

INSPECTION REPORT

GADDESBY PRIMARY SCHOOL

Gaddesby, near Melton Mowbray

LEA area: Leicestershire

Unique reference number: 119924

Headteacher: Mrs P Newbold

Lead inspector: Mr N Sherman

Dates of inspection: 29th September – 2nd October 2003

Inspection number: 256187

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	5 - 11
Gender of pupils:	Mixed
Number on roll:	96
School address:	Ashby Road Gaddesby Leicester
Postcode:	LE7 4WF
Telephone number:	01664 840253
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs J Bakewell
Date of previous inspection:	2 nd June 1999

CHARACTERISTICS OF THE SCHOOL

Gaddesby Primary School is situated in the small village of Gaddesby that lies eight miles west of the town of Melton Mowbray in Leicestershire. It provides education for pupils aged 5 - 11 years. The school is smaller than the average sized primary. The number of pupils who claim free school meals is below average. There are 96 pupils on roll and there is a fairly even number of boys and girls. The school has an average number of pupils with special educational needs and the percentage of pupils with a statement of special educational need is average. The percentage of pupils with English as an additional language is very low and none is at the early stages of learning English. Pupils enter full-time education with average levels of attainment.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
16493	Mr N Sherman	Lead inspector	Foundation Stage Mathematics Information and communication technology Religious education Art and design Physical education.
15181	Mrs M Hackney	Lay inspector	
32135	Mrs S James	Team inspector	Special educational needs English Science Music Design and technology History Geography.

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	9
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	12
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	15
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	19
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 and 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	32

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school ensures that the pupils receive a **satisfactory** quality of education and gives **satisfactory** value for money. Pupils work hard in lessons and approach their work with high levels of enthusiasm. Pupils' achievements are **satisfactory**. By the time pupils leave the school, standards are in line with expectations. The leadership and management are **satisfactory** overall.

The school's main strengths and weaknesses are:

- The quality of education for children in Reception is good, and the children achieve well in their first year at the school.
- In Years 1 and 2 teaching is good, and pupils achieve well in mathematics and science.
- Higher-attaining pupils could achieve more in some subjects in Years 3 - 6.
- At the end of Key Stage 2, pupils reach standards in religious education that are below expectations.
- Insufficient use is made of assessment information in devising and planning targets for the pupils, and the impact of teaching on learning is not effectively evaluated.
- Pupils with special educational needs are well provided for.
- Teachers do not have high enough expectations of how pupils present their work.
- The pupils are keen to learn, and behaviour in and around the school is very good.
- The pupils are well cared for, and all staff have a good understanding of the pupils' personal needs.
- Parents support the school well, although the information they receive about their children's progress in annual reports is insufficient.
- Attendance is well above average

Improvement since the last inspection has been **satisfactory**. Improvements in the fabric of the school have been well managed and add much to pupils' learning in the Foundation Stage and in Years 1 and 2. Recent work to improve pupils' attainment in National Curriculum tests in Years 3 to 6 has been effective. Most of the key issues from the last report have been tackled.

STANDARDS ACHIEVED

Children start school with average levels of ability. By the end of Reception, the children achieve the expected standard in their physical and creative development and in their knowledge and understanding of the world. They achieve good standards in communication, language and literacy, personal, social and emotional development and mathematical development. The children's achievement in their first year in school is good.

In Years 1 and 2, pupils achieve well and standards are good in mathematics, science and in speaking and listening. Standards are satisfactory in the other aspects of the English curriculum. In information and communication technology, religious education and the other subjects of the curriculum, pupils' achievement is satisfactory, and standards in these subjects are also satisfactory by the end of Year 2. In Years 3 – 6, pupils' overall achievement is satisfactory. Standards are satisfactory in English, mathematics and science by the end of Year 6. Standards in information and communication technology, art and design, history and geography are satisfactory as is pupils' achievement. Pupils do not achieve well enough in religious education and standards are too low by the end of Year 6.

Recent work to boost pupils' achievements at Key Stage 2 is starting to bring rewards. There is no significant difference in achievement of boys and girls. Pupils with special educational needs are well supported in class. As a result, they make similar progress to other pupils. Higher-attaining pupils could achieve more in some subjects.

Pupils' personal development is **good**. Pupils' spiritual, social, moral and cultural development is **good** overall, with strengths in their spiritual, moral and social development. More could be made of religious education to support pupils' cultural development. Pupils have very good attitudes to their learning and very much view the school as 'their school.' Pupils behave well and demonstrate high levels of respect for one another. Attendance is very good.

Year 6 National Curriculum (SATs) results

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2000	2001	2002	2002
English	C	D	B	C
mathematics	C	E	E	E*
science	C	E	E	E

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.

QUALITY OF EDUCATION

The quality of education provided is **satisfactory**. The teaching is **satisfactory** overall, and is good in the Foundation Stage and in Years 1 and 2. Here, the teachers have a good understanding of the needs of the children and plan work for them that they find interesting. Pupils are motivated by what they are asked to do and make good gains in learning, particularly in mathematics and science. At Key Stage 2, there is some good teaching. At both Key Stage 1 and 2, information and communication technology is used well to extend pupils' learning. Teachers do not expect enough of pupils in how they present their work and in some classes teachers' expectations of higher-attaining pupils are too low.

The curriculum is **satisfactory**. The curriculum for children in the Foundation Stage is good and is well planned to meet their needs. All requirements are met. In the upper part of Key Stage 2, however, pupils do not get sufficient opportunities to explore different themes and topics in appropriate depth. A good range of visitors, visits and extra-curricular activities complement the curriculum well. Pupils receive a **good** level of care and support. Staff have a good understanding of the pupils as individuals. Effective links with parents and the community enrich pupils' learning.

LEADERSHIP AND MANAGEMENT

Leadership is **satisfactory**. The headteacher is successful in developing a strong team spirit among staff, who are highly supportive. Management is **satisfactory**. However, there is a need to ensure that the procedures to monitor the impact of teaching on pupils' achievement are made more robust. The school budget is used well to fund improvement and there is effective use of the accommodation and the attractive grounds. Governors are supportive of the school and their statutory responsibilities are met. However, their role as a 'critical friend'

to the school and their role in holding the school to account for the standards that are being attained are under-developed.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are pleased with the work of the school; they value greatly the way in which they are encouraged to work in the school. They also appreciate the encouragement they are given to express their views of the school. Some parents would like more information about how well their children are progressing.

Pupils talk positively about the school. They feel that the school provides them with interesting work. They also appreciate the range of equipment they are given to play with during dinner breaks. They like their teachers and other adults who support their learning and they know who to approach if they wish to talk to someone.

IMPROVEMENTS NEEDED

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

- Raise standards pupils achieve in religious education at Key Stage 2.
- Ensure that higher-attaining pupils at Key Stage 2 are challenged in all subjects.
- Improve standards of handwriting and presentation.
- Make greater use of target setting for pupils so that they have a clearer picture of what they are expected to learn.
- Strengthen the ways in which teaching is evaluated for its impact on pupils' learning.
- Improve the way that the Governing Body holds the school to account for the standards that are reached.
- Ensure that pupils' annual reports provide a clear and full picture of what pupils have achieved and what they need to do to improve.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Standards are above average in mathematics and science and average in English at the end of Key Stage 1. At Key Stage 2, following a period where standards have slipped, standards are now average in English, mathematics and science. Standards in religious education are below expectations at the end of Key Stage 2. **Pupils' achievement is satisfactory** as they move through the school; however, achievement in the Foundation Stage is **good**. This reflects recent developments that have taken place that are now impacting well on the children's progress.

Main strengths and weaknesses

- Children in Reception reach high standards in communication, language and literacy, mathematical development and in their personal, social and emotional development by the time they start in Year 1.
- Standards in mathematics and science are above average by the end of Key Stage 1.
- Standards in religious education are below expectations at the end of Key Stage 2.
- The way pupils present their work is below expectations at both Key Stage 1 and 2.
- Pupils with statements of special educational needs make good progress towards the targets that are set for them.

Commentary

1. Achievement is good overall for those children in the Reception class. Children start school with average skills, although confidence in using spoken language is often good. The good teaching the children experience results in them making good progress in key areas of their learning. In communication, language and literacy, children have a good understanding of books and by the time they are five, many write their names and simple statements clearly and legibly. In mathematics, children successfully learn how to order numbers to ten correctly and they have a good understanding for their age of the names and properties of different shapes. Pupils make equally good progress in their ability to play fairly and equitably with each other. Good use is made of creative play in this respect.

Key Stage 1

Standards in national tests at the end of Year 2 – average point scores in 2002

Standards in:	School results	National results
reading	16.2 (16.1)	15.8 (15.7)
writing	13.8 (14.5)	14.4 (14.3)
mathematics	17.7 (16.3)	16.5 (16.2)

There were 12 pupils in the year group. Figures in brackets are for the previous year

2. In 2002, pupils' attainment was well above the national average in mathematics. In reading, standards were average. In writing, standards were below average. When compared with similar schools, standards were average in mathematics, below

average in reading and well below average in writing. The standards reached in the 2003 National Curriculum tests are very similar to those in 2002. The current Year 2 pupils are reaching higher standards in English, reflecting the attention that the school has given to this subject. Standards in mathematics and science are above expectations by the end of Year 2 and pupils achieve well in these subjects. Standards in all other subjects are as expected for seven-year-olds and pupils achieve satisfactorily.

Key Stage 2

Standards in national tests at the end of Year 6 – average point scores in 2002

Standards in:	School results	National results
English	28.1 (26.1)	27 (27)
mathematics	24.2 (25.3)	26.7 (26.6)
science	27.4 (27)	28.3 (28.3)

There were 17 pupils in the year group. Figures in brackets are for the previous year

3. The 2003 results in mathematics and science were a good improvement over those for 2002 when they were well below average. In 2002 standards in English were above average. When compared with similar schools, the 2002 results indicate that pupils reached standards that were average in English and well below average in mathematics and science. In mathematics, they were in the lowest five per cent of schools nationally. Over time, pupils have achieved higher results in English than in mathematics. The school has focused hard on raising the number of pupils reaching the expected and higher levels in the mathematics tests. Inspection evidence indicates that the progress of the current Year 6 pupils as they move through Key Stage 2 is satisfactory. The pupils concerned are on course to reach the targets that have been set by the school in the 2004 tests.
4. Achievement at Key Stage 2 is satisfactory. Inspection findings indicate that standards at the end of Year 6 are average in English, mathematics and science. The school has recently placed a heavy emphasis on improving standards in mathematics. Inspection evidence is that the current group of Year 6 pupils is reaching satisfactory standards. Teachers place good emphasis on providing pupils with frequent opportunities to express their views and take part in discussions and debates. This enables pupils at both key stages, to make good progress in speaking and listening. Pupils make satisfactory progress in reading and writing. However, pupils make too little progress in how they present their work. Too many pupils have a weak understanding of the importance of neat and tidy presentation and the impact that this has on those who read their efforts.
5. At Key Stage 2, achievement in religious education is unsatisfactory and standards are below the expectations as outlined in the locally agreed syllabus by the end of Year 6. Pupils have a patchy understanding of the customs, festivals and beliefs of other religions. They also need considerable support in order to recall the main events of the Christian calendar. This unsatisfactory achievement is caused through pupils having too little specific time in religious education to explore topics and themes in sufficient depth. Standards in information and communication technology are in line with expectations and pupils' achievement is satisfactory.

6. With the exception of religious education, standards in all other subjects are at the expected level. Inspection evidence indicates that pupils produce some good work in design and technology, reflecting the high level of enthusiasm demonstrated by pupils for the more practical aspects of the curriculum. Throughout the school, pupils with special educational needs make equal progress to their classmates. Those with a Statement of Special Educational Need make good progress. This reflects the strong commitment by the school to providing the pupils concerned with a high level of support.
7. The school's National Curriculum test data indicates that boys achieve as well as the girls. Higher-attaining pupils could achieve more in some subjects. Their work in subjects other than English, mathematics and science is often of the same quality as other pupils in the class.

Pupils' attitudes, values and other personal qualities

Pupils of all ages and abilities have a **very good attitude** towards school. They **behave well** and develop very good relationships with staff and with each other. Pupils' spiritual, moral, social and cultural development is **good**. Attendance is **well above** average.

Main strengths and weaknesses

- Pupils enjoy school and are interested and keen to be involved in all activities.
- Attendance is very good and reflects the school's improved procedures for monitoring and promoting regular attendance.
- Behaviour is generally good and pupils in all classes respond well to the school's high expectations.
- Relationships are very good and reflect the very positive ethos throughout the school.
- The school council has an active voice for improvements to the school's provision and organisation.
- Many pupils are keen and encouraged to take responsibility for their own learning and for tasks around the school
- Pupils' spiritual, moral, social and cultural development is good although insufficient opportunity is provided for pupils to appreciate the diversity of other cultures.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence	
School data:	3.6
National data:	5.4

Unauthorised absence	
School data :	0.0
National data:	0.5

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

Exclusions

There have been no exclusions during the last academic year.

Commentary

8. Attendance and punctuality are very good and pupils are happy and secure in school. Pupils in all classes have very good attitudes and are keen and interested to learn. They enjoy being involved in the full range of activities provided and this makes a very positive contribution to their achievements and confidence. Through the active school council pupils value the opportunity to help with improving the school environment and the provision of resources.
9. Pupils' behaviour is good during lessons although where teaching lacks challenge a few pupils become distracted and inattentive. Behaviour is very good during assemblies, and pupils are extremely polite and courteous to visitors. This reflects the school's high expectations of good manners and self-discipline, and pupils know what is expected of them. In the playground and at lunchtime pupils behave very well, and they very co-operatively share a range of play equipment. There is no evidence of bullying or oppressive behaviour and pupils are confident that staff would deal with any such incidents promptly.
10. There is good provision for pupils' spiritual, moral, social and cultural development that is central to the ethos of the school. Assemblies are used well to promote pupils' spiritual and moral awareness and a sense of coming together as a community. Through stories often centred on the lives of others and singing together, pupils develop an understanding of the world in which they live. Although good attention is paid to developing pupils' understanding of their own culture, insufficient opportunity is provided for them to understand and celebrate the richness of a diverse multi-cultural society.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided is **satisfactory** overall. It is better for children in the Foundation Stage. **Teaching is satisfactory**, although there is some variation across the school. The curriculum meets requirements and there is a good range of extra-curricular activities. The accommodation is sufficient to ensure that the National Curriculum can be taught. All staff demonstrate a high level of care for pupils. Links with the parents and community are very good.

Teaching and learning

Teaching and learning is satisfactory overall, although the pace of pupils' learning is better in the Foundation Stage and in some subjects at Key Stage 1. Assessment of the pupils' progress and the use that the school makes of the information gathered is satisfactory.

Main strengths and weaknesses

- Teaching is best in the Foundation Stage and at Key Stage 1.
- There are shortcomings in teaching at Key Stage 2, which have not been effectively identified through monitoring.
- In the Foundation Stage, good use is made of structured play to support children's learning.
- At both key stages, teachers provide the pupils with rich and varied activities to help extend their speaking and listening skills.
- Pupils are well managed by all teachers ensuring that lessons have sufficient pace.
- Teachers make creative use of what little additional space is available to support pupils' learning.
- Teachers do not expect enough of the pupils in how they present their work.

- More could be expected of higher-attaining pupils in some subjects at Key Stage 2.
- There are shortcomings in how religious education is taught in the upper Key Stage 2 class.

Commentary

11. There are some significant strengths in how pupils are taught in all classes. All staff provide every encouragement to pupils to develop their speaking and listening skills. In the Reception class, structured play is used well in this respect. At Key Stage 1, teachers make good use of puppets. At Key Stage 2, pupils are encouraged to debate and discuss both in small groups and as a class. As a result, pupils develop a high level of confidence in their ability to speak clearly and articulately. They make equally good gains in their learning of the importance of listening effectively to others.
12. Pupils are managed well. They are treated fairly and relationships are warm and purposeful. Those who lack confidence, for example, in tackling their work are given warm praise and encouragement for their efforts and this spurs them on to produce more. Those with special educational needs are given good guidance and support enabling them to achieve at their own ability level. Teachers have secure subject knowledge and understanding and in the main plan learning that pupils find interesting and motivating. This often includes using information and communication technology. The school ensures that where possible, for example, pupils access the Internet as part of their studies. This usefully extends the pupils' learning of how information about the topics they are studying can be gathered from sources other than books. Teachers in all classes plan work in one subject that helps to extend pupils' learning in another. At Key Stage 2, for example, pupils' recent design and technology work included them having to design and make a 'ship in a bottle.' The resulting work was of good quality and proved successful in supporting pupils' learning about the Tudor explorers.
13. Consistently good teaching is evident in the Foundation Stage. The teacher has a good knowledge and understanding of the needs of young children. Care is taken to ensure that the children undertake work that best fits their abilities and much of their learning is through the use of structured play. The children are assessed regularly. Notes are kept and learning modified in light of what the children have achieved. Of note is the work of the nursery assistant who gives the children good support and guides them well in their learning.
14. The basic skills in literacy and numeracy are generally taught well in both Key Stage 1 and Key Stage 2. Pupils grow in confidence in applying these skills in different situations as they move through the school. Information and communication technology is used well to further consolidate pupils' skills. However, teachers do not expect enough of the pupils in how they present their work generally. Their work can be untidy. This has not been picked up sufficiently when the leadership of the school has monitored teaching.
15. The teaching of religious education in upper Key Stage 2 is unsatisfactory. Pupils do not make the gains of which they are capable in their knowledge and understanding of the subject as a result. There is too little time for the subject and expectations of what pupils formally record are too low. In the main, teaching does not expect enough of those who are capable of reaching higher standards in subjects other than English, mathematics and science. Higher-attaining pupils are capable of achieving more.
16. The quality and use of assessment are satisfactory, although teachers could give sharper guidance to pupils when they mark their work. Assessment of the children in

the Foundation Stage is thorough. This results in the staff getting a clear idea of what the children are achieving well and what needs to be done to move them on in their learning. At Key Stage 1 and Key Stage 2, teachers assess the pupils' progress regularly in many subjects. Greater use needs to be made of the information gathered to plan learning for those that can handle more challenge in what they are asked to do. In addition, too little use is made of individual targets for pupils. Sharper use of these could prove beneficial in providing the pupils with a clearer understanding of what they need to do to improve.

Summary of teaching in the 27 lessons observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
	1	18	8			

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons

The curriculum

The breadth of curricular opportunities offered by the school is **satisfactory**. A good programme of extra-curricular activities enriches these opportunities. The accommodation and resources are **satisfactory** and are used well to support pupils' learning.

Main strengths and weaknesses

- The curriculum caters well for pupils with special educational needs but is less effective in meeting the needs of higher attaining pupils.
- There is good provision for children's learning in the Foundation Stage.
- Subjects and areas of learning are often linked appropriately.
- Skilled support staff work very effectively as part of the teaching team, particularly in the Foundation Stage and Key Stage 1.
- Educational visits outside the school, and visitors to the school who share their expertise in certain subjects, make a very positive contribution to the curriculum.
- The accommodation is pleasant but storage space is limited and there is no private area for meetings or to provide a sanctuary for pupils with special needs.

Commentary

17. The curriculum meets statutory requirements. The curriculum for children in the Foundation Stage is carefully planned in accordance with the six areas of learning for pupils of this age and good links are made between them. Pupils with special educational needs have good access to all subjects of the curriculum because their work is appropriately modified and teaching assistants provide effective support for them. The work of higher attaining pupils is not regularly and consistently planned to offer them a sufficient degree of challenge and there are some gaps in their learning in upper Key Stage 2. Pupils respond enthusiastically to presentations by visitors such as the 'Bird Man,' and eagerly share their knowledge on such occasions. During the final two terms of their primary education, Year 6 pupils benefit from an introduction to French language and culture provided by a visiting teacher. Extra-curricular activities offer good opportunities for pupils to develop their sporting and musical talents. Participation rates in these are good.
18. Provision for the pupils to explore issues in relation to sex education is satisfactory. This is undertaken as part of a well-developed personal, social and health education

programme. Pupils are given clear opportunities to discuss the dangers of misusing drugs and what the benefits are of drugs such as aspirin. Pupils get sufficient opportunities to explore the concept of citizenship and the development of the school council since the previous inspection has contributed well in this respect.

19. Accommodation is satisfactory. That for pupils in Years 1 and 2 has been creatively extended since the previous inspection. Teachers make good use of the additional space in the school and very good use is made of the school's grounds to support the pupils in their learning. Resources are satisfactory.

Care, guidance and support

The provision for pupils' care, welfare, health and safety is **very good**. Staff know pupils very well and provide **very good** support, advice and guidance for all. Pupils are involved well in decision-making about the life of the school.

Main strengths and weaknesses

- The school is a happy and caring environment where all pupils are equally valued and included.
- Pupils are well cared for through very good procedures to ensure their health and safety.
- Very good procedures are in place to monitor child protection issues.
- School Council decisions ensure that pupils have a voice in the school.
- Pupils with special educational needs receive very good support.
- Good induction arrangements ensure that pupils at the Foundation Stage settle quickly into well-established routines.
- Through regular monitoring all pupils have access to well-informed support, advice and guidance.

Commentary

20. Pupils are very well cared for by all adults in the school with whom they have very good relationships. Pupils feel safe and secure, and this contributes well to their progress and achievements. Pupils feel confident that their views are regularly sought and valued and they are proud of the fact that some of their suggestions for additional resources have now become a reality.
21. The school and the governing body are vigilant in following very good procedures to monitor and promptly follow-up all issues of health and safety. The headteacher has ensured that all staff, including lunchtime supervisors, are trained in the procedures for Child Protection and this area of pupils' welfare is viewed as a high priority. All pupils have access to outside agencies. Pupils with special educational needs are very well supported to enable them to make good progress and to be fully integrated and involved in their annual reviews. The individual needs of children at the Foundation Stage are very well met to ensure a secure and happy learning environment.

Partnership with parents, other schools and the community

There are good links with parents who make a valuable contribution to the work of the school. Good links with the community and with other schools enrich the curriculum.

Main strengths and weaknesses

- Parents are very supportive and hold the school in high regard.
- The Friends of Gaddesby are active in supporting the school
- Regular helpful information is provided about events, organisation and the curriculum, but there are inconsistencies in the quality of information provided about pupils' progress.
- Good community links enrich the curriculum.
- Educational links with other schools are successful and well managed.
- The school has good links with extended services and support programmes.

Commentary

22. The good partnership between parents and the school makes a strong contribution to pupils' progress and personal development. A number of parents and grandparents help regularly in classrooms and with other activities. Parents are welcomed into school and their views are positively sought either informally or through questionnaires. A number of well-attended and successful parent forums have included National Curriculum awareness, reading, special educational needs and a mathematics workshop. The Prospectus is encouraging in suggesting ways in which parents can help in school. Parents like the fact that they are provided with a list of topics to be taught each year and feel that this enables them to support learning at home. Regular newsletters, consultation evenings and open days encourage parents to be involved and the school works hard to reach out to all parents. Parents of children in the Foundation Stage receive a very helpful folder of photographs illustrating children's work in each of the areas of learning.
23. Annual reports are well presented and relative to individual pupils. However, the inspection agrees with some parents that there are inconsistencies in the clarity of information provided about pupils' progress. Parents of pupils with special educational needs are involved well in individual education plans and reviews. Guidelines are provided for them which set out clearly the main points of the Code of Practice, procedures and parents' rights. Pupils benefit from the school's strong links with support services to which they have full access. The vast majority of parents find the school approachable and are satisfied with the manner in which any concerns are handled.
24. The school has good links with the community who help to enrich the curriculum and pupils' experience. The school has a high profile in the village and the Parish Council are very supportive in their sponsorship for drugs education. The school has strong links with the church and local clergy visit regularly to lead assemblies. Pupils take part in a range of joint community activities and this provides a good contribution to their personal and social development. The school works closely with a group of small schools and together they provide good curricular support and shared courses for teachers. The group enables the school to share additional learning resources and for pupils to take part in sports activities and chess challenges. Links with the secondary schools to which pupils transfer are good and effective arrangements are made for pupil visits and shared information.

LEADERSHIP AND MANAGEMENT

The overall quality of leadership and management of the school is **satisfactory**. The governance, leadership of the headteacher and other key staff, and the management of the school are **satisfactory**.

Main strengths and weaknesses

- The headteacher leads a mutually supportive and committed team who share the aims and values of the school and are successful in creating a positive ethos.
- The school monitors performance and tackles weaknesses, but procedures for monitoring the quality of teaching and learning and standards of achievement lack rigour.
- Responsibilities are delegated effectively so that, for the most part, the headteacher manages to balance the demands of a substantial teaching commitment with the demands of leadership and management.
- Leadership and management of the Foundation Stage and at Key Stage 1 and the co-ordination of provision for pupils with special education needs are all good.
- The school improvement plan, to which all members of staff contribute, effectively identifies priorities for development but some of the criteria for measuring success and the impact on pupils' learning are vague.
- Day-to-day administration and the school's finances are efficiently managed.

Commentary

25. The headteacher has secured loyalty and commitment from the hard-working staff team and they have the pupils' best interests as their priority. The headteacher has a high teaching commitment and works tirelessly to ensure that the school's aims are met. Staff share their particular areas of expertise effectively. For example, the nursery nurse leads music lessons for pupils in Years 1 and 2 and support staff are effectively deployed. The headteacher has monitored the quality of teaching and learning, but considerable demands on her time as a class teacher have, particularly in the last year, limited the amount of attention she has been able to give to this important aspect of school improvement. The result of this current situation is that strategies for improving the achievement of some higher-attaining pupils are under-developed; however, this key aspect for improvement has been identified and staff performance targets are linked to raising standards. The headteacher has achieved her vision of creating a strong team and a dedicated area for the Foundation Stage and Years 1 and 2. This is a good improvement over the provision noted at the time of the last inspection.
26. Teachers carry responsibility for leading and co-ordinating work in several subjects of the curriculum. They manage resources effectively and have established sound procedures for assessment in the subjects for which they are responsible. However, while they are beginning to develop portfolios of examples of pupils' assessed work, they have insufficient opportunity to monitor formally the quality of teaching, learning and standards in their subjects and the school's procedures for monitoring the impact of teaching on learning lack rigour. The professional development of staff is linked effectively to the school's priorities for improvement. Staff development for the past academic year has focused on raising standards in mathematics and this has proved effective. The school improvement plan provides a clear rationale for the school's future development. It rightly highlights the need to be vigilant in raising pupils' achievement in mathematics and this has emerged from greater and careful analysis of assessment results. The outcomes of this work are incorporated into the next stage of planning and action and the plan is regularly evaluated in light of overall progress and improvement. However, the plan's success criteria are insufficiently linked to measuring improvement in terms of the standards that the pupils attain.
27. There have recently been a number of changes to the governing body but there are already some positive developments in helping them perform their role effectively. They give good support for the school and are now questioning the school in light of the quality of education it provides. They are making satisfactory progress in terms of

developing their role as a 'critical friend' and are kept regularly informed of school development. Arrangements for the management of pupils who have special educational needs are effective. The school demonstrates a strong commitment to including all pupils in all school activities. In addition, it has devised a clear policy in relation to promoting Racial Equality. The school's assessment information is regularly evaluated by the governing body and action points devised.

28. The governors' various committees have clear terms of reference and meet regularly to discuss aspects of the curriculum, special educational needs, the school fabric and how well the school is using the budget to support developments. They are provided with regular and clear information about the budget from the school's administrative officer. This enables the governors to make informed decisions as to how best deploy the budget. Governors are interested and willing to visit the school to gauge for themselves the quality of education that is provided for the pupils.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	330 398
Total expenditure	318 836
Expenditure per pupil	3 253

Balances (£)	
Balance from previous year	25 484
Balance carried forward to the next	37 046

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The overall provision for children in the Foundation Stage is good. The school has worked hard and has been successful in addressing the shortcomings identified in the previous report. The newly appointed co-ordinator is effective and has given a clear lead in improving provision. The curriculum for the children is well planned and very well geared to the children's needs. Children enter the school with average levels of ability, although their skills in speaking and listening are high. Teaching is good, leading to children being well settled into the school and to achieve well in a number of areas of learning.

Personal, social and emotional development.

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

Main strengths and weaknesses

- Children achieve well and work at a level higher than expected for children of their age.
- Children are enthusiastic learners.
- Co-operation levels are good, and children relate well to one another
- Teaching provides good opportunities for children to work things out for themselves.

Commentary

29. Although the children enter the school with good ability to play and co-operate with one another, teaching is successful in ensuring that they continue to develop these skills. Children are provided with regular opportunities to develop their social skills and interact with one another. As a result, children have a good understanding of the need to take turns and play with equipment fairly and equitably. Children are polite and courteous and listen carefully to their teachers and what their friends may have to say. Behaviour is very good. By the time they enter Year 1, the children achieve beyond the Early Learning Goals.

Communication, language and literacy

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

Main strengths and weaknesses

- Teaching is successful in promoting the children's early literacy skills.
- Children achieve well and reach high standards by the time they enter Year 1.

Commentary

30. The children make good progress in developing their communication, language and literacy skills as they move through the school. Teaching is good and provides frequent opportunities for the children to develop their skills and structured play is used well in this respect. Teachers ask searching questions of the children that require them to think hard on what they are to say. Children speak well and express simple views and opinions on matters of interest to them. Children very much enjoy listening to stories

and the wide array of books that are available to them successfully stimulates their early interest in literature. Higher attaining children read simple words, and explain what the terms 'author' and 'illustrator' mean. Basic skills of writing are taught well. By the end of the Foundation Stage, many children write their names neatly or write a simple statement about something they may find interesting. The children reach above the Early Learning Goals by the end of Reception.

Mathematical development

Provision in mathematical development is **good**.

Main strengths and Weaknesses

- Children achieve well and standards are higher than expected for their age by the end of Reception.
- Teaching is stimulating, enabling children to very much enjoy their learning of early mathematical ideas.
- Children have a good understanding of number, shape and space.

Commentary

31. Teaching is good and provides the children with good opportunities to consolidate and learn new ideas through using a range of equipment. Sand and water play is used well in this respect and children successfully develop a good understanding of terms such as 'full' 'empty' or 'nearly full.' Children have a good understanding of what is meant by 'addition' and children count to 20 and count back from 20 to zero. Higher attaining children are working at the stage of solving simple addition problems using pen and paper methods. Simple songs and rhymes involving number are used well by teachers and this has a positive impact on consolidating what the children already know about number. By the time they start in Year 1, children's attainment is above the Early Learning Goals.

Knowledge and understanding of the World

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

Main strengths and Weaknesses

- Children make good gains in learning how to use computers to support their learning.
- Good scope is given for children to learn about how other people in other countries live their lives.
- Children have a secure understanding of the past, and of the area in which they live.

Commentary

32. Children make satisfactory progress in this area of learning. By the time they enter the Year 1 class, they have a satisfactory understanding about other living creatures in the world and that they like themselves, grow older and bigger as they do so. Children are introduced to basic chronological facts and have a satisfactory early understanding. Children need support to explain what sort of buildings they may have seen in the village where they live. Children are provided with rich and interesting work to undertake using computers. As a result, many of the children are proficient with a mouse and can move it around successfully when using programs. By the time they start in Year 1,

pupils' knowledge and understanding is at a satisfactory level and their achievement is satisfactory.

Physical Development

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- Good opportunities are provided for children to use a range of tools and equipment.
- Children have good opportunities to use a range of outside play equipment.
- Children are confident in using the equipment they are asked to use.

Commentary

33. Children are provided with good opportunities to develop their fine motor skills. Letting the children use small construction equipment is successful in this respect. Although the children do not have immediate access to an outside play area, they do use the school's playground facilities at different points of the day when the weather allows. This enables the children to use larger equipment such as bikes and trikes, which are also available to the children to use at dinner times. The children use the equipment sensibly and can manoeuvre around small obstacles with sufficient dexterity. Teaching is satisfactory as is the level of children's achievement.

Creative Development

Provision in creative development is **good**.

Main strengths and weaknesses

- Good scope is provided for children to develop a positive early interest in music.
- Teachers make good use of imaginative play to stimulate children's learning.
- Children are provided with rich opportunities to use a wide range of media to produce simple but effective artwork.

Commentary

34. Teaching is good and the children are provided with good opportunities to develop their creative skills. Opportunities such as registration periods or when changing to different activities are used well to provide the children with opportunities to sing simple songs and nursery rhymes, which they enjoy. Children also recognise and very much enjoy playing simple musical instruments. Good scope is given for the children to take part in imaginative role-play activities, which are effectively planned in keeping with the theme for the half term. Children become immersed in such work and this has a positive impact on their personal, social and emotional development as they deepen their learning of the need to play effectively with others. The children achieve well and by the end of Reception attain the Early Learning Goals.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Pupils listen attentively and speak confidently in both key stages.
- Pupils in both key stages make satisfactory progress in their writing, but the quantity and standard of presentation of pupils' writing in upper Key Stage 2 is below that which is expected for their age.
- The quality of teachers' marking of pupils' writing is inconsistent and insufficiently focused on specific targets for improvement.

Commentary

35. Throughout the school, pupils are provided with good opportunities to develop their speaking and listening skills. Both in English and other lessons, teachers plan carefully to ensure that where possible the pupils are provided with good scope to answer questions, discuss ideas in small groups and then present their findings to the rest of the class. This results in the majority of pupils, including those with special educational needs, listening well to teachers' questions and pupils are keen to respond. They answer clearly, often using precise vocabulary. By the end of Year 6, higher-attaining pupils rise to the challenge of discussing Shakespeare's language and enjoy reading aloud excerpts from 'The Tempest' with increasing expression. Pupils achieve well in speaking and listening as they move through the school. By the end of Year 6, they attain standards that are above national expectations.
36. In both key stages, teachers ensure that pupils read for a good variety of purposes both at home and at school. The majority of parents provide reading materials for their children and listen to them read which further increases the status that reading has for the pupils. However, the content of some group reading activities is not focused enough on specific aspects of pupils' reading development. Pupils make good progress in developing their knowledge of letters, sounds and spelling patterns so that younger readers can sound out simple words, whilst older readers can break down longer, unfamiliar words into syllables. By Year 6, pupils confidently use the library classification system, contents pages and indexes of books to locate information. They are able to say what authors they prefer to read and compare and contrast the works of one author with one another. By the end of Year 6, pupils reach standards in line with expectations and achievement in reading is satisfactory.
37. Throughout the school, pupils write in a satisfactory range of forms for different purposes. By the end of Year 2, pupils' writing is usually well constructed using a good range of vocabulary and they use capital letters and full stops correctly. Most pupils' handwriting is joined, neat and legible. Higher-attaining pupils could be stretched further by, for example, being given opportunities to develop their own ideas rather than writing out examples used earlier in a lesson. In upper Key Stage 2, although there are some examples of creative writing such as poetry, which reflect the ability and potential of the pupils, much of their work is poorly presented, incomplete and their handwriting is immature. They do not often produce extended pieces of writing. However, progress is evident in their use of punctuation and spelling and some pupils are quite inventive in

their use of vocabulary and image. Overall, pupils' achievement in writing is satisfactory.

38. Teaching is satisfactory at both key stages. Teachers effectively use the materials in the National Literacy Strategy to help plan pupils' learning. As all the classes have pupils of mixed ages within them, good use is made of the learning support assistants who work effectively with small groups of pupils. A key strength in the teaching is the way in which pupils' speaking and listening skills are developed and this has a positive impact on this aspect of their language development and pupils achieve well. Some good use is made of information and communication technology to support pupils' learning. They are given good scope to use the Internet to research information. Expectations of how pupils present their work are too low, however. In addition, although pupils do get scope to practice their handwriting skills, these are not always transferred to the pupils' day-to-day writing. The marking of pupils' work does not always give sufficient guidance as to how they may improve their efforts.
39. The leadership and management of the subject are satisfactory. Standards in English were in line with expectations for pupils' ages in both key stages at the time of the last inspection and remain so. The school has made creative use of the small library, which is sited at the entrance to the school. Despite its location, it is used well to support pupils' learning.

Language and literacy across the curriculum

41. Pupils apply their language and literacy skills effectively in other subjects of the curriculum. The quality of planning is effective in developing and consolidating pupils' literacy skills. For example, in science lessons in year two, pupils discuss and take it in turns to record their findings. In upper Key Stage 2 they present the results of their historical research in a variety of ways such as leaflets and instructions.

MATHEMATICS

The school makes **good** provision for mathematics in Key Stage 1 and **satisfactory** provision in Key Stage 2.

Main strengths and weaknesses

- In Key Stage 1, standards are above expectations and children achieve well.
- At Key Stage 1, the quality of teaching is good.
- At Key Stage 2, pupils do not reach high enough standards in handling and communicating data.
- Higher-attaining pupils could achieve more.
- How pupils present their work is unsatisfactory.
- Marking of pupils' work is not always effective.
- How teaching is monitored needs to be more effective.

Commentary

42. Standards in mathematics are above expectations at the end of Key Stage 1 and in line with expectations at the end of Year 6. At Key Stage 1 pupils achieve well. Evidence from the inspection indicates that the school's recent thrust to raise the standards pupils reach at Key Stage 2 has proved successful. The current cohort of pupils is on course to reach the targets set for them by the school and the achievement is

- satisfactory. As they move through the school, pupils with special educational needs make the same rate of progress as their classmates.
43. By the end of Year 2, pupils are confident in solving a range of problems involving number. By the end of the key stage, they add numbers to 20 mentally and add and subtract tens and units and understand well what it means to carry a number. They have a good knowledge and understanding of two and three-dimensional shapes, and explain well what is meant by corners, sides and faces. As they move through the key stage, pupils make good progress because the tasks they are set are well matched to the level of pupils' ability. Pupils receive good support in their practical work and this helps to stir the pupils' healthy interest in the subject.
 44. After a period where the school's National Curriculum test results at Key Stage 2 have been well below average, the pupils are now making satisfactory progress. By the end of Year 6, pupils are gaining confidence in knowing their multiplication tables and answer questions in mental arithmetic tests within a set timeline. They solve problems using addition, subtraction, multiplication and division and are beginning to develop strategies of their own, such as partitioning to solve problems more quickly. Pupils have a satisfactory understanding of shape and space, but higher-attaining pupils have a weak knowledge of concepts such as rotational symmetry. They know to work out the area of regular and irregular shapes. A major shortcoming in pupils' attainment is their ability to present information in the form of tables and charts. Some work using information and communication technology software is used to support their learning in this area; however, in the main, pupils' work is restricted to very simple bar charts. Expectations of teachers in this area of the pupils' learning are too low and pupils' learning flags as a result.
 45. Teaching is good at Key Stage 1 and while during the inspection there were some good examples of teaching at Key Stage 2, the overall quality is satisfactory. Activities are well prepared and at Key Stage 1 good use is made of practical equipment to support the pupils' learning, keep them interested and working to the best of their ability. In all classes, those with special educational needs are given good support enabling them to work to their full potential. At Key Stage 2, care is taken to ensure that class teaching meets the needs of the wide band of attainment given that two-year groups are within a class. Despite this, higher-attaining pupils are not always sufficiently stretched, particularly in using and communicating data. In addition, the way that the pupils are asked to record their work does not encourage them to organise or take a pride in it. The marking of pupils' work does not always give sufficient guidance as to how pupils may improve.
 46. There is satisfactory leadership and management of the subject. The school has worked hard to tackle the low standards pupils have reached in the National Curriculum tests. Greater use is made of assessment information to highlight what aspects of teaching need to be strengthened to improve the pace of pupils' learning. This work is now starting to yield positive results. The co-ordinator has not as yet had sufficient time to monitor teaching and learning and where pupils' work has been evaluated, this has been insufficiently sharp in identifying the areas for improvement.

Mathematics across the curriculum

47. Pupils are given sufficient scope to use and further develop their mathematical skills in other subjects. This includes work in science and design and technology where pupils' measuring skills are developed well.

SCIENCE

Provision in science is **good** in Key Stage 1 and **satisfactory** in Key Stage 2.

Main strengths and weaknesses

- Pupils in Key Stage 1 and lower Key Stage 2 make good progress in developing their knowledge and understanding in science and present their findings clearly and in a variety of ways.
- Pupils in upper Key Stage 2 make satisfactory progress in understanding and explaining key scientific ideas and methods but the recording and presentation of their work is often poor.
- Higher attaining pupils in both key stages are not challenged as much as they could be, often completing the same work as those of average ability.
- Pupils with special educational needs participate well in science lessons.
- Teachers' marking of pupils' work is not consistently linked to areas for improvement.
- The monitoring of teaching and learning needs to be more systematic.

Commentary

48. At the end of Key Stage 1, standards are above expectations. By the end of Key Stage 2, standards are in line with expectations. In Key Stage 1, good teaching ensures thorough coverage of the science curriculum. Lessons build effectively on previous work so that pupils acquire a good body of knowledge about life and living things, materials and their properties and physical processes. Pupils' understanding and use of scientific language is developed well and the teacher uses good questions to extend pupils' thinking. For example, during an investigation of which materials bend, stretch, twist and squash she asked, when a piece of stretched plasticine broke, 'Could we do anything with it to keep it stretched?' which prompted the suggestion, 'Roll it thinner?' The pupils engage enthusiastically in investigations and compare their predictions with their results. By Year 2, pupils record their findings systematically and clearly, following the example the teacher has given at the start of the lesson. Pupils in Key Stage 1 achieve well.
49. In lower Key Stage 2, pupils make good progress in developing further their understanding of key scientific terms such as 'conductor' and 'insulator' and apply their mathematical skills well, for example, in measuring temperature with a thermometer. They effectively record their investigations using their literacy skills well to do so. By upper Key Stage 2, pupils understand that changes occur when materials are heated or cooled and that some of these changes can be reversed but that others are irreversible. The teacher emphasises key vocabulary, which pupils use well. They explain how they might conduct a particular experiment and some of the requirements to make a 'fair test,' such as keeping measurements the same. However, they are uncertain how they would record their work because a clear routine for recording their findings has not been established. Much of the work in their books is disorganised and they often do not produce as much written work in lessons as would be expected for pupils of their age. Overall, pupils' achievements in Key Stage 2 are satisfactory.
50. At Key Stage 1, teaching is good and good use is made of practical and investigation work to support pupils' learning. This has a positive impact on the pupils' achievement. Teachers effectively ensure that the pupils' understanding of scientific vocabulary is built up systematically. At Key Stage 2, teaching is satisfactory. While lessons are planned well, and good use is made of the learning support assistants who help to

guide and support some pupils in their learning, pupils are provided with insufficient opportunities to write up the results of their work in sufficient detail. As a result, some pupils' work remains unfinished and does not reflect fully what the pupils are fully capable of achieving. This is often the case in relation to work produced by higher-attaining pupils. While information and communication technology is starting to be used by the pupils in this aspect of their work, there is potential to make greater use of computers to support their scientific learning.

51. There is satisfactory leadership and management of the subject. At the time of the last inspection standards in science were in line with expectations in Key Stage 1 and above average in Key Stage 2. Standards are now good in Key Stage 1 and in line with expectations in Key Stage 2. Some evaluation of teaching does take place. This is largely in terms of evaluating pupils' work; however, this needs to be made more systematic in drawing out more carefully why the standards of pupils' work are as they are and what needs to be made more effective to quicken the pace of their learning.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Information and communication technology is used well to support pupils' learning in other subjects but greater use could be made of information and communication technology to help boost standards of presentation.
- There has been good progress in developing the subject since the previous inspection.
- Higher-attaining pupils do not achieve as well as they could.
- The school makes good use of the support technician who visits the school once a fortnight

Commentary

52. Pupils' achievements in information and communication technology are satisfactory. By the end of Year 2 and Year 6, pupils attain standards that are in line with expectations. Those with special educational needs make similar progress to other pupils at the school. The school has worked hard to successfully boost provision since the previous inspection. This work has included creating a small but well resourced computer suite. Teachers' knowledge and understanding of how to use computers in support of their teaching has also been improved. These factors, as well as the school making effective use of a technician who is employed by the local cluster of schools to work in different schools on a once a fortnight basis, has aided considerably towards raising the profile of information and communication technology and raising standards.
53. As they move through the school, pupils make confident gains in knowing how to use computers to support their learning. Pupils use a word-processor to present some of their work, and by Year 6 pupils are using the finer elements within a word-processing package such as the drawing facilities to design a fictitious chocolate bar. However, in the main too little use is made of word-processor packages to help boost standards in terms of how pupils present their work. Pupils make satisfactory progress in their understanding of how information and communication technology is not just about using computers. Digital cameras are occasionally used to record what pupils have achieved and pupils explain how to transfer the images gathered onto a computer. There is potential to extend the learning of older higher-attaining pupils of how these images can be manipulated still further by using art packages. As they move through

the school, pupils learn how numerical data can be entered into certain types of software such as graphing packages or spreadsheets. Older pupils have undertaken some work using multimedia software. The school has plans in place to enable pupils to make greater use of such software as a means of extending their learning.

54. The subject makes a positive contribution to the pupils' personal development. Staff give pupils sufficient opportunities to work collaboratively with a friend when working at the bank of computers in the computer suite. Pupils co-operate well and use the school's resources with respect. Teaching is satisfactory. Teachers encourage high levels of enthusiasm amongst pupils to use computers to support their learning. Occasionally, opportunities to use computers in daily lessons in support of their teaching are missed by teachers, and pupils are not given enough opportunities to use computers more consistently in support of their learning of the importance of neat and careful presentation. When teachers encourage pupils to use computers to present their work as neatly as possible, they respond well to the challenge set and produce work of a good quality. Assessment procedures have been suitably developed and examples of pupils' work are regularly collated in order to build up a profile of what pupils are able to achieve and what they need to do next in order to build on their learning.
55. There is satisfactory leadership and management of the subject. The recent staff development programme, which has included making good use of the skills and expertise of the visiting technician, has ensured that staff are now confident in using information and communication technology to support their teaching as well as in their day-to-day administration work. The school has a clear idea of what further developments are needed to further boost provision. These include the devising of a school web site.

Information and communication technology across the curriculum

56. The school is now making effective use of information and communication technology to support pupils' learning in other subjects. Pupils talk enthusiastically, for example, of the opportunities they have been provided with to use the Internet to explore and research information about the various topics and themes they explore in history or geography.

HUMANITIES

Religious education

Provision for religious education is **satisfactory** at Key Stage 1 but **unsatisfactory for pupils at Key Stage 2**.

Main strengths and weaknesses

- Standards by the end of Year 6 have fallen since the previous inspection and are below the expectations of the locally agreed syllabus
- At Key Stage 2 pupils do not get sufficient time to explore topics and themes and expectations of what pupils record are too low.
- The subject makes too little a contribution to the pupils' literacy, personal and cultural development.

- The monitoring of teaching is too irregular and not effective in linking the impact of teaching to the pace of pupils' learning.

Commentary

57. By the end of Year 2, pupils attain standards that are in line with the expectations of the locally agreed syllabus for religious education. Their achievement is satisfactory. However, at Key Stage 2, pupils do not make sufficient progress in their knowledge and understanding of the subject and their achievement is unsatisfactory. Standards are below the expectations of the locally agreed syllabus. The pace of improvement since the school's previous inspection has been too slow, as the standards that are now reached by pupils are not as high as noted previously.
58. By the end of Year 2, pupils have a satisfactory knowledge of the religions that they study, but in Key Stage 2, the pupils have weak understanding of the main elements of other religions. They need considerable support to help them recall what they have learned. Few understand the religious significance of the events from the Christian calendar. In addition, pupils have a weak knowledge and understanding of the importance of some of the parables that Jesus told or the relevance that the moral message within these holds to peoples lives today.
59. Teaching at Key Stage 1 is satisfactory with some good features. Good use is made of different artefacts to highlight teaching points. Pupils are provided with sufficient opportunities to explore how religious ideas can impact on their daily lives, such as the need to treat one another with respect and honesty. Teachers have good subject knowledge and understanding and use this well to plan pupils' learning. Equally good scope is given for pupils to discuss ideas and this has a positive impact on the development of the pupils' speaking and listening skills. Teaching at Key Stage 2 is unsatisfactory. Pupils are given insufficient opportunities to explore themes and topics in sufficient depth and this leads to pupils having a sparse understanding of religious ideas. Expectations of what pupils are asked to record are too low, resulting in work that is limited in quantity and quality. Limited scope is given for the pupils to undertake research work. This limits their personal development in terms of determining for themselves the course their learning could take. The marking of pupils' work gives too little guidance as to how they may improve their work.
60. While some improvement has been made recently, the leadership and management of the subject are unsatisfactory. The co-ordinator has clear ideas of what further developments are needed to improve the pace of pupils' learning and has worked hard to ensure that the school now has a scheme of work to support teachers. However, she has not been able to monitor standards or the impact that teaching is having on pupils' achievement. The subject has the potential to make a stronger contribution to the pupils' cultural development.

Geography and History

61. In history and geography, work was sampled, with only one lesson seen in history during the inspection. It is therefore not possible to make an overall judgement about provision in these subjects. Evidence indicates that standards are in line with expectations at the end of both key stages.
62. In both subjects, good links are made with different subjects to make the subject interesting for the pupils. In design and technology, for example, pupils in Key Stage 2 designed, made and evaluated ships in bottles as part of a topic on 'Tudor Explorers'. The local area is used well to stimulate the pupils' learning. Through walks around the village of Gaddesby, Year 1 and Year 2 pupils identify some significant features of their local area. For pupils in Key Stage 2, the week's residential visit to Scarborough,

Whitby and York makes a good contribution to their understanding of why places are like they are and some of the physical and human processes that cause changes. Good use is made by teachers of information and communication technology to support pupils' learning. In Year 6, for example, teachers make good use of satellite photographs of the Amazon to enable pupils to interpret information and identify differences and similarities between Britain and Peru. Evaluation of pupils' work in Years 3 - 6 indicates that pupils do not record a sufficient amount of information and what they record is often poorly presented.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

63. The inspection focused on art and design as the school is proud of pupils' accomplishments in this subject. There was insufficient work seen in design and technology and physical education at both key stages and music at Key Stage 2.
64. However, the work in design and technology seen on display was of a good standard. Pupils in Key Stage 1 work successfully with a variety of tools, techniques and materials to produce models such as binoculars and vehicles. By the end of Key Stage 2, pupils generate their own ideas and draw on a variety of sources of information to produce artefacts linked to their work on the Tudors. They look at examples of ships in bottles and also at pictures, prior to designing and making their own ships from balsa wood using tools such as a drill, hacksaw and a vice. Pupils recognise the need to measure carefully for their ships to fit inside a bottle, discuss work in progress, and consider various solutions to problems. They are aware of the importance of the quality of the finish on a product and reflect on ways in which it could be improved.
65. In music, pupils make good progress in appreciating and performing music. They are provided with an interesting range of tuned and untuned percussion instruments to explore musical sounds. The school offers a good range of extra-curricular musical activities. A good number of pupils participate in the school choir and benefit from individual instrumental tuition. A number of them are also awarded shields and certificates as a result of their participation in examinations and community events.

Art and design

Provision in art and design is **satisfactory**.

Main strengths and weaknesses

- The subject has a high status in the school, and the subject is used well by teachers to extend pupils' learning in other subjects.
- Teachers plan interesting activities for the pupils to undertake and the local area is used well to stimulate pupils' learning.
- Good use is made of information and communication technology to support some aspects of pupils' learning.
- The pupils have positive attitudes towards the subject.
- Greater use could be made of sketchbooks to support progress.

Commentary

66. Standards are in line with national expectations by the end of both key stages. Pupils, including those with special educational needs, achieve satisfactorily. At the time of the

last inspection, art and design was found to be greatly enjoyed by the pupils. Inspection evidence indicates that this is still the case.

67. By the end of Year 2, pupils have a secure understanding of how to mix paints together in order to make other colours. They apply paint in a fair and even-handed way. They make satisfactory progress in the development of their drawing prowess as well as in their ability to construct simple art work using three-dimensional materials. Pupils frequently use simple computer art packages and this proves successful in developing their understanding of how information and communication technology can be used to create simple artwork. At Key Stage 2, pupils have a satisfactory understanding of the works and styles employed by different artists. They talk enthusiastically about the work of Van Gogh and Monet and pupils talk of the impact that these artists' work has on their own levels of appreciation. Pupils are given sufficient scope to use a range of artistic materials that include paint, oils, pastels and paper and this boosts their understanding of how art can be generated through a wide and interesting variety of media.
68. Teaching is satisfactory in both key stages, with some good features. Teachers have secure subject knowledge. They are successful in identifying links with other subjects to support pupils' learning in art and design, particularly through the use of design and technology. The expertise of visiting artists is used well to further highlight for pupils how different media are brought into play when generating art. Pupils do have use of sketch books to undertake preparatory work. These are used also in design and technology work when pupils make simple sketches of how their work is to progress. Overall, however, there use could be made more effective and hence extend pupils' learning.
69. There is satisfactory leadership and management of the subject. The school has successfully developed simple but effective ways to monitor pupils' progress as they move through the school. These are used well to give teachers an idea of the precise stage of where pupils are at in their learning in order to plan their subsequent learning. The school makes good use of the village as a stimulus and resource for pupils' learning.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in personal, social and health education and understanding of citizenship is **satisfactory**.

Main strengths and weaknesses

- The School Council is valued by the pupils in providing them with a vehicle for expressing their views of the school.
- Pupils have sufficient opportunities to explore the dangers of drugs misuse and matters relating to sex education.
- The pupils' involvement in the local community successfully develops their understanding of citizenship.

Commentary

70. The school places due and proper emphasis on developing the pupils' personal, social and health education. Subjects such as science are used well to explore with the pupils the need to keep their bodies healthy and how this can best be achieved. Pupils understand what foods may be categorised as healthy and what the effects may be of

over-eating. The pupils are taught that certain medicines are beneficial and to be aware of the dangers of others such as tobacco and alcohol.

71. The work of the school council has a positive impact on developing the pupils' understanding of working in groups to make decisions for the benefit of others. The pupils who represent their classes have the responsibility to feed back to the class the results of their deliberations. Pupils are then provided with further scope to debate and discuss issues they feel are pertinent to their day-to-day work in the school. Pupils are provided with good opportunities to share their work in the local community. This provides them with good scope to develop their perception of what it means to be a member of the community and the responsibilities that this brings.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement	Grade
The overall effectiveness of the school	4
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
Overall standards achieved	4
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	3
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
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	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
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	4
The governance of the school	4
The leadership of the headteacher	4
The leadership of other key staff	4
The effectiveness of management	4

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

