

INSPECTION REPORT

**SNARESTONE CHURCH OF ENGLAND
VOLUNTARY AIDED PRIMARY SCHOOL**

Snarestone

LEA area: Leicestershire

Unique reference number: 120199

Headteacher: Mr T Jones

Lead inspector: Mr D Shepherd

Dates of inspection: 19th – 21st January 2004

Inspection number: 257496

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Primary
School category: Voluntary aided
Age range of pupils: 5-11 years
Gender of pupils: Mixed
Number on roll; 68

School address: Main Street
Snarestone
Swadlincote
Derbyshire
Postcode: DE12 7DB

Telephone number: 01530 270598
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Appropriate authority: Governing body
Name of chair of governors: Mr B Davies

Date of previous inspection: 8th February 1999

CHARACTERISTICS OF THE SCHOOL

Snarestone is smaller than other primary schools and has 65 pupils on roll. Nearly all pupils are of white United Kingdom origin. Three cent of pupils are entitled to free school meals, which is below average. Six pupils are on the register for special educational needs, none of whom has a statement. This is lower than in most schools. The main needs are specific learning difficulties. Over 60 per cent of pupils come from outside the catchment area of the school. The socio-economic circumstances of the school are average. Pupils' attainment on entry is variable – it is below average in 2003-04. The rate at which pupils join and leave the school is below average.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
2905	David Shepherd	Lead inspector	Mathematics Science Geography History
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22657	Mark Madeley	Team inspector	English Information and communication technology (ICT) Art and design Design and technology Music Physical education Foundation Stage ¹ Special educational needs

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¹ The Foundation Stage begins when children reach the age of three and ends at the end of the reception class. It is a distinct stage in preparing children for later schooling and is based on six areas of learning. These mainly refer to communication, language and literacy; mathematical development; and personal, social and emotional development, but also includes knowledge and understanding of the world; physical and creative development.

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Snarestone is an improving school that is providing a **satisfactory** education for its pupils and **satisfactory** value for money.

The school's main strengths and weaknesses are:

- Pupils in Years 3 to 6 are now achieving well because the teaching and learning in these classes are consistently good.
- The leadership and management provided by the headteacher and governors are good although not enough responsibilities for subjects and other aspects of school are delegated to staff.
- Procedures for assessing pupils' attainment in literacy and numeracy are good and suitable individual targets for improvement are set for pupils in these subjects.
- At the time of the inspection, the teacher in the Foundation Stage does not hold high enough expectations of children's capabilities and provision for them does not cater well enough for their needs.
- The curriculum provided for pupils, including extra-curricular activities, is good although pupils do not use their initiative enough or take enough responsibility for their own learning.
- Provision for pupils' care and welfare and links with parents and other schools are good.
- Attendance and punctuality are good.

The school has **improved significantly** since the last inspection. Each of the key issues identified at that time has been corrected. Pupils in Years 5 and 6 are now achieving well because the teaching and learning have improved significantly. Leadership and management of the school are now good. These improvements have taken place since the appointment of the new headteacher two years ago and the appointment more recently of other teachers.

STANDARDS ACHIEVED

Year 6 results

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

Overall, achievement is satisfactory. The achievement of pupils in Years 3 to 6 is now good, and, in Years 1 and 2, satisfactory. Standards in English and mathematics observed during the inspection in Years 2 and 6 were at expected levels. Standards in science in Years 5 and 6 were at expected levels and achievement is good. The achievement over time of pupils in Year 6 in 2003 was unsatisfactory. Standards in the reception year were at expected levels in mathematics and creative development and below expected levels in other areas of learning. Standards on entry to the school of this year's reception children are below expected levels. Pupils' achievements in the reception year are satisfactory.

There were only 12 pupils in Year 6 in 2003. The raw results should be treated with caution as a result of this because standards fluctuate each year depending in large measure upon the abilities of pupils in each year group.

Pupils' personal development, including their spiritual, moral, social and cultural development, is **satisfactory**. Pupils' attitudes to school and their behaviour are **satisfactory**. Pupils' attendance and punctuality are **good**.

QUALITY OF EDUCATION

The quality of education is **satisfactory**. Teaching and learning are **satisfactory** overall with good features. Evidence from pupils' work since September 2003 indicates that it is satisfactory overall. Evidence from lessons indicates they are satisfactory in the reception year and in Years 1 and 2, and good in Years 3 to 6. Pupils' progress in literacy and numeracy is systematically assessed at the end of each year and targets for future learning based on these assessments are set. The curriculum provided by the school, including extra-curricular activities, is **good** and pupils receive **good** levels of care. However, not enough opportunities are provided for pupils to work independently and use their initiative. The school has good links with parents, the community and other schools.

LEADERSHIP AND MANAGEMENT

Leadership and management are **good**. They are being effective in improving standards of teaching and learning in school and helping pupils to achieve well. Governors are supportive of the school and governance is **good**. The leadership and management provided by the headteacher are **good**. The headteacher has a clear view of the school's strengths and weaknesses and has established clear plans for the future direction of the school, although staffing difficulties have slowed down improvements at the school.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents hold positive views about the school overall. However, a significant number of them thought that some children did not behave well. Some felt they were not well enough informed about the progress being made by their children, that homework was not set at the correct levels and that their views were not sought well enough. Inspectors disagreed with most of the negative views expressed by parents. However, they felt that a minority of pupils did not behave well enough in lessons, although behaviour overall was satisfactory. Most pupils hold very positive views about the school. However, a few felt that one or two of their peers did not behave well enough and that their views were not listened to often enough. Overall, inspectors agreed with the views expressed by pupils.

IMPROVEMENTS NEEDED

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

- Improve provision in the Foundation Stage by raising teachers' expectations of what children can achieve, promoting their learning through play and providing a secure outdoor learning area for them.
- Provide pupils with more opportunities for using their initiative and taking responsibility for their learning.
- Delegate more subject and other responsibilities to staff.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Standards in the subjects inspected are **at nationally expected levels** and pupils' achievement is **satisfactory overall**. Pupils' achievement in Years 3 to 6 is now **good** and these pupils are now making good progress. The achievement of pupils in the reception year and Years 1 and 2 is **satisfactory**. During the past three years in mathematics and science, boys have not achieved as well as girls or their peers nationally.

Main strengths and weaknesses

- The achievement of pupils in Years 3 to 6 has improved significantly and these pupils are now achieving well, especially in ICT and music.
- The achievement over time of Year 6 pupils last year was good in English but unsatisfactory in mathematics and science.

Commentary

Foundation Stage

1. With such small groups of pupils in each year group throughout the school, attainment on entry varies considerably from year-to-year. The attainment on entry of children in the current reception year is below expected levels in all areas of learning with the exceptions of mathematics and creative development where it is average. Some are unable to express themselves in simple sentences. Their spans of concentration are short; they move between different activities too quickly to learn enough from them to make up lost ground. However, the teaching of these children is satisfactory. Their achievement is satisfactory, but, by the time they enter Year 1, most are unlikely to reach the standards expected of children of this age in all areas of learning with the exceptions of mathematics and creative development.

Key Stage 1

2. Because of the small number of pupils that took the National Curriculum tests in Year 2 in 2003, the results should be treated with caution. Each pupil represents over 12 per cent of the total and so one pupil can cause considerable fluctuations in the scores. Standards in mathematics were well above average when compared with all schools and similar schools. Those in reading were above average when compared with all schools and average compared with similar schools. Standards in writing were average when compared with all and below average when compared with similar schools. Pupils reaching the higher levels were well above average in reading and mathematics and average in writing. Standards in science as measured by teacher assessment were in the top 5 per cent of schools nationally at the expected level and average at the higher level.

Standards in national tests at the end of Year 2 – average point scores in 2003

Standards in:	School results	National results
Reading	16.5 (16.7)	15.7 (15.8)
Writing	15.0 (13.7)	14.6 (14.4)
Mathematics	18.0 (14.0)	16.3 (16.5)

There were 8 pupils in the year group. Figures in brackets are for the previous year

3. Inspection evidence indicates that standards in reading, writing and mathematics are at expected levels in Year 2. Standards in these subjects are higher than at the previous inspection and the trend of improvement in them over the past five years is above the national trend. Standards in music are also at the levels expected for pupils of this age. This group of pupils entered school with average levels of attainment and so their achievement is satisfactory. This is because the teaching they have received has been satisfactory overall. The school has done well to ensure satisfactory provision for these pupils during the past two years because these pupils have been taught by a number of different teachers during this time. When in Year 1, they were taught by two different teachers and, in Year 2, by two supply teachers following the long-term illness of their teacher. It is difficult for each new teacher to build smoothly on the work of the previous teacher and, as a result, pupils' learning and their achievement slows down.

Key Stage 2

4. The cautionary comments about placing too much emphasis on the results of the tests because of the smallness of the year group apply also to Year 6 in 2003. Standards attained by pupils last year were above average in English when compared with all schools and similar schools. Standards in English are higher than at the last inspection. Throughout last year, the school had placed considerable emphasis on improving pupils' writing. This initiative was successful and helped raise pupils' performance overall in English. However, results in mathematics and science were well below average when compared with all and similar schools. This was because the school did not teach pupils well enough how to use their knowledge to solve problems in mathematics and how to carry out investigations in science. Half of the marks in last year's science test were allocated for investigative work for which the pupils were ill-prepared and, consequently, they performed badly. Standards in mathematics and science are lower than they were at the last inspection. In recognition of these low results, the school is quite rightly targeting problem solving in mathematics and investigative work in science as priorities for improvement this year. Overall, pupils in Year 6 last year had achieved well over time in English, but unsatisfactorily in mathematics and science. The school targets for English were achieved, but those for mathematics were not. The following table illustrates last year's results.

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

Standards in:	School results	National results
English	27.5 (28.5)	26.8 (27.0)
Mathematics	25.0 (25.5)	26.8 (26.7)
Science	26.5(28.5)	28.6 (28.3)

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

5. Inspection evidence indicates the standards in Year 6 in English, mathematics and science are at expected levels. Standards in ICT and music are also at expected levels. Pupils in Years 3 to 6 are now making good progress in each of these subjects. This is because the teaching and learning in Years 5 and 6 have improved significantly this term with the appointment of a new teacher. This year, the Year 3 and 4 class is small (14 pupils) which enables both teachers in this class to give each pupil individual attention to help them when they are stuck. The pupils are benefiting from this and making good progress as a result. In addition, the school is giving pupils plenty of practice in applying their mathematical knowledge when solving problems and in carrying out their own investigations in science. Because of the improved teaching, standards in these aspects of mathematics and science are higher now than they were in the 2003 tests.
6. Higher-attaining pupils, including the gifted and talented, are achieving well. In all classes, these pupils are encouraged to think carefully about their work and are given tasks that

challenge their thinking. This is especially the case with the older pupils where they tackle their work thoughtfully. The achievement of pupils with special educational needs is satisfactory. They receive good help from teaching assistants which helps them learn well. However, the work set for them is not always at their level of learning. Some need more help in how to set out their work and expectations of what they should achieve are not always made clear to them. This slows down the progress they make and makes their achievement overall satisfactory rather than good.

7. Boys have not achieved as much as they should in mathematics and science during the past three years. The school has spotted this and adjusted the activities prepared for pupils this year to help boys improve. Tasks are now more practical than they were and encourage pupils to solve problems. Boys like learning by doing and they tackle such tasks with enjoyment and relish. They are making good progress as a result of this improved teaching.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes to work and their behaviour are **satisfactory**. Provision for pupils' spiritual, moral, social and cultural development is **satisfactory**. Attendance is **good**.

Main strengths and weaknesses

- Pupils enjoy coming to school.
- Attendance and punctuality are good.
- A minority of pupils do not always give their full attention in lessons.

Commentary

8. Pupils enjoy coming to school and many are members of the school clubs provided for them. Most are keen to learn and are interested in the tasks set for them, although a minority of pupils find it difficult to settle down quickly to their work and maintain their concentration throughout lessons. All pupils are made to feel welcome and are included in the activities provided by the school.
9. Behaviour is satisfactory overall. Pupils are given good guidance to help them distinguish right from wrong and are encouraged well to value each other's efforts. Golden rules are used effectively as incentives to encourage pupils to behave well. They are understood clearly by pupils and act as a good motivator to help them behave well. Pupils discuss thoughtfully in personal, social and health education lessons and reflect carefully on the impact on others of their actions. This helps to raise their self-esteem and respect for themselves and each other and promotes their social development satisfactorily. However, a minority of pupils, mainly boys, are immature and sometimes seek attention by chattering to each other or by calling out to their teacher during lessons. This slows down their learning and that of others in the class as a few lessons are disrupted in this way. When staff are informed about instances of bullying, it is dealt with swiftly and effectively.
10. The school is helping pupils satisfactorily to develop beliefs and values based on its Christian ethos. Assemblies and lessons encourage pupils to think about the importance of being fair and why it is important to think about others when deciding what they should do. The provision for the pupils' cultural development is satisfactory. Pupils are taught to appreciate their own cultural traditions as well as those of others. They take part in local events, such as maypole dancing and learn about the beliefs and practices both of the present and of the past of people in other countries. This is a similar picture overall to that noted at the last inspection.

Attendance

11. Attendance is well above the national average. Most pupils arrive on time for the beginning of the school day and are ready to begin lessons promptly.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data:	4.2
National data:	5.4

Unauthorised absence	
School data:	0.0
National data:	0.4

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

Exclusions

12. There were no exclusions during the last school year.

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	59	0	0
Mixed – any other mixed background	1	0	0
No ethnic group recorded	5	0	0

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is **satisfactory**. Teaching and learning are **satisfactory overall**. The curriculum provided by the school is **good**. The school provides pupils with **good levels** of care and looks after them well. Links with parents and the community are **good**.

Teaching and learning

Teaching and learning are **satisfactory overall with good features**. Assessment is **good overall**.

Main strengths and weaknesses

- Teaching and learning are now consistently good in Years 3 and 6
- Individual guidance given to pupils is a strength of the teaching
- Procedures for assessing pupils' performance at the end of the year and using this information to set targets for pupil's learning in English and mathematics are good
- Teaching and learning in English of pupils in Year 6 last year was good, but they were unsatisfactory in mathematics and science

Commentary

13. Teaching and learning are now consistently good in Years 3 to 6. This is because seven out of the nine lessons observed in these year groups during the inspection were good or very good. Recent staff changes and class organisation have contributed to the improved teaching in these year groups. A new teacher has been appointed to the Year 5 and 6 class this term and the teaching in this class is good. The Year 3 and 4 class is small this year, only having 14 pupils in it. Teaching and learning are satisfactory elsewhere with the exception of Year 2 where it is good when pupils are withdrawn by the headteacher for teaching as a year group. Teaching and learning have improved since the last inspection, particularly in Years 3 to 6.

Summary of teaching observed during the inspection in 20 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	1	9	9	1	0	0

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

14. A strength of the teaching throughout the school is that pupils receive individual attention and get help when they are stuck. This helps to keep their interest in lessons and helps them learn and achieve well. Small teaching groups, such as those in Years 2, 3 and 4, make it possible for pupils to receive individual attention. In addition, small groups of pupils with special educational needs are often taught by teaching assistants and these pupils achieve well on these occasions. Pupils are also taught well in small groups in the computer suite and this helps them to make good progress. A further strength in the teaching is the contribution that homework makes to pupils' learning. Homework, particularly in reading, mathematics and science, is set regularly and extends pupils' learning in class. However, a general weakness in the teaching is that pupils do not get enough opportunities to use their initiative and take responsibility for their own learning. This is in spite of the increased emphasis the school is now quite rightly placing on problem solving and investigative activities in mathematics and science.
15. Over time, teaching and learning have not always been as positive as this. They have been satisfactory overall and pupils' achievement has been satisfactory. In Year 6 last year, teaching and learning in English were good and pupils achieved well. However, in mathematics and science in Year 6 last year, teaching and learning were unsatisfactory and pupils did not make the progress they should have made. The progress made by these pupils since they were in Year 2 has also been unsatisfactory. This has been because not enough attention has been paid during this time to teaching these pupils how to use and apply their knowledge to solve problems in these subjects. The school has experienced some changes in staffing over the past two years. Evidence from pupils' work and from lesson observations indicate that the new teachers are contributing significantly to the improvements in teaching. However, one of these teachers is on long-term sick leave and her class is being taught by a temporary teacher at present. Teaching and learning in this class are satisfactory.
16. Procedures for assessing pupils' performance at the end of each year are good. Pupils, with the exception of those in Year 1, are given national tests in English and mathematics and targets, based upon nationally expected levels of progress, are set for them depending on their performance in these tests. This is good practice and ensures that the school expects pupils to make nationally expected levels of progress. On a day-to-day basis, teachers know their pupils well and give them good guidance and support to help them improve their work. This is often provided informally because some of the teaching groups are small. In best practice, the marking of pupils' work records what pupils need to do to improve. However, this does not apply consistently to all teachers.

The curriculum

The curriculum is **good**. The school provides a **good** range of clubs and activities for pupils. Accommodation and resources are **satisfactory**.

Main strengths and weaknesses

- The school is staffed generously this term.
- The school provides a good curriculum that is supplemented by a good range of additional clubs, visits and visitors to the school.
- Planning for lessons in literacy and numeracy is good.
- The hall is too small for whole class gymnastics lessons.

- Reception children do not have a secure outdoor learning area.

Commentary

17. The school meets statutory requirements in the teaching of the National Curriculum. Lessons in sex education and substance abuse are planned well. Older pupils who have not reached nationally expected standards in English and mathematics are provided with well-focused extra lessons to help them reach these standards in those subjects. In addition to the National Curriculum, the school provides for pupils a valuable programme of personal, social and health education. Weekly sessions of "Golden Time" are linked to these lessons. These act as good rewards for pupils who have behaved well during the week as pupils are allowed to choose what they do during these sessions. The curriculum is broadened well by the provision of specialist instrumental tuition in music. Ten pupils are taught how to play musical instruments, such as the clarinet and flute. French is taught on a weekly basis for pupils in Years 5 and 6.
18. National guidance is used satisfactorily in planning lessons. The National Literacy Strategy and National Numeracy Strategy are taught well. Satisfactory use is made of national guidance in teaching other subjects. To supplement this guidance, the school has devised a few interesting topics that make good use of the locality of the school. For example, a local study in geography and outdoor and adventurous activities in physical education are carried out in the village and school grounds. National guidance is used satisfactorily overall for teaching children in the Foundation Stage.
19. Provision for pupils with special educational needs is satisfactory. Their needs are identified early and good programmes of work that include targets for learning are planned for these pupils. This helps them make steady progress. Pupils with special educational needs receive good help from teaching assistants. However, work set for them is not always carefully matched to their needs.
20. This small school offers a good range of extra-curricular activities such as football, netball and athletics. Both parents and teachers are involved in coaching these sessions. Inter-school games are promoted well and enjoyed by pupils. An annual residential visit is organised for pupils in Years 5 and 6. This provides good opportunities for pupils to develop their social skills. Pupils in these year groups discuss with their friends what their forthcoming visit would be like and how they would get to sleep at night. A good range of visitors provide additional expertise to the teaching. For example, the vicar takes part in an assembly each week and elderly local residents talk to pupils about their experiences of Snarestone long ago. Firemen have spoken to the younger pupils about their work. The school sensibly joins with other schools to share the cost of organising visits, such as to the recent science show. The curriculum has improved significantly since the last inspection.
21. The school has an unusually large number of experienced and well-qualified staff for the number of pupils on roll. Recent staff changes this term have enabled the headteacher to be freed from the part-time teaching in one class and make use of his expertise in all classes in order to raise standards. This creates some small teaching groups, particularly in the youngest class, and is helping pupils achieve well on these occasions. Governors are aware that budget constraints will not permit this for a long period of time, but are right to have made this provision to help raise standards in all classes and to compensate for the long-term absence of the teacher in the youngest class. Staffing for music is good, with all pupils receiving specialist teaching.
22. Resources for music are also good. For instance, every pupil can have a choice of percussion instrument when learning how to make music during practical lessons. Resources for practical and investigative work in mathematics and science have improved recently and are now good. Resources for other subjects are satisfactory. The accommodation is satisfactory overall. The new computer suite helps to provide pupils with good opportunities to learn and is being used well. The multi-purpose hall is large enough for assemblies and for lunchtimes but is too small for some lessons in gymnastics and games. Outdoor play activities are planned for children in

the reception class during lesson time and the `infants only` playtime and these are supervised well. This is good provision since the school does not have a secure outdoor area for reception children as is the case in most schools.

Care, guidance and support

Provision for pupils' care, welfare and health and safety is **good**. The support and guidance given to pupils are **good**. The involvement of the pupils in the work of the school is **satisfactory**.

Main strengths and weaknesses

- Pupils are well cared for and this helps them relate well to staff; pupils feel they can discuss their concerns privately with staff.
- Child protection procedures are very good.

Commentary

23. Staff know their pupils well and look after them with due care. They relate well with pupils who feel they are listened to carefully by staff when they have any worries or concerns. They provide pupils with good levels of personal support, welfare and guidance. Parents are contacted immediately if there are any concerns about their children during the school day. Pupils say they are pleased with the levels of care provided by the school. Teachers act as good role models for pupils in the care they provide for them. This, in turn, helps pupils to care well for each other and take on responsibilities around the school, such as helping the lunchtime staff to prepare the hall for afternoon lessons. The school has good procedures for making pupils who join the school feel welcome.
24. Procedures for health and safety are good. Health and safety inspections and assessments of risks around school are carried out regularly. Child protection procedures are very good. The provision of care, welfare and health and safety has improved significantly since the last inspection.
25. Staff are aware of the views of pupils on a range of aspects of the school. However, although some pupils have been elected to a school council, it has not met recently. This limits the opportunities for pupils to take an active role in the life of the school and for the school to be aware of their views.

Partnership with parents, other schools and the community

The school's links with parents, other schools and the community are **good**.

Main strengths and weaknesses

- Good quality information is provided for parents about their children and the work of the school.
- Parents feel welcomed when they contact the school
- Links with other schools, the church and the local community are good.

Commentary

26. The school provides clear and helpful information for parents. The school prospectus and newsletters keep parents fully informed about events at the school. Parents' meetings and written annual reports provide clear information about the progress being made by their children.
27. The headteacher is successful in developing good relationships with parents and makes himself readily available for parents wishing to discuss issues that affect their children. The school is keen to gain parents' views and engages in informal dialogue with them whenever there is an opportunity. Parents feel very welcome when they contact the school and feel that

their views are taken seriously and matter to the school. They are keen to help their children with their work at home. They generously support the many activities and events that are held in school. A number of parents help regularly in the classroom and with extra-curricular activities and this provides valuable help to the school. Parents of pupils with special educational needs are kept fully informed about the progress their children are making. Their views are welcomed at review meetings and they make a useful contribution towards to the next learning targets being set for their children.

28. The school has good links with other schools, the church and local community. Pupils regularly take part in sporting matches with other schools. Arrangements for the smooth transition of pupils to secondary school are good. A school assembly is held each month in the local church and the vicar takes part in assemblies in school every two weeks. The school building is a focus for village activities and is used by the community for various events. Dancing round the maypole is a significant event in the village and attracts many members of the community to watch. The Snarestone Parent Teacher Association arranges a good number of social and fund raising activities for the school and the village, such as the Summer and Christmas Fayres.
29. The many valuable links between parents, the school and the community demonstrate the keenness of the majority of parents to support the work of the school. This helps pupils to feel proud of their school because it is held in such high regard by the local community.

LEADERSHIP AND MANAGEMENT

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

Main strengths and weaknesses

- The energy, enthusiasm and drive of the headteacher have improved a number of aspects of the school significantly.
- The governors have a good understanding of the strengths and weaknesses of the school.
- Improved long-term planning has helped raise standards.
- At the time of the inspection, not enough responsibilities for subject co-ordination are delegated to staff.
- High quality financial planning makes best use of school resources.

Commentary

30. The headteacher, with the full support of the governors and the local education authority, has worked energetically and successfully in the two years since his appointment to improve the school. He has tackled all the key issues identified at the last inspection well, even though little had been achieved with these prior to his appointment. As a result, the curriculum has improved, teaching and learning are better than they were and standards of achievement are improving. Since his appointment, the headteacher has won the trust of the parents through his sensitive and professional approach to them and by his detailed knowledge of their children.
31. The governors and headteacher have a good, shared vision for the future development of the school. As a church school, this is appropriately based upon Christian values. Central to this vision is that each pupil should achieve their best in all aspects of their development. This vision is adopted well by staff, parents and pupils. Parents have considerable faith in the school since the appointment of the present headteacher and pupil numbers are rising once again after a decline a few years ago.

32. Governors have a good understanding of the strengths and weaknesses of the school. They have gathered this information effectively because of the open and frank reports provided for them by the headteacher at governing body meetings and by their own regular visits to the school. Governors have also received clear reports from the local education authority following their reviews of standards and teaching at the school. With good help from the headteacher, governors analyse test results in depth and ask the headteacher to justify any recommendations he brings before them at their meetings. Governors have provided very good support and advice to the headteacher on complex personnel issues. They have not flinched from making difficult decisions for the benefit of the pupils. All statutory requirements are met.
33. The school has improved considerably because long-term planning is good. Following an analysis of the school's strengths and weaknesses, a detailed plan of action has been put in place. This has rigorously tackled the school's weaknesses, including personnel issues, and has led to improved provision and standards of achievement, for instance in writing, ICT and music.
34. The headteacher undertakes co-ordinating responsibilities for too many subjects. Prior to the headteacher's appointment, very few teachers' co-ordinated subjects. Staff presently at the school, accept that subject leadership is an important part of their role as teachers. The headteacher has recently developed good plans to delegate responsibility for subjects to teachers. These were being implemented well at the time of the inspection, although the long-term absence of one teacher is preventing them from being implemented fully. Staff are being trained well by the local education authority for their roles as subject co-ordinators. Leadership and management have improved significantly since the last inspection.

Financial information

35. Financial management is good. The headteacher, along with the governing body, has worked prudently to reduce and then eliminate the deficit budget he inherited. School spending is carefully costed and the budget is spent judiciously. The school improvement plan is carefully and accurately costed. The headteacher and governors review details of spending on a monthly basis and this keeps track of current spending. The secretary deals with day-to-day financial matters efficiently. Resources are used well. At present, staffing ratios are very generous. The headteacher has no class responsibility this term but uses his time to teach in all classes, particularly in the youngest class to compensate for the long-term absence of the permanent teacher. This measure, which was intended to boost standards in the school, particularly in Year 2, has been carefully costed. However, it is accepted by the headteacher and governing body, that this arrangement is unlikely to be permanent.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	154,082
Total expenditure	153,790
Expenditure per pupil	2,228

Balances (£)	
Balance from previous year	9,261
Balance carried forward to the next	9,553

36. The school has a good capacity to improve. The leadership and management provided by the headteacher and governors are good. Teaching and learning in Years 3 to 6 are consistently good and the school has appointed a very experienced teacher for the Foundation Stage and Years 1 and 2. Pupils in Years 3 to 6 are achieving well. Over time, these green shoots should ensure that all pupils reach their potential and do well. The only barrier to improvement noted at the inspection was the long-term illness of the teacher of the youngest class, although the

temporary arrangements made by the headteacher and governors for this class are satisfactory.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

37. Children join the school in September and January of the year in which they are five years old. The school has good induction procedures, which help children quickly feel 'at home' in school. Reception children are part of the combined Year 1 and 2 class. Four children entered school in September. Two weeks prior to the inspection a further six children started school.
38. The Foundation Stage co-ordinator was on long-term sick leave during the inspection and the children were being taught by a temporary teacher. In spite of this, the systems for assessing children's attainment using the national profile and the curriculum provided for children in the reception year are good overall and indicate that leadership and management of the Foundation Stage are good. The temporary teacher is able to use systems set up by the co-ordinator satisfactorily and provision for these children is satisfactory overall. Provision for creative development has improved considerably since the last inspection and standards are now much better than they were. In other areas, provision is similar to that at the last inspection.
39. Children enter school with standards that are below those expected nationally. Few children identify many letters other than the first letter of their own name. Some do not treat books well. Most count quite well. However, standards vary from year-to-year because year groups are so small. For example, the attainment on entry of the current Year 3 pupils was average. This though is an exception

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision is **satisfactory** overall.

Main strengths and weaknesses

- Children are taught well how to get on with each other, although a few behave immaturely.
- Children are not given enough opportunities to work together and co-operate in groups.

Commentary

40. Standards observed during the inspection are below those found nationally. Of the current reception children a few, especially boys, behave immaturely. They do not always listen to their teacher and do not play well with each other. They are learning well how to behave in school and when working with their classmates. For instance, during the inspection, these children, especially the girls, played sensibly in the fruit shop. However, a few younger boys would not wait their turn during this activity.
41. Teaching is satisfactory overall. Children that joined school last term have been taught by the regular teacher who is the Foundation Stage co-ordinator, as well as by the temporary teacher. The children have achieved well and understand class routines because they have been taught well. Those that have joined the class this term have not yet had time to settle into school routines although the teaching is satisfactory. In the best lessons, children carry out activities that encourage them to co-operate well with each other, take turns and tidy up at the end of the activity. However, the teacher does not encourage children to engage in these types of activity regularly enough and her expectations of them in this respect are not high enough.

COMMUNICATION, LANGUAGE AND LITERACY

Provision is **satisfactory** overall.

Main strengths and weaknesses

- The teacher and teaching assistants promote pupils' oral skills well.
- Children are helped well in their reading.
- Not enough opportunities are provided for pupils to learn through play and practical activities.

Commentary

42. Standards observed during the inspection are below those found nationally. From a low starting point children's achievement is satisfactory. They hear stories and take reading books home regularly. The home/school diary indicates that reading activities are supported well at home and that the teacher and teaching assistant frequently provide children with praise and constructive comments about their reading. Higher-attaining children read simple texts with confidence. Others retell the story using the pictures to help them. Though children are taught well the sounds letters make they do not yet use these skills to help them read. Most handle books correctly turning the pages and 'reading' from left to right.
43. Children write their own names on pictures and on other work. A few, especially those that have been in school during last term, hold their pencils and form letters correctly. However, this is not the case with many of the youngest children. The teacher is aware of this and is providing children with satisfactory opportunities to practice these early writing skills. However, overall, not enough practical activities, such as manipulating materials and playing with construction kits, are provided to help pupils develop physical control of pencils and crayons. By the end of the reception year, most children have mastered these skills but their standards of writing and presentation, although improving satisfactorily, are still below expected levels.
44. The range of speaking skills is very wide. Overall, standards are below expected levels. A few children contribute to lessons well but many are very quiet and do not. Teachers and teaching assistants encourage well those that do not contribute to lessons. All answers and other responses given by children during lessons are encouraged and praised. The children's vocabulary is improving well through contact with the older pupils in the class and with the adults. They know the names of a good number of wild and domestic animals because they are learning them through their work on Noah and the ark. Most children listen well. However, a few are not learning to be good listeners because their spans of concentration are short and they soon lose interest in what is being said to them. On occasions, the teacher does not have high enough expectations of these children and encourage them well enough to regain their concentration on another activity. These children are sometimes allowed to move between different activities without spending enough time to learn from any of them.
45. Teaching is satisfactory overall. Reading is well planned and speaking skills are promoted well. The teaching of writing is satisfactory. However, the teacher's expectations of what children can achieve are too low. A few of the tasks set for these children involve too much written work and not enough opportunities for pupils to learn through role play are provided.

MATHEMATICAL DEVELOPMENT

Provision is **satisfactory**.

Main strengths and weaknesses

- Children are provided with good opportunities to learn through practical activities although not enough of these are provided

Commentary

46. Standards observed during the inspection are similar to those found nationally and children's achievement is satisfactory. Children are encouraged well to count in many practical situations. For example, they counted animals in Noah's Ark and letter 'i's completed on a work sheet. During role-play in the fruit and vegetable shop, they acted out buying goods and giving change. This activity also helped them to improve their speaking skills. Higher-attaining children know that one less than five is four.
47. Teaching is satisfactory overall. Children are provided with good opportunities to carry out practical activities. Teachers and teaching assistants discuss with children what they are doing and this helps them well to learn about mathematics. Children's work indicates that other aspects of mathematics, like shape, have been taught. However, their work also shows that children add money following worksheets that are too hard for them. This activity did not give children opportunity to learn by working with coins in practical ways and they did not understand what they were doing well enough because too many mistakes were made.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

48. Only one lesson of knowledge and understanding of the world was seen and so no judgements are made about provision in this area. Children's work shows that they have a good idea of where they live and how they get to school. They use their five senses well to describe the different materials used in house building. They use computers to consolidate their knowledge of letter sounds and to create self-portraits in art.

PHYSICAL DEVELOPMENT

49. No lessons of physical development were observed so no judgements are made about provision in this area. Children who started school in September handle scissors, pencils and paintbrushes well. One left-handed child realised that the reason he was not cutting as well as usual was because he did not have left-handed scissors. He asked for them and his cutting improved considerably. Children use glue sticks skilfully when sticking pictures in their book. However, opportunities to develop children's physical skills further by climbing on climbing frames, riding tricycles and the like, are reduced because that school does not provide them with opportunities for learning outside in a secure area. Not enough opportunities are provided for children to develop their finer physical skills to help them with their writing.

CREATIVE DEVELOPMENT

50. Only one lesson of creative development was observed so no judgements are made on provision in this area. Children confidently use the role-play area to act out stories, such as of Noah. When using playdough, older reception children describe what they feel. They make the first letter of their name using playdough. Children's work indicates they have used paints, used different materials and paper for weaving and created firework pictures with tissue paper and stars.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Good leadership has helped to raise standards in writing.
- Pupils in Years 5 and 6 understand and use a good range of writing styles.

- Teachers do not give pupils enough opportunities to use their initiative and plan their work by themselves.
- Progress in reading is not monitored well enough.

Commentary

- Standards in Years 2 and 6 are at nationally expected levels and pupils' achievement is satisfactory overall. These judgements are different from the results of the 2003 national tests because the abilities of the current groups of pupils are different from those that took the tests last year. However, since 1999, standards in both Years 2 and 6 have risen steadily. Given the instability of staffing over the past two years, pupils' achievement is satisfactory overall. The school met the targets it set for itself for Year 6 in 2003. Pupils with special education needs achieve satisfactorily. They are supported well in small groups by teaching assistants. Suitable learning targets are set for them to help them improve. There is no significant difference between the achievement of boys and girls in either age group.
- In Year 2, standards of speaking and listening are at nationally expected levels. Most pupils talk confidently about their experiences at school. They speak clearly and listen well when others speak. In Year 6, standards of speaking and listening are above national levels. The majority practice their skills by speaking formally in plays and assemblies. They engage listeners effectively by referring to poems and newspapers to emphasise the points they are making. Pupils listen intently to their schoolmates and make pertinent comments based on what others have said.
- Standards in reading are in line with national expectations in Years 2 and 6. Extra reading lessons are provided in Years 1 and 2 and these are successfully helping pupils gain confidence and improve. Parents of pupils in this age group also help consistently by hearing their children read at home. Older pupils regularly read to themselves. However, their progress is not monitored closely enough to help them improve and to raise standards further.
- In Years 2 and 6, standards of writing have improved since the last inspection and are now at the levels expected nationally. Pupils write confidently in a variety of styles. Year 2 pupils write stories and instructions well. Most letters are correctly formed and simple words are spelt accurately. In Year 6, pupils write in a lively and interesting way. For instance, they write about falling through ice in a variety of ways. Some write in a diary format while others choose to include this event in a detective story. However, the presentation of work is sometimes untidy.
- Teaching is satisfactory. At the time of the inspection, the good ratio of teachers and teaching assistants to pupils enabled some teaching groups to be very small in comparison with most schools. This enables pupils to get a lot of individual attention and helps them achieve well. However, these generous staffing arrangements are new this term and are continually under review because of budget constraints. Teachers' expertise in writing, in particular of different styles of writing, is satisfactory overall and good in Years 5 and 6. In this class, good subject expertise has helped raise standards of writing in a wide range of styles. In Years 5 and 6, pupils are expected to produce work of high quality that is lively, uses a range of vocabulary and interests the audience. Marking is good and gives pupils clear indications of how pupils might improve their work further. However, overall, teachers do not give pupils enough opportunities to use their initiative and plan work on their own.
- Leadership and management are satisfactory with good features. Monitoring standards and teaching have improved since the appointment of the current headteacher. Data from national and other tests is thoroughly analysed. It is used well to set school and individual pupil targets and improve the curriculum and teaching. Pupils' strengths and weaknesses in English are carefully analysed and plans for improvement to correct weaknesses have been successfully carried out. The strategy to improve writing has worked and standards are now higher than they were. They are now at nationally expected levels in Year 6 rather than below as recorded at the last inspection. Guidance from the National Literacy Strategy is used successfully in all

classes. The co-ordinator leads well by example teaching additional classes in Years 2 and 6 to help prepare pupils for the national tests.

57. Improvement since the last inspection is good. Standards of writing have risen because of the initiatives carried out under the guidance of the subject co-ordinator. Lesson planning and monitoring and evaluation of standards and teaching are much improved.

Language and literacy across the curriculum

58. Literacy skills are being developed satisfactorily in other subjects. Pupils develop their reading and writing skills by using the Internet to find out information on topics about which they are learning in science and history. This helps them learn well in these subjects. Handwriting and presentation skills are developed well in history and this consolidates their understanding of events of the past. Work on T. S. Eliot's poem 'Macavity' is successfully linked to art and provides pupils with a good range of ideas for their paintings.

MATHEMATICS

Provision in mathematics is **satisfactory** overall.

Main strengths and weaknesses

- Pupils in Years 2 to 6 now achieve well. However, the achievement of pupils in Year 6 last year was unsatisfactory.
- Teaching has a good focus on problem solving which is helping pupils learn well. However, pupils do not use their initiative enough when solving problems.
- Procedures for the annual assessment of pupils' performance are good. There are good examples of marking but not all teachers indicate what pupils need to do to improve.
- A few pupils occasionally call out and interrupt lessons and this slows down the progress made by pupils.
- The subject is well led and managed.

Commentary

59. Standards in Years 2 and 6 vary but are at expected levels overall. Pupils in these year groups, including those with special educational needs, are now achieving well because they receive good individual help from their teachers and teaching assistants. However, evidence from the school's records indicates that achievement over time of these pupils is not as good as this and has been satisfactory. The achievement over time of the group of pupils, especially the boys that took the national tests in Year 6 in 2003 was unsatisfactory. The analysis of the test papers indicated that these pupils had not understood well enough how to use their mathematical knowledge to solve problems. This was because teaching had not emphasised this aspects effectively enough.
60. Teaching and learning have improved this term and are now good. However, over time they have been satisfactory. Lessons are now planned well using national guidance and teachers have a good understanding of the subject that enables them to teach mathematics clearly to help pupils understand what is being taught. Challenging tasks are set that encourage pupils to think and solve problems; teachers are aware of the different levels of ability of pupils in their classes and set work at these levels. This helps the higher- and lower-attaining pupils to maintain their interest in lessons and achieve well. Teaching assistants are used well and they provide good help for lower-attaining pupils including those with special educational needs. The school's increased emphasis on problem solving is encouraging pupils to think carefully for themselves. However, pupils still need more opportunities to use their initiative and think of ways to solve more open-ended mathematical problems themselves. The best marking of pupils' work helps pupils understand what they need to do to improve. However, this is not the case in all classes and some pupils do not know often enough what they need to do to reach higher standards. Some teaching groups are small and this enables pupils to receive good

quality individual help with their work. On occasions some boys in particular are immature and demand the attention of their teacher; they call out when they are stuck and when they have finished their work. Some teachers do not deal firmly enough with pupils when these interruptions occur. Overall, the learning of pupils is not unduly affected on these occasions because of the smallness of the teaching groups and the good behaviour of other pupils.

61. Assessment in mathematics is good overall. The school uses national tests well at the end of each year to judge how much pupils have learnt. This information is then used effectively to set targets that encourage pupils to make nationally expected amounts of progress each year. Records kept by the school indicate that nearly all pupils are now making at least average progress, and a few better progress than this. This shows satisfactory achievement over time and is in marked contrast to pupils in Year 6 last year who did not make the progress they should. A significant amount of marking is good – it encourages pupils in their work and lets them know what they need to do to improve. However, this quality of marking is not evident in all classes.
62. Mathematics is well led and managed. The subject co-ordinator works well with the headteacher in establishing a clear focus for the future development of the subject. Data from end of year national tests is analysed well to identify the strengths and weaknesses in pupils' learning. With the help from the local education authority, the school has analysed pupils' work to identify further areas in need of improvement. Teachers' plans have been analysed to ensure the National Curriculum is being taught well and all teachers have been observed teaching mathematics. Each of these has contributed well to the school's knowledge of the strengths and weaknesses in standards and teaching of mathematics. Plans are then put in place to adjust the teaching to enable the weaknesses in learning to be corrected. For example, this year, the school is emphasising problem-solving and investigative mathematics because pupils did not do well with these aspects in last year's tests. This emphasis is being successful because inspectors identified that pupils are now able to solve problems at the expected levels for their ages. Improvement in mathematics since the last inspection is satisfactory overall.

Mathematics across the curriculum

63. Mathematics is used well in other subjects. The concept of time is used well in history and this enables pupils to see how long it was when events, such as the invasion by the Vikings, took place. Graphs are used in science to illustrate findings from investigations. Reflections of light are recorded by measuring the angles of reflection. The distances toy cars travel on different surfaces are calculated by measuring them.

SCIENCE

Provision in science is **satisfactory** overall.

Main strengths and weaknesses

- Achievement is now good in Years 5 and 6.
- Pupils in Years 5 and 6 are being given good opportunities to carry out investigations themselves. However, the quality of their recording in science is unsatisfactory.
- The school has a clear view of the strengths and weaknesses in science

Commentary

64. Pupils in Years 5 and 6 are now achieving well in science. They are learning well to carry out investigations and judging how reliable their results might be. This was a significant weakness of pupils, especially the boys, in Year 6 who took the national tests and explains why the results last year were so low. Pupils now discuss their work sensibly with each other and consider what they need to do to make the results of their investigations better. They are guided well by their teacher how to improve on the tests they carry out and, in this way, their

scientific thinking develops well. However, they still need more opportunities to use their initiative and devise their own hypotheses prior to carrying out investigations themselves. The quality of pupils' recording in science is unsatisfactory. It is not focused enough on what is being investigated, predictions of what might happen and the results and conclusions obtained.

65. Work in pupils' books indicates that pupils have not had enough opportunities in the past to carry out investigations themselves. For example, they have worked out how mirrors reflect light and the types of surfaces that make cars travel faster. However, their work indicates that all pupils did the same thing. This prevented them working like scientists in carrying out their own investigations and, as a result, their understanding of science was not developing as quickly as it should have been. This is the main reason why standards in last year's national tests were low.
66. The subject co-ordinator has analysed the results achieved in the national tests and, from this as well as from observations of teaching, has identified the strengths and weaknesses in the subject. Satisfactory plans have been put in place to correct the weaknesses and these are being successful in raising achievement in Years 5 and 6. Provision since the last inspection has improved in leadership and management and in current standards in Year 6. Improvement since the last inspection is satisfactory overall.
67. Because of the shortness of the inspection, lack of evidence prevented judgements being made about standards and teaching elsewhere in the school.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

Provision in ICT is **good**.

Main strengths and weaknesses

- Pupils achieve well because they have good opportunities to be taught in the newly established computer suite.
- Leadership and management are good.

Commentary

68. Provision has improved considerably since the last inspection and is now good.
69. Standards in word processing, the use of the Internet for research and the creation of media presentations in Year 6 are at nationally expected levels although pupils' achievement is good. This is because these pupils have a lot of ground to make up because the computer suite has only been established this year. Prior to this, it was not possible for the school to teach the full range of the National Curriculum in sufficient depth to ensure pupils made the progress they should. Pupils confidently describe how they imported pictures from their Internet research into the presentations they gave to the class. They talk with authority about adding sounds to ensure that the presentation is made more interesting. They enjoy all aspects of this subject and many of them work on their topics at home to improve the quality of the finished product. Pupils have quickly mastered many of the information handling techniques required of the curriculum. This is an improvement since the last inspection.
70. Teachers' planning is securely based upon national guidelines to ensure that all pupils are taught all aspects of the National Curriculum. Teachers and teaching assistants are more confident than they were in teaching ICT because they have benefited from training and receive good help from the subject co-ordinator when they have a problem with the subject. Teachers' confidence and subject knowledge have improved significantly and they now word process their lesson plans and display signs around the school.
71. Good leadership and management have brought about significant improvements in both the provision of computers and standards of achievement. A new computer suite has been

established this year and is being used regularly and effectively by teachers and teaching assistants. Computers in classrooms are less reliable than those in the suite and this frustrates teachers and pupils when they do not work properly.

Information and communication technology across the curriculum

72. Links between ICT and other subjects are satisfactory. Older pupils produced a newspaper in English using a computer program, which told of the birth of Jesus. Pupils regularly work with tape recorders to help them develop good listening habits, for instance, in reading and music. Pupils' research skills are developed well when finding out information from the Internet for projects in history and science. Computers are used well to help pupils learn in geography and history.

HUMANITIES

73. Geography and history were not the main focus of the inspection. The shortness of the inspection meant that not enough evidence was obtained to form judgements about provision in these subjects.

Geography

74. A small sample of work was inspected and a discussion was held with the subject co-ordinator. No lesson was observed. As a consequence, no judgements were made about standards and teaching in this subject. The school is right to use national guidance when planning lessons in geography. Good use is made of computers in geography and pupils are given sound opportunities to consolidate their literacy skills as they write accounts of their learning, for instance, when comparing life in Mexico with that in Britain.

History

75. As with geography, some work completed by pupils was evaluated and a discussion was held with the subject co-ordinator. One lesson about Vikings was observed. In spite of this, insufficient evidence was obtained to judge provision in the subject. As with geography, pupils are given satisfactory opportunities in history to develop their writing and computer skills.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Music

Provision in music is **good**.

Main strengths and weaknesses

- High quality teaching helps pupils achieve well.
- Leadership and management are good.

Commentary

76. Standards In Years 2 and 6 are at nationally expected levels and pupils achieve well. During the inspection, pupils in Year 2 sang a lullaby tunefully and joined in a calypso with great enthusiasm. Older pupils listen to each other's performances attentively. For example, all pupils were silent as pupils in Years 5 and 6 listened very attentively to a recording of their 'Space' composition. Because of staffing difficulties, pupils did not receive a full curriculum in music until the recent appointment of a part-time specialist teacher for one morning each week. Pupils have a lot of ground to make up in music, but are now achieving well. The two main reasons for this are that the teaching is very good and lessons are now very well

planned. In this very practical subject, pupils with special educational needs are supported and encouraged well by the teacher.

77. Teaching is very good. An experienced music specialist teaches all the classes as well as taking hymn practice each week. Pupils enjoy their lessons because they regularly learn new things, take part in many practical activities such as playing percussion instruments and enjoy singing 'fun' songs. The teacher has very high expectations of pupils' behaviour and manages discipline very well. This creates a high quality environment for learning. She organises group work well, which allows pupils to play instruments. The teacher shows her expert knowledge by regularly using musical terms, such as pitch and rhythm, and by demonstrating different playing techniques, which increase pupils' knowledge of music. In Years 5 and 6, pupils evaluate the performance of their classmates and this helps them improve their performance next time. The teacher leads these discussions very well but pupils are not yet used to this type of activity and few respond without being prompted by the teacher.
78. The subject co-ordinator has led and managed the subject well. The decision to employ a part-time specialist teacher of music has been successful in improving teaching and learning of music. The teacher assesses what pupils know and can do well. She evaluates what has been taught previously and has devised a suitable programme of work. This represents good improvement since the last inspection. There are enough resources to allow pupils to take part in practical lessons. A few pupils are learning to play the clarinet, flute and keyboard. They are taught by visiting music teachers.

Art and Design

79. No lessons were observed in art and design. It is not possible therefore to make judgements about provision in the subject.
80. The teaching of art and design has improved considerably since the last inspection, when it was judged unsatisfactory. A satisfactory curriculum, based on national guidelines, is now taught. Pupils work with a wide variety of media, including paint, material dye and oil-based pastels. They learn to appreciate the work of great artists and have recently completed portraits of good quality in the style of Paul Klee. Pupils' work often links with other subjects, for instance, pictures of cats linked well with literacy work of T. S. Eliot's poem, Macavity. The subject co-ordinator has effectively led and managed all these improvements. She has also put in place a satisfactory assessment scheme that is helping teachers know what standards individual pupils have achieved and how their techniques and skills have improved.

Design and technology

81. No judgements have been made about provision in this subject.
82. The school uses national guidance satisfactorily to help plan lessons. This is effective because older pupils recall well the designing, making and evaluating process. They talk eagerly with confidence about a satisfactory range of joining techniques that can be used with materials like card, wood and cottons. They know how to use saws and drills safely. The youngest pupils discussed well the colour and texture of fruit and vegetables.

Physical education

83. The school offers a good physical education curriculum. Pupils in Years 5 and 6 take part in an annual weeklong residential visit and those in Years 3 and 4 take part in a short residential stay every two years. Pupils in Years 3 to 6 have a swimming lesson each week for a whole term. The development of pupils' gymnastics and games skills is being held back because the hall is too small for a full class to carry out some of the activities required. The school provides a good range of extra-curricular clubs and inter-school sports activities which pupils enjoy.

Parents support these activities well by coaching netball and helping with transport to other schools and venues.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

84. No overall judgement about provision in personal, social and health education was made. Teachers' planning indicates that a full programme of personal, social and health education, based on the national guidelines, is taught. Pupils are developing well in this area and many act as responsible citizens for their ages. A school council has been arranged but does not meet regularly. The school has developed a suitable purpose for this council in that it aims to provide pupils with opportunities to take more responsibility for their environment and running of aspects of school.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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