

INSPECTION REPORT

JOHN WYCLIFFE PRIMARY SCHOOL

Lutterworth

LEA area: Leicestershire

Unique reference number: 119974

Headteacher: Mr Paul Burlingham

Lead inspector: Mr Glyn Gaskill

Dates of inspection: 17th to 20th November 2003

Inspection number: 256572

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:	4-11
Gender of pupils:	Mixed
Number on roll:	225
School address:	Moorbarns Lane, Woodmarket, Lutterworth
Postcode:	LE17 4JQ
Telephone number:	01455 553135
Fax number:	01455 550470
Appropriate authority:	The governing body
Name of chair of governors:	Helen Hill
Date of previous inspection:	17 th May 1999

CHARACTERISTICS OF THE SCHOOL

The school is in the town of Lutterworth and serves an area with a broadly average socio-economic background. Children enter the school from range of private nurseries. Their attainment on entry to the reception class is below average. The number of pupils on roll rose steadily from 220 in 1998 to 251 in 2002 but a dip in 2003 led to a teacher redundancy and a reduction in learning support staff time. There are eight classes in total with mixed age classes from Year 2 onwards. Cohort numbers vary widely from year to year, ranging from the mid-twenties to low-fifties in recent years. The comings and goings of pupils is towards the upper quartile mark for similar schools nationally. In the last year, 2 per cent of the school population left and 13 per cent joined the school. In the Year 6 of 2002/2003, 60 per cent of the pupils were in this school for the whole of Key Stage 2, with the other 40 per cent joining during the key stage. Eight per cent of the pupils claim eligibility for free school meals, which is below the national average. One third of the pupils are receiving special educational needs support, which is above the national average. Two per cent of pupils have Statements of Special Educational Needs which is about average. Several of these pupils have severe behavioural and emotional problems. There are four traveller pupils who live on the travelling fairground base which is next door to the school. There are good relationships with these neighbours. Eighty-five per cent of the pupils are of white UK origin, 14 per cent of other white background and the remainder of pupils are from other ethnic groups. None of the pupils use English as an additional language. In 2000, the school was given the *Healthy School* award. In 2003, the school earned the *Investors in People* recognition and the *Achievement Award* for improved results in the National Curriculum tests.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
22951	Glyn Gaskill	Lead inspector	Science, information and communication technology, religious education, physical education
31718	Denise Shields	Lay inspector	
27899	Georgie Beasley	Team inspector	English, music, geography, Foundation Stage
20326	Peter Clark	Team inspector	Mathematics, design and technology, history, art and design, special educational needs, personal, social and health education and citizenship

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is an exceptionally caring school providing a good quality of education for its pupils. This is due to the good leadership of the headteacher, good governance and overall good leadership and management. Pupils achieve satisfactorily and attain average, but improving, standards in their work. This is because teaching is satisfactory, overall, and in several classes it is good. The school provides satisfactory value for money.

The school's main strengths and weaknesses

- There is excellent provision for pupils' care, welfare, health and safety.
- The leadership of the headteacher, governance and overall management are good.
- Pupils' attitudes and behaviour are good due to the high expectations of pupils' conduct.
- There is good teaching in several classes, particularly in reception and Years 2, 3 and 6, but teaching is not good enough in the Years 4 and 5 class.
- There is a very strong commitment to include pupils of all needs in the life of the school and, as a result, pupils with special educational needs do well.
- The gathering of assessment information is good but more use could be made of this, and the assessment developments recently introduced, to further raise standards.
- The use of English and information and communication technology to promote learning in other subjects is unsatisfactory across the school. Standards in geography and design and technology in Years 3 to 6 are below expectations.
- The presentation of pupils' written work is unsatisfactory.
- Provision for personal development is good and there is rich range of activities outside of lesson times, particularly in music and sport for older pupils. Parents and pupils appreciate this.
- Links with parents are very good and contribute well to pupils' progress.

Since the school was last inspected in 1999, improvement has been satisfactory. Much has been done to promote better behaviour from all pupils. Planning for teaching has improved significantly. Leadership and management are now better than previously. Overall, standards have improved.

STANDARDS ACHIEVED

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

*Key: A – well above average; B – above average; C – average; D – below average; E – well below average
Similar schools are those whose pupils attained similarly at the end of Year 2.*

Pupils' achievement is satisfactory, overall. In the Foundation Stage, children are on course to reach all the goals expected at the end of the reception year, with the exception of their personal, social and emotional development in which they are likely to do better than expected. Children enter the reception class with below average attainment and then achieve well because teaching is good. In Years 1 to 6, standards of attainment are average in all subjects with minor exceptions. In Years 1 to 6, attainment and achievement are good in personal, social and health education. In Years 3 to 6, standards in geography and design and technology are unsatisfactory. In Years 1 to 6, pupils' overall achievement is satisfactory as the management of pupils' behaviour is very effective and teaching is satisfactory.

Pupils' personal qualities, including their spiritual, moral and social development are good. Their cultural development is satisfactory. There are good procedures to promote better attendance and, as a result, pupils' attendance is satisfactory. Pupils' approach to work and play is good. This is because there are high expectations of pupils' conduct and the rules for behaviour are well understood. The small minority of pupils with severe behaviour problems are looked after very well so that their actions do not interfere with the learning of others. Pupils take a good interest in what the school provides, both in and out of lesson times and are punctual to lessons. They take their responsibilities seriously and enjoy what they do.

QUALITY OF EDUCATION

The school provides a good quality of education for its pupils. The overall quality of teaching is satisfactory. In the reception class, teaching is good and children respond by working and learning purposefully in small groups. In Years 1 to 6, teaching is satisfactory, overall. There are several instances of good teaching where pupils become absorbed in their work and develop their understanding well. In the Years 4 and 5 class, teaching is unsatisfactory and pupils are not producing the quality of work which they are capable of doing.

The care which the school provides for its pupils is excellent.

The school provides a satisfactory curriculum. Developments in the planned curriculum have resulted in standards improving in recent times. The new learning resources for information and communication technology are starting to have a positive impact on standards, but pupils in the junior classes do not have a systematic method of storing their work. The school has gathered a wealth of assessment data, the use of which is now starting to have a positive impact on standards. The overall quality of assessment is satisfactory.

The school has developed very good links with parents. Parents take advantage of the opportunities the school provides for them to help their children make progress. Written reports on their children's progress lack clarity. Links with the community, schools and other education providers are good and have a positive effect on the curriculum and pupils' personal development.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good. The headteacher provides good leadership. This has had a particularly positive effect on the ethos of the school and resulted in gradually rising standards. The leadership of subjects is satisfactory and the management is good. Those with responsibility for subjects, overall, lead by positive example and the strengths and weaknesses are known and worked upon. Governance is good. The governing body is well organised and effective in its work. Each year group varies significantly in the ability and number of pupils, with their joining and leaving school at different times being high. Because of these factors, difficult decisions, such as teacher redundancy and reduced support time, have been made within the allocated budget. The welfare of the pupils is always given first priority.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents' have a high regard for the work of the school. They feel the school is a secure and safe place to send their children. They find the school very approachable and are confident that the issues they raise will be dealt with. Parents are not happy with the quality of written progress reports on their children. Pupils relate well to staff and each other.

IMPROVEMENTS NEEDED

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

- make more effective use of assessment to further raise standards;
- raise the quality of teaching in the Years 4 and 5 class;
- improve the presentation of pupils' written work;
- use literacy and information and communication technology more effectively in other subjects.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

STANDARDS ACHIEVED IN AREAS OF LEARNING AND SUBJECTS

Considering the whole school, inspection evidence finds pupils' achievement is **satisfactory** and standards of attainment are **average**.

In the Foundation Stage, children's achievement is **good** with the majority of children likely to attain the expected standards in their early learning goals.

In Years 1 to 6, pupils' attainment is **average** and their achievement is **satisfactory**.

Main strengths and weaknesses

- Children enter the reception class with standards that are below expectations. They achieve well, particularly in their personal, social and emotional development.
- In the current Years 1 to 6, standards of attainment and achievement are satisfactory, overall.
- Standards in personal, social and health education are good at the end of Year 2 and Year 6.
- The presentation of pupils' written work is not good enough.
- Standards in the national tests for 7-year-olds have increased more than the national average.
- Overall, results in the national tests for 11-year-olds are below the national average.
- By the time pupils are 11, standards in geography and design and technology are below average.

Commentary

1. Children's below average standards on entry to the reception class become average by the time they enter Year 1. This is due to good teaching, a relevant curriculum and purposeful management in the reception class. The majority of children are on course to meet expectations in nearly all of the early learning goals. In their personal, social and emotional development they are likely to exceed expectations. Their achievement in personal, social and emotional development is very good and in communication, language and communication, mathematical development and knowledge of the world it is good.
2. In Years 1 to 6, inspection evidence found standards of attainment to be average in almost every subject. This is a result of good teaching, particularly in Year 2 and Year 6. In Years 3 to 6 standards in geography and design and technology are below average. Pupils' knowledge is superficial in these areas. Pupils' attainment in personal, social and health education is good. The short teaching sessions for personal, social and health education involve pupils well in the subject matter. Pupils' achievement follows an identical pattern to their attainment, except for writing. The school has concentrated on pupils' skills in spelling and punctuation with the result that their achievement in writing is good. Standards in writing have been raised from below average to become in line with expectations. There are particular strengths in singing.
3. Pupils with special educational needs receive good support to meet their individual needs and achieve soundly. Pupils with severe learning difficulties receive very good support when withdrawn from lessons to undertake individual tuition. The majority of these pupils achieve well especially in literacy which is the main target of most individual education plans. These plans are relevant to pupils' needs and written in a style that is easy to follow and monitor progress.
4. The overall ability of successive year groups and the number of pupils in each year vary significantly. There is a significant coming and going of pupils as they move from Year 2 to Year 6. In the Year 6 of 2002/2003, some 40 per cent of pupils were not in this school when they were of Year 2 age. Assessment evidence indicates that the 60 per cent of these pupils

who were at the school from Year 2 to Year 6 made the expected improvement in standards. This movement of pupils in and out of the school at various times and the relatively high proportion of pupils with special educational needs in several years has put added pressure on all subjects. The school has worked hard to raise standards since the last inspection.

5. There was a significant underperformance of higher attaining pupils in the National Curriculum tests for 11-year-olds in 2003. The targets set for Level 5 were not met. The needs of the higher attaining pupils in the current Year 6 are being suitably met because of the good teaching in Year 6.
6. The average points score from the recent National Curriculum tests are shown in the table below.

Standards in national tests [SATs] at the end of Year 2 – unvalidated average point scores in 2003

Standards in:	School results	National results
Reading	15.9 (13.5)	15.7 (15.8)
Writing	14.6 (13.2)	14.6 (14.4)
Mathematics	17.1 (15.2)	16.3 (16.5)

There were 35 pupils in the year group. Figures in brackets are for the previous year.

Standards in national tests [SATs] at the end of Year 6 – unvalidated average point scores in 2003

Standards in:	School results	National results
English	25.6 (26.3)	26.8 (27.0)
Mathematics	25.8 (26.4)	26.8 (26.7)
Science	27.3 (27.4)	28.6(28.3)

There were 37 pupils in the year group. Figures in brackets are for the previous year.

7. In the last few years the national test results at the end of Year 2 have improved steadily and rose significantly in 2003. In the national tests at the end of Year 6, standards have been rising much at the same rate as the national pattern. Standards in science have been rising steadily but in mathematics and English have declined in recent years. Inspection evidence confirmed the trend in science but found the downward trend in mathematics and English has been reversed.

PUPILS' ATTITUDES, VALUES AND OTHER PERSONAL QUALITIES

Pupils' attitudes, values and other personal qualities are **good**.

Pupils' behaviour is **good**.

Other aspects of pupils' personal development, including spiritual, social and moral development, is **good**.

Attendance is **satisfactory**.

Main strengths and weaknesses

- Children in the reception class make very good progress in their personal, social and emotional development.
- Pupils with challenging behaviour, associated with their special educational needs, are given very good support and this means they take part fully in most activities.
- 'R' time makes a good contribution to pupils' personal development.

- There is very good planned provision for pupils to take responsibility.
- Religious education lessons and assemblies contribute well to pupils' spiritual development.
- Pupils enjoy school.

Commentary

8. Teachers plan activities in the reception class which encourage the children to work together in small groups. This means that the children from their first days in school are learning to take turns and share toys amicably. They remind each other quietly if this does not happen which reflects the good understanding they have of social rules and behaviour expectations. Teachers offer gentle encouragement and reminders so that children listen to each other well during group talk time, when they are sharing what they have done at the end of lessons. As a result of this emphasis on personal development, most children exceed the goals they are expected to reach by the end of the reception year.
9. There are a few pupils in school who present with challenging behaviour associated with their special educational needs. Because they are given such good support by a team of highly skilled learning support assistants, this does not stop other pupils' involvement in lessons. Older pupils rise to the high expectations of conduct set by all staff and demonstrate good levels of personal development when they invite these pupils into activities or to sit with them at lunchtimes. All pupils take their responsibilities seriously. Older pupils wear red caps to identify that they are helping younger pupils at lunchtime, with all pupils benefiting from the experience. Those pupils involved in the school council make absolutely sure that they do not miss a planned meeting. Everyone, including pupils, expects the school rules to be followed by all because everyone has been involved in deciding what these are. Although there were three short-term exclusions last year, the school makes sure that this is the last step. Two of these instances were from pupils who transferred to the school when at risk of permanent exclusion from their previous schools. As a result of the very good systems set up, the school is a welcoming and safe place in which to live and learn.
10. The number of exclusions for the year prior to the inspection is shown in the table below.

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	191	3	0
White – any other White background	32	0	0
Any other ethnic group	1	0	0
No ethnic group recorded	1	0	0

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

11. Good opportunities for the pupils to think about how they should behave towards each other and help each other out are planned through 'Relationships' or 'R' time. These sessions encourage the pupils to work together to solve simple problems or to work out how they should approach a difficulty they may have with their work or relationships with each other. As a result, pupils have good relationships with each other and this helps the school to be the calm and friendly place that it is. Religious education lessons and assemblies are used effectively to talk and learn about different religions and this helps the pupils to gain a good awareness and respect for other people's differences.
12. Pupils, including those with special educational needs and disabilities, take a keen interest in school life. They happily arrive at school in the morning and nearly all of them arrive on time.

Recently the governors have begun to more rigorously raise parents' awareness of the need for their children to attend school regularly. This is because the school's good monitoring systems have highlighted that a significant minority of families take holidays during term time.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	6.0%	School data:	0.1%
National data:	5.4%	National data:	0.4%

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The overall quality of education provided by the school is **good**.

TEACHING AND LEARNING

The overall quality of teaching is **satisfactory** and this leads to **satisfactory** learning by pupils. The use of assessment and its effect on raising standards is **satisfactory**.

Main strengths and weaknesses

- The quality of both teaching and learning in the Foundation Stage and in Years 2, 3 and 6 is good.
- The quality of teaching and learning in the Years 4 and 5 class is unsatisfactory.
- Learning support assistants are very effective in their work.
- There are very high expectations of pupils' good behaviour.
- The specialist teaching of pupils with special educational needs is good.
- The school has very thorough systems for assessment which have the potential to be a more powerful tool in raising standards.
- The school is aware of the need to directly involve all pupils in reviewing their own progress against agreed targets.
- Specialist teaching is used to good effect.

Commentary

13. There was more good teaching observed in this inspection than the previous one. A summary of all the lessons graded is shown in the following table:

Summary of teaching observed during the inspection in 35 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	3 (8%)	21(60%)	9(26%)	1(3%)	1(3%)	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.

14. In the classes where teaching is good, there are lively and purposeful starts to lessons so pupils are fully involved in their learning from the start. Teachers use effective procedures to gain pupils' attention when they become over-occupied in their work or need reminders about expectations of behaviour. Pupils respond very promptly and their pace of learning is good. The teaching of music, physical education and information and communication technology benefits from teachers with a specialist interest in these subjects taking the older classes.

15. Teaching is unsatisfactory where the work set for pupils is not clearly explained and does not build on their previous learning. This leads to general frustration and little new learning taking place during lessons. In addition, the resulting quality and standards shown in pupils' written work is less than expected.
16. In the majority of classes, statements to describe what is intended that pupils should know (learning objectives) are not used to the full. The objectives tend to lack precision and, after being shared with pupils, are not always consistently used for the whole of a lesson. Whilst most pupils' work is fully marked, references to specific learning outcomes to help pupils improve are rare. Insufficient attention is given to improve the quality of presentation of pupils' work. The use of marking to raise standards is inconsistent.
17. Learning support assistants are knowledgeable about their work and, particularly with pupils with special educational needs, give very good support to help pupils' progress. Through their skill, the actions of those few pupils with severe behaviour problems is contained so it does not affect the learning of other pupils.
18. The specialist teaching of pupils with special educational needs is good. This is having a beneficial impact on the achievement of these pupils in meeting their individual targets. Targets requiring pupils to behave well are carefully planned and consistently implemented. This results in these pupils achieving well. Pupils' individual education plans are realistic. The school is aware of the need to use them more in planning for mainstream lessons to ensure work is correctly set to aid learning. Children with special educational needs in the Foundation Stage achieve well because the quality of teaching is good.
19. Systems and procedures for monitoring pupils' attainment are good. Since the previous inspection there has been good improvement in the development of assessment systems. There are thorough records to track and predict individual pupils' attainment against prior learning levels in English and mathematics. The procedures for other subjects are adequate but less systematic. The setting of targets for individual pupils' achievement has recently been introduced. Pupils are familiar with these targets but the system has not had sufficient time to affect standards

THE CURRICULUM

The curriculum for pupils across the school is **satisfactory**.

Provision for extra-curricular activities is **good**.

The accommodation and learning resources are **satisfactory**.

Main strengths and weaknesses

- The curriculum for the Foundation Stage is good.
- The curriculum for Years 1 to 6 has improved since the last inspection.
- Extra-curricular activities in Years 3 to 6 are very good.
- The use of literacy and information and communication technology across the curriculum is insufficiently provided for.
- The curriculum for pupils with special educational needs is good.
- Provision for pupils' personal, social and health education is good.
- Pupils have good access to the curriculum.

Commentary

20. The curriculum for the Foundation Stage closely follows the recommended six areas of learning for children of this age. It is suitably modified to match the needs of the children who

benefit from it. This is a significant improvement since the last inspection when the curriculum for the Foundation Stage was an area which needed improving.

21. The improving standards being achieved today are the result of a soundly planned curriculum from Years 1 to 6 that considers pupils' continuing academic and personal development. This is a great improvement since the last inspection when teachers were not fully aware what had been taught in previous years. Action plans have been introduced for the development of all areas of the curriculum. These plans correctly identify areas for improvement but need fitting into whole school development to be more effective.
22. The school's strategy for teaching literacy and numeracy has been successfully implemented across the school. The school is aware of the need to continue to create opportunities for pupils to write for a variety of audiences across a range of subjects. The school's strategy for teaching numeracy is implemented satisfactorily. Opportunities for pupils to use their numeracy skills in other subjects are satisfactory but not systematically planned for. Planning for the use of information and communication technology in subjects across the curriculum is unsatisfactory. The school is well placed to improve this aspect through the continuing use of the relatively new learning resources for information and communication technology.
23. The majority of teachers plan sequences of lessons that provide a range of interesting opportunities that excite and make new learning both enjoyable and informative. The application of knowledge and skills to problem solving and investigation in mathematics and science continues to be an area for sustained improvement.
24. The provision for special educational needs pupils is good. This helps them make consistently satisfactory progress during their time in school. Pupils with more complicated special needs often make good progress against prior learning levels. All pupils with special educational needs are given every opportunity to take part in all the school's activities. This is a strength of the school.
25. The school successfully involves pupils in its social activities and provides a well balanced curriculum. Pupils have very good, equal access to the curriculum for nearly all of the time. Several pupils benefit from a most worthwhile range of additional musical instrument lessons. Efforts have been made so that these pupils do not miss important aspects of the mainstream curriculum, but there is a need to further reduce the effect of their withdrawal from class.
26. Provision for physical education and performance in music is good. Swimming is very well provided for with sessions from Year 4 through to Year 6. A wide range of extra curricular activities in sport bring many pupils to inter-school events from which they benefit greatly in their personal development. The school is very active in promoting pupils' musical performance and also organising visits from professional musicians. Parents are very appreciative of this. The very good range of extra-curricular opportunities for juniors is open to all pupils and many of them take the opportunity to take part.
27. Pupils' personal, social and health education figures very highly in the general fabric of the school and all these activities are conducted well. There are carefully planned and organised courses for sex education, healthy eating and the dangers of drugs and smoking. These involve members of the local community, such as the local health authority and police force. The school has also fostered good links with the local secondary school in, for example, the use of sports facilities. This enhances the curriculum and prepares pupils well for the next stage in their education.
28. The learning resources for information and communication technology are good and, as they are relatively new, are now starting to raise standards. There are a few classrooms where space is restricted, particularly for the oldest pupils. Accommodation and learning resources make a satisfactory contribution to pupils' learning.

CARE, GUIDANCE AND SUPPORT

The school's provision for pupils' care, welfare, health and safety is **excellent**.

Pupils receive **good** support, advice and guidance.

Pupils' involvement in the school's work is **good**.

Main strengths and weaknesses

- The headteacher shows an extraordinary commitment and concern for the needs of boys and girls of all ages.
- Arrangements to ensure that all pupils are safe and well cared for are excellent.
- Pupils think highly of the school and feel safe, secure and well supported.
- Not all pupils are sufficiently involved in the assessment of their work or in setting personal targets to improve their learning.
- Pupils' opinions are regularly sought and their views are valued.

Commentary

29. The school provides an extremely caring and happy atmosphere in which pupils say they feel safe and secure. Pupils know that there is an adult they can go to if they are worried at school. They have very positive views about school life. The school code is a simple set of rules that pupils are expected to abide by. The rules help everyone to work and play in a harmonious atmosphere. The very good relationships between adults and pupils help pupils to show mutual respect and to develop into mature young citizens. The good links with parents of children starting in the reception class and the sensitive arrangements for supporting them help children to quickly feel at home and adjust to the routines of school life. This early partnership with families is quickly built upon and strengthened as pupils move through the school.
30. Staff follow the agreed policies and clear practices relating to health, safety and child protection extremely well. These procedures permeate all aspects of school life and are clearly understood by all concerned who work or help in school. They notice when pupils are having difficulties and take action very quickly to put matters right. The headteacher, in particular, demonstrates an exceptional commitment towards the care of all pupils including those with special educational needs and disabilities. He is very quick to seek advice and guidance from specialist agencies in order to support individuals, for instance in trying to overcome emotional or behaviour problems.
31. Pupils are very enthusiastic about the school council. They know who their class representatives are and how they can raise points for discussion at the meetings. Pupils feel their views and suggestions are listened to and, where possible, acted upon. In addition, pupils consider their views are respected when they offer opinions in lessons and talk to all adults in the school. Pupils talk enthusiastically about the results of their suggestions. For example, the introduction of kindness week and 'R time' and the two rabbits that are now well cared for by pupils.
32. The oldest pupils set and review goals to improve their own learning and personal development. This is making a significant contribution to their self-awareness. In all Year 1 to 6 classes, learning objective targets for personal improvement in the core subjects have been further developed recently. Pupils refer to these targets with enthusiasm but the use of these more precise targets has not had sufficient time to affect learning. The school has collated a good range of assessment information about individual pupils. This information is not always used accurately enough to set these targets or made use of in lessons. When teachers mark pupils work, their written comments do not always clearly indicate to pupils how they can make their work better.

PARTNERSHIP WITH PARENTS, OTHER SCHOOLS AND THE COMMUNITY

The school has developed a **very good** partnership with parents.

Links and liaison with the community, schools and other education providers are **good**.

Main strengths and weaknesses

- The school successfully involves parents in both school life and their children's education.
- The headteacher and all staff are very approachable and listen to suggestions and concerns.
- Parents are kept well informed about events in school and what is being taught.
- Parents are not provided with sufficient written information about the progress that their children are making.
- Good involvement with other schools and the community enriches the curriculum and enhances pupils' personal development.

Commentary

33. There is a very clear philosophy that the education of all pupils is a two-way partnership between the school and their families. Parents are encouraged to come in or telephone at any time if there are concerns or issues to discuss. The headteacher, in particular, tries to ensure he is available to see parents and will often contact them at the end of the school day in order to resolve problems. It is this very quick response and approachability that parents appreciate. The exceptional care, shown by the headteacher, extends beyond pupils to their families. He often is able to arrange help and support for them through the extensive network of agencies to which he has access. This is a factor that contributes strongly to the very good working relationship that he has with almost every single family. Discussions with parents both before and during the inspection indicate they hold the school in high regard.
34. The school regularly seeks the views of parents on a range of specific issues and acts on the suggestions they make. Parents attendance at concerts and productions in school, where their children are involved, is good so they become more involved with their children's work. Over the years the school has encouraged parents to attend a range of activities and courses designed to provide them with a greater understanding and involvement in their children's education and many do so. There are quite a few parents who regularly help with classroom activities and they feel their efforts are valued. In reception and the Year 1 and 2 classes, the family reading morning is well attended by parents. Pupils speak enthusiastically about being able to read to their parents in their own classrooms. Pupils' reading records show that many parents hear their children read at home and this also has a positive impact on the standards their children achieve.
35. There is a strong parents' association which organises social and fund raising events. These activities further improve the links which parents have with the school and raise funds for needed learning resources and activities outside lessons.
36. Good quality written information is sent home regularly in the form of informative newsletters and general day-to-day letters. This means that parents are kept up to date with important changes, for instance about what their children will be learning or changes to class groupings. Parents receive a written report each year that gives them information about their children's curriculum opportunities and developments. A particularly notable feature of the reports, and one that is appreciated by parents, is the teacher comment about pupils' personal development over the year. These comments clearly show that teachers know the pupils very well indeed. The reports, however, do not provide parents with sufficient information about the progress children have made or their strengths and areas for development in all National Curriculum subjects.

37. The wider community provides a rich source of visits and visitors that are used well to broaden pupils' experiences and improve standards of achievement. Pupils take part in local events, for instance when the town Christmas lights are switched on, and a good range of sporting events with local primary schools. These activities help them to grow in self-esteem and confidence. The school is also well used by local community groups. Good liaison with the nearby secondary school ensures that at the age of 11, arrangements to transfer information and for pupils to gain first hand experience of their new school are effective.

LEADERSHIP AND MANAGEMENT

Leadership and management are **good**.

The headteacher provides **good** leadership.

The leadership of subjects is **satisfactory** and the management is **good**.

Governors give **good** support to the school.

Main strengths and weaknesses

- The headteacher provides positive leadership.
- Staff receive the training they need to help them do their jobs better.
- The governing body give good support to the school.
- Financial management is good.
- Special educational needs is led and managed well.
- Subject co-ordinators know the strengths and weaknesses in their subject areas.
- Staff induction procedures are good.

Commentary

38. The headteacher provides strong and caring leadership. The exceptional pastoral care and support provided for pupils and staff is at the top of his list. This means that everyone is keen to come to school and a strong social ethos has been established. There is a common purpose amongst all staff and the governing body to do their best for the pupils in school.
39. Training opportunities for staff to develop their skills are good. The skills they gain and develop are used very effectively in lessons to promote better learning. When new staff join the school, they are soon clear about the expectations of care and conduct for staff and pupils alike.
40. Management of special educational needs is good. All staff involved are dedicated to providing the very highest quality care for special educational needs pupils. This is underpinned by good relationships and respect. The management of subjects is good. Subject action plans clearly identify areas of weakness which have also been identified by the inspection team. The school is well placed to make the improvements required to continue to improve standards and pupils' achievements.
41. The governing body is fully involved in the school's work. It makes sure that all statutory requirements are met and that the pupils receive the resources they need to achieve. The school consults with the school community in drawing up its priorities for development. Recent improvements in the format of the school development plan have made it a more useful working document.
42. Both parents and governors express concern about the reported, comparatively low level of funding from the local education authority. The school manages its available budget well. Governors ask searching questions to make sure that money is being spent on those priorities identified at their meetings. When difficult decisions and choices have to be made, these are always done in the pupils' best interests and their needs are always put first. The school recently had a deficit budget approved by the local authority with a three year plan to remove the overspend. Through the approved use of funds which were to be spent on capital projects,

the loss of teaching and support staff and an increase in pupils numbers the school no longer faces a deficit. The most recent complete financial year is summarised below.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	575,477
Total expenditure	544,597
Expenditure per pupil	2,111

Balances (£)	
Balance from previous year	-10,081
Balance carried forward to the next year	20,798

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

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

43. Children have a wide range of abilities when they start school, but attainment on entry is below average, overall. All children achieve well in their communication, language and literacy, in their mathematical development and in their knowledge and understanding of the world and an expected number attain the goals they are intended to reach by the end of the reception year. They achieve very well and nearly all children exceed these goals in their personal development. Attainment in physical and creative development is satisfactory and most children achieve the expected goals by the end of the reception year.
44. The quality of teaching and learning is good. Adults who work in the reception class know the children's needs well and good use of assessment information ensures that they receive the support they need to make good progress. Children's interests are used effectively to guide and development learning activities and they achieve well. For example, after noticing in a picture that people are charged entrance into theatres, the children made signs for their own class puppet show. Visitors were subsequently charged to see their made up Punch and Judy show.
45. A weakness in the previous inspection was the quality of the curriculum. Improvements have been made and the curriculum is now good. The school has made sure that the planned activities are play based and cover the full range of the Foundation Stage curriculum. Induction procedures are good. The children have two opportunities to visit with and without their parents and this makes sure they are familiar with the classroom before they start. Parents are fully involved in the assessments the school makes when the children start school and this means that things can be put into place quickly and as soon as they start. This is particularly beneficial to those with special educational needs.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

The provision for personal, social and emotional development is **very good**.

Strengths and weaknesses

- Children's attainment is good and their achievement is very good.
- The children settle quickly because induction procedures are good and routines are well established.
- Teachers make sure that the children's contributions are valued and this encourages them to have a go at new learning and ensures high self-esteem.
- Children confidently play outside with older pupils.
- The children care for their own needs very well.
- On occasion the children do not have enough opportunity to plan their own learning.

Commentary

46. The children have two well planned opportunities to visit the class before they start school. This gives them valuable opportunity to get to know the surroundings, staff and each other. Strong relationships are built quickly and this makes sure that the children start school with confidence and settle quickly to the expectations of behaviour and self-management. The children find their own things at playtimes and get dressed and undressed for physical education activities almost independently. This is much more than you would normally expect for children of this age. Parents have good opportunity to meet staff and the headteacher to

learn about everyday procedures and this means they can support their children on the first day at school.

47. Occasionally the children are expected to take part in formal learning which goes on for too long. This means that the amount of time for choosing and planning their own learning is limited. On those occasions when time is made available, the children's ideas are built on well by staff who provide the resources they need to do the things they want to do.

COMMUNICATION, LANGUAGE AND LITERACY

The provision for communication, language and literacy is **good**.

Commentary

- Children's achievement is good.
- Opportunities to speak in small groups ensure the children make good progress in their conversational and social skills.
- Role-play areas are well planned and interesting and provide good opportunities for the children to speak and write in a number of relevant pretend situations.
- The children have the skills they need to build on their reading levels as soon as they start in Year 1.
- Literacy lessons are sometimes too long.

Strengths and weaknesses

48. Every Monday morning the children share their weekend news with the class as a whole group. The task is structured and relevant so that the children are learning to describe and explain what they did, when, how and why. The practice of rehearsing their news with a partner before coming together as a whole class is particularly beneficial. Good challenge is built into the activity when the teacher asks some children to report their partner's news rather than their own. By the end of the reception year, most children are achieving the national goals they are expected to reach in their speaking and listening skills.
49. Role-play such as the class office and the Punch and Judy puppet theatre provides good opportunity for the children to speak and write in real life but pretend situations. During the inspection, two children decided to make and send cards to a family member and with support were able to write a relevant greeting inside. By the time they join Year 1, most children are able to write at least one sentence, using spellings which are written as they sound and therefore can be deciphered easily. Although literacy lessons are often too long and too formal, the children enjoy listening to stories. Teachers ask relevant questions and this ensures that the children think about what is happening in the story and this helps them to remember important details. They are familiar with many stories and can talk about them knowledgeably and with confidence.

MATHEMATICAL DEVELOPMENT

The provision for mathematical development is **good**.

Strengths and weaknesses

- Children's achievement is good.
- Activities are practical and interest the children.
- Teachers use questions effectively to make the children think about how they get to a particular answer.

Commentary

50. The children enjoy their maths activities because they are fun. Often stories are used as starting points to activities and this means that the children are already familiar with much of the content. Teachers choose the stories carefully to make sure that they are helping the children to learn what is planned, such as learning the vocabulary above, below, by, under and on top to describe the position of objects. Astute questions develop thinking to enable the children to consider why they are thinking the way they are. For example, saying why they have placed things into a suitcase in a certain way when packing for a pretend holiday.
51. Children recall their previous learning when they recognise patterns on their play clothes. For example, they point out the 'heart-circle-heart' on a pair of sandals. The more able children count confidently to 10 but can't count on starting from a number within 10. Many correctly identify single digits.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

The provision for knowledge and understanding of the world is **good**.

Strengths and weaknesses

- Children's achievement is good.
- The children have good knowledge of how plants grow.
- The children have a good awareness of different faiths and beliefs.

Commentary

52. The curriculum is organised into relevant themes which provide a structure to learning in knowledge and understanding of the world and creative activities. Teachers play together with the children and this enables them to point out important new learning. The children are developing inquisitive natures as a result and this means they want to learn more.
53. The children take part in a wide range of interesting activities which develop their knowledge and understanding of plants and animals. Growing activities take place in the spring and summer terms and this allows the children to care for and watch plants grow. The children learn about the wide range of festivals and celebrations that take place in Britain today. Through this they are developing a good awareness of different faiths and beliefs.

PHYSICAL DEVELOPMENT

54. From the limited evidence it was possible to gather, provision for physical development is satisfactory. Use of the outdoor area is not always planned in a structured way to develop children's physical skills. Children show a satisfactory awareness of space when they play outdoors either in the enclosed area or on the 'trim-track' circuit. They are well aware of playing safely.

CREATIVE DEVELOPMENT

55. From the limited evidence it was possible to gather, provision for creative development is satisfactory. Children play imaginatively using a puppet theatre. They play the parts of audience and puppeteers well and develop their own ideas, such as having tickets for the performance. They use dry and damp sand to act out their own stories using small toys. They use tie-dye techniques to produce patterns on fabric. Children make animals from shells and paint using ready mixed paint. Musical instruments are readily available for children, but were not seen in use during the inspection.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision for English is **satisfactory**.

Strengths and weaknesses

- Achievement in writing is good.
- Achievement in many classes is now good because teaching and learning are good in these classes.
- The quality of handwriting and presentation in pupils' work in books is unsatisfactory.
- Targets are often too broad and do not guide children's learning precisely enough.
- The use of literacy in other subjects is unsatisfactory.

Commentary

56. Standards are rising and work in books and lessons seen indicates that standards in the current Year 2 and Year 6 are average in speaking and listening, reading and writing. This represents higher standards than the last few years when standards have been below average and achievement satisfactory overall. Achievement in writing is good. Pupils with special educational needs make the same progress as other pupils because they get the support they need in lessons to help them succeed with the planned tasks.
57. Standards in writing are rising throughout the school because of the focus given to improving what pupils write and their basic skills of spelling and punctuation. As a result of good teaching in this aspect, all pupils achieve well across the school in their writing. Pupils write quickly and in a range of styles. Poems recently written by older pupils use exciting and interesting language and are to a good standard. The work is presented well because pupils have written them on a computer, reflecting the pride they have in the work. The presentation of every day work in books is nearly always untidy because not enough care is given to forming letters correctly or to joining letters in a fluent joined handwriting style. The school has identified this weakness and the action plan clearly identifies the improvements that need to take place. Formal handwriting lessons have already started and the standard of presentation is much better in these lessons. However, teachers do not always reinforce the learning from formal handwriting sessions at other times to remind pupils of the care they expect them to take.
58. The teaching of reading is satisfactory overall. Younger pupils are taught strategies to help them read independently and, as a result, use their knowledge of letter sounds well to work out those words they do not know. Others use the pictures to give them clues and to make a suitable guess which fits in with the storyline. These skills are helped by the regular support pupils get with their reading at home and during the weekly sessions when parents and grandparents come into class to read alongside the pupils. Older pupils enjoy reading and choose books in a considered way, giving thought to whether they are likely to be interested in the content, whether they have already read a book by the same author or following a recommendation from the teacher or a friend.
59. Speaking and listening is developing well because of several new initiatives that have been introduced recently. Pupils are given good opportunities to discuss their ideas with a partner before sharing these with the rest of the class. Because these things are so new, their impact on achievement is not yet evident in higher standards.
60. The quality of teaching and learning is satisfactory overall. Planning has become more focused and this means teachers are clear about what they want pupils to learn. Most teachers use the information from the careful assessments made in lessons to decide on group targets to guide pupils' achievements. In good lessons, teachers use the information to set more precise targets for individuals and this is reflected in their marking. This is not consistent across the

school, however, and requires closer monitoring to make sure pupils in all classes receive the same good guidance. Pupils in most lessons produce a lot of work in the time available because teachers keep them focused on the task and have high expectations of what they can do in the time available. This is not always the case in the Years 4 and 5 class, where there is less work in books and which indicates progress is unsatisfactory.

61. Satisfactory progress has been made in the development of English since the last inspection. The current subject action plan clearly sets out the weaknesses in the quality of presentation and what the school is doing about it and the need to develop more precise targets for individual pupils. There is also a focus on developing writing in other subjects to enable pupils to practise their skills in a range of other contexts.

Literacy across the curriculum

62. The use of literacy across the curriculum is unsatisfactory. Although standards of writing are improving in English lessons, there is not enough opportunity for pupils to practise these skills in other subjects. Although there is a little work in a limited number of pupils' books and on display to show that a few teachers develop literacy skills well, this is not consistent across the school.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Mathematics is an improving subject because planning and assessment are having a positive impact on teaching and learning.
- Progress is inconsistent as pupils move from Year 3 to Year 6.
- The school failed to reach targets for higher attaining pupils in the 2003 national tests for 11-year-olds.
- Presentation in the majority of pupils' workbooks is untidy and lacks a certain pride.
- The regular use of information and communication technology to underpin skills in mathematics is unsatisfactory in Years 3 to 6.

Commentary

63. Inspection evidence found average standards of attainment in the current Year 2 and Year 6 in mathematics. This is a positive improvement when compared with the national tests for 11-year-olds in 2003 when standards were below the national average. The number of pupils gaining the higher Level 5 in these tests was well below the school's expectations. Inspection evidence found the needs of the higher attainers in the current Year 6 to be suitably met. Results in the national tests for 7-year-olds have improved from well below average to above average in 2003. These improvements are the result of effective, well planned teaching in Year 2 and Year 6. Overall, the majority of pupils achieve satisfactorily and make sound progress against prior levels of learning. There are encouraging signs that standards are improving and the school is now well placed to achieve the challenging targets for Year 6 in 2004.
64. Pupils with special educational needs are well supported by teachers and learning support assistants. As a result, they achieve as well as their peers in mainstream classes. Boys and girls are currently making similar progress. Pupils from traveller backgrounds also achieve soundly against prior learning levels.
65. Most pupils enter the school with below average mathematical understanding. However, by the end of Year 2 the majority of pupils are working within the expected level for their age. These pupils have developed a sound knowledge and understanding of place value of numbers up to

20. They confidently recall addition and subtraction facts to at least 10. Pupils recognise number patterns relative to multiplication tables and use a range of different ways of working out answers for themselves. By Year 6, pupils recognise multiples of 4, 5, and 10 up to 100 and convert simple fractions into percentages using calculators to check their answers. Evidence from looking at pupils' work indicates that provision for pupils is uneven as they move upward through the school. For example, in the Years 4 and 5 class, higher attaining pupils do not make sufficient progress.

66. Overall, the quality of teaching and learning is satisfactory. However, in Year 6 pupils make better progress because they are well taught. In these classes teachers transmit their enthusiasm for the subject and activities capture pupils' interest. There are many lessons where pupils of all abilities are well provided for so their achievement is at least satisfactory. In a few other lessons, however, those of average capability often make progress at the expense of higher attaining pupils who do not always receive enough to motivate or challenge them. In some lessons, the final part is rushed and planned opportunities to check and consolidate new learning are rather fragmented.
67. Good, committed management of the subject by all staff is helping to raise standards. Lesson observations have identified strengths and weaknesses in teaching. Marking is inconsistent and does not sufficiently indicate to pupils how they can improve. In addition, the school knows it has to develop greater consistency in the quantity and quality of work produced if individual pupils are to make better progress. Pupils seldom make use of computers to present data or solve problems.

Mathematics across the curriculum

68. The basic skills in numeracy are satisfactorily taught in many lessons. Bar graphs and tally charts are used in geography and science lessons. Aspects of measurement of force, temperature and length are involved in science and design and technology.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Standards in the national test for 11-year-olds in science have improved steadily in recent years but are well below expectations.
- Investigative work lacks use of pupils' own questions and explanations.
- Pupils carry out practical work thoughtfully and have positive attitudes to their science.
- Whilst teaching is satisfactory overall, good teaching takes place in a significant number of lessons.
- The curriculum in several of the mixed age classes does not follow an easily recognisable pattern.

Commentary

69. Overall standards in Year 2 and Year 6 are average and they are achieving satisfactorily. This is much the same as the last inspection. Standards at the end of Year 6 and Year 2 are average in knowledge and understanding of physical and biological science. Their skills in practical work to carry out simple procedures are good but investigative work could be better. Year 2 pupils work most carefully when setting up electrical circuits using everyday objects. Through relevant questions from the teacher, they apply their previous learning to correctly explain what they observe. Opportunities for pupils to talk about what they have done and learned are provided where teaching is good. When this is done the remainder of the class listen well and relate what they hear to their own experiences. This consolidates learning well.

70. Year 6 pupils carry out measurements of forces in both simple and complex contents. There are examples of display being used to support learning well. For example, key technical words relevant to current and recent learning are clearly displayed with explanation of their meaning. This results from teachers' confident knowledge in the requirements of the science curriculum.
71. Pupils correctly record the data they collect from their practical work in tables. Younger pupils complete given tables. The oldest pupils correctly decide for themselves how to present collected data because the teaching is good. Pupils make predictions and draw conclusions but these are insufficiently backed up by their reasoning from either previous learning or experience. Pupils do not raise their own questions to which answers can be found by systematic practical scientific investigation. Management of the subject is aware of this need.
72. The standard of presentation of pupils' written work is inconsistent and indicates lower levels of attainment than when they are talking about science or carrying out practical activities. This stems from lack of common guidance from teachers as to how pupils record their work as they move through the school. There is a particular challenge to provide even curriculum coverage in the mixed age classes from Year 2 onwards. Whilst this has been clearly thought out in the parallel Years 5 and 6 classes, curriculum coverage in the other classes involving pupils in Years 3 to 5 does not follow an obvious pattern. Insufficient use is made of information and communication technology in the presentation of data.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Learning resources for information and communication technology are good and managed very well.
- Overall, management of the subject is good.
- The storage of pupils' work in Years 3 to 6 is unsatisfactory.
- A new scheme of work is being introduced in a thoughtful manner.
- Pupils in Year 2 are very skilled in setting up, storing and closing down their work on computers.
- There is limited consideration of the use of information and communication technology in everyday situations and comparison with traditional methods of communication.

Commentary

73. Standards in Year 2 are firmly in line with expectations and in Year 6 are average. Pupils' achievement in Year 2 and Year 6 is satisfactory. Pupils in Year 2 use simple but effective instruction sheets to open, store and close down their work. They do this very methodically and help each other in the process. The provision and use of these sheets are examples of good teaching and management. Pupils control the mouse well but their use of the keyboard is slow.
74. Pupils in Year 2 and Year 6 have exchanged occasional emails within the school and with individuals in other countries. Older pupils have used word processing to write letters and they know how to incorporate clip art with text. Pupils are familiar with the use of a large display screen for a computer to guide their work. In the good teaching observed this was used well to demonstrate to Year 2 pupils how to use an index to find information. When the large display screen was not used in a Years 4 and 5 lesson, pupils had little idea what to do when they used their computers. Teaching and learning were unsatisfactory in this lesson. Teaching and learning overall are satisfactory.

75. The school has purchased a commercial scheme of work and associated software. A good feature of teaching is where individual lessons in the scheme have been modified to better match the needs of pupils in the school. Both the content of the lesson plan and the learning objectives for the lesson are considered. It is still early days for the new equipment and scheme of work to have had a significant impact on standards. Pupils have limited knowledge of the use of information and communication technology in everyday life or the advantages and disadvantages over more traditional methods. In Years 3 to 6 it is very difficult for staff and pupils to track progress as there are no established routines to store completed work.
76. The school employs a part-time technician who provides most valuable support for teaching and learning in information and communication technology. There has been a significant, recent investment in computers and other learning resources for the subject. A feature of the good management for the subject is the staff training involving both the new equipment and the commercial scheme of work. The pupil to computer ratio is a little better than the national average. Many of the computers are located in a well designed computer suite and have good use made of them. Most classrooms have two computers which tend to be underused. Because overall management of the subject and learning resources are good, the school is well placed to raise standards in the subject and its application across the curriculum.

Information and communication technology across the curriculum

77. The use of information and communication technology across the curriculum is unsatisfactory. There is limited use of word processing in English, sensing physical data in science and composing programs in music. Other than this its use in other subjects is very limited and not sufficiently included in planning for teaching.

HUMANITIES

78. Geography was not a focus of the inspection. However, inspectors talked to pupils, looked at work in books and observed one lesson. Although the one lesson seen was judged good, work in pupils' books indicate that there is patchy coverage in some junior classes and standards are inconsistent. After talking to pupils in Year 6 the evidence indicates that provision is satisfactory in Years 1 and 2 but unsatisfactory in Years 3 to 6. The school's intention to monitor whether coverage in the subject is consistent is included in the subject action plan.
79. In history no lessons were observed. It is, therefore, not possible to form an overall judgement about the provision in this subject. Evidence from looking at pupils' work indicates that standards attained are broadly average. It is clear from discussions with pupils in Years 5 and 6 that they enjoy history and they spoke confidently and knowledgeably about life in ancient Egypt. In previous years, they studied the Second World War and how Coventry was bombed. The range of visits undertaken and visitors to the school play an important part in making the work interesting and relevant.

Religious Education

The limited available evidence indicates provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Religious education plays a significant part in pupils' spiritual development.
- Curriculum coverage in Years 3 to 6 is inconsistent.

Commentary

80. It was only possible to observe one lesson of religious education, where the teaching was good. From this observation, looking at pupils' books and talking to pupils, attainment and achievement in Year 2 and Year 6 are satisfactory.
81. Pupils respond sensibly and thoughtfully when considering the artefacts and common symbolism, such as the use of light, in major world religions. Teachers and learning support assistants successfully produce positive settings by which pupils develop this understanding.
82. In the Year 5 and 6 classes this year pupils have considered facing life's challenges and how to meet and overcome them. They have also gained a satisfactory knowledge of the origins of the Islamic faith. The recorded work in the Years 4 and 5 class has been very limited in comparison with the work in other classes. The current Year 6 considered relationships when they were in Year 5. Their writing shows a sensitivity in their understanding of how individuals of all ages have different outlooks on life. They studied the major Christian festivals and surveyed the differing Christian denominations in Lutterworth. They then compared the provision in Leicester for the Christian and other faiths. This was a useful exercise to consider the diversity within and between faiths.
83. Year 2 pupils talk enthusiastically about their work in religious education. When looking at display and religious artefacts regarding Diwali, they name divas and recognise images of Rama and Sita from the Hindu religion. They recall a visit they made to a local church, relating to the significance of features in the church and the ceremonies for the rights of passage through life.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

84. Due to timetable arrangements, only one lesson was observed in art and design and design and technology. It is not, therefore, possible to make a judgement about provision. Evidence from the scrutiny of pupils' work and teachers' planning indicates that standards achieved are broadly average.
85. It is evident from teachers' planning, discussions with pupils and scrutiny of classroom displays that work planned in art and design covers all the requirements of the National Curriculum. This is a similar picture to that at the time of the previous inspection. Less evident is the development of painting skills using a range of techniques. However, good attention to the development of pencil drawing skills was a strong feature of the lesson in a Years 5 and 6 class where pupils achieved well because of the teacher's high expectations, pace and challenge. Pupils worked co-operatively in groups of three to create a drawing in the style of a well known artist to represent an *Allegory of the Varieties of Human Life*. Pupils developing pencil work illustrated a satisfactory knowledge of line and texture and the need to use shading to develop shapes of a three-dimensional nature. The use of information and communication technology to underpin skills is unsatisfactory.
86. In design and technology, discussions with pupils indicated that their experiences of using a range of tools and materials and developing expected subject skills through designing and making a variety of products is, at best, patchy. Displays in Year 2 clearly illustrate the design and manufacture of good quality hand puppets. Older pupils had designed moving 'monsters' using paper, card and simple pneumatics. However, it is clear that pupils do not always evaluate their work to indicate improvements. Many of the available tools normally used for design and technology in Years 3 to 6 were little used. Standards in design and technology, particularly in Years 3 to 6, need improving. Information and communication technology does not yet make a good enough contribution to pupils' learning through planning, modelling or control and remains at an early stage of development.

87. In these subjects the role of the co-ordinators is satisfactory overall. They are keen and enthusiastic about their area of responsibility, but their systematic overview of whole school strengths and areas for development is limited by a lack of planned opportunity for systematic monitoring and evaluation.

Music

Provision for music is **satisfactory**.

Strengths and weaknesses

- Good enrichment activities ensure that those with musical talent make good progress.
- Standards in singing are above average because the teacher has good musical expertise and has high expectations of what pupils can do.

Commentary

88. There was insufficient opportunity to make sufficient observations of music to make specific judgement about standards, achievement and the quality of teaching and learning in the subject.
89. The school provides good opportunities for pupils to learn to play a range of musical instruments. However, a few pupils who are withdrawn for their instrumental music lessons often miss the same lesson each week. This is an area for the school to re-evaluate. Orchestra provides a good opportunity for pupils learning to play a musical instrument to play together each week. They listen to each other carefully to make sure they are playing in time together and, as a result, they keep their own part independently. The pupils get good opportunities to perform to different audiences through musical events such as the carol services and various shows performed to parents throughout each year.
90. Pupils sing well because they are presented with challenging songs to learn during whole school and other large group singing sessions. Many of these sessions benefit from the teaching of a music specialist. Pupils are currently rehearsing for Christmas shows. The songs are lively and this engages their interest. Pupils sing in tune and pay careful attention to volume and phrasing. They create emotion in their voices which brings a tear to the eye. Pupils sing well in several parts keeping their own part going with little help from supporting adults.

Physical Education

Provision for physical education is **good**.

Strengths and weaknesses

- The provision of extra curricular activities in sport is a strength of the school.
- Swimming features strongly in the curriculum.

Commentary

91. It was only possible to observe two lessons in physical education. The quality of teaching and learning in both these lessons was good. Teaching was well founded on steadily increasing basic skills and pupils achieved well. Both lessons had interesting contexts. One involved dance in preparation for performance at the Christmas concert and the other was a follow-on lesson from one given to another class by a coach from the county cricket association. The class teacher successfully applied the skills taught by the coach to the class which she taught after the coach had left. Basic fielding and throwing skills were covered. In both these classes the pupils achieved well and attained satisfactory standards. One weakness in each of the

sessions was the lack of evaluation by pupils of their own and other performances. Coaches for football and rugby are used at other times of the year bringing outside expertise from which staff and pupils both benefit.

92. The physical education co-ordinator puts in a significant amount of time in the promotion of extra curricular activities in sport. These activities range from team games to cross-country. They are enthusiastically supported by pupils. Not only do these pupils receive good instruction in their sport but they are fully involved in inter-school events. This has a positive effect on their self-confidence and personal development.
93. Provision for swimming in the school is good. From Year 4 onwards, all pupils take swimming lessons. It was not possible to observe any of these sessions but previous assessments made on pupils' attainment in swimming indicate a thorough study programme is followed.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in personal, social, health and citizenship education is good and a strength of the school.

Main strengths and weaknesses

- Personal, social, health and citizenship education is given a high priority throughout the school.
- Pupils are provided with a good range of planned opportunities to develop their social and interpersonal skills.
- The very good range of extra-curricular opportunities in the juniors effectively promotes pupils' social development.
- There is a school council which gives pupils a voice in the running of the school.
- Pupils are given regular opportunities to discuss their views and beliefs on important subjects.

Commentary

94. Pupils' personal, social and health education is a central pillar of the school. There are carefully planned courses on sex education and programmes to emphasise the dangers of drugs and smoking. These involve members of the community as well as the local police force. The school has also fostered good links with the neighbouring secondary school in order to enhance the curriculum and give pupils confidence.
95. The social development of pupils is good and the school provides pupils with a range of opportunities to enhance this provision. For example, pupils are able to practise their social skills in the school dining room and in the playground. External visits, for example into the centre of Lutterworth or the local park, and residential trips are used effectively to enhance the social provision for pupils at the school.
96. Discussions that take place during school council meetings provide pupils with the opportunity to express ideas and suggestions as to how they would like a forthcoming coffee morning to evolve. Pupils' personal development is further enhanced through the *Healthy Schools Project*. During lunchtimes older children wearing the red hats look after younger ones. The development of a safe route to school using signs created by pupils successfully aids their awareness of road safety matters and the need to look after each other.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	4
How inclusive the school is	3
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	4
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3

The quality of education provided by the school	3
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	1
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	2
The quality of the school's links with the community	3
The school's links with other schools and colleges	3

The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	3

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