

INSPECTION REPORT

CHURCH LANGTON CHURCH OF ENGLAND PRIMARY SCHOOL

Church Langton, Market Harborough

LEA area: Leicestershire

Unique reference number: 120207

Headteacher: Miss J Matthews

Lead inspector: Mr P Gadsby

Dates of inspection: 1 – 3 December 2003

Inspection number: 255815

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

© Crown copyright 2004

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary aided
Age range of pupils:	4 – 11
Gender of pupils:	Mixed
Number on roll:	193
School address:	Stonton Road Church Langton Market Harborough Leicestershire
Postcode:	LE16 7SZ
Telephone number:	(01858) 545 237
Fax number:	(01858) 545 237
Appropriate authority:	Governing body
Name of chair of governors:	Mrs M Beesley
Date of previous inspection:	14 September 1998

CHARACTERISTICS OF THE SCHOOL

This is a small, voluntary aided Church of England Primary School situated in the village of Church Langton, Leicestershire. It has 193 pupils. About two per cent of them are eligible for free school meals, which is well below average. Five per cent of pupils have special educational needs, which is below average. It has two pupils with statements of special need. The majority of pupils are of white British descent, with two from an Asian background. The movement of pupils in and out of the school is about average. Attainment of pupils on entry to the school is above average. The school serves a wide area of rural south Leicestershire, including neighbouring villages and whilst the community is largely affluent, there are areas of relative social and economic disadvantage.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
5281	P Gadsby	Lead inspector	Areas of learning in the Foundation Stage Art and design Design and technology Music Physical education English as an additional language
9619	B Miller	Lay inspector	
30573	S Bosworth	Team inspector	English History Geography Special educational needs
21910	G Longton	Team inspector	Mathematics Science Information and communication technology

The inspection contractor was:

Nord Anglia School Inspection Services
Anglia House
Carrs Road
Cheadle
Stockport
SK8 2LA

Any concerns or complaints about the inspection or the report should be made initially to the inspection contractor. The procedures are set out in the leaflet 'Complaining about Ofsted Inspections', which is available from Ofsted Publications Centre (telephone 07002 637833) or Ofsted's website (www.ofsted.gov.uk).

REPORT CONTENTS

	Page
PART A; SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	10
Teaching and Learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	14
PART C: THE QUALITY OF EDUCATION IN THE AREAS OF LEARNING AND SUBJECTS	16
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	28

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a very good school. Some of the things it does are excellent. It maintains high standards over time and good teaching ensures that all pupils achieve very well. In many respects the attitudes and personal development of pupils are outstanding. The head-teacher and governors lead the school very well. The effectiveness of the school has improved since its previous inspection. It gives very good value for money.

The school's main strengths and weaknesses are:

- Standards are high; all pupils are included in all aspects of school life; they achieve very well.
- All teaching is good, with more than a third very good or excellent.
- The strong leadership of the head-teacher is very effective.
- The behaviour and attitudes of pupils are excellent.
- Social development of pupils is excellent; their spiritual and moral development very good.
- Outdoor provision for children in the reception class is poor; it limits their experience.
- Child protection procedures are not good enough.

The head-teacher was due to retire at the end of the last academic year. She agreed to help the governors by staying for a further year when the head designate was unable to take up the position. Her very effective leadership allows a very committed staff the flexibility to play to their strengths. The specialist teaching which results makes a significant contribution to the extremely high standards in many areas of work inspected. The school has very high expectations of its pupils, in both of their academic achievement and personal development. The mature attitudes and behaviour of pupils is a most notable feature of the school. The outdoor environment for children in the reception class is poor. This limits the capacity of the staff to provide enough opportunities for children to develop in a number of the areas of learning set out in the Foundation Stage curriculum. The school is aware of the need for improvement; steps to achieve this are in its current development plan. At present, the school's procedures for child protection are not as good as they should be. Up to date training has not been received and designated responsibilities are not clear enough. The school has improved in many areas since its previous inspection.

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	B	A	A
Mathematics	A	C	B	A
Science	A	A	A	A

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.

Pupils achieve very well. They enter school with attainment which on the whole is above average, although within a wide spread. They make very good progress through the school. National test results for seven-year-olds in 2003 showed standards in writing above the national average, for mathematics well above average and for reading they were in the top five per cent nationally. The school's test results for eleven-year-olds, in 2003, show that this rate of progress continues. When they are compared with those of schools where the seven-year-olds' results were similar, the school's results are well above average. Results for the end of Year 6 tests were well above the national average in English and science, and above average in mathematics. The school has set itself challenging targets for future performance. Standards seen in all subjects during the inspection

were good or very good. Children in the reception class are on target to achieve the early learning goals. Many will exceed them.

The school has very high expectations of pupils' behaviour and it fosters positive attitudes. Pupils respond well to this. Relationships throughout the school are excellent, and this has a positive effect on learning. High levels of confidence, maturity and self-esteem allow pupils to take responsibility for themselves and others in many areas of school life. As a result their social development is outstanding. Their spiritual and moral development, which are other major priorities for the school, are very good. Cultural development is good. Attendance is very good.

QUALITY OF EDUCATION

The overall quality of the education provided by the school is very good. Teaching is good throughout the school and more than one-third of the teaching seen was very good. Two excellent lessons were seen. The use of specialist teaching contributes positively to this. As a result, pupils make very good progress in their learning and achieve well.

The school provides a broad and balanced curriculum. There is an appropriate emphasis on English and mathematics, so that by the time pupils reach the end of their time at the school, they produce a very high standard of work in these subjects. However, no subjects are neglected and very good provision in science, art and design, design and technology, music, physical education and information and communication technology ensures that the pupils' experience is rich and stimulating. Good learning links are made between subjects, with literacy and numeracy developed throughout the curriculum.

LEADERSHIP AND MANAGEMENT

The leadership and management of the head-teacher, who has served the school well for many years, are very good. This is within the context of her having a very large teaching commitment. Governors are well informed and supportive. They know the school well and are prepared to challenge it when necessary. They make a good contribution to the establishment of the strategic direction of the school, and apply the principles of best value to their processes and decisions. The head-teacher is well supported by the senior teacher, and other staff who have management responsibilities discharge them well.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Pupils are very positive about their school. Their enjoyment of it is obvious and they are happy in it. A large majority of parents are very supportive of the school and its work. However, there is a significant degree of concern from some parents about the ways in which the school communicates with them and seeks their views. Although the inspection findings indicate that the school does try to communicate well with parents, and is largely successful, it needs to investigate the concerns.

IMPROVEMENTS NEEDED

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

- Improve outdoor provision for the Foundation Stage.
- Improve procedures for child protection.
- Investigate the concerns some parents have about how the school communicates with them.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

All pupils are achieving very well. They are attaining good or very good standards in all subjects.

Main strengths and weaknesses

- Pupils make very good progress in English, mathematics, science and information and communication technology (ICT) and reach standards which are well above average.
- Standards are very good in art and design, design and technology and physical education.

Commentary

1. When children enter the school their attainment is above average, most markedly in reading and personal and social development. By the end of the reception year all are likely to achieve the nationally agreed Early Learning Goals in all areas. Many will exceed them. Standards in the reception class represent good achievement from the starting point of the children.
2. The results of the 2003 national assessments for seven-year-olds show that standards were above the national average in writing, well above average in mathematics and in the top five per cent of all schools nationally in reading. When compared with similar schools, this pattern of exceeding the average is continued in respect of pupils who achieve the expected levels for pupils of this age. Although the proportion achieving higher levels in the national tests was below average, the standard of work seen during the inspection does not reflect this. It was very good in all subjects. High standards have been maintained over time and boys and girls achieve similarly well.

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

Standards in:	School results	National results
English	29.3 (27.9)	26.8 (27.0)
Mathematics	28.1 (27.2)	26.8 (26.7)
Science	30.7 (29.9)	28.6 (28.3)

There were 21 pupils in the year group. Figures in brackets are for the previous year

3. The results of the national tests for eleven-year-olds show that in English, mathematics and science, taken together, the school performed well above the national average. Within this pattern, results in English and science were well above average, and in mathematics they were above average. For the proportion of pupils achieving the expected level in English and science, the school's performance was in the top five per cent nationally. The school's results for 2002 were lower than usual, but nevertheless represented good progress from the performance of these pupils in 1998, when they were seven. In 2003, the results of Year 6 tests represented a level of progress from Year 2 that was well above average when compared with schools starting from a similar attainment base. The school's results in 2003 were above the average of similar schools when defined in terms of eligibility for free school meals. Taken together, the pattern of the school's performance is that standards are high, that this is maintained over time and that all pupils, boys, girls, the most able and those with special educational needs, achieve very well. The school sets itself challenging targets for attainment and reaches them.

4. Pupils' skills in literacy, and numeracy are very good. In ICT they are good by the end of Year 2 and very good by the time pupils leave Year 6. This represents very good improvement since the school's previous inspection. Standards seen in all subjects in the inspection are good or very good. Standards and achievement in art and design and in design and technology are particularly notable.
5. Pupils with special educational needs make good progress towards their own individual learning targets. Those with initial learning difficulties frequently achieve very well and reach high standards by the time they leave the school. Overall, boys and girls achieve equally well. Pupils with special talents or gifts achieve well in response to the high levels of challenge and expectation in the school.

Pupils' attitudes, values and other personal qualities

These are excellent throughout the school, and a real strength. Behaviour is very good in lessons, and around the school. The spiritual, moral and social development of pupils are very good. Their cultural development is good. Attendance is very good.

Main strengths and weaknesses

- The school has very high expectations of behaviour, attitudes and sense of responsibility; pupils' response is excellent: they are confident, positive and enjoy their success.
- Relationships throughout the school are excellent and very beneficial to a good climate for learning.
- The personal development of pupils is very good.

Commentary

6. Attendance is very good. The school promotes it well and has good monitoring procedures. Pupils arrive at school punctually and behave well in lessons and throughout the school day.
7. Provision for pupils' spiritual development is very good. School assemblies and events linked with the church are a main focus for this, and are characterised by the total involvement of pupils. They listen, watch, reflect and respond to themes, which embrace the presence of God and their relationships with others. Collective worship meets statutory requirements. In lessons and throughout the school, teachers receive and value pupils' ideas. They are encouraged to think about things deeply, and to show concern for themselves and others. Their self-esteem is supported and developed.
8. Provision for pupils' moral development is very good. They are taught right and wrong, as themes such as honesty are focused on in assemblies. The school's strong moral code permeates its life. Pupils are very aware of this and respond by valuing each other. Older pupils discuss issues of ethics and morality in a very mature way. Adults in the school, through the way they behave, provide strong role models.
9. Provision for pupils' social development is excellent. The school has high expectations in this regard and pupils respond well. They discuss openly and sensibly with each other, in work and play, collaborating and co-operating really well. They fulfil their responsibilities conscientiously and effectively. The school promotes good relationships and it is free from bullying and other forms of harassment.
10. Provision for pupils' cultural development is good. Work in art, music, history and geography contributes well to this. In these subjects, opportunities are created to celebrate pupils' own culture and that of others. Lessons in religious education introduce them to the range of world faiths. Because of the neighbourhood it serves and the make up of its pupil population, the school needs to work hard and pro-actively to ensure that pupils fully understand the multi-cultural nature of the wider community to which they belong.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	4.0
National data	5.4

Unauthorised absence	
School data	0
National data	0.4

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

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – any other mixed background
Asian or Asian British – any other Asian background
No ethnic group recorded

No of pupils on roll
180
3
3
4
2
1

Number of fixed period exclusions	Number of permanent exclusions
0	0
0	0
0	0
0	0
0	0
0	0

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is very good. All of the teaching is good and more than a third is very good or excellent. The effective use of teachers' specialist subject knowledge makes an important contribution. The curriculum is broad and balanced and enriched by good extra-curricular opportunities. Skills of literacy, numeracy and ICT are applied and developed well in lessons and meaningful links are made between the different subjects.

Teaching and learning

Overall the teaching is good. Pupils respond to it well and are making very good progress throughout the school, reaching high standards and achieving very well.

Main strengths and weaknesses

- Very good subject knowledge, helped by specialist teaching.
- High expectations of how pupils should work and behave, to which pupils respond.
- Very good relationships between staff and pupils in well planned and focused lessons.
- Teaching assistants are used well, and make a very significant contribution to learning, especially in the reception class, in art and design and in ICT.
- Skills in literacy, numeracy and ICT are developed well in all subjects and with pupils with special educational needs.
- Teaching in the reception class is handicapped by poor outdoor provision.

Commentary

11. It is because teaching is good that pupils make good progress in their learning and achieve well. Teachers establish very good relationships with pupils. This creates a secure and happy context within which teaching and learning take place. They plan good, lively lessons with clear learning targets, so that pupils know what they have to achieve. Lesson content is made interesting, so pupils are interested and engaged. Teachers have very high expectations of what pupils will achieve and how they must behave in lessons.
12. Planning is very effective and when necessary is pitched at different levels, to meet the needs of the range of attainment in the class. In the reception class there is a good balance between activities where adults work with children and those where children are able to develop their own play and ideas. Questioning is used well to challenge pupils' thinking and to extend their understanding. The level of challenge in teaching is strengthened by the use of specialist teaching. In art and design, music, ICT, PE and mathematics and English with the older pupils, teachers' command of their subject enables them to probe and extend pupils' knowledge and understanding.
13. Just occasionally, the timing of lessons is not quite right, so that the planned tasks cannot all be completed, or there is not enough time at the end of lessons to review work, consolidate learning and point pupils towards the next stages.
14. Pupils with special educational needs are fully included in lessons and taught well. Teaching assistants provide good support for them. They are clear about the learning targets, question pupils well and inform teachers of learning outcomes. They treat pupils with respect. The designated teacher for pupils with special educational needs is instrumental in the very good progress they make. She ensures that challenging but achievable targets are set for each pupil, that a programme is in place to implement them and that targets are regularly reviewed with pupils and teachers.
15. Assessment of pupils' progress is well developed in English, mathematics, science and ICT. It is developing in other subjects. However, teachers know their pupils well, and pupils are making very good progress in their learning. Most marking is positive and much of it focuses on what pupils need to do to improve their work. There is some inconsistency in this, however, which needs to be addressed.
16. Other than as part of the school's performance management arrangements, direct monitoring of teaching and learning is limited, due to time (including the head-teacher's teaching programme) and financial constraints. Performance data is comprehensively analysed and used to check progress and set targets.

Summary of teaching observed during the inspection in 35 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2 (6%)	10 (29 %)	22 (63 %)	1 (3 %)	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.

The curriculum

The school provides a very good range of learning opportunities. This includes all subjects of the national curriculum, a good range of extra-curricular activities and good opportunities for pupils' personal, health and social education and citizenship.

Main strengths and weaknesses

- Very good improvement in ICT provision.
- The emphasis on English and mathematics has raised standards.
- The poor outdoor environment limits the Foundation Stage curriculum.
- Opportunities for enrichment of the curriculum are very good, particularly in sport, music, ICT and art.
- The school uses the expertise of teachers and teaching assistants very well.

Commentary

17. The school provides a broad curriculum, including religious, drug and sex education and collective worship, which meets statutory requirements. Improved resources for ICT have rapidly developed much better opportunities for all pupils to achieve well in the subject. This is a significant improvement from the last inspection report. The balance of time for teaching the range of subjects is good, with justifiable emphasis on literacy and numeracy. In all subjects, the school has identified weaker areas of learning and begun to put strategies in place to improve them. For instance, recent attention to the teaching of writing has raised standards. The school has taken positive steps to increase opportunities for pupils to practise and extend reading, writing and mathematical skills within other subjects. The school includes all pupils well in the range of learning activities. Pupil with special educational needs have good support in lessons. Teachers plan lessons very well to match the needs of the range of ability in the class. This has improved since the last inspection.
18. A very good range of extra activities brings class-work to life. Visits to places of interest enhance subjects such as history, geography and art and design. The school extends and motivates pupils' own ideas very well with visitors such as artists, the school nurse and the local vicar. There are very good opportunities for pupils to have musical experiences and individual tuition from visiting teachers. The school provides excellent sporting opportunities. For example, Year 5 pupils can sail on Rutland Water, Year 6 pupils have a residential visit and there is a wide-range of after-school sporting clubs. All clubs are attended well and embrace art, ICT and drama. Pupils perform in an annual musical concert and contribute to an art display.
19. To raise standards the school channels the expertise of staff very well. For example, in Years 5 and 6, one teacher takes responsibility for teaching English and the other teaches mathematics to both year groups. Likewise in art and design, ICT, music and physical education, lessons are enhanced by two knowledgeable teaching-assistants. The school makes good use of its accommodation, which is clean and bright, with interesting displays of pupils' work. The school has improved its ICT resources effectively by refurbishing part of the building to create a computer suite. Similarly, a room has been set aside to improve the range of art activities that can be undertaken by pupils of all ages. A music specialist takes lessons for all year groups in the hall. The acoustics for this are not ideal and the school has plans to create a special music room. The outdoor environment for children in the reception class is poor. This limits opportunities for children to develop in a number of areas set out in the foundation curriculum. Governors have identified improvements to be made to the building to provide better access for disabled persons. Learning resources are very good.

Care, guidance and support

Pupils' care, welfare, health and safety are good. Provision of support, advice and guidance based on monitoring of pupils is good. The involvement of pupils through seeking, valuing and acting on their views is satisfactory.

Main strengths and weaknesses

- The school provides a warm and sensitive environment where all are equally valued.
- There are very good, trusting relationships between pupils and adults in the school.
- Health and safety arrangements are secure; risk assessments are carried out for school trips.
- Child protection training and up-dating are required for both staff and governors.

Commentary

20. The school is a caring community. Pupils are well supported by the very good relationships that exist and children say they like and trust adults in the school. There is a suitable policy for health and safety and there are daily checks in place by the caretaker to ensure the school remains in a safe, clean and secure condition. Risk assessments are carried out, including those for school trips. Qualified first-aid personnel are available on the staff and accidents in the school are few and far between. Fire drill procedures are visibly displayed near exits and class registers are now kept in one central location in the school office, should an evacuation become necessary.
21. Pupils with special educational needs are given good opportunities to review their progress towards the individual targets set for them each term. Extra support is given to pupils in lessons, which helps them to make good, and often very good, progress.
22. The school has no written policy on child protection but uses the Area Child Protection Committee guidelines should the need arise. However, there are no references to child protection procedures in the staff handbook or school prospectus and the designated teacher has not received recent training. There is a requirement to carry out up-to-date training with staff, particularly new members and the governors.
23. The head-teacher currently meets with pupils who act as house captains and vice-captains. Topics such as playground equipment and bullying have been discussed. There is no School Council and no other formal ways, such as questionnaires, of seeking all pupils' views on matters of school improvement.

Partnership with parents, other schools and the community

Links with parents, the community and other schools and colleges are all good.

Main strengths and weaknesses

- The contribution parents make to their child's education both at school and home is good.
- Educational links with other schools are good.
- Parents are provided with good end-of-year academic reports on pupils' progress.
- There is no regular formal process in place where parents' views are regularly sought on school improvement and acted upon.
- The Parent Association raises substantial funds for school improvement.

Commentary

24. Parents are very satisfied overall with what the school does and provides for their children. They say their children like school and are making good progress. They feel the school is helping their children become mature. Inspection findings confirm these perceptions. However, a small number of parents do not feel they are well enough informed of their child's progress or consulted sufficiently as to their views on the school. Inspection findings are that while the school does try to communicate well with parents and is largely successful, it needs to investigate the concerns.

25. The vast majority of parents contribute well to their child's learning at home by listening to them read and helping with homework. A good number of parents actively help in school with food technology and ICT as well as listening to children read. This support is having a positive impact on pupils' attainment and progress.
26. The end-of-year academic reports received by parents on their child's progress are good and an improvement since the previous inspection. They clearly show what pupils can and cannot do and record levels of attainment. Targets for improvement are shown separately for literacy and also pasted into the child's workbook. Parents appreciate these reports and find them helpful.
27. Parents of pupils with special educational needs are well informed about their current programme of learning. The special educational needs teacher ensures that parents know when new targets are set, and parents are supported in giving additional help at home. Parents are invited to attend review meetings for pupils with statements of need.
28. The school enjoys good links with other schools, including small schools in the area. There is good liaison with the local secondary school and visits are made by the Year 7 teacher and special needs co-ordinator to ensure specific needs are identified early and a smooth transition to the next stage of the pupils' education takes place.
29. A very active Parent Association raises substantial amounts of money through fund raising events. These funds have been used to purchase resources to improve physical education and the library. Activities are well supported by parents and members of the local community. The Parent Association publishes its own newsletter that contains among other things, details of the topic work that the pupils will be engaged in for the forthcoming term. The school is also supported financially by its founding Hanbury Trust.
30. The school has identified the need to provide more curriculum workshops for parents to improve their knowledge and enable them to help their children's education still further. The school prospectus and annual report from governors now meet statutory requirements and this is an improvement on the last inspection.

LEADERSHIP AND MANAGEMENT

Leadership and management at the school are very good and all staff share in the drive for high achievement. Leadership is focused on self-review and strong team work and is very good. Governors provide very good support and fulfil their statutory duties well.

Main strengths and weaknesses

- The leadership of the head-teacher and the core subject managers is based on high aspirations.
- The head-teacher leads by example. She works tremendously hard, with a significant teaching commitment.
- There is very good teamwork, and sharing of expertise.
- Day to day practice reflects the success of the school's commitment to ensuring that all pupils have full access to all parts of the curriculum.
- Information gathered from the school's self-evaluation programme is used effectively to plan further improvement.
- Governors have a good overview of the strengths and weaknesses of the school, and have a long-term view of development.
- The head-teacher and governors need to investigate the problem of communication between the school and parents, which was mentioned by a few parents during the inspection.

Commentary

31. The school successfully lives out its mission statement by striving for high achievement and providing a caring environment where all pupils are fully integrated into all activities. There is a strong sense of shared purpose and a clear vision for future development among all coordinators. Examples of the successful drive for improvement are: thorough analysis of attainment patterns in the core subjects; the action taken to improve standards in writing; the rapid improvement in the provision and the standard of teaching of ICT.
32. These examples demonstrate the willingness of staff to accept the challenge to improve academic achievement. At the same time, leadership is very successful in promoting an all-round education, in which creativity, aesthetics and sports skills are promoted and valued. The strong Christian ethos of the school is reflected in the very good standards of pupils' personal development, their enjoyment in lessons and the pleasant welcoming environment in the school. Experienced school administrators have a good deal of expertise and cover a wide range of duties to provide good support. Their welcome to all visitors to the school is much appreciated, especially by parents. The accommodation and resources are used efficiently and best value is routinely sought.
33. Co-ordinators work hard to improve provision in their subjects and areas of responsibility and do so effectively. The amount of direct monitoring of teaching and learning that they can do is limited, because time and money do not allow it. Nevertheless, as the inspection indicates, teaching and learning are at least good in all subjects.
34. Taking into account the good quality of education, the current above average attainment, the very good leadership and management and costs that are around average, the school provides very good value for money.

Governance

35. Governors fulfil their duties very well. The chair of governors keeps well abreast of pupils' progress at the school, and meets with the head-teacher on a regular basis. She knows the staff, pupils and families very well. Parent governors act as good communicators but they have no formal system for collecting and considering parents' and pupils' views and opinions. There are link governors for all subjects and special educational needs which are very well organised.
36. Governors are fully involved in the decision-making processes that lead to school improvement planning and regularly check on the success of the work covered. They keep a close eye on attainment patterns and ask relevant questions. Budget decisions are largely based around the targets in the school improvement plan and governors expect to see benefits in pupils' learning as a result of spending decisions. They always seek to apply the principles of best value to their work.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	369,497
Total expenditure	348,530
Expenditure per pupil	1,914

Balances (£)	
Balance from previous year	15,122
Balance carried forward to the next	20,966

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in the Foundation Stage is **good**.

Main strengths and weaknesses

- Good teaching by all staff leads to children achieving well, with most on target to reach or exceed the early learning goals in all areas of the curriculum.
- Standards are very high in reading.
- Adults relate well to each other and the children, which supports learning.
- The curriculum is well planned and there is a balance between adult-directed and child-selected activities; children develop good independence, although there are not enough opportunities for them to make decisions.
- The design of the classroom makes it difficult to organise activities.
- The outdoor learning environment is unsatisfactory and limits children's learning in a number of ways.

Commentary

37. Children enter the reception class with, on the whole, above average levels of knowledge and skills. However, this is within a wide range of attainment. Attainment on entry is highest in language skills, with reading being particularly good. There are effective induction procedures and children settle well and happily and make good progress. The classroom is awkward in some ways, with many doors, windows and fixed heaters and cupboards making the space difficult to organise. Nevertheless, staff have created a satisfactory learning environment within which children are stimulated to learn. The teaching and learning area outside the classroom is impoverished and does not provide the quality necessary to promote good achievement. Plans to improve this are included in the school's development plan.
38. Their teachers know the children well, care for them and expect them to behave well, work hard and make progress. There are very good systems for assessing and tracking the learning of each child, to make sure that they are reaching the standards of which they are capable.
39. The partnership between teacher, who was new to the school in September, and nursery nurse is excellent. They are working together to plan and put in place the whole Foundation Stage curriculum. Parents and carers are welcome and there is a good flow of informally given information. The provision in the reception class has shown good improvement since the school was inspected more than four years ago.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children can organise themselves well, working independently and co-operatively.
- They are confident with each other and with adults.
- There could be more tasks where the children have to make decisions for themselves.

Commentary

40. Most children enter the class with well-developed personal and social skills, which are effectively built upon by adults, who provide good role models, and have high expectations of the children. They develop further confidence, ability to concentrate and independence through the range of activities provided. In the role-play area, currently a post office, they play co-operatively, negotiating to take turns at different activities. However, limited opportunities are planned for children to self-initiate and direct their learning. The provision has a good effect on their social development. Most children are well on target to achieve the early learning goals by the end of reception.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Good teaching and careful assessment contribute to the high standards achieved.
- The nursery nurse makes a very effective contribution to children's learning.
- There is good communication between school and parents, particularly in reading.

Commentary

41. Children's attainment when they enter the reception class is high. Nevertheless, good teaching, careful assessment and high expectations enable all children to make very good progress in this area of learning. They speak and listen well, in a variety of contexts: in class discussion, as they take part in role-play and the various group activities planned, and informally with each other. Most are using writing as a means of recording and communicating their ideas and feelings, and use a variety of forms, for example: lists in the role-play area and reports on their autumn walk. Most hold a pencil correctly and many are writing recognisable letters, words and numbers. The reading of many children is excellent and many are close to achieving the early learning goals. This is a challenge for teachers, but no children are held back. Careful records are kept, assessment is used well to take learning on, and there is very good liaison with parents through the home school journal. The poor quality outdoor area limits children's opportunities to experience exciting outdoor activities and the language development that accompanies them.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Attainment is high as a result of good, well-focused teaching.
- Children achieve well in mathematics and enjoy their mathematical activities.
- Mathematical development takes place in a number of contexts.

Commentary

42. Children achieve well in mathematics, making good progress in their learning. They are on target to achieve the early learning goals in mathematics by the end of the reception year. Many will exceed them. They use the language of addition and can add numbers to 10 using a range of methods: counting, merging sets, conserving one group and counting on. They can order numbers to 20; for many they can go well beyond this. When engaged in control technology in ICT they use the language of direction and turn. In creative and construction activities they create patterns, recognise and begin to understand the properties of shapes

and to name them. This is in response to good teaching, which sets up tasks to draw out children's mathematical understanding and then intervenes to question, challenge and direct their thinking. A richer outdoor environment would enable this approach to be realised more easily in larger scale contexts.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Good teaching sets up contexts in which children can achieve well.
- The local neighbourhood is used effectively to enhance children's learning.
- The designated teaching and learning area outside the classroom does not provide enough opportunity for children to extend their classroom learning effectively.

Commentary

43. Within the provision of varied tasks in the classroom, children have many opportunities to explore a wide range of objects and materials. They are becoming aware of similarities and differences and how things change as they explore and discuss the buildings, woods, fields and roads, features of the village, which they explore at first hand. The excellent use of digital cameras, with which the children themselves take pictures of the immediate neighbourhood of the school, leads them to experience and understand changes, in the weather and the seasons. All of the children can operate the computer and perform simple functions; many are able to operate programs with ease. All of the children are on target to at least achieve the early learning goals.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Good achievement in using tools, materials and equipment.
- Progress in physical development is handicapped by the somewhat barren outdoor area.

Commentary

44. A varied range of activities give children plenty of chance to use fine motor skills as they draw, paint, write, model, use construction kits, cut a variety of materials with scissors and so on. They show increasing control and dexterity. In the hall, during their physical education lesson, they use apparatus fairly confidently. They generally move with control and co-ordination as they travel around the balancing and climbing equipment. There is only one such lesson per week. Progress in physical development is restricted because the children do not have access to a range of climbing and other apparatus on a regular basis. Nevertheless, the majority are likely to achieve the early learning goals by the end of the reception year.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Plenty of opportunities are planned for children to work creatively.
- Children achieve well.

Commentary

45. Teaching is good. Plenty of work allows the children to experiment with different materials and become familiar with a range of textures, tools, forms and shapes. They use paint well; for example, when making winter landscape pictures. Children play imaginatively in the post office area. In their music lesson they sing simple songs well, partly from memory, and explore a range of instruments. The children will achieve the early learning goals in this area, although there is little opportunity for them to extend their imaginative, creative activity into a rich, varied outdoor area.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**. There has been very good improvement since the last inspection.

Main strengths and weaknesses

- Standards are well above average.
- The quality of teaching (including specialist teaching) and learning is very good and pupils achieve very well.
- Assessment procedures have improved and are now good.
- Other subject areas increase and extend pupils' literacy skills very well.
- Pupils' attitudes to the subject are excellent.
- The co-ordinator provides very good leadership, but has insufficient time to monitor work in classrooms.

Commentary

46. Standards in English have risen because the school has had a strong focus on improvement in this subject since the last inspection. Pupils make very good overall progress, with particularly rapid progress in Years 2 and 6. By the age of 7, pupils attain well above average speaking, listening and reading skills and above average writing skills. At the age of 11, pupils have well above average speaking, listening, reading and writing skills, have a mature and enthusiastic attitude to their work and strive to improve their own performance. The 2003 tests for seven-year-olds showed that a high proportion of pupils attain the higher National Curriculum level for reading, whereas in writing the proportion attaining the higher level was low. Inspection evidence shows that in the current Year 2, more pupils are likely to attain the higher level in writing. A high proportion of the present Year 6 pupils are likely to attain above the expected level in the 2004 tests. Pupils of all abilities are effectively challenged in their work. Pupils with special educational needs make good progress in their own individual learning programmes. Many pupils with initial learning difficulties have achieved very well as they progress through the school.
47. The co-ordinator of the subject has instigated wide-ranging development since the last inspection, when the National Literacy Strategy had only just begun to be implemented in the school. She has kept teachers up to date in new initiatives for English teaching, monitored teachers' lesson plans, constantly audited and extended resources and improved teachers' classroom performance by observation of their lessons. However, recent budget constraints have limited her release from her classroom commitment to observe others and to carry out

her monitoring role. Nevertheless, she has constantly sought to improve standards. For example, she has recently led other teachers in putting together a list of pupil targets, which are directly related to progress in reading and writing. These are used effectively in ability-grouped reading or writing sessions in each class. A new handwriting scheme has recently been introduced by the co-ordinator. Most pupils use a joined and legible handwriting style from Year 2 onwards in set tasks, but many do not use it in their everyday writing. The head-teacher tracks pupils' test results and teacher assessments very comprehensively to ensure that pupils progress well.

48. Teaching is very good. Pupils are given very good opportunities to develop their social skills in co-operative and collaborative work with other pupils. Teachers plan interesting activities for pupils to write and read across a wide range of genres. For example, pupils in a Year 3 lesson developed a very good understanding of dialogue and stage direction by writing a scene of a play, and a group of Year 6 pupils vied with each other to improve the vocabulary, punctuation, action and description in a 'chaptered' adventure story, drafted together. Teachers' marking generally gives pupils encouragement and praise. Some teachers write comments to help pupils to improve in their next piece of work, but this is not yet consistently applied. All lessons are managed very well, with high expectation of behaviour. The pace of lessons is generally very good, but sometimes too little time is left at the end of the lesson to draw it to a close effectively and to consolidate the learning.

Language and literacy across the curriculum

49. Teachers have taken very positive steps to increase opportunities to develop skills in other subjects. Very good examples were seen in history, geography and science. For example, Year 5 researched the life of Sir Francis Drake from books and the Internet and wrote findings on to a time-line. Word processing skills are used often and help pupils to develop writing in another medium. The school gives pupils very good opportunities to speak and listen to each other, for example, in circle time and in co-operative work within all subjects.

MATHEMATICS.

Provision for mathematics is **very good**.

Main strengths and weaknesses

- Very good subject leadership gives a successful impetus to attainment.
- Teaching is very effective in helping pupils make good progress.
- Pupils achieve well throughout the school.
- The use of a specialist teacher in Years 5 and 6 has proved very successful.
- The use of ICT in the classrooms is helping pupils make good progress.

Commentary

50. Standards of attainment are well above average by the end of Year 2 and Year 6. This is an improvement since the previous inspection. All pupils, including those with special educational needs achieve well. The school offers very good support for pupils who are gifted or talented, for whom extension work is provided.
51. Overall, the quality of teaching is very good and there are examples of excellent teaching. In all lessons teachers plan very well for pupils of all attainments, as a result they achieve well and make good progress. All teachers are very enthusiastic, have high expectations of standards of behaviour and use their very good subject knowledge and questioning skills well to confirm their assessment of pupils' understanding. In the Year 6 class, the specialist teacher's enthusiasm for the subject was so great that it fired all pupils with enthusiasm for

the task. The classroom was a hive of activity with very good habits of work clearly established.

52. Teachers have excellent relationships with their pupils so that all pupils feel involved in their lessons and want to work. The management of lessons is excellent and pupils are kept on task throughout. Teachers bring pupils together at the end of lessons to review what has been learnt. They use this opportunity well to praise pupils' efforts and to boost their self-esteem.
53. Pupils throughout the school are very enthusiastic and keen to learn. When required they work co-operatively in pairs and small groups, Year 2 pupils showed good knowledge of number as they played a type of bingo game. Throughout the school there is very good coverage of number work including problem solving, which helps to stimulate interest in mathematics. Appropriate attention is now given to developing pupils' knowledge of space, shape and measures, an improvement since the previous inspection.
54. The subject is very well managed by a dedicated and effective co-ordinator. She brings a high level of skill to the subject, acts as an effective example to other teachers and monitors learning through the school, within the limits imposed by time.

Mathematics across the curriculum

55. Skills in mathematics are effectively applied across other areas of the curriculum. Time lines in history help pupils to sequence important events, they read graphs and charts when researching topics and measure accurately when conducting science experiments or when constructing models in design and technology.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses

- By the time they leave the school, pupils' attainment is well above average.
- There is very good leadership and management of the subject.
- The quality of teaching is very good, the reason for the high attainment.
- The school very effectively develops pupils' skills of scientific investigation and an understanding of scientific method.
- Pupils have excellent attitudes towards their work.
- The quality of pupils' recorded experimental work is very good.

Commentary

56. Pupils develop a very good understanding of science as they move through the school. By the end of Years 2 and 6, pupils achieve standards well above those expected nationally, a similar result to that noted in the previous inspection. Achievement and progress are very good because the school is very effective in building systematically on pupils' prior knowledge and understanding. This is particularly evident in the confidence with which they undertake investigations and test assumptions and predictions. Pupils think for themselves, often discussing sensibly in friendly groups. After completing the experiment they record their findings and interpretations at some length.
57. Very good teaching and learning ensure that pupils are enthusiastic about their work and learn well. Teachers plan lessons well to meet the differing needs of pupils in their class. They explain things carefully and use targeted questioning very well, making sure that pupils know what they are going to do. Pupils enjoy the subject and work hard because teachers make the subject interesting. They respond well to the teachers' high expectations and the challenging activities presented.

Example of outstanding practice

Year 5 pupils worked in groups to investigate the difference between pitch and volume. The exciting challenge set captured their interest and all groups tackled the experiment with enormous enthusiasm. Using the different resources provided for each group, they had to develop a musical instrument and be able to describe how the pitch and loudness of a note could be altered. As the resources were all completely different for each group, there was real engagement as they listened to the different sounds produced. At the end of the lesson pupils confidently explained to the whole class what they had accomplished, taking particular pride in explaining how they had come to their conclusions. Pupils were committed, efficient and demonstrated a secure understanding of scientific method.

58. The subject is very well managed. The co-ordinator is a science specialist who has a very good knowledge and understanding of the subject. She has supported teachers effectively with planning and with assessing the pupils' learning. Areas for improvement are identified and acted upon. Resources are good. Information and communications technology is increasingly used in all areas of the subject. For example, digital photography is used to record environmental change, and pupils often use computer-generated graphs when presenting their results.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision is **very good**. The school has benefited from the appointment of a specialist teaching assistant and a gift of many computers from local industry.

Main strengths and weaknesses

- There has been very good leadership and management of the subject by the coordinator over the past two years.
- Standards are above average at the end of Year 2 and well above average at the end of Year 6.
- Teachers and teaching assistants now have a secure knowledge of the subject.
- Pupils make good progress in lessons owing to very effective teaching and very good resources.
- The attitudes of pupils are excellent and they have a strong desire to learn.
- Very good relationships exist between staff and pupils and there are high expectations of work output.

Commentary

59. The school has invested considerably and effectively in ICT since the time of the last inspection. At that time standards were judged to be below average. Evidence of work seen during the current inspection indicates that standards have risen rapidly and are now above average by the end of Year 2 and well above average by the end of Year 6.
60. All pupils, including those with special educational needs, make very good progress in developing their basic skills and achievement is good. By the end of Year 2 pupils use the mouse and keyboard well. They log on and select a program confidently. Their word processing skills are good and they edit and save their work prior to logging off. By Year 6, many pupils are confident and competent users of computers. They use spread sheets well to investigate data. Pupils in Year 6 were observed linking their ICT skills very effectively to produce a sports report based on a newspaper format. They were able to choose appropriate font and text for the task and copy and paste pictures from the Internet. Other Year 6 pupils were very busy during lunch time preparing a multi media presentation which would interest and educate the school's reception children and help them learn how to count to ten. The finished product was very professional, and included motion pictures with lots of animals appearing in different ways.
61. Teachers achieve a good balance between formal instruction and allowing pupils time to practise skills. They make lessons interesting and tasks challenging with the result that pupils enjoy the activities. Pupils' enthusiasm for the subject is good and they maintain a very good

level of concentration when working with computers. They work well individually and in pairs, more competent pupils readily giving help and advice to their peers. The school is fortunate to have a teaching assistant who is highly skilled in ICT. She too has helped to raise standards very quickly.

62. The leadership and management of the subject are very good. Since the previous inspection a new co-ordinator has been appointed. She has considerable expertise that she uses to good effect in supporting colleagues and in helping them to gain confidence. The evidence is that this is working well. The school has recently adopted the Leicestershire assessment scheme but this is in the early stages of development in the school.

Information and communication technology across the curriculum

63. As pupils' confidence increases they are using computers more in other subjects. Opportunities to include ICT in many subjects are now carefully identified in teachers' plans.

HUMANITIES

Three lessons were seen in history but only one in geography, so no evaluation can be made of overall provision for this subject. However, inspectors looked at a sample of pupils' previous work for both subjects, spoke with a group of Year 6 pupils and looked at teachers' planning.

History

Provision for history is **good**.

Main strengths and weaknesses

- Teaching is good.
- Good use of visits and visitors increase pupils' knowledge and understanding.
- Pupils extend their literacy skills in the subject.
- There is insufficient opportunity for the co-ordinator to monitor and evaluate the subject.

Commentary

64. Since the last inspection report, the school has developed its scheme of work well to take into account the national guidance for the subject. This, with an improvement in teaching, has led to improved standards. Pupils attain standards that are above the expected levels in Years 2 and 6. Pupils demonstrate excitement, interest and concentration in their work and this helps them to achieve well. Pupils with special educational needs also achieve well. More able pupils are often extended with more challenging questions. Teachers teach chronology well and pupils demonstrate a good understanding.
65. Visits, to museums and within the local area, and visitors, bring the subject to life for pupils. In Year 1, they can relate their work on old toys well to their visit to the Newark Museum in Leicester, Year 6 pupils had explicit recall of their visit to Kettering Museum when they were in Year 4 to study Roman times and were given the differing viewpoints of a 'Roman' and a 'Celt'. The visit from Past Alive with a Tudor blunderbuss was well remembered from Year 5 and Year 6 pupils' work reflects increased understanding from visitors' memories of World War II.
66. The subject has very good links with literacy. In the infant work seen, good writing frames are used for historical writing linked to the war memorial and Remembrance Day, that are suited to pupils' ability, with vocabulary support given to lower attaining pupils. History is a vehicle for extended pieces of writing in Years 4 and 6; for example, in a letter from an imaginary legionnaire and writing about the feelings of an evacuee child in World War II. The subject

links well with other areas of learning, such as art, geography, ICT and design and technology. For instance, Year 6 constructed World War II shelters.

67. With the emphasis on raising attainment in the core subjects, history has had little time devoted to it. The co-ordinator is currently ensuring that there are sufficient resources to implement the scheme of work. She has satisfactorily looked at teachers' plans and pupils' work to ensure that the programme of work is properly covered. She has yet to monitor pupil progress and classroom practice.

Geography

Main strengths and weaknesses

- Pupils achieve above expected standards.
- Teaching is good in the Year 2 lesson observed.
- Insufficient opportunity for the co-ordinator to monitor teaching and learning.
- There are good links with other subjects.

Commentary

68. In discussion with Year 6 pupils, in the lesson seen and in the sample of work, pupils display an understanding that is above the standard expected. Pupils' work shows that they achieve well. It is evident that the school is currently implementing the national guidance for the subject in its scheme of work. The co-ordinator has not yet had the opportunity to monitor the teaching and learning of the subject or the success of the new scheme of work.
69. In the Year 2 lesson seen, very good links were made with literacy, as photographs of mountainous areas stimulated new vocabulary to describe them. A very relevant collection of clothing and hiking equipment motivated pupils to think about mountain conditions and what Barnaby Bear would need to take with him for his outing. Year 6 pupils demonstrate a good understanding of atlases, world maps and how people can improve or damage the environment. Pupils extend their literacy and ICT skills in the subject well. For example, Y4 pupils read a description in 'The Stove Haunting' and created maps from this. In Year 6 there are a number of good links with other subjects. Weather conditions in mountainous areas link to science, line graphs are drawn of temperatures in the Welsh Mountains, and in citizenship pupils investigated what the United Nations means and how migration to Britain since the 1960s has increased the multicultural nature of society.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Two lessons in each of art and design, design and technology, music and physical education were observed. There was extensive analysis of planning, records and pupils' work. Discussions were held with pupils and staff, including the subject co-ordinator.

Art and design

Provision in art and design is **very good**.

Main strengths and weakness

- Very good teaching, including that by the art specialist, enables pupils to achieve high standards.
- Pupils have very positive and enthusiastic attitudes to the subject.
- The specialist art area makes a significant contribution to pupils' achievement.

Commentary

70. In the lessons observed, teaching was good or very good. Very good subject knowledge on the part of the specialist teacher enabled pupils to explore the processes involved in the designing and making of images and artefacts. Pupils in Years 2 and 4 were skilfully guided as they worked with clay, gaining understanding of its qualities and potential as they modelled tiles and portraits. Sketch books are used effectively, as pupils use them to draft, evaluate and improve their ideas. The teaching leads to pupils producing high quality work in a wide range of media and with the command of an increasing repertoire of skills and techniques. They work with great enthusiasm and enjoyment. The work of many artists is used effectively to support and extend pupils' learning.
71. The subject is well planned for, resources are very good and the specialist teaching area is an excellent base from which art and design is given a high profile throughout the school. Pupils drop in for extra sessions or to complete work in progress. The subject is enriched by visits to art galleries, visiting artists (which the school wishes to extend), extra-curricular clubs and an annual art display.
72. Art and design makes a significant contribution to pupils' cultural development. It contributes greatly to the provision of a rich visual environment in the school, where work of quality is modelled and celebrated. The subject is led well by its co-ordinator and has improved significantly since the school's previous inspection.

Design and technology

Provision in design and technology is **very good**.

Main strengths and weaknesses

- Teaching is good, so that pupils achieve well.
- Pupils enjoy the subject and work hard and enthusiastically in lessons.
- The design, make, evaluate and modify process is well established and understood by pupils.

Commentary

73. Teachers plan lessons in design and technology across a wide range of contexts: art and design; cookery; information and communication technology; and textiles and needlecraft. It is often linked meaningfully to other subjects.

Example of outstanding practice

Pupils in Year 3 were designing and making photograph frames in which to mount their beautiful models of Tudor kings and queens, made in the art room and linked to their history topic. Their evaluation of how well they fitted the purpose for which they were made, including collaborative evaluation, was excellent. Their level of concentrated focus and effort, in response to the very high expectations of their teacher, was outstanding.

74. Year 4 pupils worked carefully and with great concentration and concern for detail as they designed and made clay mosaics linked to their study of Roman civilisation.
75. Resources for the subject are good, planning is very good and the subject makes an important contribution to pupils' social development, as they often work together and discuss their projects, in a very mature way. There has been good improvement since the previous inspection, in a subject led well by its co-ordinator.

Music

Provision in music is **good**.

Main strengths and weaknesses

- Good specialist teaching leads to pupils achieving good standards.
- Resources are very good and support the achievement of pupils.
- The acoustics in the hall, where nearly all the music teaching takes place, are poor, and a barrier to achievement.

Commentary

76. The specialist music teacher has very good knowledge of the subject. This leads to pupils being taught well across the range of the curriculum and reaching good standards. They sing well, with a good sense of rhythm and melody. Their knowledge and understanding of different musical instruments is good. Through the school they develop an understanding of the elements of music, such as pitch, duration, tempo and dynamics, relating these to the instruments and performance. All pupils are fully included in lessons; they like music and perform with confidence and enthusiasm. Some lessons are quite short, so it is important that they proceed at a good pace and time is well planned for. In one lesson observed, it was not possible to complete all of the planned activities.
77. Teaching is guided by good planning; resources are very good. Nearly all of the music lessons take place in the hall. The poor acoustics there are a handicap to teaching and the achievement of pupils. The music and singing in assemblies, and when the children visit church, make a very valuable contribution to their spiritual development. The curriculum is supplemented by the extensive opportunities pupils have for instrumental tuition and the participation of the choir in community events. Provision in music has improved since the previous inspection.

Physical Education

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

Main strengths and weaknesses

- Good teaching, including specialist games teaching in Years 3 to 6, makes a good contribution to pupils' achievement of high standards.
- Very good opportunities for pupils to participate in sport enrich the provision.

Commentary

78. In the lessons observed the teaching was good or very good. Teachers' subject knowledge is good. Lessons proceed at a good pace, and expectations of what pupils should achieve and how they should behave are high. Health and safety aspects are emphasised and pupils understand these. In gymnastics, they are developing movement sequences with control and balance. They show good understanding of their learning. In games, in a range of contexts, they are developing throwing, catching and other ball skills, awareness and use of space and the principles of invasion and defence as they learn and play rugby, soccer and basketball. The importance of fitness is emphasised and cross-country running and athletics is a regular feature of games lessons. Pupils take part in all lessons with great enthusiasm and their social skills are developed well.
79. The subject co-ordinator is well qualified and knowledgeable and teaching is guided by good planning. Assessment is under-developed at present but the school is trialling new

assessment and recording systems. Monitoring and evaluation of the subject are also limited, as there is no time for the co-ordinator to observe lessons. Nevertheless, she can see through her teaching that standards are high and where improvement might be still needed. A notable feature of the subject is the range of opportunities that pupils have to participate in sport outside the school day. The co-ordinator gives up a lot of her time to facilitate this.

PERSONAL, SOCIAL AND HEALTH EDUCATION

Provision in personal, social and health education is **good**.

Main strengths and weaknesses

- It is systematically planned into the curriculum.
- It permeates all subjects.

Commentary

80. There are good arrangements for personal, social and health education (PSHE) including sex education and drug awareness. The programme of work is taught mainly through other subjects. In science pupils learn about healthy eating and care of the teeth; in design and technology about the safe handling of tools and equipment; in physical education about fitness and the importance of exercise. Pupils are clearly taught about the need to play a positive part in their school community, which they do, and opportunities to discuss issues are provided in lessons and assemblies.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	2
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	2
Overall standards achieved	2
Pupils' achievement	2
Pupils' attitudes, values and other personal qualities	1
Attendance	2
Attitudes	1
Behaviour, including the extent of exclusions	1
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	2
The quality of teaching	2
How well pupils learn	2
The quality of assessment	3
How well the curriculum meets pupils needs	2
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
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	2
The governance of the school	2
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	2

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