

INSPECTION REPORT

ALBERT VILLAGE COMMUNITY PRIMARY SCHOOL

Swadlincote

LEA area: Leicestershire

Unique reference number: 119905

Headteacher: Mr Richard Bateman

Lead inspector: Mr Graham R Sims

Dates of inspection: 15th – 17th September 2003

Inspection number: 255303

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior, with nursery
School category:	Community
Age range of pupils:	3-11
Gender of pupils:	Mixed
Number on roll;	190
School address:	Albert Village Community Primary School Occupation Road Albert Village SWADLINCOTE Derbyshire
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Appropriate authority:	Governing Body
Name of chair of governors:	Mrs Ann Holland
Date of previous inspection:	23rd March 1998

CHARACTERISTICS OF THE SCHOOL

Albert Village Primary School is situated in a former mining village near Swadlincote on the border of Leicestershire and Derbyshire. The school has a nursery which draws children from a wide area, but most children attending the nursery move to other local schools when they start reception. A group of pupils joins the school when they leave Blackfordby Primary School at the end of Year 3. The school has 136 boys and girls on roll between the ages of 4 and 11, and 52 children attend the nursery on a part-time basis. National statistics show that the socio-economic circumstances of the school's catchment area are below average, although only an average proportion of pupils take their entitlement to free school meals. Very few pupils come from minority ethnic backgrounds, and none are at an early stage of learning English. An average proportion of pupils has been identified as having special educational needs, most of them for general learning difficulties and a few for emotional and behavioural difficulties. Two pupils have a statement of special educational needs. The attainment of children when they start school varies considerably. The overall attainment of those attending the nursery is above average but, for the small number who join the reception, attainment is generally below average. A new headteacher took up his post 18 months before the inspection took place.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
28899	Mr Graham R Sims	Lead inspector	Mathematics Information and communication technology English as an additional language
13315	Mr Malcolm Weaver	Lay inspector	
10204	Mr David Vincent	Team inspector	English Geography History Religious education Special educational needs Personal, social and health education
25433	Mrs Pat Richards	Team inspector	Foundation Stage curriculum Science Art and design Design and technology Music Physical education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Albert Village Primary School is an **effective school** which offers good value for money. Pupils make good progress, achieving above average standards by the time they leave the school. The overall quality of the teaching is good, and the school is led and managed well.

The school's main strengths and weaknesses are:

- Pupils generally make good progress in their learning, moving from below average standards when they enter the reception to above average standards by the time they leave the school.
- The quality of the teaching for children in the nursery and reception classes is very good. In the rest of the school the teaching is generally good, although it is inconsistent in Years 3 to 6.
- The headteacher provides very good leadership and has helped the school to improve. A few subject co-ordinators also provide very good leadership, but others have not yet had the opportunity to develop their role.
- Standards in information and communication technology are still well below where they ought to be, however, provision has improved significantly over the last year.
- The school makes good provision for the teaching of language skills in English lessons, but could do more to develop these skills through the teaching of other subjects.
- Pupils show good interest in their work, and generally behave well, although there is a small minority of poorly behaved pupils in Years 3 to 5.
- The staff care for the pupils well and make good provision for pupils with special educational needs. However, some staff could do more to help pupils develop their independence.
- Aspects of the school's accommodation and a shortage of resources have an adverse effect on pupils' learning in some subjects.

The school has improved significantly over the last 18 months and is now more effective than it was. Even though there are further improvements to be made, there has been improvement in the way the school plans its curriculum, assesses pupils' progress and checks how well it is doing. Provision for children in the nursery and reception and for those with special educational needs, and the arrangements for teaching information and communication technology and religious education have improved. The school has a good understanding of what it needs to do to improve.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	A	C	A	C
Mathematics	A	B	A	C
Science	B	D	A	C

Key: A - well above average; B - above average; C - average; D - below average; E - well below average

Similar schools are those whose pupils attained similarly at the end of Year 2.

Although pupils' progress varies from one class to the next, their **overall achievement is good**. Recent improvements to the teaching in the nursery and reception are helping children to make rapid progress. Children enter the reception with below average skills, but do not quite reach the goals they are expected to reach by the end of reception. Standards at the end of Year 2 have risen over the last three years, and pupils achieve well. They are now reaching average standards in reading, writing and mathematics. Pupils' progress varies in Years 3 to 6, and they reach above average standards in English, mathematics and science by the end of Year 6. Pupils' achievement in Years 3 to 6 is satisfactory. The national test results in 2003 were well above the national average, but this group of pupils had already achieved high standards in their tests at the end of Year 2. Although they are improving rapidly, standards in information and communication

technology are well below the expected standard because provision for this subject, until a year ago, was poor. Pupils with special educational needs are supported well and make good progress.

The school's provision for pupils' spiritual, moral, social and cultural development is satisfactory. Overall, pupils' attitudes and behaviour are good, although they are better up to Year 2 and in Year 6 than in Years 3 to 5, where the behaviour of a small minority of pupils, mainly boys, occasionally causes problems for other pupils. Attendance and punctuality are satisfactory.

QUALITY OF EDUCATION

The school provides a good quality of education. The overall quality of the teaching is good. It is very good for children in the nursery and reception, good for pupils in Years 1 and 2, and satisfactory in Years 3 to 6. As a result, pupils learn well overall, although pupils' learning varies in Years 3 to 5 because of some inconsistencies in the quality of the teaching. The school's procedures for assessing pupils' work and using the information gathered to respond to individual pupils' needs varies, but is satisfactory overall.

The school provides a satisfactory range of learning opportunities in Years 1 to 6 and a very good range in the nursery and reception. The school provides a good range of enriching activities outside the formal curriculum. The overall range of learning resources and the quality of the school's accommodation are unsatisfactory.

The school takes good care of its pupils in Years 1 to 6 and very good care in the nursery and reception. The school has good procedures to ensure pupils' care, welfare, health and safety. It provides them with satisfactory support, advice and guidance and enables them to have a voice in the school's work and development. The school's links with parents, other schools and the community are good.

LEADERSHIP AND MANAGEMENT

The overall quality of leadership and management is good. This reflects the very good leadership provided by the headteacher and a few co-ordinators, the satisfactory leadership provided by governors and other staff and good management procedures. The headteacher has given the school a very clear sense of direction and instigated many improvements since his arrival.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Despite a number of concerns expressed at the pre-inspection meeting, some of which were not substantiated by the inspection findings, parents are generally pleased with the school. Parents feel the school is led and managed well, the teaching is good, their children are expected to work hard and are making good progress. They like the range of additional activities the school provides. Their most significant concerns have to do with the amount of homework and the consistency with which it is given, the supervision of pupils at break and lunch-times, and the way the school resolves instances of intimidating behaviour from some pupils. The inspection findings have highlighted some inconsistencies in the quality of teaching, including the use of homework and noted the problems caused by a small minority of pupils whose behaviour is unacceptable at times. The school is, however, working hard to resolve these problems.

Pupils are generally pleased with their school. They like coming to school and have no major concerns about the way they are treated.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are:

- Improve the consistency of the quality of teaching, particularly in Years 3 to 6.
- Improve standards in information and communication technology.
- Provide more opportunities in Years 3 to 6 for pupils to learn to work independently.

- Make better use of opportunities to develop writing skills through subjects other than English.
- Develop the leadership skills of subject co-ordinators and ensure they are provided with the necessary resources to manage their subjects well.
- Explore ways to secure additional funding to improve the school's accommodation.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Achievement in the nursery and reception is **very good**. It is **good** for pupils in Years 1 and 2 and **satisfactory** in Years 3 to 6. Standards in English, mathematics and science are **above average** by the end of Year 6.

Main strengths and weaknesses

- Although they do not quite meet the expected standards by the end of the reception, children make very good progress in the nursery and the reception class.
- Standards at the end of Year 2 have risen significantly over the last three years, and pupils are now achieving average standards in reading, writing and mathematics.
- Progress is uneven in Years 3 to 5, but pupils receive thorough preparation for their national tests in Year 6. The results in 2003 were significantly better than those in 2002 and were well above the national average in English, mathematics and science.
- Since the last inspection, standards at the end of Year 6 have risen at a similar pace to the national trend. Standards in mathematics have risen more rapidly than in English and science.
- Pupils have sufficient literacy skills to enable them to make progress in all areas of the curriculum, but they do not always present their work well or seek to develop their writing skills when producing written work in subjects other than English.
- Standards in information and communication technology are improving, but are well below the expected level by the end of Year 6.

Commentary

1. Children in the nursery generally achieve higher standards for their age than children in the reception. However, this reflects the fact that many of the children in the nursery leave the school to attend schools nearer to their home. The overall standard of the children joining the reception class is below average. Children's achievement in both the nursery and the reception is very good, and this is because they are provided with a high-quality learning environment and receive very good teaching. Although they are unlikely to reach all of the standards expected by the end of the reception, children make very good progress in all areas of learning.
2. Standards have risen steadily at Key Stage 1¹, although they have fluctuated over the last five years, with a notable high point in 1999 when the school had a particularly able year group. Standards in the national tests in 2003 were just above the national average and the average for similar schools in reading and mathematics and above average in writing, confirming the inspection team's view that pupils achieve the expected standards in these three areas by the end of Year 2. This represents good achievement, as pupils generally start Year 1 with below average skills. Pupils are now making good progress through Years 1 and 2 because the staffing situation is now stable, the staff work well together, and the very good relationships between staff and pupils motivate the pupils to learn.

¹ The words 'Key Stage' refer to the different stages of learning in schools. Children start school in the Foundation Stage, which caters for children aged 3 to 5 and generally refers to children who are in the Nursery, Reception or Early Years classes. Key Stage 1 is the first stage of compulsory primary education. It caters for pupils aged 5 to 7 and refers to pupils who are in Years 1 and 2. Key Stage 1 is also frequently synonymous with the term Infants. Key Stage 2 is the second stage of primary education. It caters for pupils aged 7 to 11 and refers to pupils who are in Years 3 to 6. Key Stage 2 is also frequently synonymous with the term Juniors. At the age of 11, pupils start Key Stage 3, which marks the beginning of their secondary education.

Standards in national tests at the end of Year 2 – average point scores in 2003²

Standards in:	School results	National results
Reading	16.1 (14.2)	15.9 (15.8)
Writing	15.1 (13.8)	14.8 (14.4)
Mathematics	16.9 (15.8)	16.4 (16.5)

There were 18 pupils in the year group. Figures in brackets are for the previous year.

- Standards at the end of Year 6 have also risen since the last inspection, most notably in mathematics, at a similar rate to other schools in science, but only marginally in English. The results of the national tests in 2003 were well above the national average and the average for similar schools in English, mathematics and science. Although these results appear to be exceptionally good, and much better than the year before, this was a particularly able group of pupils who had achieved high standards throughout the school. Their results in 1999 at the end of Year 2, for example, were the best the school has ever had. As such, therefore, their progress through Key Stage 2 was satisfactory. In contrast, although the results for the previous year group were lower, they made much more progress from Year 2 through to Year 6.
- The inspection judgements show that standards at the end of Year 6 are above average in English, mathematics and science and that pupils' achievement is satisfactory overall. There have been a number of staff changes and other factors which lead to some inconsistency in the progress pupils make in Years 3 to 6. Whilst the teaching is generally good, some lessons are not challenging enough. In two classes, a small minority of poorly behaved pupils occasionally have an adverse impact on the learning of others. Strong teaching in Year 6 ensures that pupils receive thorough preparation for their national tests in all three subjects, but this is sometimes at the expense of developing pupils' abilities to learn independently.

Standards in national tests at the end of Year 6 – average point scores in 2003

Standards in:	School results	National results
English	28.6 (26.7)	27.0 (27.0)
Mathematics	28.6 (27.9)	27.0 (26.7)
Science	30.2 (27.9)	28.8 (28.3)

There were 26 pupils in the year group. Figures in brackets are for the previous year.

- Because the overall quality of the teaching in English is good, pupils have sufficient literacy skills to enable them to make progress in all areas of the curriculum. However, they do not display the same standards of accuracy when producing written work for subjects such as science, history or geography, as they do when producing, for example, a piece of imaginative writing in English. This is largely because teachers do not place sufficient emphasis on developing pupils' writing skills across the curriculum.

² **Average Points Scores.** The average points scores table compares the school's performance with the national results. The calculations are arrived at by using the total of all test scores gained by pupils, and dividing the total by the number of pupils with a test result. This calculation is carried out for each subject tested.

6. Pupils generally have good numeracy skills, which they apply appropriately in different situations. Their competence in handling numbers varies from class to class, as some teachers are more rigorous in their mental mathematics sessions than others.
7. Pupils' information and communication technology skills are well below the level expected by the end of Year 6, although standards have been improving throughout the school since the installation of the computer suite. However, pupils do not yet have sufficient skills to use a range of programs to help them with their work in other subjects.
8. Good procedures, coupled with sensitive support by the teachers and the teaching assistants, enable pupils with special educational needs to achieve well throughout the school. The increasing proportion of pupils achieving above the expected standards in the national tests at the end of Years 2 and 6 shows the increasing importance which the school attaches to extending the more able pupils. This is reflected in the school's ambitious targets to increase the proportion of pupils achieving these higher levels, which it narrowly failed to meet in 2003.

Pupils' attitudes, values and other personal qualities

The school's provision for pupils' spiritual, moral, social and cultural development is **satisfactory**. Overall, pupils' attitudes and behaviour are **good**, although they are better in the Foundation Stage and Key Stage 1 than in Key Stage 2. The levels of attendance and punctuality are **satisfactory**.

Main strengths and weaknesses

- Most pupils enjoy coming to school, have good attitudes to learning and behave well in lessons and around the school.
- Relationships amongst the pupils and between staff and pupils are generally good. However, the behaviour of a small minority of pupils, mainly boys in Key Stage 2, occasionally disrupts lessons and causes annoyance to other pupils.
- Although pupils enjoy carrying out responsibilities, teachers in Key Stage 2 do not do enough to help pupils to become more independent.

Commentary

9. Most pupils enjoy coming to school and show interest in, and enthusiasm for, the activities that are planned for them. Although the attitudes of pupils seen in lessons are good overall, some pupils switch off and do not listen carefully to what teachers are saying. A few pupils, mostly boys in Years 3 to 5, occasionally misbehave in lessons, particularly those where the content fails to challenge them, and teachers do not always apply effective strategies to control such behaviour. One pupil was excluded from the school for a fixed period during the last academic year.

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – any other White background
Asian or Asian British – Indian

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
181	1	0
7	0	0
2	0	0

The table gives the number of exclusions, which may be different from the number of pupils excluded.

10. Although children are not yet meeting all of the standards expected by the end of reception, children are making very good progress in their personal, social and emotional development. Their attitudes and behaviour in the nursery and reception classes are generally very good, and they clearly greatly enjoy coming to school. They listen carefully to the teachers' explanations and instructions and respond very well to the adults' high expectations for

behaviour. The staff have very good procedures to help children settle into school when they join the nursery, and transfer procedures between the nursery and reception are good. In both classes, the teachers are providing good opportunities for the children to take their first steps towards becoming independent learners.

11. After a period of instability in staffing, which has adversely affected the behaviour of some groups of older pupils, the new headteacher has introduced measures to improve the pupils' behaviour and attitudes to their learning. Great emphasis has been placed on establishing a social and moral code that all pupils understand and most adhere to. The school's *Golden Rules*, drawn up in consultation with the school council, are displayed in every classroom, and pupils generally adhere to them. Governors are aware of the concerns of some parents with regard to the behaviour of a minority of pupils at meal times, and steps have been taken to improve the situation. Lunchtime supervisors implement the new behaviour policy satisfactorily, for example awarding stickers for good behaviour, but, occasionally, misbehaviour in the dining room is not checked and noise levels are too high. Children in the Foundation Stage eat lunch in their classrooms and, for them, lunchtimes are pleasant social occasions. Pupils report that, although there is some bullying in the school, it is confined to a very small group of pupils and is dealt with effectively when it arises.
12. The school promotes racial harmony well. The few pupils from ethnic minority backgrounds are included well in all activities and are fully integrated members of the school community. A parent who attended an assembly, in which her daughter sang solo to the rest of the school, reported that her children had not encountered a shred of racial tension in the school.
13. The personal development of pupils is satisfactory overall, but requires some improvement. Pupils form constructive relationships with each other and with the adults in the school. They work together well and develop their friendships in the many social and sporting activities organised by the school. However, activities in lessons in Years 3 to 6 are usually directed too rigidly by the teacher, and give pupils few opportunities to develop their own learning skills and become more independent. Pupils are happy to take responsibility when the opportunity is given.
14. Pupils' spiritual development is satisfactory overall. Occasionally it is very good, such as in some assemblies, where pupils' creative expression in singing and dance often creates a moving spiritual atmosphere. It is particularly good in the Foundation Stage, where lessons are frequently awe-inspiring and relationships are excellent.
15. The levels of attendance and punctuality are satisfactory. The school has appropriate procedures to monitor pupils' absence and promote good attendance.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	5.8	School data :	0.1
National data:	5.4	National data:	0.5

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is **good**. The overall quality of the teaching is **good**. The school provides a **satisfactory** curriculum, which is enriched **well** by a good variety of activities outside the normal curriculum. The staff provide a **good** level of care for the pupils.

Teaching and learning

The overall quality of the teaching is **good**. It is **very good** for children in the nursery and reception, **good** for pupils in Years 1 and 2, and **satisfactory** in Years 3 to 6. As a result, pupils learn **well** overall, although pupils' learning varies in Years 3 to 6 because of some inconsistencies in the

quality of the teaching. The school's procedures for assessing pupils' work and using the information gathered to respond to individual pupils' needs varies, but is **satisfactory** overall.

Main strengths and weaknesses

- Over half of the teaching is good or better, and there are staff who provide exemplars of very good and excellent teaching.
- Whilst some of the teaching in Years 3 to 6 is good, there are inconsistencies in the teaching in some classes and a small amount of unsatisfactory teaching which leads to uneven progress in pupils' learning.
- Teachers in the nursery and reception have a very good understanding of children's needs and provide stimulating activities which captivate children's interest and motivate them to learn.
- Throughout the school, teachers relate well to the pupils and they provide good encouragement and motivation. As a result, the great majority of pupils apply themselves well to their work, although a small minority do not always respond so positively.
- English skills are taught well during English lessons, but teachers do not use opportunities for writing in other subjects to consolidate and develop pupils' writing skills.
- Teachers in the nursery, reception, and Years 1 and 2 provide activities which help pupils to become independent, but not enough opportunities are offered in Years 3 to 6 to develop pupils' independence.
- Whilst the teaching of information and communication technology lessons in the computer suite is frequently good, some teachers still lack confidence in teaching the subject and few make good use of new technology as a tool for learning in other subjects.

Commentary

16. The overall quality of the teaching is good, and this is reflected in the fact that pupils learn well during their time at the school, progressing from below average attainment when they enter the reception to above average attainment by the time they leave the school. Pupils' written work shows that teachers provide thorough coverage of the curriculum in English and mathematics during the year. The teaching for children in the Foundation Stage is very good and it is consistently good for children in Key Stage 1. There are examples of good and very good teaching in Key Stage 2, but the overall quality of the teaching in this key stage is only satisfactory because the teaching is not entirely consistent. A small amount of unsatisfactory teaching was observed in Key Stage 2, and this was partly due to the fact that teachers were still getting to know their classes during the second full week of term.

Summary of teaching observed during the inspection in 34 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
1 (3%)	6 (18%)	9 (26%)	16 (47%)	2 (6%)	0 (0%)	0 (0%)

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

17. The quality of the teaching in the nursery and reception classes is consistently very good and helps the children to achieve very well in all areas of learning. This represents good improvement since the last inspection, when teaching was found to be satisfactory, and reflects the positive leadership given by the headteacher in promoting new procedures for the school's youngest children and the very good leadership of the Foundation Stage co-ordinator. The two energetic and enthusiastic teachers and their support staff have an excellent understanding of the needs of young children and offer a very wide range of experiences to interest and inspire them. They know the children well and make very good use of this knowledge to help them to plan together for individual children's needs. Children with emotional or learning difficulties are quickly identified and supported, and others who are capable of achieving more are constantly challenged. Planning to the national scheme of work for young children is thorough, thoughtful and imaginative and identifies the 'Stepping Stones' towards each of the goals the children are expected to reach by the end of reception.

The basic skills of literacy and numeracy are taught thoroughly. The teachers provide a host of rhymes and games to introduce children to letters, numbers, shapes and colours, and expectations are high for children to listen carefully and to develop their language skills through talking about themselves and their work. Very good organisation and very good use of time ensure that not a moment is wasted, and the wide-ranging teaching methods cater well for the interests and short concentration spans of very young children. Very attractive classroom displays, which make clear that everyone's work is valued, contribute well to the children's personal, social and emotional development. Good use of resources, particularly human resources, ensures that all children have equal access to what the school has to offer. Teachers in both classes plan closely with skilled support staff and voluntary helpers, who make a very significant contribution to the lessons.

18. Similar good characteristics are found in much of the teaching in Years 1 and 2 and also in some of the lessons in Years 3 to 6, but variations in the quality of teaching are illustrated well by contrasting examples in the teaching of science. In a very successful lesson for pupils in Years 3 and 4, pupils were given a rich learning experience as they worked in groups on practical investigations to learn more about the force of friction. Work was targeted well to the needs of different groups of pupils, and pupils were encouraged to work independently. Pupils were fully involved, highly motivated and learnt very well. In a less successful lesson, the teacher exerted very tight control over the investigation, pupils had little opportunity to make suggestions of their own, and all were given the same task, regardless of ability. The pace at which lessons are conducted, the expectations of the teacher and the management of pupils' behaviour also vary to a greater extent in lessons at Key Stage 2 than in the rest of the school.
19. The above example also illustrates well the somewhat ambivalent approach to developing pupils' abilities to learn independently. In some classes, the pupils have little opportunity to voice their thoughts, and their learning is very tightly controlled. Whilst this approach is successful in preparing pupils for their national tests, it does not help them to develop their ability to think for themselves, to learn how to approach problems from different angles, to make mistakes and learn how to rectify them on their own, or to learn how to evaluate why one approach to a problem may be better than another. Good foundations for independent learning are being laid in the Foundation Stage and Key Stage 1, but are not being developed as consistently in Key Stage 2.
20. Key skills of reading and writing are taught well during English lessons, and examples in pupils' books and on display show that pupils are capable of producing good, imaginative and accurate writing. The teachers provide some good opportunities for pupils to practise their writing in other subjects, such as history and geography, but they do not use these opportunities as well as they could to consolidate pupils' writing skills. Frequently, the pupils' errors are left uncorrected and comments are rarely made as to how pupils could improve their writing.
21. Until the last year, the teaching of information and communication technology has been weak. Teachers have lacked confidence in teaching the subject and have made very little use of new technology as a tool to promote pupils' learning in other subjects. Under the headteacher's direction, the situation is now improving, although further training is required to improve the competence of some teachers and teaching assistants to enable them to make more effective use of computers. Much of the teaching provided in the computer suite is good, but, as for English writing, the skills pupils learn in these lessons are not consolidated sufficiently during the week through using new technology to promote pupils' learning in other subjects.
22. Assessment procedures are used very well and conscientiously in the nursery and reception classes, and records are kept of children's progress towards the Early Learning Goals³.

³ The Early Learning Goals are a set of standards which it is expected that most children will achieve by the end of the Foundation Stage. They are set out into six areas of learning: personal, social and emotional development; communication,

Efficient methods, such as 'Post-It' notes quickly slipped into children's record files for further reference, keep systems for assessment manageable, but comprehensive. Through the use of strategies, such as 'One, two, three, show me' when using number fans in the reception class, the teacher quickly identifies higher-attaining children and those needing more practice. Reinforcement activities are then planned for the latter, whilst the former are challenged further. Procedures for assessing pupils' work in the rest of the school have improved over the last year, and staff generally have a better idea of how well their pupils are doing than before. Examples were observed during the inspection, such as in an information and communication technology lesson with pupils in Year 6, where the teacher adapted their long-term plans because of their awareness that pupils were not yet ready. However, not all staff use the information as well as they could to alter their planning to reflect pupils' needs.

The curriculum

The school provides a **satisfactory** range of curricular opportunities in Years 1 to 6 and a **very good** range of learning opportunities in the nursery and reception. The school provides a **good** range of opportunities for enrichment outside the formal curriculum. The overall range of learning resources and the quality of the school's accommodation are **unsatisfactory**.

Main strengths and weaknesses

- There is a good level of enrichment of the curriculum through the school's programme of extra-curricular activities and through school musical productions.
- Provision for pupils who have special educational needs is co-ordinated well. Pupils' educational or emotional needs are identified at an early stage, and targets for pupils to improve their work are easily understood.
- The school shows a good commitment to meeting the needs of each individual pupil.
- Provision for personal, social and health education is good.
- Some lessons are too long, and the structure of the school day is not used as efficiently as it could be.
- The accommodation is unsatisfactory and limits the effectiveness with which some aspects of the curriculum are delivered.
- In some subjects there are insufficient resources to meet the needs of the curriculum.

Commentary

23. The curriculum fulfils statutory requirements by covering all subjects of the National Curriculum and religious education. The content of each subject is reasonably balanced. The planning of the curriculum has improved significantly since the last inspection, although planning guidance does not always provide enough detail to ensure that the teaching builds successfully on pupils' previous learning.
24. The school is committed to providing an education which meets the particular needs of each of its pupils, and many lessons contain separate activities designed specifically for the higher and lower attainers. This is not always, the case, however. In science, for example, there is a tendency for all pupils to be given the same work. Staff are sensitive to the personal circumstances and characteristics of each pupil and every child is valued. There is a commitment to do the best by every pupil. Timetables in some classes have not been constructed imaginatively, and time is not used as efficiently as it could be. As a result, some lessons are too long, especially for younger pupils, and some pupils find it hard to sustain high levels of concentration and application towards the end of such lessons.

25. The school makes good provision for pupils with special educational needs. Pupils who might have particular needs are identified at an early stage. Teachers focus on appropriate action so that, in many cases, weaknesses are quickly rectified before they become more serious. This action also has the effect of ensuring that pupils who have more deep-seated difficulties are identified early and informed assessment of their difficulties is made.
26. Pupils who are formally identified as having particular needs are given individual targets for improvement. These are clear and are attainable over a relatively short time-span. The impact of these targets is good, since they focus sharply on particular needs and provide clear guidance as to what the pupil needs to do to improve. They also stimulate confidence and encouragement for the pupil since the attainment of the target provides a clear goal and a sense of achievement. This positive approach is sustained through regular reviews and through the setting of new targets which build on those already attained.
27. Considerable enrichment of the regular curriculum is made possible by the voluntary efforts of staff, parents and friends. A good range of extra-curricular activities embraces artistic, sporting, and other clubs. All pupils benefit from regular visits to places of educational interest, and older pupils avail themselves of the annual residential excursions to places such as Wales and Bude. School productions provide rich opportunities for pupils to develop self-confidence and a range of talents. Pupils are keen to participate in these extra activities.
28. The accommodation available to the school is unsatisfactory and has an inhibiting impact on some subjects. The hall, for example, is too small for the modern requirements of physical education. Opportunities for pupils to explore and express movement are limited by restrictions of space and the activity of one group often impinges on that of another. In addition, the hall serves as a thoroughfare to various parts of the school, and lessons are constantly interrupted by persons passing through. The school has no space for activities with individuals or small groups of pupils which need to take place outside the classroom. The facilities available for the headteacher and staff are inadequate, as is the school library.
29. The school has been subject to severe financial restrictions over the last two years because of previous budget deficits. This has restricted the range of resources the school has been able to provide. In geography, for example, there are insufficient maps to ensure that mapping skills are fully developed. The level of resources is improving, but there are still shortages in a number of subjects. The school has rigorously analysed how its limited resources can be used to support pupils with special educational needs most effectively. Data and assessments provide an objective basis for identification of priorities. Consequently, the efficiency with which the school uses its resources to help pupils is very good.

Care, guidance and support

The care that the school takes of its pupils is **good** in Years 1 to 6 and **very good** in the nursery and reception. The school has **good** procedures to ensure pupils' care, welfare, health and safety. It provides them with **satisfactory** support, advice and guidance and enables them to have a voice in the school's work and development.

Main strengths and weaknesses

- Procedures for ensuring the welfare, health and safety of pupils are good.
- Provision for pupils with special educational needs is good.
- Pupils enjoy a good and trusting relationship with one or more adults in school.
- Induction arrangements for pupils are good.
- Guidance for pupils' personal development is satisfactory but could be improved through more effective use of assessment and academic guidance.

Commentary

30. Child protection procedures are satisfactory. The headteacher is shortly due to receive updated training and to disseminate this information to all staff; staff are diligent in monitoring

pupils' welfare. Routines for dealing with first aid, medicines and accidents are well established, with four staff trained in first aid. The school and nominated governor ensure that formal risk assessments are regularly carried out on the premises.

31. The school has established appropriate mechanisms for taking pupils' views into account, having recently re-established the school council, which is run under the auspices of one of the governors. While this contributes satisfactorily to pupils' personal development, pupils in Year 6 are not democratically elected as in other year groups, and the opportunity for them to express their preferences as to who should represent them is not given. Apart from this, the school and governors formally take account of the views of pupils, for example, on how the lunchtime could be made more exciting by providing balls and other resources. Pupils also believe that litter left around the school premises should be cleaned up, their own efforts clearly contributing to the school being tidy and well looked after. A survey of pupils' views revealed many positive comments about the school. They believe behaviour is mostly good, they receive help when stuck in lessons and can be trusted. They feel that they have an adult in school to whom they can go if they have any concerns. Pupils' comments to inspectors confirmed the results of the survey, with pupils saying that they are happy in the school and showing that they want to do their best.
32. Teachers know the pupils well and, through the personal, social and health education programme, they support pupils' personal development well. Inconsistencies are evident in the monitoring of pupils' academic progress and, whilst most more-able pupils receive work matched to their abilities, their learning is not always monitored in some lessons, such as in Year 6, where pupils do not always have the opportunity to express what they have learned from some specific tasks.
33. The support and provision for pupils with special educational needs are good. Each pupil has an individual education plan that clearly identifies the work to be focused upon. The plans are monitored termly. Teachers and teaching assistants, where available, give effective support for these pupils in class.
34. Induction arrangements for children in the nursery are good. Although visits are not made to children's homes before they join the school, an informative brochure is provided for parents, giving them a good awareness of what their children will be learning in the Foundation Stage. The caring class teachers enable children to settle in well and enjoy their time in school. Liaison with Blackfordby First School is satisfactory. Pupils make a smooth transfer into Year 4 and more recent and effective liaison with the teacher in Year 3 at Blackfordby has begun to ensure that work is not duplicated in the two year groups and that pupils do not waste time unnecessarily.

Partnership with parents, other schools and the community

The school's links with parents, other schools and the community are **good**. Parents value the school and are pleased to send their children to it.

Main strengths and weaknesses

- Parents are generally pleased with the education which the school offers; they appreciate the academic standards that their children achieve and the general ethos of the school.
- The school has been effective in gaining parents' views about the school's provision.
- Parents receive good levels of information about school activities, and the annual reports on pupils' academic progress are good.
- Liaison with the feeder school in Blackfordby is now improving, and very good links have been developed with other local schools.

Commentary

35. Parents are generally very happy with the school. The situation has improved since the arrival of the new headteacher as, before this time, the school did not work closely with parents. Parents of children in the nursery state that their children are keen to come to school

because of the cheery greeting from teachers and the exciting activities that are prepared for them. This leads to their children being highly motivated and willing to learn. Parents of older children believe that their children are making good progress in their learning and that the teaching is good. The school has surveyed parents' views on two occasions in order to gain a closer relationship with parents, and to be able to address specific concerns held by some. Relationships are now generally good and a few parents regularly help in school.

36. Parents' views, both at the pre-inspection meeting and from responses to the questionnaire, included a number of concerns, but also recognition that the school is addressing these matters. In particular, the quality of information to parents in the pupils' annual report, the frequency of homework and the quantity of general information of interest to parents. Pupils' annual reports have improved since the last inspection and are now generally good overall, with 'next-step' suggestions as to how pupils might improve their work. The school has now drafted a policy on homework to ensure that homework is provided consistently, and this is supported by a guide to enable parents to be aware of what their children are required to do. The school is planning to present information evenings about the curriculum to keep parents informed of what their children are learning, but these have yet to take place.
37. A satisfactory range of relevant information is provided to parents through frequent letters, regular newsletters and the school prospectus. Regular parents' meetings are now held to inform parents about their children's progress, and parents are able to meet with teachers if they have any concerns. Three information evenings are held for parents to inform them of how well their children are progressing and to discuss their achievement in their end-of-year and national tests. Parents whose children have special educational needs are kept well informed and are fully involved with the school's actions to support their children. This successfully cultivates a climate of collaborative support. New parents feel comfortable in bringing their children into school and sharing any concerns with the staff. A home-school booklet provides valuable information for new parents. A parents' notice-board provides more news about planned activities.
38. Links with Blackfordby first school are improving following the recent and effective curriculum agreement being reached with the teacher in this school responsible for Year 3. A particularly worthwhile involvement is with other small schools in the WONAP group (Worthington, Oakthorpe, Newbold, Albert Village and Packington). Regular meetings contribute significantly to staff development and curriculum enhancement in particular. Links with the local grammar school are beneficial in helping more-able pupils in Years 5 and 6 to develop their skills, knowledge and understanding in design and technology.

LEADERSHIP AND MANAGEMENT

The overall quality of leadership and management is **good**. This reflects the **very good** leadership provided by the headteacher and a few co-ordinators, the **satisfactory** governance of the governing body, and **good** management procedures.

Main strengths and weaknesses

- The headteacher has given the school a very clear sense of direction and instigated many improvements since his arrival 18 months ago.
- Very good leadership is provided for the Foundation Stage and physical education, both of which have been the focus of recent improvement initiatives, but some subject co-ordinators do not fulfil their roles as effectively.
- The provision for pupils with special educational needs is co-ordinated and managed well.
- The school's evaluation of its own strengths and weaknesses is accurate and perceptive.
- The school's development plan identifies appropriate areas for development and actions that will help the school to improve.

Commentary

39. There has been considerable improvement in the quality of leadership and management over the last 18 months since the arrival of the new headteacher. From a situation in which the local education authority was concerned and frustrated about the way the school was being managed, it now has a very positive view about the way the school has developed, which coincides with the inspection team's evaluation of the headteacher's leadership. Early on in his tenancy, the headteacher made a perceptive and accurate analysis of the school's strengths and weaknesses, and has worked hard to change entrenched views and bring improvement to many areas. Action has been taken to deal with key issues that had still not been dealt with since the previous inspection, such as the school's provision for information and communication technology. Better procedures have been introduced for planning the curriculum and day-to-day teaching and for assessing pupils' work and keeping track of their progress. Recently, significant changes have been made to the provision for children in the nursery and reception, and this area now emerges as one of the school's main strengths, with children making very good progress and receiving very good preparation for the start of their more formal education.
40. The headteacher has been keen to empower other teachers to undertake leadership roles. Whilst financial constraints have made it impossible to release staff from their teaching duties to check how well their subjects are being taught, progress has been made in some areas. Both the Foundation Stage and physical education co-ordinators have made important changes which have helped to improve the quality of teaching, curricular planning and the standards pupils achieve. Some improvements are also evident in the leadership of English and mathematics. Because there has been little delegation of responsibility and little has been expected of subject co-ordinators in the past, other co-ordinators are unsure about how to fulfil their role and what sort of leadership is expected. A focus for the coming year is to develop the leadership expertise of other co-ordinators and to enable them to manage their subjects more effectively.
41. The new co-ordinator for the Foundation Stage, well supported by the headteacher, has been very successful in improving provision for the Foundation Stage since the last inspection, particularly in the nursery, where changes to the accommodation, improved resources and a much more relevant curriculum have brought about very significant improvements. Better links are being developed between the nursery and the reception class to make the most of the accommodation, resources and staff expertise. Systems for assessing the children's needs are in the process of being standardised. Some parents have expressed a wish to see a closer liaison, but this liaison is now well under way, as the school has recognised the benefits of such a partnership.
42. The school's leadership shows an increasing awareness of the importance of taking the needs of different groups of pupils into account. The school is currently considering how to tackle issues to do with gifted and talented pupils in an appropriate manner and has set up a series of consultations and meetings to raise awareness of issues and make plans for the future. The co-ordinator for special educational needs provides good leadership. She is well informed, has a clear understanding of her role and has instigated manageable procedures which are focused on improvement. She undertakes her responsibilities in a conscientious and thoughtful manner and maintains a perceptive overview of whole-school provision.
43. Although subject co-ordinators have yet to become fully involved in checking how well their subjects are taught, the headteacher has a very clear picture of how good the teaching is and where improvements need to be made. The school's self-evaluation is perceptive and accurate and highlights all of the areas for further development which were identified by the inspection team. Improvements over the last year show that effective action is being taken to bring about improvement, and the school development plan for the current year highlights appropriate actions to bring further improvement in other areas. Issues have been tackled in a sensible order and have helped to make the school a better place, which has been recognised by staff, parents, governors and the local education authority.

44. The governing body is relatively inexperienced, and is emerging from a period in which they were kept very much in the dark about what happened in the school. They were, for example, unaware of the financial difficulties which were building before the arrival of the new headteacher and which resulted in a significant budget deficit which has restricted the headteacher's ability to bring further developments. However, with a different style of management from the headteacher, governors are becoming more effective and better informed about what happens in school. They are keen to become more involved and better informed and now have a better understanding of the school's strengths and weaknesses than before. They are, thus, in a better position than before to ensure that they hold the school to account and challenge the school's leadership. They ensure that the school fulfils its statutory requirements and have, in recent months, managed the school's finances well to bring them back to an even keel.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	316,905	Balance from previous year	-25,200
Total expenditure	321,429	Balance carried forward to the next	-4,524
Expenditure per pupil	1,691		

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage is **very good**. The Foundation Stage is a particular strength of the school.

Commentary

45. Three lessons were observed in the nursery. Three lessons were observed in the mixed-age class for children in the reception and Year 1 when the focus was on the teaching provided for reception-aged children. A number of shorter visits to lessons for children in the nursery and reception were also made in order to look at specific areas of learning.
46. There are significant differences between the overall standards for their age attained by children age in the nursery and those attained by children in the reception. This is because many of the children attending the nursery do not move up to the reception class, but attend schools nearer to their homes. The children who attend the nursery are drawn from both the immediate locality and a far wider area because of the shortage of nurseries in South Derbyshire. They are admitted into the nursery on a part-time basis, at the beginning of the term after their third birthday. The youngest children attend the morning sessions, and the older ones come to school in the afternoons. The children are admitted to the reception class in the term after they are five, but many of those from the outlying districts move to schools in their own catchment areas when they reach compulsory school age. The overall attainment of the children in the nursery is above average in all areas of learning, particularly in their social skills. It is difficult to anticipate standards at the end of the reception year because the school complies with the local education authority's two-term entry system, which means that some of the children will not join the reception class until after Christmas. It is not yet clear, therefore, how many of the children presently in the nursery will remain at the school. Of the seven children presently in the reception class, the range of ability is very wide, but evidence taken from observation of lessons and a wider range of evidence, such as teacher's records, shows that, taken overall, standards are presently below average. They are just below average in personal, social and emotional development and in knowledge and understanding of the world, mathematical, creative and physical development. They are more significantly below those found in most schools in communication, language and literacy. Despite the high quality of teaching, a significant proportion of children may well not attain the targets set for them nationally in this area of learning by the time they enter Year 1.
47. The quality of the teaching in all six areas of learning is very good. Children are making very good progress and achieving very well, even though overall standards are still below those expected by the end of the reception. Since the appointment of a new co-ordinator for the Foundation Stage, and because of the importance the headteacher has attached to reviewing the school's provision for its youngest children, there have been significant improvements in the way the Foundation Stage is organised and in the planning of the curriculum. The co-ordinator, with very good support from the reception teacher, provides very good leadership and manages provision for the Foundation Stage very well. Children are now taught in a bright and welcoming environment, which has improved significantly over the last year.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is **very good**.

Main strengths and weaknesses

- The staff are very good role models and offer a high level of care.
- Very good teaching clearly establishes routines and is consistent in terms of its expectations of the children's behaviour.

- The teachers have established a high-quality learning environment that stimulates the children's interest.
- The teachers have established good relationships with classroom assistants and with parents.

Commentary

48. Standards in reception are below those normally found for children of this age. The children in the nursery have only been in school for two weeks on a part-time basis but they have settled in very quickly to the new routines. They quickly gain confidence and are quite at ease with adults in the school, as demonstrated when a child voluntarily introduced her friend to an inspector. They already understand the rules, as shown very clearly when an inspector joined a small group in the sand play, only to be told in no uncertain terms that this wasn't allowed because she wasn't wearing a band! There is a sense of happy anticipation at the beginning of the morning and afternoon sessions. The children are keen to explore the wide range of resources set out in readiness for their arrival, and the welcoming atmosphere promotes their confidence and self-esteem. Adults' high expectations encourage them to try their best, for example when changing for physical education. Some children are unable to do this at all and adults gently talk them through the process, helping them to succeed. Children with emotional or learning difficulties are identified quickly and supported, and others who are capable of achieving more are constantly challenged. All adults provide excellent role models, through their caring attitudes and mutual respect.
49. In both classes, children are encouraged to respect the views and feelings of each other, to be polite, take turns and observe the class rules. They respond well to the teachers' high expectations for effort and behaviour, and this contributes well to the very good progress they make. Children are encouraged to take on responsibilities such as 'today's helper', to which they respond with great pride, for example when they change the days of the week on a chart or the symbol for the day's weather. Children are encouraged to make choices, think creatively and find solutions for themselves in response to questions like 'What do you think?' 'How could we...?' 'Can you think of a way?' There are many 'secrets' and magical moments in the nursery, when the children sit transfixed, listening to the problems of a puppet who hates noise or trying to guess what is inside a special box. When the teacher's voice becomes barely a whisper, they listen spellbound; eyes round with anticipation.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **very good**.

Main strengths and weaknesses

- Good opportunities are provided to widen the children's vocabulary through stories, rhymes and songs.
- Good use is made of questioning to encourage the children to talk, because much of the children's speech lacks clarity and structure.

Commentary

50. Standards in this area of learning are significantly below those found in most schools, and few of the children in reception are in line to attain the targets set for them nationally by the time they enter Year 1. Most of the children have a limited vocabulary and have difficulty in explaining their ideas. However, the teaching in this area of learning is very good and children achieve very well, given their low starting point. The teachers place great importance on the development of the children's language and communication skills, and many opportunities are made for speaking and listening as well as writing. The children love stories and rhyme and enjoy the appropriately adapted literacy hour. They are gaining in confidence to ask questions and give opinions. Work is well planned to consolidate learning and is well matched to the children's ability. Reading and writing skills are developed imaginatively. A host of rhymes and games introduce learning points, and expectations are high for children to listen carefully and to develop their language skills through talking about themselves and their work, for example when children in the nursery are encouraged to describe the appearance, taste and texture of

a particular piece of fruit at snack-time. Children in the reception class sing a 'listening song' with good understanding of the teacher's expectations and respond well to opportunities to take their books home.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **very good**.

Main strengths and weaknesses

- The children make very good progress in this area of learning.
- The staff organise stimulating lessons that encourage the active participation of the children and develop their confidence to use number.
- Good use is made of computers and practical activities to develop the children's understanding of shape and number.

Commentary

51. Very good organisation and very good use of time ensure that not a moment is wasted, and the wide-ranging teaching methods cater well for the interests and short concentration spans of very young children. In the reception class, for example, children who have been sitting on the carpet for a long time shape themselves into a rocket and join the children in Year 1 in counting down to *Blast Off!!*, at which point they leap high into the air with delight, adult helpers joining in the fun. Such clever ploys are successful in helping children to let off steam and refocus in readiness for more formal activities. When the teacher pretends to make a mistake in her counting or seems to have a lapse of memory, they are delighted to help her to get it right.
52. The children's attainment in the reception class is below the level expected for their age and few are in line to reach the Early Learning Goals. However, the quality of the teaching is very good and the children make very good progress because the staff plan a wealth of opportunities for the children to learn mathematics through practical activities in familiar contexts and through the other areas of learning. The lower-attaining children have difficulty recognising single-digit numbers. However, the work set is closely matched to their developing abilities, and this enables the children to achieve very well. Teachers plan closely with skilled support staff and voluntary helpers, who make a very significant contribution to the lessons. In the mixed-age class for reception and Year 1, for example, such support ensures that each year group receives an equal share of the teacher's individual attention.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **very good**.

Main strengths and weaknesses

- The classrooms are attractive and stimulate the children to want to learn.
- The activities set are carefully planned to develop the children's knowledge and understanding of the world.

Commentary

53. The Foundation Stage offers a well-planned programme of learning to develop the children's understanding of the world around them. Many of the children are at a low starting point in this area of learning. However, the teachers' planning ensures continuous progress in the children's learning through a rich range of activities to observe, explore and experiment. For example, a focus on healthy eating encourages the children to think carefully about different foods, and the 'messy table' offers many opportunities for them to explore different smells and to experiment with a variety of exciting textures. The children develop confidence and interest to talk about their world through opportunities to play with toys and engage in role-play. Through a range of interesting activities, they are beginning to build up a good understanding of their senses and to name the parts of their bodies. Volunteer parents enrich

children's experiences by sharing particular expertise, such as their computer skills, with the children on a regular basis.

PHYSICAL DEVELOPMENT

Provision in physical development is **very good**.

Main strengths and weaknesses

- The children are making very good progress in their physical development.
- The teachers have high expectations and the teaching is imaginative.
- The school is developing a secure, attractive outdoor play area.

Commentary

54. Although their attainment is below expectations for their age, the children's skills are developed effectively because the staff participate with lively enthusiasm and make direct teaching points. The very good relationships between the staff and the children promote best efforts and have a positive effect on children's progress. In the reception class, for example, children in a games lesson were constantly challenged with questions like, 'Can you do this?' and 'Bet you can't do that', encouraging them to strive to achieve the highest standards. Resources for outdoor play are good and, whilst space is at a premium for the youngest children, the best possible use is made of it, with plenty of opportunities for children to develop their physical skills well through climbing, balancing and controlling large and small wheeled toys. In good weather, sand and water play are available for children to explore outside, and adults are constantly involved in the children's play, seizing every opportunity to reinforce their learning.

CREATIVE DEVELOPMENT

Provision in creative development is **very good**.

Main strengths and weaknesses

- The classroom provides a colourful and stimulating environment.
- The teaching is well structured to provide a range of experiences for the children.

Commentary

55. In creative development the children's attainment is below expectations. Art skills are developed well. The children are offered a wide range of materials to make pictures whilst the adults pay particular attention to developing the children's observational skills. The children use construction equipment well to create a wide range of imaginary structures and topic-focused designs. Because of the quality of the tactile, painting and musical experiences provided, the children are progressing well. Very attractive classroom displays, which make clear that everyone's work is valued, contribute well to the children's personal development.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- By the time pupils leave the school, the overall standards are above average.
- In Key Stage 1, the teaching is good and pupils achieve well.
- Skills in speaking, listening and writing, are slightly below those for reading.
- Pupils make good overall progress as they move through the school.

- The school has accurately identified limitations to the English programme, but the agreed initiatives are not being consistently and rigorously applied across the school.
- The library has limitations which restrict independent learning.

Commentary

56. Although there have been fluctuations, most notably in 1999 when the school had a particularly able group of pupils, the school's results in reading and writing in the national tests at the end of Year 2 have improved gradually, at a similar rate to the national trend. The improvements have been most noticeable in writing over the last four years. The results in 2003 were just above the national average and the average for similar schools. There has also been an improvement in the school's results at the end of Year 6. In 2003, the results were well above the national average and the average for similar schools. This represented satisfactory achievement for the group of pupils who attained well above average results at the end of Year 2 in 1999.
57. An above-average proportion of pupils enter the school with language skills which are below those normally found. By Year 2, standards have risen to average levels and, by the time pupils leave the school, overall attainment is above average. This constitutes good overall progress, although achievement is rather better at Key Stage 1 than at Key Stage 2. The standards in Year 2 and in Year 6 apply to speaking, listening, reading and writing, although reading is somewhat stronger than the other elements of the subject. Since the last inspection, standards in English have risen at both key stages.
58. Although most pupils are competent speakers, there are limitations in pupils' confidence and in how complex their spoken language is. Most pupils listen attentively, and older pupils make considered responses to the contributions of others. Nevertheless, their capabilities are not quite as high as those for reading where, by the time they leave the school, many pupils are able to read difficult text fluently, to analyse plot and character, and to make inferences beyond the literal meaning of the text. Many can discuss what they have read with above average insight. The range of writing for different purposes is good, and pupils' ability to use descriptive language is above that typically found. The emphasis upon interpretation of text and the use of expressive prose make a good contribution to the spiritual development of pupils.
59. Pupils in Key Stage 1 achieve well in relation to their capabilities. This is because of the consistently good teaching and the fact that teachers provide a range of tasks which ensure that pupils are working at a level that is properly suited to pupils' needs. Achievement in Key Stage 2 is satisfactory because the teaching is more variable. In all parts of the school, lower-attaining pupils do well in relation to their capabilities due to the careful match of work to their needs, the sensitive support from teachers and teaching assistants, and the accurate recognition of what is required to help them improve.
60. The teaching is good at Key Stage 1 and satisfactory at Key Stage 2. Teaching is good at Key Stage 1 because teachers consistently provide tasks which ensure that pupils are working at a level that is properly suited to their pupils and challenges their thinking. The teachers have good knowledge of the subject, manage the pupils well and employ a range of interesting techniques in their lessons. This has the effect of motivating the pupils and promoting good levels of achievement. Teaching at Key Stage 2 is satisfactory. Teachers have positive relationships with their classes and work is satisfactorily matched to pupils' capabilities. Sound planning means that understanding and skills are built methodically. In all parts of the school, the teachers and teaching assistants work effectively as partners and provide sensitive and helpful support.
61. Pupils' attitudes are good throughout the school, although a small minority do not display the interest, concentration and maturity shown by the rest. Productive collaboration makes a good contribution to social and moral development.
62. The school has thoughtfully analysed the strengths and weaknesses of the English curriculum. It has identified a wide range of initiatives to strengthen the programme and to

bring standards in speaking, listening and writing up to those in reading. The measures to improve the English curriculum are appropriate, but are not yet being applied consistently and rigorously across the school.

Language and literacy across the curriculum

63. There are inconsistencies in the way literacy skills are developed in other subjects. In history and geography, for example, there is variation in the degree to which writing is employed. The school is addressing this issue and has established various means to improve the way in which approaches used in the English programme can be applied when teaching other subjects. In this way, the literacy skills can be reinforced and also used to advance standards across the curriculum.
64. The central library does not constitute an attractive area, and the range of books is too limited. This has an adverse effect upon opportunities for pupils to undertake research and to work independently.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Although there has been considerable fluctuation in the school's results, there has been good improvement in the standards achieved in mathematics over the last five years.
- Overall, pupils' achieve well in mathematics, although their progress is uneven in Years 3 to 5.
- The overall quality of the teaching is good, although it varies in Years 3 to 5.

Commentary

65. Standards in mathematics have risen significantly since the last inspection, particularly at Key Stage 2, where they have improved much more than in most schools. With changes in staffing over the last few years, however, the best progress is now being made by pupils in Key Stage 1. At the time of the last inspection, the school's results were well below the national average. In 2003, they were just above the national average, representing good achievement when compared to the below average skills with which pupils entered the school. At Key Stage 2, pupils' progress is much more variable. Pupils who took their national tests at the end of Year 6 in 2002, when the results dipped from their high point the year before, achieved well. Their above-average results contrasted very favourably with the well below average results which they achieved when they were at the end of Year 2. In contrast, the well-above-average results achieved in 2003, which looked to be much better than the year before, represented significantly less progress over Key Stage 2, as this group of pupils had achieved exceptionally good results at the end of Key Stage 1. Inspection evidence shows that pupils are achieving average standards by the end of Year 2 and above average standards by the end of Year 6.
66. Overall, the quality of the teaching in the school is good. It is consistently good at Key Stage 1. Pupils receive a much more consistent approach to learning mathematics than before, as a result of improvements in the preparation children receive in the Foundation Stage and a stable staff team in Years 1 and 2. Lessons are lively and interesting, and the very good rapport between teachers and pupils keeps pupils motivated and willing to learn. Occasionally, the work for the more able pupils in Year 2 is not sufficiently demanding, but the varied and practical approach to teaching ensures that pupils maintain their interest. In a good lesson for pupils in Years 1 and 2, the teacher used a good variety of resources to help reinforce the concepts of 'more than' and 'less than'. When practising on their own, pupils had number lines and number cards to help them, and more able pupils were given a game to play which enabled them to develop their mathematical language by asking appropriate questions of other pupils.

67. The reasons for pupils' variable achievement at Key Stage 2 lie in the variable quality of the teaching and pupils' responses. Pupils in Year 6, for example, receive a thorough grounding in all aspects of the curriculum. The teacher demands high standards of attention and behaviour. Work is adapted according to pupils' needs, and good effort is rewarded with encouraging comments. Pupils behave well and are eager to respond. In Year 5, a significant proportion of pupils with special educational needs lowers the overall standards achieved in this year group, but the school has channelled its resources well by providing a significant amount of extra help for these pupils from a teaching assistant. In this class, pupils' work is marked well, and the teacher's comments give pupils pointers for improvement. This is not the case in some other classes, where the pupils do not always present their work well and teachers rarely indicate how pupils can learn from their mistakes. In one class for pupils in Years 3 and 4, the pace of learning is less rigorous and the help provided by the teaching assistant is not sufficiently focused to enable the lower-attaining pupils to learn well. In the other class for pupils in Years 3 and 4, the teaching is well structured and targeted well to the needs of different groups of pupils, but the lack of concentration and unsatisfactory behaviour of a small minority of pupils at times has a negative impact on the progress of others. Whilst the introductory session of mental mathematics is good in some classes and helps pupils to improve their ability to handle numbers and use different methods of calculation, they are not run as effectively in other classes.
68. The co-ordinator has provided good leadership, which has led to an improvement in teachers' understanding of the Numeracy Strategy and their expertise in the teaching of mathematics, and to the introduction of new planning and assessment procedures. Financial constraints have hindered the management of the subject, for example, through enabling better-informed self-evaluation by observing the quality of teaching and learning in other classes, but appropriate plans are in place to enable the co-ordinator to develop her role as a subject manager. Although there has been a significant improvement in the resources for teaching mathematics, the subject is still not well resourced. Whilst teachers work around the problem well by always returning resources to a central store, the lack of resources within the classroom inhibits the flexibility of teachers to use a wide range of resources to deal with problems as and when they arise.

Mathematics across the curriculum

69. The school provides appropriate opportunities for pupils to develop their understanding of mathematics through work undertaken in other subjects, such as science, geography and design and technology.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Pupils achieve above average standards by the end of Year 6, however, there could be better adherence to the timetable for the subject.
- The teaching varies in quality. Some is very good, but some teachers lack confidence in teaching the subject.
- Teachers do not help pupils to develop independent learning skills.
- Develop the role of the subject co-ordinator further.

Commentary

70. Although the national test results were below average in 2002, there was a significant improvement in 2003, with the school achieving its highest ever results in science. This, to some extent, reflects the overall ability of the pupils taking the tests; an above-average proportion of pupils with special educational needs took the test in 2002, whereas those taking the test in 2003 had already achieved well-above-average results in their tests in Key Stage 1. The results in science have improved significantly since the last inspection, in

keeping with the national trend. Boys have achieved slightly better than girls over time. Pupils are prepared well for the national tests and there is every indication that, although they are starting from a lower baseline this year, pupils in Year 6 are on course to achieve above average standards by the end of Year 6.

71. The teachers' assessments at the end of Year 2 show that all pupils achieve the national expectation of Level 2⁴, but no pupils exceed the level expected for their age, indicating that the more able pupils may not always achieve as well as they could. Although it was not possible to observe teaching and learning in Year 2, evidence from pupils' past work indicates that they are presently on track to achieve standards that are similar to those found in most schools. Standards throughout the school as a whole are variable, reflecting instability in staffing and some insecurity in class teachers' subject knowledge, following the long-term absence of the science co-ordinator. The headteacher has identified a need to provide more challenge for the most able pupils and plans are in hand to address this.
72. Overall, pupils' achievement in science is satisfactory. Evidence taken from observation of lessons, discussions with staff and pupils and an analysis of pupils' past work shows that pupils continue to acquire a good body of scientific knowledge. Pupils' past work shows that all teachers have made a concerted effort to include practical investigations in their science lessons, and this is a major improvement since the last inspection. However, there is still scope for improvement. Although pupils' numeracy skills are extended through activities such as measuring and collection of data, the presentation of pupils' work is generally poor and little is done to extend pupils' writing skills. Apart from producing the odd very simple graph, there is very little use of information and communication technology. Lack of resources has held back progress in areas such as the use of sensors to collect information electronically.
73. The quality of teaching is sound overall. At the time of the last inspection, a science specialist taught the subject in all classes, but this left the school vulnerable in the event of the teacher's long-term absence. The new headteacher has recognised the need for all staff to improve their skills in teaching science, but other priorities, a tight budget and shortage of time have held back progress. With help and support from the science co-ordinator, teachers are now working hard to provide good-quality learning for the pupils, and planning indicates that the national scheme of work is providing them with an appropriate framework. However, there has not been time for the guidelines to be properly adapted to the particular needs of the school, for example to ensure that pupils in the mixed-age, mixed-ability classes are given work that matches their individual needs. Work is rarely adapted to stretch the most able pupils or those with learning difficulties and, in most lessons, pupils of all abilities complete the same work. In one lesson, the lower-attaining pupils were supported well by adults and achieved accordingly, but in a lesson where there was no such support, some pupils found the work too hard. In this lesson, the teacher recognised their difficulty and adapted the task, but too late to avoid the pupils' loss of self-esteem and enjoyment.
74. In one very successful lesson, a class teacher and the science specialist worked together as a team to provide a rich learning experience for all pupils in Years 3 and 4, focusing on the force of friction. The learning intentions of the lesson were very clear and there was a good balance between direct teaching and practical activities, where pupils worked in groups to carry out an investigation. Good-quality resources were used well, including the extensive school grounds. The lesson contributed well to pupils' personal development, they worked untiringly for the whole lesson, were very clear about what they were learning and remained on task, even when unsupervised. Each ability group performed to capacity, providing the teacher with a very clear view of what needed to be done next to stretch the higher-attaining pupils and to support those who had not managed to get as far in their understanding. In the least successful lessons, the teacher's insecurity with the subject led to tight control of the investigations, with pupils making few suggestions of their own. All pupils were given the same work, regardless of ability.

⁴ The standard of pupils' work is assessed against National Curriculum Levels. The national expectation for each subject is that pupils should be working comfortably at Level 2 by the end of Year 2, and at Level 4 by the end of Year 6.

75. Planning shows that learning intentions for the lesson are often about what the teacher and pupils will do, rather than what the pupils will be expected to learn, showing that the school is not yet working as a team to ensure systematic progression. Some teachers plan together, gaining from each other's expertise and building on pupils' previous learning, for example in Years 1 and 2, but some teachers still plan in isolation, and this is unsatisfactory.
76. Work is marked regularly and positive comments help to build pupils' self-esteem, but there are few examples of comments to lead pupils on to the next stage by helping them to understand what they need to do to improve, and thus help them to develop their own independent response to learning.
77. There is evidence to suggest that the science curriculum is sometimes disrupted by other school initiatives. Samples of past work indicate that the timetable has not always been adhered to rigorously. Pupils spoke of recent improvements in the regularity of their lessons, but inspectors noted that lessons are planned to fit in with the school break times, are sometimes overlong, and time is not always used as efficiently as it could be. The part-time science co-ordinator has collected samples of teachers' planning and pupils' work, and offers ideas and support to non-specialist staff, but there is no evidence of a thorough analysis of standards throughout the school and there has been no opportunity for her to observe teaching and learning first hand. Assessment procedures are not fully developed, and records consist mainly of ticks to show what has been covered rather than what individual pupils have learned, making it difficult for teachers to use the information gained when planning for progression in skills, knowledge and understanding. In this respect, there has been little improvement since the last inspection. Resources are now better than they were and neatly stored, but barely adequate.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **unsatisfactory**.

Main strengths and weaknesses

- Although there has been good improvement in the school's provision for information and communication technology over the last 12 months, the school has not yet dealt satisfactorily with the issues raised in the last inspection.
- Standards are below the expected level at the end of Year 2 and well below at the end of Year 6. Pupils do not make sufficient progress in acquiring new skills in Years 3 to 6.
- The computer suite provides a valuable new facility, in which some good lessons are taught, but teachers are not yet making sufficient use of new technology in other lessons.

Commentary

78. Serious weaknesses were identified in the school's provision for information and communication technology at the last inspection, particularly with regard to the teachers' ability and confidence to teach the subject and the progress made by pupils in Key Stage 2. The school took virtually no action to remedy the deficiencies until the arrival of the present headteacher. Over the last 12 months, significant progress has been made. A new computer suite has been installed, and all classes now have regular lessons for information and communication technology. However, some teachers still do not have the necessary skills to teach the subject, and pupils have a great deal of ground to catch up before they reach the standards expected of pupils by the end of Year 6.
79. Standards are below the expected level by the end of Year 2, but pupils are now making satisfactory progress because of a sensibly arranged programme and good cooperation between the teachers responsible for Years 1 and 2. Pupils now have regular sessions in the computer suite and the opportunity to work in small groups under the supervision of an adult helper. During the inspection, pupils in Year 1 were given a good introduction on how to produce a simple bar chart or pictogram. They then worked with a parent helper in groups of four to practise the skills that had been taught. Good progress was evident when the pupils

reported back to their teacher what they had learnt. Pupils in Year 1 are achieving appropriate standards, but pupils in Year 2 do not yet have sufficient confidence to use computers independently for a range of purposes. One of the main reasons for this is because not enough use is being made of computers in the classroom to extend and consolidate pupils' skills and contribute to other areas of learning.

80. Standards are well below the expected level by the end of Year 6. Whilst there is evidence of pupils making satisfactory progress in some classes, pupils' overall achievement in Key Stage 2 is unsatisfactory because not enough has yet been done to remedy the weaknesses caused by many years of poor provision for the subject. Some pupils in Year 4, for example, still find it difficult to use the mouse with any precision, many pupils in Year 5 have difficulty finding letters on the keyboard, and some in Year 6 are still not confident in using basic skills, such as cutting and pasting text. Few pupils show the ability to work independently, and many are still very reliant on the teacher or another adult to show them what to do. The range of opportunities provided for pupils has been very limited in the past, although the situation is now improving. The school has adopted a national scheme of work to provide a structure for the teaching of new skills and is taking pupils' prior learning into account when adapting the scheme. Pupils in Year 6, for example, are currently working on a unit designed for pupils in Year 4, which is entirely appropriate. However, the pupils need far more than their one session a week in the computer suite to catch up lost ground, and there is very little evidence of computers being used widely within the classrooms.
81. Lessons which take place in the computer suite are taught well. They are carefully planned and well prepared. In the three lessons observed during the inspection, teachers used the digital projector well to demonstrate new skills to the pupils. They gave clear explanations and involved the pupils through appropriate questioning. Pupils then had sufficient time to practise new techniques whilst the teachers provided good support for individual pupils. At present, however, the overall quality of the teaching is only satisfactory, because teachers do not provide sufficient opportunity for pupils to become confident, independent users of a computer by consolidating their skills in other contexts. As a result, pupils do not learn as much as they could. All of the teachers observed during the inspection have sufficient confidence to teach the subject well, but it is evident from discussions that some staff still lack the necessary expertise. This situation is being managed effectively in the short term, with the headteacher teaching pupils in two classes. The school is also aware of the need to provide additional training for some teaching assistants, to enable them to provide more effective support for pupils.
82. The headteacher has provided significant impetus to the development of information and communication technology since his arrival and, subsequently, during the subject co-ordinator's long-term absence. The subject co-ordinator shows a willingness to continue to improve the school's provision for the subject, but is lacking in experience and has yet to exercise a clear leadership or managerial role.

Information and communication technology across the curriculum

83. In the lessons observed in the computer suite, teachers endeavoured, successfully, to link the teaching of information and communication technology skills with work pupils were undertaking in other subjects. However, there is very little use of information and communication technology to enhance pupils' learning and the teaching of other subjects at other times, and this situation is unsatisfactory.

HUMANITIES

Two lessons were observed in geography in Years 3 and 4, and three lessons in religious education in Years 4, 5 and 6. No history lessons were observed. Brief discussions were held with those responsible for co-ordinating the humanities curriculum and samples of pupils' work were examined briefly.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Religious education has a secure place in the curriculum.
- Statutory requirements for the subject are met.
- A range of sensitive and pertinent issues is included.

Commentary

84. The statutory requirements relating to religious education are met and most pupils reach standards broadly in line with those of the locally agreed syllabus.
85. The teaching throughout the school is satisfactory, as is pupils' achievement.
86. Most pupils respond thoughtfully to the sensitive issues which are raised. When discussing the qualities of 'friendship', for example, older pupils demonstrated insight and maturity relating to the importance of relationships and how deeper closeness imposes responsibilities as well as privileges.
87. The programme includes suitable emphasis upon the beliefs, customs and traditions associated with some other religions and this makes a satisfactory contribution to the spiritual and cultural development of pupils.

Geography and History

Provision in geography and history is **satisfactory**.

Main strengths and weaknesses

- Recent guidance for teachers has not been sufficiently defined to ensure that skills, knowledge and understanding are built up systematically.
- The school has recognised the need to define the curriculum for history and geography in more detail and has begun to introduce a more detailed guidance for staff.

Commentary

88. Standards toward the end of both Key Stage 1 and Key Stage 2 are broadly in line with those expected. Geography and history are taught through a series of topics, each delivered over a period of about six weeks. The topics are planned so that a suitable balance between the two subjects is maintained, and this overview spans a two-year period so that proper account is taken of classes containing two different year groups. The current guidance to help teachers plan their lessons provides a sound basis for the content and the balance of the programmes, but there are times when an individual teacher's interpretation of the material does not ensure that skills and knowledge are built incrementally. In mapping skills, for example, what should be taught, and when, is not always precisely defined so that the acquisition of skills may be incomplete or insecure, and what is taught at one stage may not build on what was covered previously.
89. Achievement is satisfactory in both key stages. In the main, pupils' achievements reflect their capability, but some elements of the geography and history programmes are not delivered with sufficient rigour in respect of coverage and sequence. The school has identified this shortcoming and is in the process of putting in place guidance for teachers which is considerably more detailed. This itemises what is to be taught to a much greater degree and contains a structure which will support the delivery of a more systematic programme. A sound and manageable process of assessing pupils' acquisition of the important skills is also being introduced.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design, Design and technology, Music and Physical education

These subjects were only sampled during the inspection and, therefore, there is insufficient evidence to make substantive judgements in relation to provision. Three lessons were observed in physical education, one in art and design and none in design and technology or music. A discussion was held with the co-ordinator for physical education and samples of pupils' work and displays in art and design and design and technology were examined briefly. Some evidence for standards in music, physical education and dance was obtained from observation of assemblies, a choir practice and extra-curricular activities.

Main strengths and weaknesses

- Standards in dance and in singing are above average.
- Good subject leadership is having a positive impact on the quality of teaching and standards achieved in physical education.
- Standards in art and design are below average and teachers lack confidence in teaching the subject.
- Indoor accommodation for physical education is unsatisfactory and imposes restrictions on what can be taught.

Commentary

90. Displays of pupils' work in art and design and design and technology in Years 3 to 6 demonstrate an immaturity in their work that suggests standards have not improved significantly since the last inspection. At that time, pupils' understanding and skills in all elements of these two subjects were 'very limited', and pupils were not taught in a sufficiently structured way to enable them to make systematic progress from year to year. In the one art and design lesson seen, there was little direct teaching, indicating lack of confidence with the subject. Art and design is one of the areas the school has highlighted for development.
91. Standards in dance and in singing are above average by the time pupils leave the school. The pupils are coached by talented specialists, who give generously of their time to enable the pupils to reach very high standards. In a choir practice, the specialist teacher used her excellent subject knowledge very effectively to get the best out of a large group of young enthusiasts drawn from Years 3 to 6. She inspired the pupils to strive for increasingly high standards, her own performance providing an effective example for them to aspire to. Words such as 'diminuendo' and 'crescendo' were introduced appropriately, and their meaning made clear through demonstration and practice, contributing well to the pupils' technical knowledge. The pupils were well aware of the importance of good posture, understanding how the diaphragm affects the quality of their singing. Their delivery of a rousing song from *Bugsy Malone* demonstrated both enjoyment and pride in their achievement as they successfully modified their voices in response to the teacher's prompts. Good progress was made in this short session. In a whole-school assembly, the pupils' moving rendering of the Lord's Prayer demonstrated excellent voice control and created a moving spiritual atmosphere that befitted the occasion.
92. A new scheme of work for music is supporting non-specialist teachers very well, as demonstrated by an unrehearsed performance from pupils in Year 2. They were currently focusing on long and short notes, and demonstrated their understanding very well in presenting songs from the Caribbean. Their enjoyment of the subject was obvious and their keen interest was further demonstrated by their insistence on taking the words of a new song home to learn.
93. There have clearly been significant improvements in provision for physical education since the last inspection, when many aspects were judged unsatisfactory. Presentations in assemblies and video evidence demonstrated that standards in dance are high. Documentation shows that the school now meets statutory requirements in its provision for

swimming. A good scheme of work, which includes detailed attention to water safety, supports teachers in their planning for pupils' systematic progression.

94. A wide range of well attended extra-curricular activities, such as gym club, provide extra opportunities for pupils to refine and polish their physical skills. This was demonstrated in a physical education lesson for pupils in Years 3 and 4, where a few pupils showed very high levels of control and poise. Observation of the school football club and playtime activities, such as tennis and netball practice, provided evidence that the pupils are developing very good ball control. In a football match, both boys and girls showed a good understanding of a variety of techniques of defence and attack and demonstrated good understanding of the game, keeping it moving and making best use of time. The school is aware of pupils' differing needs, and higher-attaining pupils are encouraged to join clubs and are often used as demonstrators in lessons.
95. The co-ordinator for physical education leads the subject very well. She is a very enthusiastic specialist who, well supported by the headteacher, has been highly successful in moving the subject forward. She readily supports other teachers in their planning and assessments and has provided very good guidelines to help non-specialist teachers to become more skilled. Her own work with the younger pupils is exemplary. Dance is her speciality, and a dance project in association with *Leicester Arts in Education* has significantly enriched the curriculum and makes an important contribution to the pupils' personal and social development. Visiting dancers from different ethnic groups enhance the curriculum and enrich pupils' cultural development.
96. The small hall limits opportunities for expressive movement and so has an adverse impact on pupils' learning. The hall is the main thoroughfare to most classrooms and this creates difficulties in physical education lessons. During a lesson for pupils in Years 3 and 4, no less than 61 individuals passed through the hall en-route to other classrooms, disturbing pupils' concentration and sometimes resulting in lost time for teaching and learning.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

The school's provision for personal, social and health education is **good**.

Main strengths and weaknesses

- The school deals sensitively and successfully with a range of issues relating to pupils' personal and social development.
- Staff provide pupils with good role models which help pupils to understand how to form good relationships with others.
- There are very good procedures to help children settle into school when they join the nursery.

Commentary

97. Although no personal, social and health education lessons were observed during the inspection, it is clear from a range of evidence that the school makes good provision for pupils' personal, social and health education. For example, staff have given careful thought as to how best to help children to settle into the nursery and to adapt to their new social environment. In their dealings with each other, staff show pupils how to develop positive relationships with others. Pupils and staff have worked together to establish a social and moral code which is expressed in language that pupils understand.
98. The governing body has approved an appropriate policy for the teaching of sex education, and matters relating to health education are given considerable emphasis. The school's programme for health education includes the required emphasis on the importance of diet and effects of harmful substances. This information helps pupils to make informed choices. The personal development of pupils is given good emphasis, and a programme deals successfully with a range of important and sensitive issues. Considerable efforts are made to

develop pupils' self-esteem, to enrich their experiences and to develop them as capable, responsible people.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	4
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	5
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	3
The governance of the school	4
The leadership of the headteacher	2
The leadership of other key staff	4
The effectiveness of management	3

*Inspectors make judgements on a scale:
excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).*