, chess and athletics clubs, many of which participate in local leagues and competitions.
22. The pupils' behaviour during lessons is good and continues to be good during break times and around the school. The small number of more challenging pupils is generally managed well. The pupils appreciate the good use of praise stickers and the good behaviour assemblies have a positive effect. The pupils move about the school in a sensible and orderly manner. At all times they are very polite and helpful. The pupils show very good levels of respect for the views of other pupils and have good understanding of right and wrong. There are no exclusions of any pupil and no evidence of oppressive behaviour or bullying.
23. The relationships in the school are generally very good. The school functions as an orderly and caring community, with the adults providing effective role models for the pupils. The relationships and mutual respect between pupils and staff, as well as with the many adult visitors to the school, are very good. The pupils' personal development and relationships with one another are very good and this is a significant improvement since the last inspection. This is a strength of the school.
24. The pupils with special educational needs concentrate on their work very well indeed when working with the special educational needs co-ordinator, so that they make good progress in their specific individual programmes. They are enthusiastic and enjoy the fast-paced, focused sessions. In class, their behaviour is good and they work alongside their peers well.
25. The pupils' rate of attendance, which has deteriorated since the last inspection, is now below the national average. The figures do not reflect a true picture of the school, where the majority of pupils are very keen to attend. Some parents taking children on holiday particularly during the last few weeks of the summer term cause the drop in attendance. **(This is an issue for the governors to consider)**. Punctuality, both at the start of the day and in the lessons is good.

HOW WELL ARE PUPILS TAUGHT?

26. The quality of teaching is satisfactory overall with a considerable strength of very good teaching in the Foundation Stage. All the lessons seen in the Reception class during the inspection were good or better, with half of them being very good or excellent. This is extremely high quality teaching and a substantial improvement since the last inspection. The quality of teaching in Years 1 to 6 is satisfactory overall and this is the same as at the time of the last inspection. Of the lessons seen in Years 1 to 6 almost a third were good or better. The remaining lessons were

satisfactory with the exception of one lesson of physical education, which was unsatisfactory and one lesson in mathematics, which was poor.

27. Since the last inspection the school has embraced the National Strategy for Literacy and Numeracy effectively throughout the school and the quality of teaching is now satisfactory and occasionally good.
28. The high quality of teaching in the Reception class accelerates the children's progress significantly from the time they enter the school. The class assistant supports the teacher and the children very effectively and together they make a good team. They have high expectations for each child and, as a consequence, nearly all make good progress and settle quickly to the routines of the school. As a result of the good and very good teaching a high proportion of the children have already reached the early learning goals for many of the areas of learning. The teacher's planning is very thorough and detailed and this provides a very secure basis for each lesson. The teacher makes good use of her assessments to plan what the children are to be taught next.
29. Throughout the Years 1 to 6 the quality of teaching is satisfactory overall in all subjects. During the inspection there were many occasions when the teaching was good or very good. The proportion of good or better lessons has increased since the last inspection. Examples of some of the good quality teaching were observed in English, mathematics, science, physical education and Italian lessons. Also, in a mathematics lesson in Year 6 and a science lesson in Year 2 the quality of teaching was very good. This quality of teaching has a profound impact upon raising standards in mathematics and literacy in particular and the pupils make good progress in these two subjects. Overall the teachers' expectations are satisfactory. However, they do not use ongoing assessment records sufficiently well to set targets for individual pupils, neither do they use them to decide which pupils need additional support or extension tasks. **(This is a key issue for action)**. The setting of homework follows the school's policy and is satisfactory in all classes.
30. When the teaching is good or better the teachers plan their work very thoroughly. The teachers take account of the national guidelines but expand effectively upon these ideas to match the challenge of the tasks to the wide range of the pupils' needs. As a result the activities support the skills, knowledge and understanding that the teacher intends to teach very well. The teachers ensure that the new areas of learning build upon what the pupils have learned previously. For example, in the science lesson in Year 1, the pupils used magnifying glasses to investigate some chicken bones. This activity built successfully upon the knowledge they acquired by looking at a plastic replica of a human skeleton. It gave them a good understanding of the differences between the textures and composition of a plastic representation and a real bone. The management of the pupils in Years 1 and 2 is satisfactory overall. In these classes the assistants are well deployed and consequently the pupils benefit significantly from their help and guidance.
31. In the mathematics lessons in Years 5 and 6 where the teaching was good or very good, the teachers planned the introductory sessions very well with clear details for mental calculation activities. The pace of work was brisk and it was clear that because of the quality of the teaching and planning the pupils were very competent in their use of large numbers when calculating answers in their heads. Both of these teachers developed the pupils' skills effectively with work that matched the pupils' previously acquired understanding and knowledge. For example, the higher attaining pupils in Year 5 were challenged to calculate in their heads "**732 multiplied by 21**". This was impressive and the pupils became passionate about their own method of reaching the answer. Overall the best teaching creates an atmosphere in which the pupils sustain concentration and gain the confidence to express their own feelings and thoughts. It is because of well-planned lessons like these that the quality of the pupils' work in English and mathematics has improved since the last inspection to be above average by the end of Year 6.
32. Where the teaching is satisfactory the teachers do not become familiar and confident with what they intend to teach to meet the needs of all pupils. Consequently, most pupils, regardless of their prior learning are often given the same tasks. However, the lower attaining pupils continue to learn because of the good level of support they receive from the classroom assistants.

33. In a few instances it is clear from the scrutiny of the pupils' work in Year 6 and from discussions with some of them that they copy a vast amount of work from prepared scripts or that they write down dictated notes from the teacher. In some science lessons the pupils do not have sufficient opportunities to write up their experiments in their own words or to develop their own investigational work. Opportunities are also missed to carry out their own investigative work as the teacher controls most of the work too rigidly. In history and geography, as well as in their assessment folders, much of the work of the oldest pupils in the school is identical for each pupil because of this style of teaching. **(This is a key issue for action)**. When talking to these pupils it is clear that they have remembered some facts but they have not been allowed to develop their above average skills in creative and factual writing.
34. Where the teaching was judged to be unsatisfactory or poor it was because the teachers had not prepared their lesson plans sufficiently well. Sometimes, the objectives for the lessons were not made clear to the pupils and they became confused. In these lessons the rate of progress slowed down and the pupils lost interest in their work.
35. The teaching for pupils with special educational needs is good and well planned. The activities focus appropriately upon the specific targets in the pupils' individual education plans. These include targets for work in the class as well as in the specific individual teaching programmes, which are matched well to the needs of the pupils. Individual pupils are taught effectively for short, focused intensive sessions. They learn basic literacy and mathematical skills well because of the careful repetition in these programmes and therefore make good progress towards their individual targets.

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

36. Overall, the school provides a suitable range of learning opportunities, as at the last inspection. The strengths in the curriculum are seen in the very good provision for the under fives and good provision for numeracy and literacy. Weaknesses are evident in the investigative aspect within science, the control strand within information and communication technology and the design element in design and technology. The school has developed a clear cycle to review, monitor and develop the curriculum.
37. Since the last inspection schemes of work have been established and these follow the national guidance. The teachers use these guidelines to plan the development of pupils' skills, knowledge and understanding. The planning for English and mathematics follows the national frameworks for literacy and numeracy well. Additional materials from the literacy and numeracy strategies are used for some pupils for *literacy support* and *maths springboard*. The Reception class follows the national guidance for the Foundation Stage, implementing this very well. Some subjects, such as science, physical education and music follow commercial schemes, which offer detailed lesson plans or short-term planning. However, the teachers do not always adjust these plans for groups of pupils in the class, or the range of teaching approaches to be used.
38. Sex education and teaching about the dangers of drug abuse are taught as part of personal, social and health education. Examples of good provision for the pupils' personal development are noticeable in the use of circle discussion time, in which the pupils talk together about various issues. They listen to other children's points of view. The health and safety committee, which consists of pupils, a teacher and a governor, makes monthly inspections and reports. This helps pupils to learn about democratic processes as well as involving them effectively in learning about responsibilities for health and safety in school.
39. The range of the extra-curricular activities is good. This is an improvement since the last inspection, when it was satisfactory. Well-attended lunchtime and after school clubs are led by teachers. Sport is well represented with netball, football, athletics, short tennis and tennis at different times throughout the year for Key Stage 2, with many of the children taking part in local

tournaments and matches. In addition, a chess club plays matches with another local school and a dance and drama club contributes regularly to assemblies and produces an annual school pantomime. The choir sings in assemblies and also performs with other schools. A range of visits to local places of interest and visitors to the school also enrich the curriculum. The younger pupils recently visited a local farm at lambing time and others took part in a visiting Victorian workshop. The junior pupils recently visited a dance workshop and took part in a Tudor workshop in school. All pupils enjoyed a science show in school (*The Hot Ice Show*) and a visiting drama group's presentation of plays about the environment and space. The annual residential visit for the pupils in Year 6 helps them to learn about the links between subjects, for example, history and geography.

40. The provision for pupils with special educational needs is good. From the Foundation Stage onwards the special educational needs co-ordinator supports the teachers effectively in identifying pupils who need more help in literacy and mathematics. Individual action plans are developed appropriately with targets to be met through work in class. These also have structured programmes for individual support taught by the co-ordinator.
41. Links with the community are good and contribute well to pupils' learning. These include visits by the library service and the fire service. There are also very good links with Ashmount Special School, next door, because pupils from Ashmount visit to join in art activities. These visits contribute to the pupils' learning about the needs and capabilities of others. The links with the catholic secondary school are very good, with good liaison between the both schools to make the transition from one school to the next smoother. Links with other local schools are maintained through matches and tournaments and choir festivals. The pupils also visit local churches as well as the church associated with the school.
42. Overall, provision for pupils' personal development is good, as at the last inspection. It is firmly underpinned by the faith-based ethos of the school. There are particular strengths in spiritual, moral and social development. The school is very good indeed at grasping opportunities to support pupils' personal development as they arise, but teachers do not regularly plan for this except in personal, social and health education.
43. The provision for pupils' spiritual development is good, as at the last inspection. The pupils are valued as individuals and are given opportunities to explore their own and others' feelings and encouraged to think about others, for example, in circle time and assemblies. They are encouraged to think about their own and others' beliefs, for example, in an assembly on Hinduism. From time to time the pupils experience a sense of awe and wonder, for example, the re-enactment of the New Testament story of the disciples catching an unexpected amount of fish was acted out effectively in an assembly. Assemblies provide moments of reflection and in lessons the pupils are sometimes invited to pray individual prayers, thus sharing their own faith practically with each other.
44. The provision for pupils' moral development in the last inspection was good. It is now very good, further underpinned by the school's strong, caring ethos. There is a clear behaviour policy. From the time that they begin school in the Reception class, pupils are taught to think about their own behaviour and its effect on others. Good work and effort are celebrated in weekly *Praise Assemblies* and teachers praise good behaviour. School and class rules are shared and written by pupils. Teachers also take opportunities to discuss moral issues, for example the issue of keeping promises in the story of the Frog Prince, in a literacy lesson in Year 2. The pupils respond by behaving very well in lessons and around the school. There is no evidence of bullying or aggressive behaviour in the school. The pupils are respectful and polite to adults and each other and have learnt to disagree courteously when arguing their points of view with each other, for example in a discussion about different methods to calculate and answer.
45. The provision for the pupils' social development is good, as in the last inspection. After school clubs give the pupils opportunities to mix with others from different age groups in informal settings as well as encourage the development of co-operative teamwork. The health and safety committee provides good opportunities to contribute to the school community. The link with the neighbouring

special school introduces pupils socially to others with learning problems that they do not usually encounter. They appreciate the work of others. For example, the pupils in Year 2 clapped spontaneously a lower attaining pupil who read out his work. The teachers allocate class duties, so that pupils are able to develop some responsibility. The pupils in Year 6 have the opportunity to take part in a residential visit, presenting them with new challenges away from home.

46. The provision for the pupils' cultural development is satisfactory, as in the last inspection. The range of literacy resources, songs in music and the study of other countries in geography raise the pupils' awareness of other cultures, effectively. Visitors from other countries and cultures enhance the pupils' understanding and knowledge of different customs and traditions around the world. In one assembly, the pupils in Year 6 talked about their favourite books with examples of translations from other languages. The school also has a link with an African ministry. However, display does not represent sufficiently well the multicultural and multi-ethnic character of the local area and there is little evidence of development of awareness of aspects of Western European culture such as the work of artists, sculptors and musicians.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

47. The school is a caring community that reflects well its stated aims. There is good provision for the welfare and protection of pupils. The school has an effective child protection policy, which follows the local education authority guidelines and staff are aware of their responsibilities in this area. Good arrangements are in place to deal with sick children, with good arrangements for dealing with first aid.
48. The school provides a caring and secure environment for the pupils to work in and the friendliness and courtesy of the staff and of the pupils is a characteristic of the school. The children in the Foundation Stage are introduced into the routines of the school very effectively.
49. The staff apply the good range of policies which effectively promote the pupils' welfare. These include effective procedures for monitoring and dealing with oppressive behaviour. However all the adults on the staff do not always apply the very good behaviour policy consistently and this is confusing for the pupils.
50. The teachers and support staff have a very caring attitude towards the pupils. The pupils, including the Reception children, are well cared for and the procedures for monitoring and supporting their personal development, attainment and progress are satisfactory.
51. The school has improved the assessment procedures since the last inspection. A growing strength of the assessment procedure is evident in the records kept at the end of each year. These records are accurate and identify the National Curriculum levels reached by each pupil. These are passed onto the next teacher in order to track each pupil's progress. Even though the school has the necessary information about each pupil's standards, the co-ordinator does not use this to make predictions about the attainment that each one should make at the end of Year 2 and Year 6. In the day to day planning of lessons the teachers draw upon key objectives for each subject. From these they teach the pupils the skills, knowledge and understanding required for their ages. As a topic is completed the teacher notes down against the key objectives how well each pupil has managed the new learning. They use a tick, together with a plus or minus sign, to record if the pupil needed support or needed extension tasks. This is a reliable system but the co-ordinator responsible for assessment, does not yet monitor these records to check that they are used correctly. In many instances, the teachers do not make enough use of these records to set targets for pupils or to identify either which pupils need more support or would benefit from extension tasks. **(This is a key issue for action).**
52. The procedures to build good relationships between the teachers, the support staff and the pupils are effective. As a result the pupils are seen caring and supporting each other. For instance the pupils in Year 6 become 'buddies' who help and support younger pupils during break times. Good use is also made of circle discussion times to build up good relationships within each class.

53. Throughout the school the pupils are more than willing to talk about themselves and their feelings and to ask for help when it is needed. The parents also said that they are able to contact the school should a problem arise and that staff are willing to discuss any difficulties they may have.
54. The school is committed to a positive discipline and behaviour policy and as a result functions as an orderly and caring community. The pupils are generally well disciplined and good behaviour is an expectation of the school with almost all pupils responding well. Supervision of the children during lunchtime and other breaks is good.
55. There are good procedures for monitoring and promoting children's attendance and the school does everything it can to discourage parents from taking their children on holiday during term time. The school works closely with the education welfare officer to improve attendance and punctuality where necessary.
56. The governors monitor the very comprehensive health and safety policy, which includes a well-written and detailed annual risk assessment audit of the school. The areas of concern detailed in the last report have now been met. Fire drills take place four times each term. The health and safety committee has pupil representatives from each year group, which effectively ensures that the school is fully aware of any potential problems from a pupil's point of view.
57. A small number of minor health and safety concerns have been raised with the school, which need dealing with as soon as possible.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

58. The relationships with parents are good and this is an improvement since the last inspection. The parents state that it is a good school where the staff care deeply for their children. Most of them see it as a happy, friendly school where pupils are expected to work and achieve of their best. They always feel welcome and say that the partnership between parents and the school is good. The school has developed effective links with parents. Most of the parents spoken to, said how much they appreciate the accessibility and approachability of the staff.
59. The impact of the parents' involvement in the school is very good. Many parents said that they are encouraged to play an active part in the life of the school. As a result a number of them act as volunteers who work closely with the teachers in the classroom and give help on outside visits and with swimming. There is an active Friends of Sacred Heart (FOSH) group, which organises very successful social and fund raising events for the benefit of the school. These include the autumn fete, the annual barbecue, a quiz night and the Christmas disco. Funds were provided to help equip the ICT suite, buy football team kit, tricycles and £50 was given to each class to buy games for wet days.
60. The special educational needs co-ordinator liaises with parents as soon as a pupil is identified for special educational support and advises them about the nature of help they can offer at home. The parents are invited to meet their children's teachers and the special educational needs co-ordinator at least twice a year to review progress. There are more frequent opportunities for informal contact throughout the year.
61. The level of information given to parents is satisfactory. The parents are kept informed of their children's progress through parents' evenings and a well-written annual report, which includes targets for English and mathematics for each child. More detailed targets are written in each child's golden book. The majority of parents felt that they are kept fully informed about their children's progress but a number said that they would like more details of how their children were progressing. However, the evidence shows that the parents are kept informed. The school sends out termly letters, which contain details of new timetables and topics to be taught, together with advance notice of special events. Despite reminder letters, which are also sent regularly, a number of parents felt that they received detailed information much too late for them to be involved. From the evidence seen the inspection team believes that the communications between

the school and the parents is at least satisfactory and in many instances, good.

62. There is a home school agreement, which needs updating, but overall the contribution of parents to children's learning at school and at home is good. Some parents expressed concern about the amount of homework set by different classes. However, it is clear that details of the homework policy are contained in the school prospectus and are also available from the school. A 'learning to read' guide for parents is also provided. Regular homework is provided across the school and is supported by almost all the parents. Many parents help their children with reading and make use of the reading record book provided. These arrangements are satisfactory.

HOW WELL IS THE SCHOOL LED AND MANAGED?

63. The leadership and management of the school are satisfactory.
64. The headteacher is to retire at the end of the summer term 2003. She has taught at the school for 24 years and been the headteacher since 1987. She is the embodiment of the school's mission statement and brings a caring quality to the leadership and management of the school. She has a clear vision for the future developments of the school and she shares this vision very effectively with the staff and the governing body. She has instigated a team approach to the management of English and information and communication technology, realising that a team approach would provide the school with a more profitable way to share ideas and to achieve improvements. She always expects the staff and the children to be devoted to their work and to have high expectations of themselves. She has a very caring attitude towards the staff, the parents and all pupils. This is reflected in the manner that all the pupils are involved in all activities and events of the school. Consequently the staff have a shared commitment to improve the quality of education.
65. The school has made satisfactory progress since the last inspection as most of the key issues have been completed. The standards achieved by the pupils in English and mathematics at the end of Years 2 and 6 have improved significantly since the last inspection. The headteacher has played an important role in these improvements. Together with the team approach to co-ordinating the subjects, the school has subsequently adapted the local authority schemes and the national guidelines for all subjects. She has also delegated the responsibility for the development of some subjects to individual teachers. However, there are some aspects that still require further work. The work of the subject co-ordinators and the deputy headteacher has been clarified since the last inspection but their responsibilities to monitor and evaluate the quality of teaching, the coverage of the teachers' planning and the use of the assessment procedures are still not rigorous enough. **(This is a key issue for action).**
66. The schemes of work are now completed in all National Curriculum subjects. Many co-ordinators have also prepared subject action plans to follow the timetable set out in the school's curriculum cycle. This curriculum cycle was prepared two years ago with the guidance of the headteacher and curriculum development is spread over four years. These arrangements are comprehensive and clearly identify when subjects will become the special focus for evaluation and development. As each subject becomes the central aim, the co-ordinators review the status of the subject and then monitor its development before planning a programme of development. However, the school has not placed sufficient emphasis upon the monitoring and evaluation of teaching in each subject. This is mainly because the writing of the subject policies and the acquisition of resources were the first priority. Nevertheless, the co-ordinators have not been allocated sufficient time to visit other classrooms during the period set aside for the development of their subject. At present, the headteacher, the deputy headteacher and the co-ordinator for Reception and Years 1 and 2 carry out the monitoring of teaching as part of the school's performance management procedures. This procedure is satisfactory and has worked effectively to help the teachers to identify their own personal targets and specific whole school areas for development. Nevertheless, the subject co-ordinators do not have either an overview of the quality of teaching or the quality of the teachers' planning. They do not sample the pupils' work across the school rigorously enough. Consequently they are not able to assess the strengths and weaknesses in their subject. **(This is a key issue for action).**

67. The provision for pupils with special educational needs is led and managed well. The co-ordinator maintains her training schedule and all the teaching assistants are appropriately trained. They support pupils with special educational needs in the class very effectively. The special educational needs co-ordinator monitors the pupils' progress in gaining knowledge, skills and understanding well. She calls upon class teachers' records as well as ensuring that her own records are compiled accurately through one to one teaching. The pupils' attainment in national tests is carefully tracked from year to year. External agencies are involved when pupils are at 'school action plus' or with a statement of special educational needs. The school nurse makes weekly visits to the school.
68. The headteacher works closely with the governing body. The governors have a satisfactory understanding of their role in the management of the school. They have developed a comprehensive five-year plan following the last inspection and each year share in the compiling of the annual school development plan. They also share the responsibility of setting the annual budget and are aware of the expenditure because of the monthly statements produced for the finance committee. The school has made good use of the grants made from the National Grid for Learning to develop its technology and the teachers have all taken advantage of the grant made for training in information and communication technology. The governors have taken an active interest in the establishment of the computer suite to ensure that the money was spent wisely. At the end of the last financial year 2001-2002 a large carry forward was held back by the governing body to establish the computer suite and new computers and settle an outstanding bill for energy. These are good examples of the school evaluating its expenditure and getting best value for money. The school uses its budget well for the priorities identified in the school's development plan. At present the carry forward to next year is within the limits recommended, considering the expenditure still to be made in the information and communication technology suite.
69. In most respects the governors have a secure understanding of the strengths and weaknesses within the school and most of their attention is centred upon fulfilling their statutory requirements. Hence, all documents and policies are up to date and accurate. Together with the teachers they analyse the results from the national tests each year appropriately to gauge the effects of expenditure on areas such as the booster classes in science, literacy and mathematics. They seek advice from the advisors in the local authority and have a clear vision for the development of the school. They take a positive role in shaping the direction of the school and recently drew up relevant criteria and good procedures when appointing a new headteacher for September 2003. The governors visit the school frequently and present information about the activities in school to the full governing body meetings informally. However, they do not receive sufficient information about how the subjects are being developed. For example, co-ordinators have not given a presentation to the governing body when their subject is the focus for development nor have the governors made it a priority to visit to see these subjects being taught.
70. The school has an appropriate number of qualified and experienced teachers. They are well supported by the experienced classroom assistants who support all pupils, especially those with special educational needs.
71. The school is new and very attractive. It is set in very pleasant grounds and the classrooms are bright and airy. The recently established computer suite is still being developed and the staff are trying out different positions for equipment and the interactive whiteboard to gain the best possible teaching environment. The hall is large enough for whole school assemblies and other functions and events. It is also used for class music lessons as the noises from musical activities and other practical 'hands on' lessons permeate and echo around the whole school if they are organised in classrooms. The noise intrudes upon the pupils in other classes and teaching and learning is made difficult. The pupils find it difficult to hear their own teacher. **(This is an issue for the governors to consider).**
72. Overall the school's learning and teaching resources are of a good quality and sufficient quantity. For example, there are now good facilities for the teaching of information and communication technology. This is having a substantial impact and is already beginning to improve the quality of

the pupils' work. There are good resources for guided reading in Years 1 and 2 and the resources for the booster groups in literacy in Years 3 to 6 are also good. The caretaker has recently moved the library facilities to the conservatory. This makes a pleasant environment and the range of books supports the pupils' learning in all subjects. The corridor areas are equipped so that they can be easily used to teach art, design and cookery. The Reception classroom is attractive and well equipped. There is a secure outdoor play area where children can use wheeled vehicles and climbing equipment safely. In view of all these facts the school gives satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The headteacher, staff and governors should improve standards further by ensuring that:

- (i) there is an improvement in the quality of the pupils' work in Key Stage 2 in information and communication technology especially in the use of control;

(paragraphs 12, 146)

- (ii) pupils are provided with opportunities to cover the independent types of writing required in English *(paragraph 92)* and ensure that the older pupils in Year 6 write in their own way about their discoveries, ideas, thoughts and understanding in all subjects;

(paragraphs 13, 15, 33)

- (iii) pupils are given sufficient opportunities to carry out and record the results of their own scientific investigations;

(paragraphs 111, 116)

- (iv) assessment records are used more effectively to:

- inform the teachers' planning;
- identify which pupils need more support and those that need further extension work; and
- set targets for individual pupils.

(paragraphs 51, 118)

- (v) the roles of the senior management team, team co-ordination and the subject co-ordinators are developed further to establish rigorous and regular monitoring of the quality of teaching in all subjects, the quality of the teachers' planning and the quality of the pupils' work.

(paragraphs 65, 66)

Other issues for the governing body to consider:

- Improve the rate of pupils' attendance especially at the end of the summer term.

(paragraph 25)

- Improve the nature of the building to eliminate the extraneous noises that echo around the school and intrude into all classrooms.

(paragraph 71)

- Minor health and safety concerns have been raised with the school.

(paragraph 57)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	39
Number of discussions with staff, governors, other adults and pupils	21

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	2	4	11	18	1	1	0
Percentage	5	11	30	49	3	3	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	208
Number of full-time pupils known to be eligible for free school meals	4

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	33

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	0
Pupils who left the school other than at the usual time of leaving	2

Attendance

Authorised absence

	%
School data	6.2

Unauthorised absence

	%
School data	0.0

National comparative data	5.4
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	17	15	32

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	17	15
	Girls	14	14	14
	Total	28	31	29
Percentage of pupils at NC level 2 or above	School	88 (84)	97 (92)	91 (95)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	13	15
	Girls	14	14	14
	Total	29	27	29
Percentage of pupils at NC level 2 or above	School	91 (84)	84 (92)	91 (100)
	National	85 (85)	89 (89)	89 (89)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	17	19	36

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	14	15
	Girls	16	18	18
	Total	31	32	33
Percentage of pupils at NC level 4 or above	School	86 (88)	89 (88)	92 (100)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	15	17
	Girls	17	17	19
	Total	33	32	36
Percentage of pupils	School	92 (79)	89 (94)	100 (91)

at NC level 4 or above	National	73 (72)	74 (74)	82 (82)
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Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

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

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
199	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
2	0	0
0	0	0
0	0	0
0	0	0
7	0	0
0	0	0
0	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	8.5
Number of pupils per qualified teacher	26
Average class size	30

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	137

FTE means full-time equivalent.

Financial information

Financial year	2001/2002
	£
Total income	451,001
Total expenditure	439,190
Expenditure per pupil	2,005
Balance brought forward from previous year	20,422
Balance carried forward to next year	32,233

Recruitment of teachers

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	1
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	200
Number of questionnaires returned	64

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	34	3	0	0
My child is making good progress in school.	47	48	5	0	0
Behaviour in the school is good.	44	52	5	0	0
My child gets the right amount of work to do at home.	27	53	19	2	0
The teaching is good.	50	45	2	2	2
I am kept well informed about how my child is getting on.	33	55	8	3	2
I would feel comfortable about approaching the school with questions or a problem.	64	30	5	2	0
The school expects my child to work hard and achieve his or her best.	52	41	5	2	2
The school works closely with parents.	36	45	14	2	3
The school is well led and managed.	50	36	8	3	2
The school is helping my child become mature and responsible.	53	41	2	0	5
The school provides an interesting range of activities outside lessons.	39	38	13	3	5

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

73. The children begin school in the September of the academic year in which they turn five. Currently 23 children are in the school's Reception class. All attend full time. Initial assessment shows that children enter the school with a wide range of skills, knowledge and understanding, which are average overall. Progress in each of the six areas of learning is at least good and in personal and social development, physical development, communication, language and literacy and mathematics it is very good. By the end of the Foundation Stage almost all have achieved the early learning goals in all six areas and approximately one quarter of them exceed them and are working within the early stages of the National Curriculum. This represents good achievement since the last inspection when progress was judged to be sound in all areas except language and literacy, which was judged to be good.
74. The teaching is very good and sometimes excellent. There is very good and sometimes excellent teamwork between the teacher, the nursery nurse and the other support staff. This makes a valuable contribution to teaching and learning. The good and very good progress that the children make results from this high quality of teaching and thoughtfully planned learning experiences. The children enjoy a wide and practical curriculum and areas around the classroom are planned carefully. There is a very good balance between directed activities and those that the children can choose. The stimulating resources and displays capture the children's interest and imagination. The teachers' planning is thorough and makes effective use of regular assessments to support the planning of future lessons. The work is challenging and relevant to the children's experiences and stages of development. The children with special educational needs are supported very well and their progress is good. Very effective relationships exist with children's parents. The teachers make frequent opportunities to speak with the parents to ensure that there is a good exchange of information.

Personal, social and emotional development

75. The school has established effective arrangements to ensure that the children learn the rules and routines of everyday life at school, such as answering the register, playing out, having their lunch with others and attending assemblies. They are taught to consider the needs of others, for example, through activities that require them to share and to take turns. As they get older, the children's attention span and concentration increases. Consequently in lessons they listen with good interest to the teachers and work for quite long periods independently. The staff promote the children's skills of independence effectively, providing regular opportunities for them to make choices about activities and the resources they will use. Most children have already learned to cope well with aspects of their personal care, such as undressing for physical education lessons (PE) and washing their hands after visiting the toilet. The teaching and learning experiences in this area of development are preparing children very well for the next stage of their education and almost all are on course to reach or exceed the early learning goals for this aspect of their learning.

Communication, language and literacy

76. The teaching of communication, language and literacy is very good. The children's skills develop well because the teachers are very good at providing a wide range of appropriate and well-matched learning opportunities. The children's speaking and listening skills are constantly developed throughout the day as well as in specific activities. For example, the teachers ask the children about the work they have done throughout the day.
77. Colourful and stimulating texts are used to teach the children their early reading skills and to promote their very good attitude to books. When sharing books with the class or a group, the teachers are adept at modifying their questions to different children so that all are challenged and

able to participate at their own level. Very effective teaching about letter sounds and names and of how these are put together to form words promotes reading and writing skills extremely well. The use of Roary' the tiger puppet, for example, enhances the learning as the children consolidate their learning of the sound for the week. During the inspection week it was 'h'. The children sat in a circle and thought of the words beginning with 'h'. They hold a helmet, which is passed around the circle, as they say the word they have thought of for example, "honey, hat, hold, helmet". During the time when both the teacher and the nursery nurse share books with the children, they use good questioning strategies to encourage the children to talk about "how a book is organised" and they encourage them to retell the story both verbally and in their writing task.

78. The higher and average attaining children already recognise many common words by sight and use their knowledge of letter sounds to help them when they read and write. The teacher constantly draws the children's attention to print, spelling patterns and rhymes in words. This raises their awareness, curiosity and improves their literacy skills. By the end of the year most children have gained good pencil control and begin to produce well formed letters.
79. All children are on course to reach the early learning goals in communication, language and literacy by the time they enter Year 1.

Mathematical development

80. The children make very good progress. In a range of specific and everyday tasks, the teacher provides activities that promote basic number skills effectively. For example in one exceptional lesson, the teacher made excellent use of resources, such as cubes, strips of card, straws and pictures and objects to promote counting skills to enable children to partition (split) numbers. As a result most children were able to count reliably to 12 objects and to divide a given number of objects onto two plates. For example, seven biscuit shapes that they had made from play dough were split into a three and a four. The methods that capture the children's interest are used effectively to develop their numeracy skills, for example using two-dimensional shapes in a bag to play guess the shape. The teachers constantly involve children in answering questions and ask them to explain how they work out their answer. The children are taught how to write down their work as it follows on from practical activity. Rhymes and songs that promote counting are a regular part of daily activity, for example they sing "One, two, three, four, five, once I caught a fish alive". The children are beginning to have a good understanding of other mathematical ideas, such as patterns and shape and measure through tasks in creative art and also whilst working with sand and water. All the children are on course to reach the early learning goals by the time they reach Year 1 and at the moment their standards are above average as a significant proportion have already exceeded the expected level.

Knowledge and understanding of the world

81. The good teaching in this area enables the children to develop an appropriate knowledge and understanding of the world in which we live. The activity connected with work on 'the senses' was a good example. The children investigated 'What air is' as they experienced a range of different activities designed to stimulate their imagination and to develop their thinking skills. For example, the children covered different sized bubbles, on sheets of bubble wrap, with paint, which they then printed. They discussed with the teacher and each other, the effects that different sized bubble wraps made onto paper. They used magnifying lenses as they investigated the properties of balloons. Outside activities included painting the fence with bubbles and blowing a stream of bubbles into the air using different sized frames.
82. The children's skills in the use of information, communication and technology (ICT) are promoted very well. The teachers endeavour to ensure that all lessons include relevant ICT links. Consequently children show good control of the mouse to make things happen and are familiar with a range of programs, many of which support skills in literacy and numeracy.

83. The children work effectively with construction equipment to make recognisable models. All the children are on course to reach the early learning goals for this area of their development by the end of the Reception Year.

Physical development

84. The provision made for the children's physical development is very good. The access to the outdoor area is planned carefully for all children. Everyone has regular opportunities to practise their physical skills, for example, by peddling and manoeuvring wheeled toys such as tricycles. Sand and water play are continued outside when weather permits. In specific physical education (PE) lessons, the skills of moving with control and co-ordination were well developed as children travel around, under, through and over equipment safely. They climb confidently and develop good balancing skills as they travel along a bench. When taking part in music and movement activities the children listened carefully to the story of 'The Blue Balloon'. They create simple rhythm patterns and use different body parts to clap in time as they move with control and confidence. The children show good awareness of the space around them and consider others as they move around the hall. They all show good attitudes to their physical education lessons and share and take turns willingly.
85. Specific tasks planned to develop children's small movements include cutting, sticking and using malleable materials and various tools to make marks and patterns. The children are taught to hold pencils correctly and to work in a controlled way. All the children are on course to reach the early learning goals for their age in their physical development by the time they enter Year 1.

Creative development

86. The teachers provide a good curriculum for the provision of the children's creative development. There are regular opportunities for painting, collage, making models and using play dough. For example, children were seen using sticky backed paper shapes to create a collage onto a blue balloon. They paint pictures, make models, for example penguins in the snow and play imaginatively with the small world toys including dinosaurs. Their activities in the role play area enable them to co-operate creatively together; for example in the fruit shop they acted out being the shopkeeper and customers and in the home corner they undertook tasks of cleaning and cooking. The children have good opportunities to sing, to use musical instruments and to explore sound through listening and performing activities. For example, as they listened to 'the Blue Balloon' they moved their bodies in response to the music and its changes of mood. They enjoy singing rhymes and songs, which are used effectively to support their learning in numeracy and literacy. They use the classroom computer to draw and 'paint' pictures and have good control of the mouse when dragging and dropping pictures or selecting answers to problems. They have access to a keyboard where they regularly make their own music. Almost all children are on course to reach the early learning goals for their creative development by the time they enter Year 1.

ENGLISH

87. From the evidence gained from lesson observations and the scrutiny of the pupils' work it is clear that the pupils' in the present Year 2 are in line to achieve above average standards in reading and writing. This is confirmed by the most recently published national test results (2002) for Year 2 in which the pupils' standards were well above the national average in reading and above the national average in writing. In Year 6 the current standards of the pupils' work are above national expectations for this age. The results of the national tests for English for 2002 confirm these judgements, as standards were above average. The proportion of pupils reaching the higher Level 5 was above the national average. The pupils' standards in English have therefore improved since the last inspection.

88. The pupils make good progress as they move up the school and they begin Year 1 with standards above average. These standards are maintained throughout Key Stage 1 and also Key Stage 2. In the last inspection progress was also satisfactory. Throughout the school, pupils with special educational needs make good progress towards their specific targets. The teaching assistants frequently supported their work in lessons and they have individually planned lessons with the special educational needs co-ordinator.
89. The attainment of pupils in both Year 2 and Year 6 in speaking and listening is above national expectations and progress is satisfactory in both key stages. Most of the pupils speak with confidence and willingly explain ideas and procedures, though some pupils in Key Stage 1 show more confidence when working in small groups rather than in whole class situations. The pupils listen well to their teachers and to each other. The pupils' attitudes towards their work are positive and good. Their behaviour in lessons is also good. They communicate well with each other when given opportunities to work together on a task. For example, a group of pupils in Key Stage 1 talked to each other about the different buildings they were creating and the space needed when painting a mural of buildings. The pupils in Key Stage 2 working in groups, discussed differences between story writing and story telling. The pupils make more formal spoken presentations in assemblies and these are mature and articulate.
90. At the end of Year 2 the standard of the pupils' reading is above average. Most pupils are successfully developing a good range of strategies to help them read well. They are able to talk knowledgeably about the characters, the plot or ideas in the books that they are reading. Most have a favourite author and like reading. Most of them read to a family member at home as well as to the class teacher or teaching assistant or a volunteer helper in school. Most know how to find their way around an information book and can identify an index, the contents and some can explain the use of a glossary. At the end of Year 6 the pupils' standards in reading are above average. The pupils are enthusiastic about reading and add their own entries to their home-school reading record books. They are able to write in detail about the books that they read. They tackle challenging non-fiction reading and are beginning to research topics and themes on the Internet with confidence and authority.
91. Although the standards of writing in both Year 2 and Year 6 are above average in independent story writing, there are not enough opportunities for pupils to do other types of writing independently as required by the National Curriculum. This is particularly so in Years 3 to 6, where there is not enough evidence of pupils' independent writing in different styles, such as note making, planning, or writing to persuade, to explain, to instruct, or to report. Opportunities for pupils to produce different types of writing effectively are not sufficiently developed in other subjects across the curriculum and in Year 6, pupils are poorly prepared for the wide variety of the writing that will be expected of them in a range of subjects at secondary school. **(This is a key issue for action)**. Throughout the school, the pupils learn about spellings, vocabulary and grammar securely and follow the National Literacy Strategy guidelines well. The pupils in Years 1 and 2 also work regularly at letter sounds and shapes to develop good skills. The pupils in Years 1 and 2 write stories, sometimes independently, and use activity sheets to label diagrams, to write instructions and letters, to write about stories they like and answer questions on some of the books they have read. At present most of the pupils in Years 1 and 2 do not join their handwriting. Using their literacy books and activity sheets, the pupils in Years 3 to 6 write instructions, answer questions on the books that they have read and write reports. Some of the better writing is seen when it is linked to another context, as this gives it a greater purpose. For example, in Year 5, the pupils wrote in a recount style about their holiday. However, the older pupils do not have enough opportunities to apply what they have learnt about writing styles in literacy to other subjects or other contexts.
92. Since the last inspection the school has embraced the National Strategy for Literacy and the quality of teaching is now satisfactory and occasionally good. Where the teaching is best the teachers' subject knowledge is good. This is particularly so in the parts of the strategy that centre upon words and grammar. Secondly, the good management of pupils and the high expectations of pupils' behaviour are such that the pupils settle quickly to work. The expectations of achievement for pupils are high and the pupils respond well to the challenge. The teachers and

class assistants work effectively together to give good support to the pupils with special educational needs so that they make good progress.

93. Where the teaching could improve the teachers do not mark the pupils' work sufficiently well. Marking, although it is regular and contains positive comments, rarely acknowledges the objectives that the pupils have achieved or states what is needed next. Consequently the pupils are not clear about what they have learnt or what they can apply to other writing. There are times when the teachers do not plan enough opportunities for pupils to discuss work together. As a result, higher attaining pupils are not always challenged sufficiently well. These were weaknesses in the last inspection and the school has been slow to address these issues.
94. Where learning is most effective the planning is clear and the teachers draw the pupils' attention to the learning objectives and what they are expected to achieve by the end of the lesson. For example, in a lesson on adjectives in Year 4, the pupils' learning was good because they were made aware that the choice of words in pieces of their writing made the mood different.
95. The leadership and management are satisfactory, overall. The headteacher has anticipated the needs of the school soundly in establishing a team that consists of the headteacher, a teaching assistant and a newly qualified teacher. Particular strengths are the different viewpoints that are brought together in the team discussions. One member of the team regularly attends the local Loughborough National Literacy Strategy training and specific training is identified for other staff. A sound policy is in place for English. Although there was monitoring of teaching and planning six months ago, this has not had an impact upon improving the quality of teaching. The curriculum plan indicates that review and monitoring is due to take place this term and next.
96. The quality of the pupils' writing in Years 1 and 2 improved after the team introduced additional support in the summer term. The team plans to repeat this strategy this year. This is good use of resources. Some good resources for guided reading have also been introduced which the teachers and teaching assistants are using well. The school is now beginning to use the computer suite to enhance the pupils' writing and reading skills.
97. The English team has agreed that several assessment procedures are used throughout the school. These give information on the pupils' progress but these records are not used sufficiently well to plan further tasks. The pupils' work is also sampled to identify their standards of writing. The pupils' reading progress is monitored soundly through a selected programme of schemes. The team, with the support of the adviser, has the capacity to lead on the improvements that are needed.

MATHEMATICS

98. The results of the national test in 2002 show that the standards reached by the pupils in Year 6 were well above the national average and in Year 2 they were average. This is a significant improvement in Year 6 since the last inspection. The proportion of pupils reaching the higher Level 5, which is also above the national average, confirms this. At the last inspection the standards in Year 6 were above the national average and the long-term trend shows that the school's performance exceeds the national average. The standards of the pupils' work in Year 2 have remained broadly average since the last inspection. There were no significant differences between the attainment of the boys and girls in any class.
99. When compared to schools in similar contexts, results in Year 6 were above average and in Year 2 were slightly below the average.
100. Currently the standards of work of the pupils in Year 2 are average. The pupils start Year 1 with well-developed skills in number work and mathematical investigation having achieved the early learning goals set for them in the Reception class. The teachers have a secure understanding of the mathematics curriculum. Their detailed planning is good and this enhances the good progress being made by pupils. In Year 2 pupils consolidate and extend their knowledge and understanding of place value as they work with numbers with one, two and three digits and begin to understand

that 0 is a place-holder. They count backwards and forwards to and from 100 with increasing speed. They begin to understand simple fractions such as half and quarter. They represent data they have collected in the form of block graphs and use these to answer questions. The pupils classify two-dimensional shapes by their individual properties and show understanding of reflective symmetry. The pupils in Year 1 use coins confidently as they calculate simple shopping sums involving simple addition and subtraction. In Years 1 and 2, the emphasis on number skills and mental and oral calculation is good, however, pupils do not achieve as well as they should when investigating shape, space and measures. The school is aware of this and has identified this area as a focus for teaching and learning.

101. During Years 3 to 6 most pupils make good and very good progress. In Year 3 for instance the pupils consolidate their prior learning of tens and units using addition and subtraction. In Year 4 the pupils use their mental and oral skills well as they recall multiplication tables. They use these to answer quick questions from the teacher. They have a good understanding of the relationship between addition and subtraction and answered questions quickly and accurately. In Year 5 the pupils continue to develop their knowledge and understanding as they use closely related number facts to multiply by 19 and 21. During mental calculation, they confidently double numbers for example, three, six, 12, 24 up to 100. In Year 6 the pupils used their quick mental skills to add consecutive numbers using a dartboard as an aid. The teaching develops the pupils' accuracy effectively and requires a very fast response, which brings about impressive levels of confidence and mental agility when calculating. The very good teaching ensured that all pupils, including those with special educational needs, made good and very good progress in their learning. The higher attaining pupils work quickly and accurately and with understanding.
102. The pupils use information and communication technology to investigate spreadsheets but work in this area has been limited, as regular whole class access to the computer suite has only just been made possible. The pupils use graphs to record their findings when working with data. In Years 3 to 6 the continued emphasis on mental and oral mathematics and number is very good and pupils achieve well. Higher attaining pupils are sufficiently challenged and their achievement is very high.
103. The pupils with special educational needs achieve well and their progress is good because they receive good classroom support, and teaching is focused on their individual needs. This is supported by the satisfactory implementation of the National Numeracy Strategy.
104. The teaching is satisfactory overall and often good in Key Stage 2. Some lessons seen were very good. In the better lessons teachers have secure subject knowledge and use this well to plan lessons and provide clear explanations and demonstrations. The pace of work in lessons is good with well-timed changes of activity that maintain the pupils' interest and involvement. Most teachers share the learning objective with pupils to ensure that they understand the purpose of lessons. The teachers use subject specific vocabulary and expect pupils to do the same. In the lessons, which were weaker, the teachers had not planned activities to support these learning objectives in sufficient detail. Clear instructions were not given and the teachers did not use the board effectively to help the pupils to see the patterns in the numbers. The planning was disjointed and most pupils were left to sort out their own learning tasks. Noise from adjoining classrooms further distracted pupils in their learning.
105. The pupils have very good and often excellent attitudes to their learning. They are very well behaved and concentrate hard on their tasks. Positive relationships are evident and most pupils are enthusiastic and show a keen interest in mathematics.
106. The National Numeracy Strategy has been satisfactorily implemented within the school and in particular numeracy skills are promoted well and are a strength of the subject. In other subjects pupils use their mathematical skills when they measure in design and technology and in ICT as they record graphs and carry out a survey on a spreadsheet.

107. Assessment procedures are in place to record how well each pupil has understood what he/she has been taught. However, in practice not all teachers use their assessment records to inform their planning or to set targets for individual pupils.
108. The subject is managed satisfactorily and good use is being made of local education authority documentation to support its development. The co-ordinator has monitored teaching but still does not have an in-depth knowledge and understanding of the work in Years 1 and 2. This hinders the development of the subject. There are inconsistencies in marking that have not been identified because analysis of pupils' work by the co-ordinator has not been regular or systematic.

SCIENCE

109. The school has responded well to the issues raised in the last inspection report and the pupils' standards of work remain broadly in line with the expected levels. These judgements are confirmed by the results in the national tests in Years 6 in 2002 and by the teachers' assessments in Year 2. There is no significant difference between the standards achieved by boys and girls by the end of Year 6.
110. From the evidence seen in the pupils' books and in lessons it is clear that by the age of seven, the standard of pupils' work is average overall. The pupils in Year 2 show that they have considerable knowledge and understanding about healthy and unhealthy foods and the various qualities of food. They know about the life cycle of frogs and can explain the different stages clearly. The pupils in Year 1, including the lower attaining pupils and those with special educational needs, make good progress. They acquire new knowledge about the skeleton and about the material that forms the bones. In these areas, pupils are learning to use appropriate scientific language. Their learning is supported effectively by the use of information and communication technology, but because of the very recent installation of the computer suite they do not yet have sufficient opportunities to enhance their learning fully through its use. However, the pupils are not acquiring the skills of scientific enquiry through experiences of investigational or experimental work as well as should be expected for their ages. For example, the exercise books of pupils in Year 2 show that they are often given photocopied material for completion. They could quote examples of investigational work using mirrors and magnets from earlier in their school careers. Whilst the pupils in Years 1 and 2 are gaining in scientific knowledge, they are not presently developing the necessary skills of scientific enquiry. **(This is a key issue for action).**
111. By the age of 11, the standard of pupils' work seen is in line with the expected level for their age and their progress is satisfactory. The pupils in Year 6 have studied physical processes including magnetism, friction and also physical changes that are reversible (eg turning water into ice) and irreversible (eg the rusting process). They have acquired some knowledge about these processes, but their understanding is not always complete. For instance, they could explain what is happening when water is turned into ice and back again, but could not explain why iron rusts when exposed to the air. Other older junior pupils were studying the evaporation process and showed good understanding of where they might place an experiment to speed up or slow down the process. They also demonstrated a good understanding of what needs to be done to ensure a fair test. Younger junior pupils were similarly undertaking appropriate experimental work to learn about rocks and their properties by examining their structure and relative hardness. Throughout the junior classes all pupils made appropriate use of scientific language to explain their understanding and knowledge.
112. The attitudes of pupils and their behaviour in lessons are good overall. The infant pupils display considerable interest in science and work hard, showing high levels of concentration and effort. The younger junior pupils are similarly well behaved and attentive as they learn science and willingly participate in science activities. This is also true of most of the older pupils in the school, but a small minority do not always pay attention as quickly as required, particularly at the beginning of lessons.
113. The quality of teaching is satisfactory overall. The teachers have secure knowledge and understanding and can use appropriate scientific language. This was evident in the way they discussed with pupils the facts about the bones of the human body and rock formation. The

teaching methods, with younger pupils, are good. For instance, one infant teacher used a large plastic skeleton to help children to learn about the bones of the human body. Another took particular care to ensure that pupils were very clear about the work they were set before they began their written task of describing different characteristics between people. Where lessons were effective, they were also well managed and the pace of work was good. Time is well used in lessons and the teaching assistants are deployed effectively, particularly to support the lower-attaining pupils. A good example of the use of information and communication technology to support pupils' learning was observed in the infant class studying the human skeleton. They used a program to identify and assemble the skull, ribcage and spine of a human. This supported their investigation of the skeleton and the pieces of bones that were used by the teacher.

114. The teaching methods used with the older pupils were varied. A good example was seen in a lesson on water evaporation, which began with a good introduction given by the teacher. This immediately gained the pupils' attention. The teacher gave a clear explanation of the problem to be solved. This lesson also involved good use of group discussion to develop pupils' scientific reasoning.
115. Where the teaching is less effective the teacher controls each stage of their work too rigidly. Not all pupils have sufficient opportunities to learn through experimental or investigational approaches. For instance, older pupils in the school have studied electricity, but they report that they have not had opportunities to construct circuits to illuminate bulbs, or activate buzzers, or to insert switches to interrupt circuits. They are being restricted in their learning because most of their writing is from dictated notes or based upon worksheets. Consequently, their understanding of science is not secure and they are not developing the necessary skills to support scientific enquiry. **(This is a key issue for action)**. At present these pupils do not have either sufficient opportunities to use information and communication technology to enhance their learning, or to use their numeracy skills in support of scientific learning.
116. The quality of the teachers' planning is inconsistent across the school. In well-planned lessons, the teachers have precise learning objectives and activities, which are well matched to the purpose of the lesson. Less effective planning is insufficiently detailed to show what the learning objectives are and what activities support these aims.
117. The assessment of pupils is satisfactory. Assessments are recorded against the main learning objectives for each topic. The teachers record how well each pupil has gained knowledge and understanding with a symbol that signifies if the pupil has had difficulty, coped very well or succeeded above expectations. However, most teachers are not making enough use of the assessments they record to set individual targets for pupils or to plan their extra tasks when necessary. **(This is a key issue for action)**. Much marking of exercise books consists of no more than ticking or correcting misspellings or commenting on presentation. Written comments are not helping pupils to develop their thinking about science.
118. The leadership and management are good. The school has responded to issues raised in the last inspection report by writing a scheme of work for science and the national guidelines for teaching science have been completely established across the school. The role of the co-ordinator now includes the periodic monitoring of teaching and the twice-yearly scrutiny of pupils' work across the school. She has good subject knowledge and is well qualified for the role. She has also recently organised a half-day science workshop on the topic of solids, liquids and gases for the whole school. The parents were invited to an evening session. The pupils reported excitedly on the impact of this experience, which has helped them to develop scientific insights and understanding.
119. The science policy is strong and shows that the school is aware of the need to emphasise the development of pupils' investigational skills, the value of independent learning and the use of information and communication technology. As yet, there is still much to do and this will depend upon the co-ordinator being allocated more time to organise her monitoring of teaching and in-service training sessions across the school.

120. The resources are adequate. A range of visits to places of scientific interest, including Snibston Discovery Park and the National Forest Education Centre and a visit by a drama group focussing on environmental issues, are also helping effectively to raise pupils' awareness in pursuit of the school's policy aims for science.

ART AND DESIGN

121. The quality of the pupils' work has been maintained since the last inspection and is line with the expected levels at the end of Years 2 and 6. The pupils' achievements are satisfactory and all of them including those with special educational needs make satisfactory progress.
122. The pupils in Year 2 were observed working with a range of materials as they investigated different buildings within their locality. The teacher played an important role in encouraging them to describe the different kinds of buildings and to discuss the differences between them. Through careful questioning by the teacher the pupils extended their knowledge, skills and understanding of a range of materials. They were given good opportunities to talk about the different shapes, which are used for building and to investigate different surfaces of materials in the school building. They completed rubbings, using crayons on rough and smooth surfaces. Other pupils used clay to model a building whilst others painted or drew their chosen building in their sketchbooks or on a large class mural.
123. Art and design and technology are combined on a Friday afternoon to give pupils an opportunity to develop their drawing and making skills, knowledge and understanding. All pupils in Years 1 and 2 work together with some children from the neighbouring special needs school. They are encouraged to create models and collages of their own choice. The emphasis made upon the development of the pupils' speaking and listening skills during these activities enhances the pupils' literacy skills significantly. The purposeful atmosphere created also fosters a good social attitude and includes all pupils very effectively. When choosing textile materials, the pupils are encouraged to explore ideas, investigate shape, colour and texture as they create models and pictures. All pupils in Years 1 and 2 have created a good likeness in a self-portrait using pastels and paint. They enhanced their learning further by using the paint program on the computer.
124. The pupils in Years 3 and 4 were observed developing their drawing and cutting skills as they created and decorated a bookmark. All pupils had previously drawn out their design for this bookmark as part of a design and technology task. They then completed the task, using a wide range of materials such as felt, braid and metallic netting. The pupils worked hard, enjoyed their work and were effectively supported and encouraged by their teacher and learning support assistant.
125. The pupils in Year 5 were seen exploring techniques for creating a still-life painting. They were given a vase of flowers, a wooden sculpture of a bird, a vase and a candlestick to draw using pencil and pastels and charcoal. They approached this enthusiastically and responded well to their teacher's suggestions and comments. The pupils in Year 6 drew five different human faces to demonstrate expressions of feelings; for example happy, sad, angry or tired. The teacher developed the pupils' skills, knowledge and understanding of drawing further when they were shown how to draw an enlargement of one of their smaller pictures using a frame for guidance. This was successful and the pupils worked conscientiously with sustained concentration. There was no evidence of three-dimensional work in Years 3 to 6, such as clay-work or sculpture using resistant or malleable materials. They are beginning to use ICT graphics on the computers with imagination by stretching and bending words and creating shapes for their poster work.
126. Throughout the school the pupils have a positive attitude towards art and design. They take care when working and show imagination in their use of colour and textures. They respond well to the teachers' suggestions and work conscientiously.
127. The quality of teaching is satisfactory overall throughout the school. The plans for most teachers are clearly based upon the national guidelines for art and design and this is an improvement since the last inspection. They provide an appropriate level of challenge for the pupils in each class. In

the better lessons the teachers encourage the pupils to try new techniques and this is productive as it gives them confidence.

128. The co-ordination of the subject is satisfactory overall. The co-ordinator has not yet been allocated sufficient time to monitor the quality of teaching and learning throughout the school. Consequently, there are some inconsistencies in the procedures for assessment and recording of pupils' progress. The resources are good.

DESIGN AND TECHNOLOGY

129. No lessons of design and technology were seen during the inspection because of timetable arrangements. The evidence that was presented by the class teachers shows that there is consistent coverage of the curriculum throughout the school. However through talking to pupils and looking through previous work in books, photographic evidence and displays around the school it is evident that the quality of the pupils' work has been maintained since the last inspection and is broadly in line with the expected levels at the end of Years 2 and 6. The pupils' achievements are satisfactory overall and all of them including those with special educational needs make satisfactory progress. However, the teachers in Key Stage 2 do not emphasise the designing element of the subject thoroughly enough and the focus of the pupils' work is often centred upon the development of the art curriculum.
130. It is not possible to give a judgement on the quality of teaching as no lessons were seen. However, it is clear that the curriculum fulfils requirements and covers the themes and topic outlined in the national guidelines for the subject. The pupils in Year 1 have made models of houses from junk materials, which are displayed effectively in a collage of a local road. The pupils in Year 2 have designed and made puppets using paper plates. Also all the pupils in Years 1 and 2 have joined together to make a snowman display, in which Year 1 pupils designed and made some characters and Year 2 pupils designed and made snowmen. Most pupils are acquiring satisfactory cutting, sticking and making skills. The pupils in Years 1 and 2 use information and communication technology imaginatively as they create a multicoloured coat for 'Joseph'. The pupils in Year 4 were observed designing and making pencil cases. They made up their designs as the work developed although they had ideas in their heads that they could talk about. They used templates to draw and cut out stars, moon and circles which were then stuck carefully onto bookmarks and pencil cases. These cases have been made in different textiles and sewn together. They have explored different methods of fastening them. The pupils in Year 6 designed, measured and made a collage of a Greek temple using different materials. This involved accurate measuring but all pupils followed the same outline for the design and were not encouraged to evolve their own design.
131. The school as well as using the national guidelines is also using a local authority scheme of work, to support planning. Whilst national guidelines are followed they have not been adapted to match the interests and needs of these pupils. Planning often lacks clear learning intentions and pupils are given insufficient opportunities to evaluate their own designs, which give them a clear understanding of skills and techniques to use to improve their work. At present the pupils do not use information and communication technology to support their learning in design and technology.
132. The leadership and management of the subject are satisfactory. The subject leader has developed a policy. She is beginning to build up a portfolio of photographic evidence of pupils' work as part of her monitoring role and to exemplify what can be achieved. Because she is not given time to monitor teaching and learning she has a limited understanding of the strengths and weaknesses of the subject across the school.

GEOGRAPHY and HISTORY

133. Throughout the present inspection, it was only possible to observe one history lesson and no lessons in geography because of the organisation of the school's curriculum and timetable. However, it is clear that since the last inspection, the quality of the pupils' work at the ages of

seven and 11 has been maintained in history and it is in line with the expected levels for their ages. However, there was almost no pupils' work available from these year groups at the time of this inspection for geography and consequently it is not possible to make any judgements about attainment in this subject. At the last inspection, the quality of the pupils' work in Years 2 and 6 was in line with expected levels in geography.

134. The following judgements are based upon the inspection of pupils' exercise books because no lessons of history or geography were observed in Years 1 and 2. Much of the work completed in this age range is done orally through discussion and artwork. The older pupils in this age group, particularly those who are higher-attainers, are already reaching the standards expected in their written work by the time they are seven years. The younger pupils, whose range of attainment is wide, are also reaching the expected level for their age.
135. The quality of the pupils' work in history is satisfactory at the age of 11 also. In the one lesson observed, pupils in Year 6 listened carefully to the presentation of a guest speaker as he told them of his own experience of schools in the 1940's. They were then able to ask a good range and variety of relevant questions in well-couched language which showed that they had understood what had been presented. In the subsequent written work pupils were able to write one or two well-presented and well-phrased paragraphs without further preparation. However, in view of the extensive use of dictated written work and work sheets that have been completed over the last term, it is evident that some older pupils have not been given enough opportunities to record their understanding of aspects of history and geography in their own words to the standards of which they are clearly capable.
136. The attitudes and behaviour of pupils are good. The older pupils pay good attention to their teacher and to the guest speaker. The younger pupils in Year 1 also show interest in their more recent written work in history.
137. The teaching of history is satisfactory overall, but no overall judgement is possible for geography. The school makes very good use of its links with the community and draws upon people around the school to enhance the teaching in history and geography.
138. The planning for history and geography is satisfactory. It is evident that teachers are following the national programmes of study in history as well as the national guidelines for the two subjects. However, in geography, it is not always evident that this is the case because some older pupils are recording isolated facts about geographical features. The school is slowly developing its use of the Internet to support the teaching in history and geography and teachers download relevant information for the pupils to use. Many pupils access the Internet at home and bring into school their research findings.
139. The teachers are recording their assessments to show how well each pupil has mastered the main learning objectives for each topic. However, in many instances the marking of their work is limited to ticking, correcting misspellings and occasional comments on presentation. Consequently the ongoing assessment information is not being used sufficiently well to raise expectations of individual pupils. The older pupils in the school are not given sufficient opportunities to write down their own thoughts and ideas so that they can express their knowledge and understanding of the history and geography they are taught. On many occasions they are only expected to write down dictated notes. Given their evident capacities in literacy, this approach is not helping them to acquire the skills necessary for historical enquiry or practical geographical tasks.
140. The development of the subjects is satisfactory. The co-ordinator has prepared action plans that outline the development of both of these subjects but they do not describe the procedures for monitoring the teaching, the scrutiny of pupils' work, or the analysis of assessment information. The curriculum is being usefully supplemented by visits to places of historical interest. These experiences are helping to raise pupils' consciousness of history. There are no such visits to promote the pupils' geographical skills, knowledge and understanding and this is a weakness in the school's planning for this subject.

INFORMATION AND COMMUNICATION TECHNOLOGY

141. Last term the school upgraded its equipment for ICT and since November the pupils have had frequent class lessons in the new computer suite. Until this development it was only possible for two pupils at a time to use the computer in their own classrooms. This meant that the development of their skills was slow. This has had an impact upon the levels of skills mastered by the older pupils in the school. They are now catching up rapidly but have a long way to go before they reach the expected levels in all aspects of the curriculum. In conjunction with the improved facilities all teachers have attended a course of training to help them to make more use of the computer and ICT to teach other subjects. These two significant developments have helped the teachers throughout the school to gain confidence and in return this is helping to raise the quality of the pupils' work.
142. Currently the quality of the work in Year 2 is in line with the expected levels for their age. By the time they reach the end of Year 2 they will all have made good progress in mastering the control of the mouse and being able to load and save pieces of their work. Work on display around the school shows that the pupils use a graphics paint program competently to create pictures. They use the spray-can effect confidently and the fill options to colour in the shapes they have drawn. Other pupils import pictures from clipart and use the computer to support their learning in mathematics.
143. By the time the pupils reach Year 6 they have to make up for lost time and so consequently their levels of skills are not as high as they are expected to be. Nevertheless many bring their skills from home and this augments the class skills base as they competently teach each other on a peer-to-peer basis. Some pupils were observed creating a poster to persuade children to come to the school. They developed their writing by using "Wordart" competently. They stretched and curved words as well as enhanced them with different shades of colour and textures. Other work using a word processor was in line with the standards expected for pupils of this age. In one lesson the pupils in Year 6 were taken step-by-step, by the teacher, through the processes needed to create a spreadsheet about the sales in a 'school tuck shop'. They quickly absorbed the information and enthusiastically changed amounts in various cells and totalled up columns of figures. They completed their tasks by creating a pie chart to show the variation in sales of the different products. Gradually the pupils are using ICT to enhance their learning in other subjects. They use the Internet competently to research topics such as the Tudors in history.
144. The quality of teaching is now satisfactory as the teachers have secure skills and knowledge especially in teaching the basic skills in the use of the keyboard and in the use of a small range of programs. The classroom assistants are deployed very well to support the teaching and learning of the pupils' skills, knowledge and understanding. The pupils' enthusiasm for ICT has been fired by the new facilities. They respond quickly to their tasks and take turns to use the computer with a partner. They sustain their concentration well and take pride in their work. They also enjoy experimenting with various icons and eagerly share their discoveries of new techniques with their friends.
145. The overall school planning of the curriculum is based securely upon the national guidelines. All elements of the curriculum are present in the school's scheme. The teachers' planning for ICT is in its early days as they are becoming more familiar with the new facilities. Although they follow the national guidelines for lessons they have not yet adapted the activities to match the interests of the pupils. Because of the structure in the guidelines the pupils are making rapid progress in certain aspects of the curriculum. However, the pupils in Year 6 have not yet had time to cover all of these elements particularly the use of the control of sensors and switches using LOGO to write procedures and multi-media presentations. The pupils' standards in these areas of the pupils' learning are not as high as they should be and are below the level expected for their age. **(This is a key issue for action).**
146. Co-ordination of the development of ICT throughout the school has been done effectively by creating a management team. This is an imaginative approach and allows the school to benefit from the wide and extensive skills and knowledge of many members of staff. However, the

monitoring of the quality of teaching in the computer suite, the quality of the lesson plans and the quality of the pupils' work is insufficient. As the computer suite is relatively new the pupils will make good progress, because they will have more opportunities to use computers. However, the co-ordination team will need to insist that all classes use the facilities regularly and follow the planned list of skills that has been compiled for each year group. The recording of ongoing assessments is not established yet for ICT and this weakness will hold back the rapid development that is needed to raise the levels of the pupils' work throughout the school.

147. The classroom assistants play a vital part in the development of ICT throughout the school and have undertaken their own training by attending courses at the local college to improve their skills and knowledge.

MODERN FOREIGN LANGUAGES: ITALIAN

148. Since the last report, Italian has been introduced into the curriculum of the school, beginning with Year 3 in September 2000. Italian has been chosen because a significant number of families are of Italian extraction, although very few pupils speak the language at home. Currently, pupils in Year 3, Year 4 and Year 5 are learning the language with an Italian national working as a peripatetic teacher. One hour of teaching time is provided for each of these classes each week, organised in terms of two consecutive half-hour sessions, each of which is undertaken with one half of the pupils in each class. This represents satisfactory provision.
149. The quality of work in Italian is satisfactory. They produce good pronunciation and intonation of Italian phrases as they repeat what they hear their teacher say. They are evidently well practised in repetition work, but they are less experienced at dialogue with the teacher. They are also able to sing the Italian songs they have learnt.
150. The attitudes and behaviour of pupils are satisfactory overall. Most pupils are attentive when they are undertaking listening and oral repetition work in Italian.
151. The teaching is good. As an Italian national, it is clear that the teacher has good subject knowledge and he provides a good model for pupils, but in addition he has good knowledge of appropriate ways of teaching aspects of the language to junior pupils. The teacher is effective in undertaking speaking and listening work and has the skills to impart meaning by mime and gesture and occasionally by translation. The approach and style are lively and engaging, which together contribute to the very good teaching manner and a good pace to the lesson.
152. The planning for teaching is also good. The methods of teaching involve the pupils in making appropriate responses to what they hear. However, there is too much emphasis on listening work and upon repetition work particularly for pupils who find the necessary concentration difficult to maintain. All pupils would benefit from a greater proportion of oral work in which they had more opportunities to learn and practise conversational skills. The teacher creates his own resources for teaching. These are adequate for the purpose. The accommodation is not always suitably quiet so that teacher and class can hear each other without any intrusive noise from elsewhere in the school.

MUSIC

153. There was insufficient evidence to make an overall judgement on standards. At the last inspection attainment in music was in line with expected levels for the pupils' ages at the end of each key stage. In the full lessons seen, which were singing lessons led by a visiting specialist in the hall, attainment was in line with national expectations and pupils were developing their skills soundly with tone, pitch, repeated melodic patterns, control of rhythm and dynamics at the end of Key Stage 1 and within Key Stage 2. Singing in assembly is tuneful and secure. The same specialist leads a weekly lunchtime choir for Key Stage 2 pupils. They sing in some assemblies, perform in the town centre, singing Christmas carols and join with other school choirs for special events.

154. In the two full lessons observed teaching and learning were satisfactory in both key stages. The planning was sound and followed carefully, with a build up of singing skills in the lesson, so that pupils were able to understand what was required and perform successfully. Their listening skills are being developed satisfactorily in both key stages. The class teachers are responsible for the music teaching in their own classes, following a programme used throughout the school, but only parts of two of these lessons were seen. There was some evidence of composing and performing skills within Year 1 as the pupils were introduced to medieval percussion instruments using a picture-poster of a mediaeval court. They accompanied recorded music with a clear beat and used non-tuned percussion instruments similar to those in the poster as well as body sounds. In a Year 6 lesson, the pupils prepared a poem to fit to a known tune, having to think about rhythm and beat. In written work seen in Year 6, pupils also write about composers and musical aspects; however, this work is not in their own words or as a result of their own investigations.
155. The quality of teaching is satisfactory but strengths of teaching and learning in the singing lessons included good subject knowledge and good vocal and instrumental expertise. The pupils responded enthusiastically, behaving well, so that singing was tuneful, with the rhythm and varying dynamics adding interest.
156. Overall the leadership and management of the subject is unsatisfactory. There is no co-ordinator; however the headteacher has ensured that some of the responsibilities are met by a part-time newly qualified teacher who is acting in a care-taking role. She liaises with the visiting music specialist, has attended local education authority training and oversees links in the community to do with music. A peripatetic teacher visits once a week to teach a group of Key Stage 2 pupils the flute and violin. A draft music policy is under discussion. The teaching programme followed by class teachers, *Sounds of Music*, includes provision for multicultural aspects.
157. The pupils have also been able to listen to and compose with, a range of instruments from around the world brought by a visitor to the school. There is a good range of non-tuned percussion instruments, which are stored centrally, but tuned percussion is limited. There is no evidence of ongoing records of assessment and attainment or assessment informing weekly planning. As yet, there is no development of computer based music technology and software. There is currently no monitoring and evaluation of teaching and learning and the planned review of music does not begin until the autumn of 2003. Although the hall is used for class singing lessons and the choir rehearsals, the nature of the building makes it very difficult for other classes to concentrate when music is organised in the classrooms because of the distractions caused by the level of sound and noise.

PHYSICAL EDUCATION

158. The quality of the pupils' work in physical education at the end of Year 6 is in line with expected levels for their ages and this is similar to the judgements made at the time of the last inspection. In the present inspection, three lessons, all of junior-age classes, were observed and school documentation was reviewed. In the light of the evidence available, it is not possible to make a judgement of the attainment, behaviour and attitudes of seven year olds, or of the quality of teaching for these pupils.
159. The older pupils were observed in a games lesson in which they practised the skills of passing a big ball by various methods using hands and feet. They reached satisfactory levels of attainment because of their evident commitment to the work. Other older pupils working in groups in a gymnastics lesson, demonstrated variable standards. Whereas some pupils show that they have carefully thought through the sequence of the activity they have chosen, others produce work, which is lacking in content and complexity. The standards in swimming, as reported by the school, are good. By the age of 11, most pupils can swim 25 metres, some using a variety of strokes. A small proportion of pupils has additionally attained standards in personal survival which involve long-distance swimming.

160. The attitudes and behaviour of the pupils in lessons are satisfactory overall. The older pupils, who were seen practising skills using a big ball, behaved well and co-operated enthusiastically, displaying very good relationships with one other. Other older pupils also showed positive attitudes and behaviour, but their teacher had to work hard on occasions to ensure that they were listening and were focused on their work.
161. The teaching of the pupils in Years 1 to 6 is satisfactory overall. The teachers generally have secure knowledge of the subject to teach the expected range of skills. The school uses a commercial scheme to plan the teaching of physical education. Some, but not all, teachers are able to use this effectively to meet their intended objectives. However, in a less effective lesson, the teacher did not clarify the purpose or the development of the activities and did not follow the planning consistently, which meant that the lesson was not well sequenced, thus inhibiting learning. Where teachers had high expectations of their pupils, the pupils enjoyed high levels of success.
162. The management of pupils in lessons is satisfactory, overall. The policy for physical education contains a very good overview of the subject. The school's rationale for physical education, recognising the breadth of educational, personal and social opportunities, which the subject can make available to pupils, is a very strong feature of the policy. The policy aims are similarly broadly conceived and are challenging but achievable. Policy advice on the approach to children with special educational needs and particularly assessment and matching the curriculum to pupils' individual needs, is very well conceived and detailed. Finally, there is appropriate acknowledgement of the need for a dress code and regard for health and safety issues. The subject action plan is well related to the pattern of long-term curriculum review and planning for the whole school and anticipates improvements in provision through the monitoring of teaching and feedback from pupil interviews. The school is organising a good range of extra-curricular provision in physical education through a range of clubs, which offers a number of educational, recreational and social opportunities to pupils. The resources are adequate.