

INSPECTION REPORT

St John Fisher Catholic Primary School

Wigston

LEA area: Leicestershire

Unique reference number: 120217

Headteacher: Mrs Mary Hirst

Lead inspector: Paul Edwards

Dates of inspection: 24th – 27th May 2004

Inspection number: 257696

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:	4 – 11 years
Gender of pupils:	Mixed
Number on roll:	232
School address:	Shenley Road Wigston Leicestershire
Postcode:	LE18 3QL
Telephone number:	0116 2882203
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Appropriate authority:	The Governing Body
Name of chair of governors:	Rev Father John McCay
Date of previous inspection:	23 rd March 1998

CHARACTERISTICS OF THE SCHOOL

The St John Fisher is a Catholic primary school that serves a wide area. Some 70 children travel to school by coach each day and many others travel to the school from some distance away. There are currently 232 children on roll, 127 boys and 105 girls. Almost all children are from white ethnic backgrounds and approximately 90 per cent are practising Catholics. Just under eight per cent of the pupils are eligible for free school meals which is below the national average. The proportion of pupils with a Statement of Special Educational Need (1.8 per cent) and the proportion identified by the school as having special educational needs (14.0 per cent) are similar to the national average. The school is very popular and pupil mobility is low. Attainment on entry to the school is above average.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21069	Paul Edwards	Lead inspector	Foundation Stage, special educational needs, science, design and technology, music.
9619	Bob Miller	Lay inspector	
30842	June Turner	Team inspector	English, information and communication technology, art and design, personal, social and health education and citizenship.
18568	Mary Sinclair	Team inspector	Mathematics, geography, history, physical education.

The inspection contractor was:

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	11
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	15
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	17
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	29

PART A: SUMMARY OF THE REPORT

The school provides a good quality of education and gives good value for money. Good teaching and leadership combine to ensure most pupils achieve well during their time at school. Standards in English and mathematics are above average by the end of Year 6. The curriculum is satisfactory and enriched by a very good range of activities.

The school's main strengths and weaknesses are:

- The children are provided with a good start to their education in the Foundation Stage
- Standards in English and mathematics are above average at the end of Year 2 and Year 6 and the standard of art and design is particularly good
- The quality of teaching is good although there is a lack of challenge for the more able pupils on occasions
- Mundane worksheets limit opportunities for the pupils to develop extended writing skills
- Pupils with special educational needs are well supported and make good progress
- Behaviour is very good and relationships between pupils and staff are trusting and strong
- The headteacher provides good leadership and she is very well supported by the governing body. Financial management is very good
- The pupils' spiritual, moral, social and cultural development is very good
- Curriculum time is not used as effectively as it should be although a very good range of activities enrich the curriculum
- The parents think highly of the school and provide it with very good support

The school has made satisfactory progress since the previous inspection. The quality of teaching and standards in English and mathematics have been maintained. Standards in information and communication technology (ICT) have improved. Although the school is much better in identifying the needs of the more able pupils, lessons are not always planned to ensure they meet the needs of these pupils.

STANDARDS ACHIEVED

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

Overall, the achievement of the pupils is good. Children in the Foundation Stage are provided with a good start and make good progress. By the time they enter Year 1, most children are likely to attain or exceed the standards expected for their age. Inspection evidence shows that the pupils' achievement in English is good and in mathematics and science it is satisfactory. Standards in science have improved because the teachers' subject knowledge has improved and they provide the pupils with more opportunities to carry out investigative activities. The low standards in science in the 2003 tests was due to too few pupils attaining the higher levels and the school has worked hard to ensure work is more challenging. They achieve well in information and communication technology and standards are above average at the end of Year 2 and Year 6. In art and design standards are well above average by the end of Year 6 because of the very good teaching in this subject. Throughout the school, more able pupils occasionally do not attain the standards of which they are capable because work is insufficiently challenging. Writing skills are inhibited by the use of too many

unchallenging worksheets. Achievement in physical education is not as good as it should be because too little time is devoted to the subject.

The **pupils' personal development, including their spiritual, moral, social and cultural development, is very good.** Their behaviour is very good and they have very positive attitudes towards school and work. Attendance and punctuality are very good.

QUALITY OF EDUCATION

The school provides a good quality of education. Teaching and learning are good overall. Teaching for children in the Foundation Stage is good and throughout the school most pupils make good progress. Pupils with special educational needs make good progress because of the good support by classroom assistants. More able pupils do not always make the progress of which they are capable. Although teachers identify the needs of these pupils well they do not always provide work that is sufficiently challenging. Too many worksheets are used and these restrict opportunities for pupils to write at length. The curriculum is satisfactory and it is enriched by a very good range of out of school activities. The school is very good at identifying gifted and talented pupils and makes good use of external providers to meet the needs of these pupils. Time is not used effectively – for instance too little time is devoted to physical education and some science lessons are too long. The school has very good arrangements for promoting the care and welfare of pupils and monitors their personal development well. Monitoring of academic development is satisfactory.

LEADERSHIP AND MANAGEMENT

Leadership and management are good overall. The headteacher provides good leadership and manages the school well. She is well supported by the Deputy Head and her colleagues, who all share a commitment to provide the pupils with the best opportunities and to improve the quality of education. Co-ordinators are enthusiastic and beginning to have a good impact on their subjects. The governors are very well informed and fulfil their statutory duties effectively. They have a clear understanding of the strengths and weaknesses of the school.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The parents think very highly of the school and feel that they have a good opportunity to participate in the life of the school. The pupils' views are taken very seriously and they enjoy coming to school. Both parents and pupils think the behaviour at the school is very good. Pupils are positive about school and work hard.

IMPROVEMENTS NEEDED

The most important things the school should do are:

- Ensure work is well matched to the needs of the more able pupils
- Provide the pupils with more opportunities to develop extended writing skills and reduce the use of mundane worksheets
- Make more effective use of curriculum time

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Achievement is good throughout the school. There is no significant difference in the attainment of girls and boys. Occasionally, the more able pupils do not attain the standards of which they are capable. By the end of Year 6 the pupils attain standards that are above average in English and mathematics and they attain standards that are average in science.

Main strengths and weaknesses

- Children make good progress in the Foundation Stage and most are likely to attain or exceed the standards expected for their age
- Pupils attain standards that are above the national average in English and mathematics in Years 2 and 6
- Pupils' speaking and listening skills are very good
- More able pupils do not always attain the standards of which they are capable
- The pupils' attainment in art and design is well above average by the end of Year 6
- Pupils with special educational needs make good progress overall

Commentary

1. Table 1 below shows that in the 2003 National Curriculum tests for Year 2 pupils, standards in reading, writing and mathematics were well above the national average.

Table 1 Standards in national tests at the end of Year 2 – average point scores in 2003

Standards in:		National results
reading	17.4 (16.1)	15.7 (15.8)
writing	16.5 (14.5)	14.6 (14.4)
mathematics	17.8 (17.8)	16.3 (16.5)

There were 36 pupils in the year group. Figures in brackets are for the previous year

2. Table 2 below shows that in the 2003 National Curriculum tests the school's results in English and mathematics were well above the national average and in science they were below the national average.

Table 2 Standards in national tests at the end of Year 6 – average point scores in 2003

Standards in:		National results
English	29.0 (28.3)	26.8 (27.0)
mathematics	28.3 (25.7)	26.8 (26.7)
science	27.7 (28.1)	28.6 (28.3)

There were 27 pupils in the year group. Figures in brackets are for the previous year

3. Inspection evidence shows that by the end of Year 2 and Year 6, standards are above average in reading, writing and mathematics and the pupils' speaking and listening skills are well above average. Standards in science are average by the end of both Year 2 and Year 6. Standards have improved in science since last year because of improved teaching and a clear focus on investigative work. Overall, the pupils achieve satisfactorily in most other subjects. However,

the more able pupils are not challenged sufficiently on occasions and they could do better. Pupils with special educational needs achieve well and make good progress because of the early identification of their needs and the good support they receive.

4. Children in the Foundation Stage achieve well and their attainment is above the expected level in all areas of learning. The children achieve well because the curriculum is carefully planned and good use is made of assessment procedures to identify how well they are doing and what support is needed by individuals. The teaching of early reading and writing skills is good and this gives the children a good level of confidence.
5. The pupils' speaking and listening skills are well above average in both the infants and the juniors. The pupils respond very well to the teachers' questioning and they listen attentively to others. Reading skills are well above average by the end of Year 2 and above average by the end of Year 6. Pupils use a good range of strategies to help them comprehend what they are reading and they are provided with an increasingly wider range of books as they move through the school. More able pupils need more opportunities to discuss complex issues in fiction material. Writing skills are above average by the end of Year 2 and Year 6 and pupils develop good skills in writing in a range of styles for different audiences. However, there is an overuse of mundane worksheets in several subjects and these inhibit the pupils' writing skills, both in quantity and quality. Whilst this applies to all pupils, it has a particular effect on the standards attained by the more able pupils.
6. Achievement in mathematics is satisfactory overall although it is particularly good in Years 2 and Year 6. The pupils develop a good understanding of number and use a wide range of strategies to work out calculations in their heads. They measure accurately and compile charts and graphs satisfactorily using information they have collated. Pupils have a secure understanding of place value. Pupils with special educational needs achieve well and make good progress because of the good level and quality of support they receive. Occasionally the more able pupils do not achieve as well as they should because they are not provided with sufficiently challenging work.
7. Achievement in science is satisfactory overall. Standards are average at the end of both Year 2 and Year 6 and they are getting better as a result of the teachers' improved subject knowledge and a more consistent approach to teaching the subject. The pupils' investigative skills in science are often above average because of the good opportunities the pupils now have to undertake work in this area. The low standards that were highlighted in the 2003 science tests were due to too few pupils attaining the higher level and more challenging work is improving this situation. The pupils achieve well in information and communication technology and standards are above average by the end of Year 2 and Year 6. The effective use of the computer suite by all classes and improved use of computers to enhance learning in other subjects has helped to raise standards.
8. In art and design standards are above average by the end of Year 2 and well above average by the end of Year 6. The pupils achieve very well because of the skills of the teachers in providing the pupils with a wide range of interesting activities and the support and guidance provided by a governor with expertise in the subject. The pupils' singing skills are good throughout the school and standards in history, geography and physical education are in line with national expectations by the end of Year 2 and Year 6. However, the pupils do not achieve as well as they could in physical education because too little time is devoted to the subject. The school has worked hard to provide additional support for gifted and talented pupils and they are provided with a very good range of opportunities to develop sporting, musical and artist skills both in school and through links with other schools and clubs within the community.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes, behaviour and personal development are very good. Pupils' moral, social, cultural and spiritual development is very good. Attendance is very good and punctuality is very good.

Main strengths and weaknesses

- Pupils' relationships with each other are very good. This is reflected in the very good behaviour in lessons
- Pupils show very high levels of interest in all school activities that are provided for them and welcome the opportunities to be enterprising and show responsibility
- The school sets very high expectations for pupils' conduct and good relationships, including racial harmony. This enables pupils to distinguish right from wrong
- Parents make very good efforts to ensure their children attend school regularly and punctually
- The pupils enjoy the responsibilities of living in a school community and they show respect for each other's feelings, values and beliefs

Commentary

9. The rate of attendance is well above that of similar schools nationally and has remained so for the past few years. This is a significant improvement since the last inspection. Children are encouraged by their parents to attend school regularly and punctually. This is having a positive effect on the pupils' attainment.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.1	School data	0.0
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.

10. Pupils enjoy coming to school and develop very good relationships with others in their classes. Pupils of all ages show very good attitudes to their work and their life in school. This is a continuous improvement since the last inspection. This is reflected in their very good punctuality, enjoyment of lessons and their participation in extra-curricular activities, particularly sport and art. Pupils say physical education lessons are fun and interesting and that teaching is good.
11. Pupils are very well behaved and co-operative in lessons. They listen to adults and follow instructions carefully because staff set very high expectations for their conduct and work to achieve them. This results in pupils gaining confidence and developing high self-esteem. High expectations and strong encouragement of good behaviour at all times are rewarded by the performance of pupils. There is no evidence of bullying or instances of racism. Teachers establish an atmosphere of quiet, controlled behaviour and maturity in pupils. There have been no exclusions. Pupils with special educational needs are generally keen learners and behave well in lessons. There have been no exclusions in recent years.
12. The school nurtures the pupils' personal development very effectively. Pupils show great respect for the feelings and values of others. Assemblies place great emphasis on relationships and there is a real sense of community shown during these sessions. Assemblies provide good moments for reflection and allow the pupils to develop their self-knowledge and spiritual awareness. For example, candlelight and suitable background music are used to establish a spiritual ethos. Pupils have opportunities to express their views and reflect upon ways to improve friendship throughout the school. Pupils enjoy contact with a wide

cross section of the community through many visits and visitors and this contributes very well to their social development.

13. Older pupils relish the opportunity to look after their younger classmates and pupils take on class monitor duties willingly and enthusiastically. Pupils from all ethnic backgrounds work and play together very well and the school is a racially harmonious community. Pupils know right from wrong and this is continually reinforced during assemblies and through a very good personal, social and health programme. The provision for pupils' cultural development, including the multicultural aspect is very good. This is a significant improvement since the last inspection when it was found to be satisfactory but in need of development. The pupils have many opportunities to appreciate different cultures around the world and their own cultural heritage. They are prepared very well for life in a multicultural society.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school is providing its pupils with a good quality of education for its pupils. Teaching and learning are good and the curriculum is satisfactory. There are very good links with parents and procedures for ensuring the health, safety and welfare of pupils are very good.

Teaching and learning

Teaching and learning are good. Assessment is satisfactory.

Main strengths and weaknesses

- The teachers make lessons interesting and encourage the pupils well
- Relationships between staff and pupils are very good
- Classroom assistants are used effectively to enable pupils with special educational needs to make good progress
- The more able pupils do not always make the progress of which they are capable

Commentary

Summary of teaching observed during the inspection in 39 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	6 (15.5%)	22 (56.5%)	11 (28%)	0	0	0

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

14. The overwhelming majority of pupils learn well because of the good teaching. In the Foundation Stage, the teachers assess the children's skills on entry to the school. They continue to make good use of assessment information during the children's time in the Reception class and they match the work very closely to their ability and this results in them making good progress. Teachers and classroom assistants work together very well and lessons are planned carefully. The teachers provide a good range of interesting activities that stimulate the children's enthusiasm and parents are actively encouraged to help with their children's learning. The early skills of reading and writing are taught very well and this provides a good platform for the development of literacy and numeracy skills.
15. Throughout the school, literacy and numeracy skills are taught well. The national strategies for literacy and numeracy have been implemented effectively. Lessons are well-planned and the teachers make good use of the classroom assistants, particularly for supporting those pupils with special educational needs. The support enables these pupils to take a full part in lessons

and to make good progress. Numeracy skills are well taught and this ensures that the pupils develop good mental arithmetic skills.

16. During the inspection some very good teaching and learning was observed. In these lessons, the sessions were lively and interesting and made very good use of the time available. Particularly good use was made of laptop computers and whiteboards to make the activities more interesting and stimulating. The teaching of art and design is very good and this, together with the support from a skilled governor, has resulted in standards that are well above the national expectations. The pupils' finished work is very well displayed around the school and provides a good talking point for pupils and parents. In all lessons the teachers share the learning objectives with the pupils and this helps to ensure they have a good understanding of what they are expected to achieve.
17. In most classes the teachers are making good use of assessment information to identify the progress that has been made by individual pupils. The teachers then plan work that builds on the pupils' skills in most instances. However, although they identify the needs of the more able pupils, not all teachers are skilled in planning work that is closely matched for them and consequently some do not make the progress of which they are capable. In some instances, the teachers rely too heavily on mundane worksheets and do not make the best use of their teaching skills. These worksheets inhibit the quality of the pupils' writing. In some classes the teachers do not make enough use of challenging and searching questions to develop the pupils' reading skills.
18. Relationships between the staff and pupils are very good. The trusting atmosphere that is evident throughout the school results in pupils being confident. The opportunities provided by the teachers for the pupils to ask questions and to respond to them enables them to develop very good speaking and listening skills.

The curriculum

The school provides a satisfactory curriculum that is enriched by a very good range of extra-curricular activities. The quality of accommodation and resources is satisfactory.

Main strengths and weaknesses

- Teaching time is not used efficiently
- The planning of the curriculum has improved since the last inspection
- Pupils with special educational needs are well supported
- The curriculum does not provide sufficient challenge for some of the more able pupils
- There are very good opportunities for enrichment

Commentary

19. The school has conducted a curriculum review and has begun reorganising the curriculum to make more effective use of time. French has been extended into Year 5. The time allocated to science for the older pupils has been increased to two hours per week. History, geography and design and technology are each taught for one term in the school year. These developments help to make the curriculum broader, better balanced and more coherent.
20. Some issues concerning the use of curricular time remain. The time allocated to teaching physical education is inadequate. At times, teachers' interpretation of the timetable is inflexible, resulting in some science and geography lessons using more time than they require.
21. The school has introduced nationally recognised schemes of work in all subjects to help teachers to build on the pupils' prior knowledge, skills and understanding. The implementation of the national literacy and numeracy strategies, including 'catch-up' programmes, contributes to good standards of work in literacy and mathematics.

22. Weekly planning sheets have been amended so that teachers can record the modifications they intend making for pupils of different abilities. However, in some instances, the modifications made do not provide sufficient challenge to meet the needs of some of the more able pupils.
23. Provision for pupils who have special educational needs is good. Teachers modify the curriculum appropriately to meet their needs and work closely with teaching assistants who provide regular and effective support in classes.
24. All pupils are encouraged to contribute fully to the life of their school. The needs of individuals are met very effectively through the programme for personal, social and health education incorporated into religious education and science lessons. Parents are involved in the programme for sex, relationships and drugs education.
25. The school offers a very good programme of lunchtime and after-school activities, particularly in sport and music. In addition, the school liaises with its secondary school to provide enrichment activities for more able pupils in art, the performing arts, sport and information and communication technology.
26. Subjects are adequately resourced to meet the needs of the curriculum. The school provides good accommodation for learning. The new computer suite has facilitated the teaching of information and communication technology, and this has contributed to an improvement in standards since the last report. Good use is made of the new school library. The school's extensive grassed area is used for curricular and extra-curricular activities. Plans have been made to build a new playground, staff car park and unit for the Reception pupils.

Care, guidance and support

The school provides very good levels of care and attention to the welfare, health and safety of the pupils. Provision of support, advice and guidance for the pupils is good. There is good involvement of pupils through seeking, valuing and acting on their views.

Main strengths and weaknesses

- The school provides a very healthy and secure environment where pupils can work and play safely
- Pupils have a very good and trusting relationship with adults in the school
- Pupils have access to well-informed support and guidance
- The school is active in seeking the views of the pupils on school improvement but has identified the need to include younger pupils on the School Council to further improve this aspect of school life

Commentary

27. This is a very caring school where staff treat pupils fairly and with respect. All pupils, including those with special educational needs and those from ethnic minority groups are well integrated into all activities that the school provides. The very good relationships pupils enjoy with the adults in the school ensure that pupils are comfortable about approaching individual teachers or support staff for help or guidance. Pupils say teachers always take time to listen to them and they can always have their say. Pupils are highly satisfied with the school and what it provides.
28. The staff know the pupils very well, are sensitive to their needs and are able therefore to provide good support and guidance through close monitoring of their personal development. This is a continuous improvement since the previous inspection. Parents say that the school is helping their child to become mature and independent. The good PSHE programme and

satisfactory assessment procedures enable staff to provide targeted support for individuals, including those with special educational needs.

29. Health and safety arrangements are very good and risk assessments are carried out for the premises and school trips. The school is well maintained and kept in a very clean condition. The building provides disabled access and facilities. Child protection procedures are good, well known to all staff and implemented effectively. There are good links with outside agencies.
30. The school actively encourages the pupils' views, both in informal and formal ways. The school has identified the need to include younger pupil representation on the recently formed School Council to ensure more wider, regular and formal consultation on matters of school improvement. Meanwhile, circle time¹ presents opportunities for pupils to discuss issues such as behaviour. Those pupils with special educational needs contribute to their annual reviews and older pupils are involved in setting personal and learning targets and in assessing their own work.

Partnership with parents, other schools and the community

The school has very good partnerships with parents. Links with other schools and the community are good.

Main strengths and weaknesses

- Parents are kept very well informed about the school and their children's progress
- There are very good procedures for dealing with parental concerns or complaints
- Parents make a very significant contribution to their child's learning both at home and in school.
- There are very good arrangements for formal consultations with parents
- Links with local businesses are underdeveloped

Commentary

31. Parents are highly satisfied with the work of the school and what it provides. This is an improvement since the previous inspection. They say that the teaching is good, teachers expect their children to work hard and that the school is led and managed well. Parents say that staff are very approachable and teachers are always available at the beginning and end of each day to deal with any concerns or complaints those parents may have. This informal contact ensures very high levels of parental satisfaction and ensures that any problems are dealt with swiftly and effectively. A small number of parents are not satisfied that they are consulted regularly enough on matters of school improvement. The school has recognised this and has begun to consult parents by way of a formal annual questionnaire, the results of which are published on the school website.
32. Parents are very well informed about the school through a school prospectus and the Annual Governors' Report. There are regular newsletters and school notice boards, containing up-to-date information. Parents appreciate the opportunities to discuss their child's progress at both formal and informal meetings with teachers. A helpful end-of-year academic report, containing targets to help improvement, accompanies these meetings. Since the previous inspection there has been a good improvement in the very good information that parents receive.
33. The vast majority of parents help their children's learning at home. The school provides appropriate homework and staff explain how parents can usefully help their child. A good number come into school to help with activities such as listening to children read and helping

¹ Circle time is a session provided for pupils to discuss matters as a class, following strict rules about listening to others and taking turns to speak.

with after-school clubs and school trips. There is a very active PTA that raises funds to purchase learning resources such as computers and books.

34. The good links with the community is an improvement since the last inspection. There are very close connections with the police, school nurse and Church. The local neighbourhood watch group uses the school premises for their meetings and there is involvement with the Council's 'Green Wedge' environmental project. To further improve these links the school should continue to be more outward looking and enlist non-denominational groups and local businesses to enrich the curriculum and enliven pupils' learning and achievement.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The headteacher's leadership is good and the governors fulfil their duties very well. Subject leaders fulfil their roles satisfactorily.

Main strengths and weaknesses

- The headteacher leads and manages the school effectively
- There is a good ethos in the school
- The governors fulfil their roles very effectively
- Financial management is very good

Commentary

35. The headteacher has been committed to developing a team of staff who work well together. The result is a positive ethos where all are valued and encouraged to take responsibility. The headteacher delegates responsibility to the staff effectively and is beginning to enable subject leaders to take a more active role in their area. The school is aware of the issues raised during inspection regarding the attainment of the more able pupils, the overuse of worksheets and the more effective use of curriculum time and is well placed to remedy these. The headteacher is very well supported by the deputy headteacher who is committed to his role in the school and has made a significant impact in the development of ICT. The headteacher has been successful in improving the accommodation and the provision for ICT and the library.
36. Subject leaders have made a satisfactory start in leading their subjects and moving the school forward. There has been good use of data to pinpoint trends in attainment. However, use of data to set individual targets is underdeveloped and this leads to some lack of challenge for the most able in learning. Performance management is good and the headteacher has ensured that staff have received training both through the Primary Leadership Project and through individual courses. The development of training within school is now needed so that staff can lead their own subjects more effectively. Support staff make a good contribution to pupil progress and have been included in the school's performance management.
37. The governing body fulfils its statutory duties very well, and provides the headteacher with encouragement. It has a very good knowledge of the school's strengths and weaknesses and has identified the key areas that need to be addressed. The governors take a full and active part in the preparation of the school improvement plan that is comprehensive and sets out the key priorities to enable the school to improve. The plan provides the focus for school monitoring by both the leadership team and by governors. This includes making lesson observations, monitoring and evaluating the quality of teaching and learning, the sampling of pupils' work and identifying the progress made by pupils, for example in recording test results and using the information to set targets for future learning. The governors together with the teachers work very effectively in interpreting performance data and setting challenging targets in literacy and numeracy, and this has helped the school maintain its standards in English and mathematics since the previous inspection.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	560,947
Total expenditure	542,269
Expenditure per pupil	2,454

Balances (£)	
Balance from previous year	67,785
Balance carried forward to the next	18,678

38. The use of financial resources is very well managed. The headteacher, staff and governors work together very effectively to ensure the limited budget is used efficiently. The finance committee has a clear overview of the school's financial situation and monitors the implementation and progress of initiatives. Resources are carefully directed to priorities within the school improvement plan and appropriate care is taken in planning contingencies. The governors took the decision to reduce the underspend to ensure income is spent on the current pupils but they, together with the headteacher, continually seek additional grants. The governors are implementing the principles of best value well. For example, they continually check whether the contracts they place offer the best cost-effective return for the school. Such undertakings include grounds maintenance, the purchase and servicing of computers, and improvements to premises. Recommendations from the last audit report have been fully implemented.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

39. At the time of the inspection there were 36 Reception children, all of whom attend full-time. Seven of the oldest children are in a mixed Reception and Year 1 class. There are occasions when all of the Reception children are taught together. The children's attainment when they start school covers the full range but is above average overall. By the time they enter Year 1, most children attain the Early Learning Goals in all areas of learning and a significant minority are likely to exceed the goals. The children achieve well because of the good teaching that matches the work closely to the needs of individuals, the detailed and careful planning and the effective support provided by the assistants.
40. When children enter the school the teachers carry out detailed assessments and this information is used by the teachers to determine the level of support needed by individuals. Both the teachers and the assistants carry out assessments on a regular basis and this information is used well to determine the progress made by the children and to assess their level of understanding. Detailed records are kept and these form the basis of the assessment records as the children move through the school. There are good links with the parents and the school actively involves them in their children's education. They are kept very well informed of the progress being made and are encouraged to help with reading and writing activities and some help in classes with various activities. Children with special educational needs are provided with a good level of support and this enables them to participate in all activities and to make progress in line with their peers.
41. The main Reception class is housed in a temporary classroom that is due to be replaced shortly. Although the classroom itself is spacious and allows the children to participate in all activities, the outside accommodation is relatively small and limits the opportunities for some outdoor activities. However, the staff make very good use of the large hall and spacious grassed area for physical activities.
42. The leadership and management of the Foundation Stage are good. The teachers work closely together to ensure that Reception children in both classes are provided with activities that are suitable for their age and level of maturity. Classroom assistants are well briefed and provide a valuable contribution to the children's learning. The teaching is good in all areas of learning. The staff use a good number of strategies to stimulate the pupils' learning, for example they use laptop computers and whiteboards for demonstrations. The good progress made by children in the Reception classes at the time of the previous inspection has been maintained.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Staff provide a caring and supportive environment from which children learn to co-operate and help each other
- Staff provide very good role models and relationships are very good
- Children achieve well because of the good teaching and the high expectations set by staff

Commentary

43. The children achieve well in this aspect and the teaching is good. In the mixed Reception and Year 1 class the younger children benefit from working alongside their older classmates. However, there are opportunities for all of the Reception children to gain from the examples set

by the older pupils. For example, they take part in whole school assemblies and in singing sessions. Adults know the children well and provide good opportunities for developing independence. Caring relationships ensure that the children know what is expected of them so that they quickly learn the correct way to behave. They quickly settle into the daily routines of directed and self-chosen tasks with little fuss and behaviour is very good. They take good care of materials and equipment and move confidently round the classroom. Children are given opportunities to develop independence although these opportunities could be developed further. There are good opportunities for co-operation, sharing and taking turns through a range of activities, such as when using the large outside play apparatus. They are encouraged to clear away at the end of sessions putting equipment away carefully. The very good teamwork of the adults provides the children with very effective role models for co-operation and a calm approach to work. Relationships are very good. Most children show good levels of interest in what they are doing, concentrate well even when not directly supervised, and most are eager to learn. The children go to the toilet unaided and manage to dress after physical education and put on their own coats.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Staff take every opportunity to develop the children's language skills
- There are good opportunities for developing writing skills of more able children
- Good use is made of assessment to provide challenging activities for more able children

Commentary

44. The children achieve well and the teaching and learning are good. During activities, both in and out of the classroom, adults use opportunities to develop the children's speech and language through good questioning and modelling ensuring that they take turns and listen to others. This means children make good progress due to the good teaching. Very good relationships mean that many children develop the confidence to talk and the teachers encourage them to use extended sentences rather than a simple 'yes' or 'no' response. Most children listen and join in enthusiastically with favourite rhymes and songs, developing speech and language. Good examples of this were seen in the whole school singing sessions when the Reception children joined in very enthusiastically with the action songs. Most are attentive when listening to stories and the good teaching of letter sounds and words enable the children to make rapid gains in the development of reading skills. Parents support their children well in this aspect and the home school reading diary and books contribute to the children's progress. Activities in the reception class role-play area, currently 'The Travel Agent', provide children with the opportunity to develop confidence in speaking and listening skills and co-operation as they play with, and talk about, holidays. Children are encouraged to develop early writing skills as they practise writing out 'travel tickets'. These early writing skills are developed well as the children are introduced into more formal writing activities, for example when they write a letter thanking the postman who visited the school the previous day to talk about his work. Most children form letters correctly and write their names legibly.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Adults plan a wide range of practical activities to promote children's mathematical development which ensures children achieve well

- Good use is made of mathematical language
- Good use is made of resources to promote learning
- Good use is made of assessment to provide challenging activities for more able children

Commentary

45. The children achieve well and the quality of teaching and learning is good. By the time they enter Year 1 most children have a good understanding of number. Adults use a range of number rhymes and songs to help children count and most children recognise numerals and count up to and beyond twenty with good levels of confidence and accuracy. A wide variety of opportunities are provided to help children become familiar with mathematical vocabulary. For example, programmable toys are used to develop the children's understanding of turn and direction. Children have access to structured sand and water activities and are developing an understanding of words such as 'full', 'empty', 'larger than' and 'smaller than'. In outdoor play, children are encouraged to use mathematical expressions such as 'next to', 'beside', 'longer', 'shorter', 'wider'. Games such as snakes and ladders are used to improve counting skills and to help the children understand the importance of rules. They are developing a good understanding of shapes, and recognise a good number of two-dimensional shapes. They use computers for simple data handling constructing a pictogram of favourite foods. All of these practical activities prepare the way well for future learning and are appropriate for this stage of development, ensuring that children sustain interest and do not become bored. The staff assess the children's progress regularly and effectively and use the data to ensure activities are well matched to the children's level of ability.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- A range of interesting activities is planned to promote learning in this area
- Staff use questioning effectively to enhance the children's knowledge and understanding of the world about them
- There is a good range of visitors to the school to enrich learning
- Good use is made of computers to stimulate learning

Commentary

46. The children's knowledge and understanding of the world is good by the time they enter Year 1. Teaching and learning are good overall. Religious education is taught regularly and the children's understanding of their own and other faiths and cultures are developed well. For example, a visitor has spoken to the children about Diwali and the Nursery Nurse has helped them celebrate the Chinese New Year. The reception classroom is well organised with a range of activities to stimulate children's enthusiasm and natural curiosity. Through the use of road layouts, simple construction kits, and role-play areas, children increase their knowledge and understanding of the world. There is a good range of visitors, such as the fire services, police and postman and these enrich the children's learning and raises awareness beyond the school. There are regular visits to places of interest and the staff make good use of its extensive grounds. Opportunities are provided for children to develop early scientific skills through simple observations of seeds and plants. Children have regular access to a listening centre and computers, using the mouse and keyboard to design and print pictures and to control objects on the screen. Regular use is made of the computer suite to improve the children's computer skills.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Good hand and eye co-ordination is encouraged in a variety of activities that require the use of puzzles, small hand-tools, crayons, pencils and brushes
- The outside designated play area is small and limits opportunities for physical activities although the staff make good use of the hall and extensive grounds

Commentary

47. The teaching and learning are good and children achieve well. Although there is a designated play area, it is rather small and inhibits the opportunity for the development of the children's physical skills. However, the teachers make good use of the hall for formal physical education lessons and of the extensive grassed areas for games and play activities. Children move freely with growing confidence. They run, jump and balance well and enjoy using small apparatus. Both outside and in the hall, they respond well to instructions, stop and start on request, and clearly enjoy the opportunities provided for physical development. Staff are clearly aware of health and safety issues as they support children. Children are given a good range of opportunities to develop their finer co-ordination and manipulative skills by using puzzles, handling dough, cutting with scissors and using brushes and crayons.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- There is a good range of planned creative activities
- Children have regular access to a role-play area and good use is made of it

Commentary

48. Children achieve well. Teaching and learning are good although some children would benefit from greater freedom when making things, for example the caravans the children were making were all of a similar style and using similar materials. There are many opportunities for painting, singing, role-play and music. Planning, photographs and displays show that, through the use of art, role-play, songs, rhymes and stories, children successfully develop their imagination and creativity. Children use paint confidently to create imaginative pictures and the good work in this year group provides a firm foundation for the good artwork seen throughout the rest of the school. Resources are plentiful and used well. Children readily take part in role-play activities in 'The Travel Agents' and are beginning to co-operate well. Weekly sessions in the school hall provide good opportunities for the children to sing and there are regular opportunities for the children to play untuned musical instruments. Resources and equipment are used well.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision for English is **good**.

Main strengths and weaknesses

- Speaking and listening skills are very good and pupils are keen to contribute and articulate their views
- Teaching is good overall and very good in Year 4
- Occasionally there is a lack of challenge for the more able pupils
- Marking and critical feedback are underdeveloped
- There has been good development of the library

Commentary

49. Results of Year 2 and 6 National Curriculum tests show that standards are well above average in comparison with all schools. Tests show that pupils make very good progress from Years 2 to 6. Inspection evidence confirms that pupils have very good skills in speaking, listening and reading and that achievement overall is good. There is good support for those with special educational needs. At the end of Year 6, almost all pupils attain the average standards over a third reaching above average standards. Standards are about the similar to what they were at the time of the previous inspection. However, more challenge is needed throughout the juniors for more able pupils to extend their thinking through reading and writing.
50. Overall, in Years 1 and 2 the pupils achieve well and make good progress in speaking and listening and reading and in developing a competent range of writing skills. Pupils are well supported at home and they develop a wide vocabulary and speak in grammatically correct sentences. The school's successful management of behaviour and pupils' very good attitudes to learning create a quiet working atmosphere that is conducive to listening. At the end of Year 2, reading is very good. Pupils are confident, read with fluency, accuracy and good understanding and expression. By the end of Year 6, attainment in reading is above average. However, the most able do not have enough opportunities to explore complex issues in their reading. Writing skills are good and pupils have a good grasp of spelling. While test evidence shows writing standards are above the national expectation, in lessons pupils do not always produce their best work in some classes and work for the most able occasionally lacks challenge.
51. Teaching and learning are mostly good. Where teaching is very good, for example in Year 4 lessons, there is pace and challenge in the work. Pupils contribute very well to discussion and there is a very good emphasis on technical vocabulary. There is skilful questioning and pupils' answers are modelled and extended. In these lessons speaking, listening, reading and writing are closely linked. This was the case in the Year 4 lesson on the language of persuasion and then in the application of this to the pupils' own writing of an advertisement applying all the techniques. There are good opportunities for a range of writing with letters, arguments, stories and poems. In the best lessons, the teaching of writing and drafting gives the pupils the opportunity to change their work to improve the content and to correct spelling and grammar.
52. Teachers do not give enough critical feedback and guidance on how pupils could make their writing better. Expectations for the most able are not high enough and pupils are given too little clear guidance on how they can change their work. The less able make good progress but need more opportunities to use vocabulary lists in connection with the focus and writing frames. Pupils work hard and productively but do not always present their work well and this detracts from the finished product. This is often a result of the use of worksheets and to the lack of a common approach as to how work should be set out. In lessons pupils respond very

well to the teachers' expectations for good behaviour and there are very good levels of concentration and motivation. In all classes strong relationships and mutual respect for others reflect a positive ethos for learning.

53. Subject leadership is developing and is good. Much good work has been done on the development of the library and the organisation of resources for the teaching of reading. The subject leader has experience of monitoring and analysis of data. The development of drafting to improve writing and consistent approaches to marking, particularly in Years 3-6, is the next stage. The subject leader has a clear view of the need for this improvement and the skills to bring this about.

Language and literacy across the curriculum

54. Speaking and listening is very good across all subjects. In subjects like art and design pupils learn a wide range of technical vocabulary. In ICT pupils have good word processing skills and write prayers and letters. Pupils use their English skills for research and have access to a good range of books in the library. Opportunities to write at length and for different purposes are restricted in subjects like history and geography where there is an over-reliance on undemanding worksheets.

MATHEMATICS

The provision in mathematics is **good**.

- Effective implementation of the National Numeracy Strategy contributes to good standards
- Challenging teaching ensures high achievement for pupils in Year 2 and Year 6 classes
- The more able pupils do not achieve as well as they should in some classes

Commentary

55. Standards have improved since the last inspection. Results of National Curriculum tests show that standards are well above average in comparison with all schools at the end of Year 2 and Year 6. The school has received good support to implement the National Numeracy Strategy and uses its resources well. Inspection evidence shows that standards are above average by the end of Year 2 and Year 6. Throughout the school pupils have a good grasp of mental calculation strategies. Pupils' written calculation methods, developed from their mental strategies, are well supported by a variety of forms of recording. Particularly in Years 2 and 6, pupils demonstrate a very good understanding of problem solving. They can represent information in other ways to help them find patterns and interpret data. Year 2 pupils can represent data in a table to identify the rule generating a sequence of numbers and can use this to predict further values. Year 6 pupils can solve a problem by extracting relevant data from a table and represent it as a graph.
56. Pupils in Years 2 and 6 achieve particularly well, with teachers achieving a good pace in lessons through effective demonstration of key ideas, brief consolidation and questioning to check understanding followed by challenging tasks involving the application of learning. In lessons, where the teaching was most effective, the teachers have high expectations of all pupils and demonstrate good subject knowledge through their use of a wide range of open-ended questions to advance learning. They probe pupils' level of understanding, help pupils to connect new learning to earlier work and encourage them to identify patterns and make predictions.
57. All teachers use assessment to identify pupils' achievement and use this to inform their planning by modifying the questions they ask and the activities they provide for pupils of different abilities. These are well matched for pupils of average ability and for pupils with special educational needs. However in some of the lessons, teachers did not provide appropriate or sufficient challenge for some of the more able pupils. In lessons where the more

able are challenged well, teachers ensure good progress through tasks that require pupils to think for themselves to apply their new learning.

58. There is a very good rapport between teachers, teaching assistants and pupils. Teaching assistants are well briefed by teachers, enabling them to provide good support throughout lessons. Pupils are keen and work very well together to develop ideas.
59. The co-ordinator provides competent management of the subject. She monitors planning, scrutinises pupils' work and organises resources. Lessons are observed and improvements suggested. Where required, training is provided.

Numeracy across the curriculum

60. Pupils use mathematics confidently to help their learning in ICT lessons. Year 1 pupils applied their knowledge of symmetry to create a butterfly and Year 4 pupils evaluated the best graphical form to use to present data. Pupils have insufficient opportunities to use numeracy across other subjects.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Standards in science are improving
- The pupils undertake some good investigative work
- The more able pupils are not always challenged sufficiently
- Pupils enjoy science activities because teachers make them interesting
- An overuse of worksheets inhibits the pupils' writing skills

Commentary

61. Standards are similar to what they were at the time of the last inspection and progress in the subject since that time has been satisfactory. In the National Curriculum Year 6 tests in 2003, standards were below the national average. However, standards have improved, particularly in science investigative work, as a result of improved teaching. However, there are still occasions when some of the more able pupils do not attain the standards of which they are capable because the work is insufficiently challenging.
62. A good range of practical activities help to develop the pupils' skills of observation, prediction and recording. For example, pupils in Years 1 and 2 learn about what seeds need to germinate and grow from direct observation and recording. They develop an understanding of 'fair testing' by investigating what happens when the growing conditions are changed. Good investigative activities provide the pupils with a good understanding of how materials change when they are heated or frozen and what happens to them when they are stretched, bent, squashed or twisted. The pupils' skills develop satisfactorily as they move through the school. There are further opportunities for the pupils to undertake investigations covering a wide range of aspects, including separating mixtures, dissolving substances, analysing different types of soils, magnetism and shadows. There is a satisfactory use of both computers and the pupils' numeracy skills in developing the pupils' science skills. For example they collate data, read scales on thermometers and weighing machines and produce graphs and bar charts using computers.
63. Overall, teaching is satisfactory throughout the school. Planning is thorough and clearly identifies the areas of learning to be taught. The teachers match the level of work very well for those pupils with special educational needs and most other pupils. However, although the teachers are using the assessment information effectively to identify the needs of the more

able pupils they are not always successful in providing work for them that is sufficiently challenging and stimulating. In part, this is due to the use of some worksheets that are too easy. These worksheets do nothing that the teachers cannot do better themselves and indeed inhibit their flair. The worksheets also restrict the opportunities for the pupils to practise their writing skills and to write at length. In the best lessons, the teachers use their good subject knowledge to match the work closely to the needs of all groups of pupils and they question the pupils very effectively. The teachers question the pupils well to identify what they know and can do. However, they rarely take the questioning further to challenge the more able pupils.

64. Most pupils have a very good attitude to science, try hard and are keen to learn. This is because the teachers are enthusiastic and try hard to make the lessons interesting and relevant to the pupils. Their work is marked regularly and comments are used well to praise and encourage the pupils. However, there are too few examples of evaluative marking to identify to the pupils how they might improve their work further. The school has recently reassessed the amount of time being devoted to subjects and more time has been allocated to science. However, occasionally lessons are too long and the school needs to determine how more effective use can be made of the extra time.
65. Leadership and management of the subject are satisfactory. The co-ordinator has participated in training sessions and these have been disseminated to other teachers. This has resulted in the subject being taught more systematically, with lessons building on what the pupils have previously learned. Assessment procedures are well embedded and information collated from these procedures is now being used to plan further work. The co-ordinator, and staff, recognise the need to plan work that challenges the more able pupils.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision for information and communication technology (ICT) is **good**.

Main strengths and weaknesses

- Pupils achieve well and attain good standards
- Teaching is good with some very good teaching in Years 3 to 6
- Standards in control and modelling are not high enough
- The subject leader has good understanding of how to move the subject forward

Commentary

66. There has been a good improvement in the provision since the last inspection. By the end of Year 2 and Year 6 pupils attain standards that are above average. The ICT suite has made a good contribution to pupils' progress and knowledge. Skills and understanding are improving rapidly. Pupils' knowledge in all aspects of ICT, with the exception of control technology, is good. The pupils, including those with special educational needs, make good progress.
67. In Year 2 pupils have appropriate skills in word processing. They are able to write using a variety of fonts, save and print their work. Pupils have good knowledge of data handling and can create graphs. They use a painting package to create pictures and are familiar with the computer's tools. By Year 6 most pupils have appropriate skills in word-processing. They are good at handling data and using spreadsheets. The most able have produced pages about themselves on the school website. There is good, systematic development of pupils' knowledge and understanding through the lessons in the computer suite aimed specifically at improving skills. Skills are applied across the curriculum as pupils use their knowledge of spreadsheets in mathematics. Pupils are confident at using the Internet and Email.
68. Overall teaching is good. The teachers have benefited from supportive and helpful training from the subject leader, and their knowledge has improved significantly. They are competent and

confident in creating activities that are suitably challenging. As a result, the pupils are enthusiastic and interested learners. The pupils' behaviour is very good and they cooperate well in the learning and application of tasks. Most lessons are well planned and support staff enhance the learning. Teaching and learning are particularly effective when the skills are linked across the curriculum as in the case of the lessons on friendship in Year 3 and graphs in Year 4. They are least effective when the point is lost and the skills are seen in isolation. Control technology and the use of roamers are not linked directly to mathematics and science learning. The teachers usually make good use of resources and the time available to work in the computer room. A good curriculum map and the wide range of software for all areas of the curriculum have provided good guidance. Assessment, whilst in an early stage of development, is providing a useful tool for planning further work. Extra-curricular activities make a good contribution to pupils' achievements.

69. The subject leader has a good understanding of ICT and shows much enthusiasm. The school is developing an appropriate scheme of work and has focused well on basic skills. The teachers realise that there is a need for further development of the subject. The computer suite is proving to be an asset in this development. The school has made a successful bid for interactive whiteboards which will further enhance the information and communication technology provision in the school.

Information and communication technology across the curriculum

70. The subject is beginning to make a good contribution to pupils' work in other subjects. ICT is used well in English and there is good use of spreadsheets and data handling. Control technology needs to be exploited further and taught within the context of subjects such as mathematics and science. Pupils make very good use of the Internet which should now be used more directly to enhance such subjects as history and geography.

HUMANITIES

Geography

Provision in geography is **satisfactory**.

Main strengths and weaknesses

- The curriculum is enhanced by good opportunities for the pupils to undertake fieldwork
- Teachers make effective use of national guidelines to secure progression in teaching

Commentary

71. Standards are similar to those seen at the time of the previous inspection. Pupils' attainment is in line with national expectations in Years 2 and 6. Year 1 pupils can draw a map to locate key features passed on their route to school. Pupils in Year 2 demonstrate their knowledge and understanding of environmental change by describing how a local street might be made safer. By Year 6 pupils are developing an awareness of the differences between primary, secondary and tertiary economic activities and can devise a key to identify different types of economic activity on a land use map.
72. Where the teaching is good, there is a clear understanding of what the pupils will have learned by the end of the lesson and lessons are structured carefully to ensure the objectives are achieved. Progress is slower when the lesson lacks a clear focus. Teachers give pupils good opportunities to develop geographical skills through fieldwork in their own locality and through visits to places of interest. A residential visit by older pupils to Crich in Derbyshire, provided the pupils with the opportunity to compare their own locality with that of a more rural area. The older pupils are taught to record information on maps of different scales but they are less skilled in analysing and interpreting published maps.

73. Geography is taught for one term in each year to help teachers make effective use of teaching time. However, some lessons are too long and this slows the pace of learning. Since the last inspection the school has adopted national guidelines to help teachers to develop effective coverage of the curriculum and to build on pupils' prior learning. The co-ordinator monitors teaching and pupils' progress satisfactorily.

History

Provision in history is **satisfactory**.

Strengths and weaknesses

- Teachers have good subject knowledge
- Too many worksheets are used

Commentary

74. Standards are satisfactory overall and are similar to those found at the time of the previous inspection. Pupils in Year 2 can use pictures to identify some of the characteristics of toys in the past. They use this information to place toys in order on a time line. Year 5 pupils understand some of the reasons why the Olympic games were started and can identify similarities and differences between the ancient and modern Olympics. More able pupils can select and combine relevant information from a range of sources, including books and the Internet.
75. Teachers have a good knowledge of the subject. Their clear explanations and use of interesting resources as sources of information help pupils to make progress in developing their understanding. Teachers of the older pupils are too reliant on the use of mundane worksheets for recording. Some restrict pupils to copying information from a single source, denying them the opportunity to use and extend the historical skills they show they possess when given the opportunity to plan and execute their own research.
76. The curriculum has been re-organised since the last inspection. History is taught for one term each year. The adoption of national guidelines to support planning helps teachers to build on pupils' prior knowledge, skills and understanding. Units of work, taught in a two-year cycle for the younger pupils, are organised well to meet the differing needs of pupils in mixed ability classes. The co-ordinator monitors the impact of the changes through observing lessons and sampling pupils' work.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

77. Too few lessons were seen in music and design and technology to make a judgement about the overall provision. However, discussions with the staff and pupils show that the subjects are covered in appropriate depth. In **music** pupils are given the opportunity to learn to play a good range of musical instruments through the services of the peripatetic staff. The pupils sing very tunefully and enthusiastically during assemblies and in whole school singing. Discussions with parents show that concerts and productions are very well supported and enjoyed by them. In **design and technology** the pupils have the opportunity to design and make articles and they use an appropriate range of tools and materials.

Art and design

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

Main strengths and weaknesses

- Standards are above average in Years 1 and 2 and well above average in Years 3 -6
- The curriculum is well planned and teaching is very good
- There is very good teaching of skills and the language of art is very well taught

Commentary

78. Standards have improved significantly since the previous inspection. Pupils achieve very well in the subject because teachers are very proficient in providing pupils with the language, techniques and skills they need to become confident artists and designers. Pupils are very enthusiastic and share ideas co-operating very well with others. Teachers provide a wide range of stimuli and there are very good opportunities to work in a wide range of media. Pupils respond well to questions about tints and blends and show very good understanding of colour in their vibrant African and Aboriginal pictures and acrylic seascapes. Artistic development is supported well by visits to art galleries and sculpture parks. Drawing skills are enhanced as pupils use sketchbooks to build up detail, as in the work on portraits. Younger pupils use different types of shading and experiment in close observational drawings of natural objects before going on to design work using their sketches. By Year 6 pupils have a very good understanding of line, shape and form. A strength is in the way pupils undertake research, visit a sculpture park and then have the opportunity to combine their knowledge in the making of their own three-dimensional sculptures in the style of Andy Goldsworthy. This very good sculpture work in Year 4 resulted in high quality designs which were used for a purpose in improving the outside environment of the school. Links with other subjects stimulate pupils' interest and deepen their knowledge and understanding. For example, older pupils combine their work from a residential visit in producing landscapes and observational drawings.

79. Pupils work with a high level of enthusiasm to produce high quality work. Talented pupils have a very good opportunity to take their work further in the art sessions that are specifically arranged for more able pupils. All pupils, including those with special educational needs, work with high levels of interest and produce quality pieces of art.

80. The subject leader is very experienced, skilled and enthusiastic. A strength is the way in which the school has utilised the specialist art skills of one of the governors. This has had a very positive impact on staff confidence, the achievement in the school and in the high standards reached.

Physical education

The provision in physical education is **satisfactory**.

Strengths and weaknesses

- Pupils do not achieve as well as they should
- Insufficient time is allocated to teaching dance, games and gymnastics.
- Pupils are offered a very good range of extra-curricular activities.

Commentary

81. Standards are satisfactory. Year 2 pupils can explore simple skills and understand how to exercise safely. Pupils in Year 6 can use a range of problem-solving skills to carry out simple orientation activities. This is similar to the judgement made in the previous inspection.

82. Although pupils made good progress in the lessons observed they could achieve more if the time allocated to teaching physical education were increased. A quarter of physical education lessons for older pupils are swimming lessons and this restricts the time spent teaching dance, games

and gymnastics. Younger pupils need more time to progress to suitably challenging units of work in games and gymnastics.

83. In the majority of lessons teaching points are made clearly and pupils are given the opportunity to experiment with new skills before practising them in the context of an activity. In a minority of lessons teachers do not intervene sufficiently to suggest new ideas and teach new skills. The more able pupils are not always challenged sufficiently.
84. Over the course of the year the curriculum is supported by a good range of extra-curricular sports activities including football, netball, rounders and gymnastics. Pupils participate in interschool sports activities. Very good enrichment activities for more able pupils include opportunities to explore new sports such as javelin throwing at the secondary school.
85. Leadership and management are satisfactory. A nationally recognised scheme of work has been introduced and this helps to secure progression in teaching. Teachers are given support to develop their teaching. Resources are adequate although large equipment for gymnastics is limited. Some pieces are worn and will need to be replaced.

PERSONAL, SOCIAL, HEALTH EDUCATION AND CITIZENSHIP

86. During the inspection evidence was collected from a scrutiny of teachers' planning and talking to staff and pupils. There are very good arrangements for raising the pupils' awareness of the dangers of drug misuse and the teaching of sex education. Discussion with older pupils shows that they have a good understanding of the part they play in both school and community life. Displays and posters around the school celebrate their achievements and help to raise their self-esteem. Assemblies are used effectively to encourage the pupils to think about their actions and how they should react in certain circumstances. The school council provides a good opportunity for the pupils to put forward their views of school life.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

