

INSPECTION REPORT

ST. JOSEPH'S CATHOLIC PRIMARY SCHOOL

Market Harborough

LEA area: Leicestershire

Unique reference number: 120219

Headteacher: Mr Paul Harkin

Lead inspector: Paul Edwards

Dates of inspection: 4th – 7th May 2004

Inspection number: 257747

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:	134
School address:	Coventry Road Market Harborough Leicestershire
Postcode:	LE16 9BZ
Telephone number:	01858 465359
Fax number:	01858 469925
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Katrina Raymakers
Date of previous inspection:	8 th June 1998

CHARACTERISTICS OF THE SCHOOL

St Joseph's Catholic Primary School has 134 pupils on roll, 71 boys and 63 girls. This is significantly fewer than at the time of the previous inspection. Almost all pupils are from a white British background. Ten per cent of the pupils are from Traveller family backgrounds. No pupils are at an early stage of learning English as an additional language. Twenty-four per cent of the pupils have been identified as having special educational needs and 2.7 per cent have a Statement of Special Educational Need, which is above the national average. Pupil mobility is broadly average with six pupils joining and eight pupils leaving the school at times other than the normal admission and leaving times. However, the school has undergone significant turmoil over the last three years with several changes of headteacher; most teachers are new to the school since September. At the time of the turmoil, a significant number of pupils were transferred to other schools. Attainment on entry to the school varies from year-to-year and that of the current Reception class is above average. The school is part of the Primary Leadership programme.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21069	Paul Edwards	Lead inspector	English, information and communication technology, art and design, design and technology, music, physical education
14083	Andy Anderson	Lay inspector	
4287	Brian Allaway	Team inspector	Foundation Stage, mathematics, science, history, geography

The inspection contractor was:

Inspire Educational Ltd
The Coach House
132 Whitaker Road
Derby
DE23 6AP

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PART A: SUMMARY OF THE REPORT

The school provides a good quality of education and gives satisfactory value for money. Parents think very highly of the school and the pupils, who are very polite and well behaved, enjoy their time in school. Teaching is good overall and there is some very good teaching. Overall, the pupils are making good progress and reach average standards by the end of Year 6. However, standards in English are above average by the end of Year 2 and Year 6. The school is very well led and managed by the headteacher.

The school's main strengths and weakness are:

- The pupils' reading and writing skills are above average by the end of Year 2 and Year 6
- The headteacher leads and manages the school very well and the governors provide good support for the school
- The pupils have very positive attitudes and their behaviour is good
- Very effective teaching provides the children with a secure start to their education in the Reception class
- Relationships between staff and pupils are very good
- The provision for the pupils' moral and social development is very good
- Links with parents are very good
- All pupils, including those with special educational needs and those from traveller backgrounds are fully included in all aspects of the curriculum
- Co-ordinators new to the school do not have sufficient impact on the standards in their subjects

The school has made satisfactory progress since the previous inspection. The quality of teaching has improved and standards have been maintained in the core subjects. Standards in information and communication technology have risen.

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

*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, pupils achieve satisfactorily. Children in the Reception class achieve well as do pupils with special educational needs. The achievement of other pupils has, in the past, been hindered by the lack of effective support from curriculum co-ordinators. However, the achievement of pupils in English has been good. Inspection evidence shows that:

- Children in the Reception class are likely to attain or exceed the standards expected of them in communication, language and literacy, mathematical development. Personal and social development, knowledge and understanding of the world, creative and physical development;
- Standards in reading and writing are above average by the end of Year 2 and Year 6 and in all other subjects they are average;
- The pupils' speaking and listening skills are very good throughout the school.

The **pupils' personal development, including their spiritual, moral, social and cultural development, is good.** Pupils' behaviour is good and they have very positive attitudes towards work. Their attendance is satisfactory and they get to lessons on time. There is a very strong Catholic ethos to which assemblies and prayers contribute significantly.

QUALITY OF EDUCATION

Overall, the school provides a good quality of education. Teaching and learning are good overall. The quality of teaching is particularly good in the Reception class and for pupils in Year 6. As a result the pupils make good progress in their reading and writing. Additional support for less able pupils in Year 4 enables them to make good progress in mathematics. The lack of clear guidance in the teaching of some subjects has resulted in uneven progress. The overuse of worksheets and inconsistency in the quality of marking have also occasionally inhibited the progress of a small minority of pupils. The school has good procedures for assessing the pupils' progress but the school is not making effective use of computers to enable the data to be more readily accessible. The curriculum is satisfactory. The lack of clear schemes of work in the past has resulted in some gaps in the pupils' knowledge and understanding. In some subjects there is an inconsistent approach to what is taught as a result of the absence of detailed, long-term curriculum plans. Care and support are good and pupils appreciate the way in which they are involved in the school's work. Links with parents are very good and there are good links with the community.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The headteacher provides very good leadership and management. English and mathematics co-ordinators are also leading their subjects effectively. However, other leaders have yet to have sufficient impact on their subjects but this is not a result of their lack of expertise or effort but of the very limited time they have been in post. There is a clear commitment to ensuring all pupils achieve well and this helps to ensure the school is a happy and productive environment. The governors have a good understanding of the strengths and weakness of the school and provide good support.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have very positive views about the school. They are kept well-informed of their children's progress and of day-to-day events. Pupils enjoy school and feel that they are able to approach adults with any concerns.

IMPROVEMENTS NEEDED

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

- Develop the role of co-ordinators in monitoring the quality of teaching and learning and in the effective implementation of the National Curriculum;
- Develop the long-term curriculum planning to ensure there is a consistent approach to teaching in all subjects.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Achievement for children in the Foundation Stage is good and in Years 1 to 6 it is satisfactory. Pupils with special educational needs achieve well. Standards in English are above average and they are average in mathematics and science.

Main strengths and weaknesses

- The pupils achieve well in speaking and listening throughout the school
- Standards in reading and writing are above average by the end of Year 2 and Year 6
- Standards in mathematics and science are improving
- Occasionally worksheets are used which demand too little of the pupils

Commentary

1. There has been significant turbulence at the school over the past few years and this has affected the attainment and progress made by pupils over time. However, there is good evidence that the school has arrested the problems and that the pupils are now making good progress.
2. The children in the Reception class achieve well and most will either meet or exceed the expected standards for their ages in communication, language, literacy, mathematical development, personal, social and emotional development, physical and creative development. The children's achievement is good because the staff have a good understanding of the needs of young children and work together very effectively as a team, providing an interesting and lively learning environment.
3. In Years 1 and 2, good teaching ensures the pupils continue to make good progress in reading and writing and to attain standards that are above average. Inspection judgements are similar to the school's results in national tests for seven-year-olds in 2003 as indicated in the table below. Inspection evidence shows that standards in writing have improved owing to the improved quality of teaching. Standards in mathematics have also improved, again as a result of improvements in the quality of teaching. Because of the improved teaching in the Years 1 and 2 the overall improvement in test results has been better than that seen nationally. Standards in science are average by the end of Year 2. The pupils' skills in scientific enquiry and their ability to undertake investigations have improved as a result of better planning and improved teaching.

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

Standards in:	School results	National results
reading	16.7 (13.7)	15.7 (15.8)
writing	14.4 (11.7)	14.6 (14.4)
mathematics	17.2 (13.9)	16.3 (16.5)

There were 25 pupils in the year group. Figures in brackets are for the previous year

4. By the end of Year 6 standards in English are above average. Inspection findings about standards of attainment are similar to those shown by the 2003 National Curriculum test results for Year 6 pupils. Progress is satisfactory in most classes but it is particularly good in Year 6, enabling the pupils to achieve well. The better progress in Year 6 is a result of the very good teaching and the effective implementation of the National Literacy Strategy. The recently

appointed co-ordinator is improving the implementation of the strategy throughout the school and standards are improving in all year groups. The pupils' speaking and listening skills progress very well throughout the school because of the good opportunities provided by the teachers. Reading also develops well because of the effective use of guided reading sessions. Standards in writing are above average, with teachers providing good opportunities for the pupils to write for a range of different audiences and in different styles.

5. Inspection evidence shows that by the end of Year 6 standards in mathematics are average, similar to the results of the 2003 National Curriculum tests. Standards are getting better as a result of improved teaching and better leadership of the subject. Occasionally, teachers use worksheets which do not challenge the pupils sufficiently and, as a result, the pupils do not make the progress of which they are capable. Standards in science are broadly average by the end of Year 6 and are better than those indicated by the 2003 test results. This is a result of improved teaching, particularly for pupils in Year 6. However, there are variations in the pupils' achievements and this is due to the limited guidance available within the long-term planning documentation – a situation that is being rectified.

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

Standards in:	School results	National results
English	28.2 (29.9)	26.8 (27.0)
mathematics	26.8 (28.6)	26.8 (26.7)
science	28.2 (29.9)	28.6 (28.3)

There were 26 pupils in the year group. Figures in brackets are for the previous year

6. Standards in information and communication technology have improved since the previous inspection and are now average. Pupils are achieving satisfactorily as a result of better teaching and improved resources. Considerable effort has gone into supporting teachers and in improving their confidence. However, there are some gaps in the pupils' skills, for example in their ability to use modelling and in the use of sensors for measuring temperature, sound and light. Standards in all other subjects are average.
7. Pupils with special educational needs make good progress and achieve well. Their needs are identified early and they are provided with good support, particularly in the key areas of reading, writing and mathematics. Pupils from traveller backgrounds also achieve at least satisfactorily. This is as a result of the recognition by the school of their specific needs and support provided by both the school staff and from the Traveller Education service.

Pupils' attitudes, values and other personal qualities

Most pupils have very good attitudes and their behaviour is good. The provision for pupils' personal development, including spiritual, moral, social and cultural elements, is good. Attendance is satisfactory.

MAIN STRENGTHS AND WEAKNESSES

- Pupils are very interested in school and the range of activities provided
- Behaviour throughout the school is good
- Pupils of all ages have very good relationships with each other
- Pupils' moral and social development is very good
- The school's action to promote good attendance and punctuality is very good

Commentary

8. The table below shows the attendance figures for the school. Traveller children who are frequently absent from school for lengthy periods of time mainly cause the high rates of authorised and unauthorised absence.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	6.7	School data:	0.8
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.

9. The school has developed very good procedures for promoting good attendance and following up absence. The school receives very good support from the Education Welfare Service and the Traveller Support Service. Attendance and punctuality have significantly improved, including that of traveller children, and the attendance rate is currently in line with the national median. Most parents support the school's efforts to ensure the attendance of their children.
10. Most pupils are happy to come to school and are eager to learn. They are attentive, co-operative and collaborate well with each other. There are very good relationships throughout the school. Where they are offered opportunities to take on responsibilities, for example looking after the school office at lunchtimes, the older pupils respond in a mature and responsible manner.
11. The majority of pupils behave well in lessons. A small minority can, at times, present challenging behaviour, but this is generally managed well by the teachers and support staff. Behaviour at breaks and lunchtimes, and as pupils move around the school, is good. Teaching and support staff have high expectations of what constitutes good behaviour and consistently and fairly implement the school's behaviour management procedures. There have been no exclusions in recent years. Where any incidents of bullying occur they are dealt with very effectively by the school and this is confirmed by both pupils and parents.
12. Overall provision for pupils' spiritual, moral, social and cultural development is good. Provision for moral and social development is very good. The children are developing a good understanding of the responsibilities of living together in a community and respecting each other's feelings and values. The school makes very good use of the Traveller Support Service's resources to reinforce traveller children's awareness of their own culture and to create a greater understanding of the traditions of traveller children. Children are learning to be aware of others less fortunate than themselves, for example by raising considerable funds for local, national and international charities.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a good quality of education overall. Teaching is good and the curriculum is satisfactory. There is a very good range of enrichment activities. The school provides good levels of care for its pupils and links with the parents are very good.

Teaching and learning

The quality of teaching and learning is good overall. Assessment procedures are satisfactory.

Main strengths and weaknesses

- Teaching and learning in the Foundation Stage and in Year 6 is very good
- The teachers have high expectations of pupils' behaviour and of their academic achievements
- Occasionally there is an over-reliance on worksheets
- The marking of pupils' work is inconsistent

Commentary

Summary of teaching observed during the inspection in 27 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	5	14	8	0	0	0

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

- The teaching in the Foundation Stage is very good overall. The two part-time teachers started work at the school in January but they have already succeeded in creating a very pleasant working environment which enables the children to do well. Together with the nursery nurse, they show a clear understanding of how young children learn, share roles and responsibilities well, and enable the children to make good progress in all areas of learning. The teachers have a very good understanding of the Foundation Stage curriculum and plan work very well. The staff in the Reception class ensure that children settle quickly into school life and that work is appropriate for the mixed age class.
- The better teaching is in the Foundation Stage and in Year 6. In the best lessons, the teachers have very high expectations of what the pupils are capable of achieving and, as a result, the pupils do well. The pupils also behave very well because they know that is what is expected of them. Throughout the school, the staff manage the pupils very well and create an environment where the pupils can do their best. The teachers are particularly adept in the use of questioning to elicit what the pupils know and can do. Questioning is carried out sympathetically, ensuring all pupils can have a go at responding without fear of failure. Good humour is a feature of many lessons and, as a result, the pupils enjoy their lessons. The effective questioning is also part of the reason why most pupils develop very good speaking skills.
- There are particular strengths in the teaching of some subjects. The pupils make good progress in English and achieve well. Early reading skills are taught well during reading lessons and the skills learned by the pupils are developed systematically throughout the school. Good emphasis is placed by the teachers on the development of writing and the pupils are provided with opportunities to write in a wide variety of styles and for different audiences. For example, play scripts, stories, poetry and reports all feature strongly. In mathematics, the teachers have a good approach to the teaching of calculation and the pupils make good progress and achieve well in this aspect. In science, the better lessons provide the pupils with good opportunities to develop investigative and enquiry skills, although the good practice is not evident in all classes.
- Improvements are being made in the teaching of information and communication technology and this is quickening the progress being made by the pupils. The confidence of staff is improving and their teaching skills are being enhanced very effectively by the contributions made by a knowledgeable and supportive governor.
- Occasionally, there is an overuse of worksheets which do little to enhance the pupils' learning. They tend to restrict the amount written by the pupils and the quality of presentation also suffers. The teachers have the skills to provide work that is more interesting and exciting for the pupils without the use of some mundane worksheets.

18. In the best lessons, teachers frequently make very effective use of marking to identify how the pupils might improve their work. In Year 6 English work, for example, comments identified what the pupils were doing well and what they should do to make it even better. The analysis of work showed that this had a positive impact on the pupils' future work. Not all teachers mark work as effectively as this. In some classes there are cursory comments that often relate to presentation rather than content.
19. The teaching of pupils with special educational needs is good. The staff work well with pupils individually and in groups. They provide them with effective support when they participate in whole class lessons. The headteacher supports a group of less able children for mathematics each day and his enthusiasm and skill are enabling these pupils to achieve well. Pupils from Traveller backgrounds are provided with good support, enabling them to take a full part in lessons. Support from the school staff and the LEA Traveller Service enables them to achieve well.
20. Although much of it is relatively recent, teachers have established secure and thorough procedures for assessment and record keeping in the core subjects of English, mathematics and science. Pupils are assessed frequently and the teachers know the pupils well. Assessments are recorded in detail and pupils are set individual, class and year group targets. However, the systems are mainly recorded using pencil and paper and insufficient use is being made of computers to identify trends.

The curriculum

The curriculum is satisfactory overall. The accommodation is very good and resources are satisfactory. There is a very good range of enrichment activities.

Main strengths and weaknesses

- Children in the Foundation Stage are provided with a good curriculum
- The curriculum for pupils with special educational needs and for pupils from Traveller backgrounds is good
- The absence of detailed, long-term curriculum planning in some subjects results in uneven progress
- There is a very good range of enrichment activities which enhance the provision in sports and the arts

Commentary

21. The curriculum for children in the Reception class is good. The part-time teachers and nursery nurse work together very effectively and provide the children with a rich and stimulating curriculum that gives them a firm foundation in their early learning. Very good use is made of spacious accommodation and the children show obvious enjoyment in class.
22. The school has an increasing number of pupils with special educational needs and considerable effort has gone into ensuring these pupils make the progress of which they are capable. All of the pupils have access to aspects of the curriculum. The needs of pupils with special educational needs are identified early and, where appropriate, they are provided with a good level of support. This is particularly so in literacy and numeracy sessions and the support is channelled effectively to provide the pupils with secure skills in reading and writing. The teaching assistants have a good understanding of the needs of these pupils, and individual education plans and the teachers' planning provide the staff with good guidance on how the pupils should be best supported.

23. There has been a lack of long-term curriculum planning for some subjects in the past, for example science, as this has resulted in pupils making uneven progress as they move through the school. This has made it difficult for the teachers to build on the pupils' previous learning.
24. Ten per cent of the pupils are from Traveller backgrounds. At the time of the last inspection it was stated that the culture of these pupils was insufficiently recognised. Great effort has gone into redressing this and all pupils study the background of Traveller families. In addition, these pupils are provided with good support by school and local education staff, helping them to take greater advantage of the education on offer.
25. There is a very wide range of enrichment activities that enhance what the pupils learn in school. Older pupils are provided with the opportunity to take part in a residential visit to Wales. In addition there are a number of other visits to help promote musical and dramatic interest and visitors to the school also enhance these aspects. Musical tuition and a choir are regular features of school life. A wide range of sporting activities and clubs provide good opportunities for the pupils to develop physical interests. Inter-school sporting events are appreciated by the pupils and the parents. Coaches from local football, rugby and cricket clubs support the staff in promoting sport in the school curriculum.
26. The accommodation is very good. Recent refurbishment to a number of classrooms has ensured that the pupils have a very pleasant environment in which to work. The computer suite provides adequate space for a whole class of pupils and the library has been recently redecorated. There is a good-sized grassed area close to the school and the hard play area is spacious. Although resources are adequate overall there are some shortfalls which the school is attempting to address through very careful financial management.
27. The school provides a broad curriculum which meets statutory requirements. All subjects are covered in sufficient depth and the staff make effective use of national guidelines for implementing the curriculum. National strategies in literacy and numeracy have been implemented effectively, though in both cases this is relatively recently. There have been gaps in the pupils' learning in some subjects but teachers are working very effectively to overcome this issue.

Care, guidance and support

The school provides very effective pastoral care. Procedures for ensuring pupils' care, welfare, health and safety are good. The provision for support, advice and guidance based on monitoring is satisfactory. The involvement of pupils through seeking, valuing and acting on their views is good.

MAIN STRENGTHS AND WEAKNESSES

- The school has a very caring ethos
- Procedures for ensuring children's welfare, health and safety are good
- The school actively seeks, values and acts on pupils' views
- Teaching assistants provide very good support to teachers and pupils
- Every child has a good and trusting relationship with one or more adults in the school

Commentary

27. The school has a very caring ethos. The headteacher and staff are very approachable, caring and fully committed to the pupils in their charge. Every child has a good and trusting relationship with one or more adults in the school. These relationships are established very effectively in the Reception class and built on as the pupils move from class to class.
28. The school's child protection procedures are fully understood by all members of staff. The school's arrangements for pastoral care, for example first aid provision, are very good.

29. The governing body and headteacher take their health and safety responsibilities very seriously. All the required checks and inspections, including risk assessments, are regularly carried out and properly recorded. Consequently children work and play in a safe and secure environment.
30. Teaching assistants provide very good support to teachers and pupils. All staff know the pupils very well. However, there are some inconsistencies in marking and assessment of pupils' academic achievement. Monitoring and tracking of progress, recently improved, has not yet had time to raise the standards achieved by the pupils.
31. The School Council provides good opportunities for pupils to be actively involved in the work and development of the school. It meets regularly and pupils indicate that they are listened to and their views taken into account.

Partnership with parents, other schools and the community

Links with parents are very good. Links with the community and other schools are good.

MAIN STRENGTHS AND WEAKNESSES

- Most parents are very satisfied with the school
- The development of the pupils' social, religious and moral understanding is greatly assisted by the school's work with the local community
- The pupils benefit from the strong partnerships with other schools in the area
- Parents contribute well to pupils' learning at school and at home

Commentary

32. Links with parents are very good overall. These links are established when the children first start school continue throughout the pupils' school life. Most parents consistently express very positive views about all aspects of the school. During the inspection it was found that the headteacher and his staff were available to parents at the start and end of each school day and were very approachable and welcoming. There is good support for home reading and homework. The Parents and Friends Association is well supported and raises considerable funds for the school.
33. The provision of information about all aspects of school life is good. The school prospectus is attractive and informative. The governors hold an annual meeting with parents and publish a comprehensive annual report. Parents receive very good day-to-day information in the way of weekly newsletters and regular letters about specific events and activities. Parents are given an informative annual progress report that clearly states progress made and includes targets for improvement. They are offered the opportunity to attend appropriate consultation evenings each year.
34. The school has developed beneficial links with a number of community organisations. Pupils are taken on a good range of visits, including a residential experience for the older children, and are exposed to a wide range of community visitors, who enrich the curriculum and support the pupils' personal development. There are very close links with the Roman Catholic Church that improve the pupils' spiritual development.
35. The school has sound relationships with the main receiving secondary school. There are productive links with pre-school agencies and other local schools. This ensures smooth transition through the pupils' education.

LEADERSHIP AND MANAGEMENT

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

Main strengths and weaknesses

- The headteacher provides strong and effective leadership and is well respected by the whole school community
- The newly appointed governing body has a clear vision for the future development of the school
- The headteacher and Chair of Governors monitor and evaluate the progress of agreed developments diligently
- The role of curriculum co-ordinators is at an early stage of development because all staff are new to their responsibilities

Commentary

36. During the recent history of the school there has been a large turnover of teachers and governors and a series of changes in the leadership of the school. These changes have led to a lack of continuity in the curriculum and in the management and organisation of the school. Pupil numbers declined during this period. However the current headteacher and the governors have worked in close co-operation with the local education authority (LEA) in a determined manner to ensure that a plan was put in place to improve the quality of education.
37. In a short space of time, through his excellent clarity and vision, the headteacher has ensured that significant improvements have been made in the pupils' behaviour and in the quality of learning and teaching. The headteacher's leadership style is highly visible. He has spearheaded many of the recent improvements by his commitment to raising standards through his own teaching and by his support for teachers, parents and governors. He knows the pupils well and works tirelessly to ensure that high standards of work and behaviour are maintained. In discussion with inspectors, Year 6 pupils identified that the headteacher has brought about numerous and important improvements to the school, including the introduction of a school council. The headteacher ensures that teachers have access to appropriate training and this is beginning to have an impact on pupils' attainment. For example, staff training in numeracy is beginning to bring greater consistency to the way in which calculation is taught.
38. The last inspection indicated that the role of the governors needed to be improved and significant developments have taken place recently in this area. The fairly new governing body has made rapid strides in supporting the headteacher and moving the school forward. Governors are well informed about the strengths and weaknesses of the school; they monitor the progress of agreed action plans and hold the school to account. They also monitor spending in line with the school development plan and have a clear understanding of the principles of best value. Some governors are frequent visitors to the school and undertake monitoring activities which are recorded in a note of visit. The impact of these visits has further served to create a strong sense of support and teamwork among so many recently appointed teachers and governors. The Chair of Governors also brings significant personal and professional strengths to the school. She knows the school well, provides support and challenge to the headteacher and offers high quality teaching in information and communication technology.
39. The governors have decided that, for budgetary reasons, they are unable to fund the appointment of a deputy headteacher. However the school currently participates in the centrally funded Primary Leadership Programme and involvement in this programme has enabled the English and mathematics coordinators to begin to develop their roles as members of the leadership team. They provide good role models for other teachers and support the headteacher well. All curriculum co-ordinators have recently taken on new responsibilities and

have undertaken some accurate evaluations of their areas of responsibility. However their roles are, as yet, insufficiently developed to have significantly raised pupils' attainment and improved the quality of teaching and learning throughout the school. The lack of effective monitoring of teaching and learning has resulted in pupils making uneven progress in some subjects as the co-ordinators are not yet fully aware of what is being taught in some classes. The need to develop the role of curriculum co-ordinators further was identified as an area for development in the last inspection. All staff are new to the school since the last inspection, their role has now been defined clearly and each one of them has an action plan to address agreed priorities.

40. The management of the school is good. Day-to-day systems run smoothly. All members of staff have a clear understanding of the school's routines and this creates a well-organised school in which pupils are happy to learn. Despite numerous changes to the staffing there is very effective teamwork throughout the school. Teaching assistants are deployed well and provide effective support for pupils with special educational needs. Teachers' personal development, in the form of performance management, is monitored systematically and appropriate professional development is provided. The result of training and professional development is impacting well throughout the school but is having a particularly positive effect on the progress of children in the Foundation Stage.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	289,472	Balance from previous year	5,326
Total expenditure	248,472	Balance carried forward to the next	40,638
Expenditure per pupil	1,656		

41. The carry forward from the previous year was planned to take account of the falling numbers and to protect the level of staffing. There is very little surplus in the budget at the current time and the school has very clear financial planning in place. Minor issues identified in the last auditor's report have been addressed.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The overall provision for children in the Foundation Stage is **very good**.

Main strengths and weaknesses

- The quality of teaching is very good overall
- The children achieve well in all areas
- The children's personal and social development is very good
- The spacious accommodation is used very well
- There is a strong sense of team-work between the two part-time teachers, the nursery nurse and special support assistants, all of whom know the children well
- The children's progress is monitored regularly and assessments are used well to ensure that their educational and personal needs are met
- A key issue from the last inspection has been addressed in part because an appropriate outside secure play area has been established but there is still insufficient large play equipment

Commentary

42. At the time of the inspection 14 Reception children were taught in a mixed age class with Year 1 pupils. Staff in this class have all been appointed to the school recently and have quickly and effectively established positive relationships with one another and have created a very stimulating working environment for the children. The job sharing arrangement for the teaching post operates very well and the children benefit from a complementary range of skills which the teachers bring to their teaching. Relationships between pupils and adults are very good. During the inspection, volunteer helpers and teaching assistants supported the children's learning well.
43. The children's attainment on entry to the school is generally above average but varies considerably from year to year. The attainment of the children in the current Reception group covers the full ability range. Teachers cater well for the children who have special educational needs. They are taught well, make satisfactory progress and are given very good support by teaching assistants. Appropriate provision is also made for the children from the local traveller community. By the start of Year 1 almost all of the children are likely to have achieved or exceeded all of the Early Learning Goals set for the end of the Foundation Stage.
44. The spacious accommodation is used very well to ensure that there are times when the class is taught as one and times when the Reception children are taught as a separate group. Teaching is consistently very good and the children make good progress. The teachers and the nursery nurse plan an imaginative range of learning opportunities and together they ensure that there is a good balance between teacher-led and child-initiated activities. Regular assessments are made of the children's progress which in turn are used to inform the planned curriculum for different groups of children. The leadership and management of the Foundation Stage is now a strength indicating that this is an area of significant improvement since the last inspection.
45. The children are happy, confident and well motivated learners and there is very good provision for their **personal, social and emotional development**. The children work well alongside the Year 1 pupils; they listen carefully, understand the importance of taking turns and follow instructions well. Their behaviour is generally very good. Teachers have high expectations of the children's social skills and as a consequence the children co-operate well with one another and persevere with their work. The children enjoy making choices and are eager to learn new skills. Relationships are very good. The children respond well to the range of opportunities

that they are provided with to engage in conversation with each other and with adults. The vast majority of the children should either meet or exceed the early learning goals for personal development by the end of their reception year.

46. The children achieve very well in **communication, language and literacy** and the teaching is very good. Speaking and listening skills are developed well through discussion and teachers use appropriately targeted questions which encourage the children to extend their responses. Every opportunity is used to talk to the children when they are engaged in their work. For example, in the 'Pet Shop' adults readily entered into role-play situations as they asked the 'shopkeeper' for information about the correct way to care for the animals on sale. Imaginative role-play areas such as the 'Vet's Clinic' provided a telephone and a diary which stimulated meaningful conversation between the children and opportunities for writing. Books and stories have a high priority in the class and the children talk readily about their favourite characters in stories. The children's reading skills are good and reading progress is monitored regularly. The children know most initial letter sounds; they write lists and labels and have numerous opportunities for writing in 'play' situations and in more teacher directed situations when they are linking similar sounds with their writing. Letter sounds are taught systematically and most of the children write simple sentences well. Most children will meet or exceed the early learning goals for communication, language and literacy by the end of the reception year.
47. Imaginative contexts and well-planned teaching are used to ensure that the children achieve well in their **mathematical development**. Appropriate use is made of number rhymes and all Foundation Stage staff take every opportunity to ask the children to count and use appropriate mathematical concepts and language such as 'more than,' 'less than,' 'taller,' and 'shorter'. Some children ordered numbers to 10 as they asked other children to queue up at the 'Vet's Clinic.' Most of the Reception children count beyond 30 and higher attaining children are confident of numbers to 50 and could recall some addition and subtraction facts to 10. The children used money dominoes to reinforce their quick recognition of coins and used real coins in the pet shop as they bought and sold 'pets.' Pupils identified numbers from 0 to 9 from magazines and made number strips when they were 'working' in the office role-play area. Sand and water play and the use of a range of constructional equipment are also opportunities when adults extend the children's mathematical understanding such as 'full and empty' and 'heavy and light.' Teachers encourage the children to explain their reasoning and many pupils do so confidently and accurately. Most of the children will meet or exceed the early learning goals in mathematics by the time they start Year1.
48. A wide range of well-planned activities is used to promote the children's **knowledge and understanding of the world**. Many children bring a wide general knowledge to their discussions during play activities and in class discussions. Most of the children will achieve or exceed the goals set for them in this area of learning. The teaching is very good and the children achieve well. When sorting zoo animals some children used a variety of groupings such as the animals which lived in deserts and those that lived in cold places. They talked well about similarities and differences and some of the main geographical features of these areas of the world. Teachers make good links between the areas of learning. For example, following a literacy lesson based on a story entitled 'The Paper Bag Princess' the children discussed which type of paper would be best to use for her clothes if it was raining. They were given opportunities to predict what they thought might be the best and then tested their ideas by immersing different types of paper in water. Very good questioning by the nursery nurse enabled the children to find vocabulary to describe their observations and to give reasons for their answers. The children have access to a wide range of natural and manufactured resources and use their senses to investigate them. The children gain sound early computer skills by dragging and clicking on the mouse to build sentences by identifying appropriate vocabulary.
49. In terms of their **physical development** the children achieve satisfactorily and most are in line to achieve the early learning goal in this area. Progress has been made since the last inspection when there was no secure external space for the Reception children. Children now

use a fenced area during the day and at playtimes and it is used well for a range of activities. However, although there are a few large pieces of equipment for the children to ride on, there is insufficient equipment to help the children develop the skills of balancing or climbing. The hall is used for developing the children's awareness of travelling, throwing and catching balls. There is good provision for the children's development and control over smaller movements through the use of tools and constructional toys and through the use of malleable materials such as play dough. The children made sound progress in pencil and brush control and in the use of scissors when they were designing and making purses to hold 'precious things'.

50. The children achieve well in the **creative development** area of learning and most of them will meet or exceed the goals set for them by the time they are in Year 1. There is a good balance of child-initiated painting, printing and drawing activities and teacher directed work designed to improve skills. There is evident progression in the children's visual artwork during their time in the Reception class and the children have a good range of media to choose from. Painting outside on the paving stones with water enabled the children to work on a large scale, as did weaving large strips of brightly coloured plastic in and out of the fence posts.
51. The children also have numerous opportunities to develop their creative skills by planning and designing, singing songs, making and listening to music and by exciting opportunities for imaginative role-play. The adults give status to the role-play by sensitive intervention which enables children to stay on task and develop their ideas further. For example when going into the 'Pet Shop' an adult said, 'I don't know how to look after a lizard. What do I do?' This enabled the child to demonstrate all that he knew about lizards and it also developed his confidence as the shopkeeper.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- The pupils achieve very well in speaking and listening
- Reading is taught very effectively in Years 1 and 2
- By the end of Year 6 standards of reading and writing are good
- Pupils who need additional help are provided with good support
- The pupils' progress in writing is uneven
- Occasionally, there is an overuse of worksheets in some classes

Commentary

52. The National Curriculum tests for the Year 2 pupils in 2003 show that standards were above average in reading and average in writing. For pupils at the end of Year 6, the test results showed that standards were above average. It is difficult to gain a clear picture of progress over time due to the large number of pupils who left the school prior to taking the Year 6 tests. However, evidence from the current Year 6 pupils indicates that they are making good progress overall and they are attaining above average standards. There is a similar picture for those pupils in Year 2.
53. Overall, standards in speaking and listening are well above average and the pupils achieve well. The pupils speak clearly and with confidence. This is as a result of the wide variety of opportunities provided by the teachers for the pupils to improve their speaking skills. The teachers encourage the pupils to speak in extended sentences and to justify their 'yes' and 'no' responses. There are good opportunities for the pupils to practise their speaking skills during

whole school assemblies when individuals choose to make a presentation to the rest of the school. Drama activities are used effectively. For example, during the inspection, Year 6 pupils were rehearsing for a presentation of Macbeth.

54. Pupils achieve well in reading and standards are above average by the end of Year 2 and Year 6. This is as a result of the systematic approach to the teaching of reading that has been adopted throughout the school. Guided reading sessions, outside of the time devoted to the literacy hour, take place in each class. Early reading skills, including the teaching of letter sounds, take place in Years 1 and 2 and this provides the pupils with a very firm foundation on which the reading is built. The pupils are taught to read for enjoyment and they take every opportunity to do so. Pupils with special educational needs and pupils from traveller backgrounds who need additional help are provided with very effective support and this enables them to make the progress of which they are capable. This support continues into Years 3 to 6 and pupils again are very well supported. By the end of Year 6, most pupils demonstrate good reading skills and show clear preferences for the type of books they like to read. The overwhelming majority of pupils in Years 3 to 6 read fluently and with good expression.
55. Standards in writing are above average by the end of Year 2 and Year 6. In Years 1 and 2 the pupils are provided with good guidance on how to present their work, use punctuation accurately and to write at length. The regular teaching of letter sounds and of letter blends is effective in developing the pupils' spelling skills. Because of the very good teaching in Year 6, the pupils' writing is well-developed and most pupils show good spelling skills, their handwriting is neat and work is very well presented and they write for a wide variety of audiences and in different styles. Progress has been uneven and pupils in Years 3 and 4 have not made the progress of which they are capable. This is due to the previous lack of strong leadership in the subject which had too little impact on the quality of teaching and learning and the progress made by the pupils. However, standards are improving due to the improved teaching from new members of staff and the very effective leadership and management by the new co-ordinator. The pupils are now building very effectively on what they had previously learned.
56. Pupils with special educational needs and those from traveller backgrounds achieve well. Teaching assistants provide very effective support and the school receives good support from the Local Education Authority's service for traveller children. Good intervention programmes are implemented well to help those pupils with learning difficulties.
57. All of the teachers are relatively new to the school. In the lessons seen, teaching ranged from satisfactory to very good. It is consistently good or better in Year 1 and 2 and in Year 6. Elsewhere it is at least satisfactory and often good. The teachers are particularly good at questioning the pupils to determine their level of understanding and their good subject knowledge enables them to set clear learning objectives which are shared with the pupils. In the best lessons there are very high expectations of what the pupils will achieve and, as a result, they achieve the goals expected of them. Where teaching is less effective, it is due to the teachers' lack of familiarity with the pupils and occasionally a lack of understanding of how the literacy strategy can be adapted to take account of pupils of different ages. However, teachers are being provided with good guidance as to how they might overcome this issue.
58. The subject is very well led. The co-ordinator has a very clear understanding of the subject and early observation of lessons identified areas for improvement and these are being addressed well. She has high expectations of what the pupils can do and, as a result, standards in all classes are improving.

Language and literacy across the curriculum

59. There are very good opportunities for the pupils to develop speaking and listening skills in other subjects. In a Year 3/4 history lesson for example, the pupils contributed effectively to a discussion on what features could be identified from sets of photographs. There are good

opportunities for the pupils to use reference books and, to a lesser extent, the Internet, when carrying out research in subjects such as history, geography and religious education. Occasionally there is an overuse of worksheets which inhibit the opportunity for the pupils to write at length and also inhibits the natural flair of the teachers.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Standards are improving because the pupils are taught well
- Rates of progress in Year 6 have been particularly good
- Pupils' attainment in calculation is improving rapidly
- Pupils have very positive attitudes to their work and concentrate well
- The co-ordinator has a clear and accurate agenda for further development

Commentary

60. In 2003 the results of the National Curriculum tests at the end of Year 6 indicate that the pupils reached average standards and they achieved as well as pupils in similar schools. Inspection findings indicate similar results. Currently the Year 6 pupils are in line to achieve their target and more pupils are likely to attain the higher level 5 than in 2003. The current Year 6 pupils have made good progress since Year 2 at which time their results were well below average. The school has recognised that further improvements were needed in mathematics. Together with LEA personnel, the mathematics co-ordinator and the headteacher have ensured that training has improved the quality of teaching. Standards are rising in all classes but progress has been particularly rapid in Year 6.
61. A recently introduced whole school policy on the teaching of calculation is already raising standards. Teachers are using questions very well to challenge the pupils' thinking and to check their understanding. This was demonstrated clearly when Year 2 pupils shared new learning about calculation and partitioning in the plenary session and by many Year 6 pupils as they explained the use of grid methods for multiplying two and three digit numbers.
62. The quality of teaching and learning is good. The purpose of the lesson is shared with the pupils and work is planned well and matched appropriately to their needs. Care is taken to ensure that all groups of pupils are properly catered for. A group of underachieving pupils taught by the headteacher is making good progress. More able pupils enjoy the challenge of demanding work and teachers are adept at ensuring that these pupils are working at an appropriate pace. Pupils with special education needs are particularly well supported by teaching assistants who explain, recap and encourage pupils to stay on task. This results in these pupils gaining a sense of success by making satisfactory progress in the lesson.
63. Pupils enjoy opportunities for paired and group work and they use speaking and listening skills well to share ideas and offer opinions. All teachers pay particular attention to developing pupils' mental recall and encourage the appropriate use of mathematical vocabulary. Pupils' individual whiteboards are used well to enable teachers to see at a glance if the children understand the calculation. This form of instant assessment enables the teachers to correct misconceptions quickly. Teachers have high expectations of the pupils' behaviour and also of the way in which the pupils apply themselves to their work. This creates a positive working atmosphere in all classes which is characterised by enthusiastic and good-humoured relationships between adults and pupils.
64. The quality of work seen in lessons during the inspection was of a higher quality than some of the work seen in the pupils' books. In some classes there was an over reliance on too many published worksheets where undemanding tasks did not enable the pupils to demonstrate

what they knew and could do. In some cases marking was cursory and did not provide the pupils with information about what they needed to do to improve their work.

65. The mathematics co-ordinator has a good understanding of what needs to be done to develop mathematics further. She has produced an accurate action plan and has undertaken some monitoring alongside LEA staff. There are good arrangements for checking the quality of the teaching and learning but there is less emphasis on monitoring the rates of progress of individual pupils and of classes. The school's participation in the National Leadership Programme has enabled core subject co-ordinators to develop their leadership roles as part of a leadership team. Considering the period of turbulence that the school has gone through and the many changes in staffing the school is remarkably settled and well placed to make further rapid progress in mathematics. The quality of teaching in mathematics is an improvement on the last inspection when there was some unsatisfactory teaching.

Mathematics across the curriculum

66. There is appropriate use of mathematics in other areas of the curriculum. In geography, for example, Year 3 pupils have used co-ordinates and grid references in map work on Market Harborough. The measurement of temperature and time was used accurately to record a range of data in a science investigation on heat insulation. In Years 1 and 2 pupils use block graphs to present findings about ways of travelling to school and they recap their knowledge about two and three dimensional shapes as they compare building styles in a history lesson on homes.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Standards in Year 1 are very good
- Pupils make good progress in Year 6
- Pupils with SEN achieve well
- There are inconsistencies in the teaching of science investigations
- Curriculum planning does not ensure the pupils build on skills they have previously learned

Commentary

67. In the 2003 national tests for Year 6 pupils standards were below average. In previous years the results had been well above average. The changes in the school's leadership and the considerable turnover of teachers and curriculum leaders in the recent past have adversely affected the pupils' progress. However, inspection findings show that standards are in line with national expectations by the end of Year 6 and that pupils achieve satisfactorily. Standards in the area of scientific enquiry are variable throughout the school and pupils are not building systematically on the skills which they already have. In a few cases undemanding worksheets do not provide the pupils with sufficient challenge or opportunities to give their own written answers.
68. By the end of Year 2 standards are broadly average. Year 1 pupils get off to a really good start in developing knowledge about life and living processes and in their knowledge of materials and their properties. They talk very well about scientific testing and know that it is important to record observations accurately. For example, when testing the waterproof quality of different types of paper, they talked well about whether their observations matched their predictions. The teaching of this investigation was good because pupils were given very clear guidance about how to record their observations and they were given opportunities to express their own

ideas and opinions. Pupils with special education needs achieve satisfactorily because they are supported well by teaching assistants who explain and recap what the teacher has said. They also encourage pupils to concentrate on their work.

69. Pupils are given appropriate opportunities to use equipment and resources and make detailed observations. For example Year 2 pupils looked closely at a collection of different seeds before predicting what conditions they would need to germinate. In Year 6 as part of their revision about flowering plants, the pupils dissected flowers and accurately named the reproductive parts of the flowers.
70. Teaching is good overall. Teachers have good relationships with the pupils and have appropriate subject knowledge and good questioning skills. For example, some Year 3 pupils constructed graphs to show the changing lengths of shadows during the day and the teacher used searching questions to assess their understanding of the apparent movement of the sun. Teaching in Year 6 is characterised by a lively style of questioning and a balance of humour and enthusiasm for the subject. Pupils engage well with their teacher in this situation, they concentrate well and achieve very well.
71. While individual lessons are planned carefully the current long-term curriculum plan is insufficiently detailed to help teachers build systematically on what the pupils have done before. In some cases pupils spend too much time repeating what they already know and can do. The newly appointed co-ordinator has produced a good action plan and has identified appropriate areas for improvement but has not yet monitored the quality of teaching and learning throughout the school. As a result, the pupils have not made the progress of which they are capable in some year groups.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **satisfactory**.

Main strengths and weaknesses

- Pupils make rapid improvement in some lessons because of the teachers' good subject knowledge
- Resources have improved since the previous inspection
- Opportunities to use the Internet are limited

Commentary

72. Standards are improving throughout the school and are broadly average in all year groups. This is an improvement since the previous inspection. The improvement has been aided by the improvement in the number and quality of computers available to the pupils. More importantly, staff confidence has improved enabling lessons to be taught more effectively. The teachers are aided very significantly by the Chair of Governors who provides a high level of support, guidance and tuition, raising standards even further. The improvements are relatively recent and there are still gaps in the pupils' understanding, particularly in their use of computers for modelling and using sensors for measuring temperature and sound. However, these shortfalls are being addressed.
73. Pupils in all year groups have good word processing skills and pupils in Years 3 to 6 use more advanced word processing skills to produce written texts. For example, they change the style and size of fonts and justify according to the type of text they wish to produce. Pupils in Years 3 to 6 are adept at inserting pictures into pieces of text and know how to change the size of pictures and how to repeat the insertions. The children know how to access the Internet to access information about topics they are researching. However, the system is slow with more

than three or four children on line at any one time and this limits the opportunities for them to carry out research activities as a class.

74. Teaching is satisfactory overall. Teachers plan work well. There are clear learning objectives and the pupils know what they have to do. The teachers and classroom assistants provide good support for those pupils encountering difficulties, enabling them to make progress in line with their peers. The information and communication technology suite is used effectively for whole class lessons and good class management ensures all pupils remain on task. In the best lessons, the work is challenging for all pupils and they make rapid progress. For example, in a very good Year 5/6 lesson, the activity was led by a governor who had a very good understanding of what the pupils could do and built very effectively on their previous learning. As a result, they made significant progress in their ability to mix text and pictures.
75. The co-ordinator has only been leading the subject since November. However, she has a clear understanding of the strengths and weaknesses of the subject and provides good guidance and support for other teachers. The very significant financial restraints limit the level of resources. While they are satisfactory, it is difficult to plan for expansion and the provision of interactive whiteboards is not imminent. The school recognises the need for her to have more opportunities to monitor the quality of teaching and learning to ensure pupils make good progress in all lessons.

Information and communication technology across the curriculum

76. Pupils have satisfactory opportunities to use computers in other subjects. During the inspection, they were used effectively to support work in art and design, religious education and literacy. For example, pupils in Years 5/6 were in the early stages of producing a piece of writing with pictures that they were to share with children in the Reception class.

HUMANITIES

During the inspection no lessons in geography were seen, but one history lesson in both the infants and juniors was observed. Additional information was gathered from an examination of the pupils' previous work, a scrutiny of the teachers' planning and discussions with staff and pupils.

In **geography** the pupils' work shows that they make satisfactory progress in developing their knowledge of their own locality through visits and map making. Year 6 pupils have some understanding of the water cycle and of global issues to do with conservation and care of the world. There was insufficient evidence to make a judgement about overall provision.

History

The provision in history is **satisfactory**.

Main strengths and weaknesses

- The local area is used well as a resource
- In Year 6 imaginative links are made between English and history
- Resources in history are inadequate

Commentary

77. Pupils' attainment is in line with national expectations at the end of Year 2 and Year 6. Standards have improved since the last inspection at which time they were judged to be unsatisfactory at the end of Year 2.

78. Years 1 and 2 pupils learn about the features of houses in Market Harborough by considering different architectural styles. The activity enables them to begin to appreciate the importance of placing people and artefacts into their correct time periods. The pupils share their ideas about window and door shapes, size of bricks and shape of the chimneys as clues to pinpointing the ages of the houses. Year 2 pupils distinguished between seaside holidays in the past and today and achieved well in this work. Teachers make good use of paired and group discussion to enable the pupils to express ideas and to listen carefully to the opinions of others. Pupils' skills of historical enquiry are beginning to be developed well through an analysis of questionnaires to parents about toys they used when they were young.
79. Some very good links were made with literacy in Year 6 when, in a study of the Tudors, the pupils wrote a diary to depict a day in the life of Henry VIII. They also wrote letters to Henry VIII from Anne Boleyn. Pupils combined well the literacy skills of persuasive writing with the historical events and experiences of Tudor Britain.
80. Visits in the locality are used well to support the work in history and geography. However there is a shortage of resources, such as video material and artefacts, to help the pupils develop an understanding of different times in history.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design, music and physical education were sampled during the inspection but there was insufficient information on which to base a judgement on provision. Religious education was not inspected.

The work seen indicates that the standards in **art and design** are at least average. There is a very good range of pupils' artwork which is displayed very effectively throughout the school. Work in the style of artists such as Van Gough, Monet and Seurat demonstrate that the pupils have a good understanding of the work of different artists. The pupils' pictures show a good understanding of the various techniques used by the artists.

Music has been a strong feature of the school for some time and the school is working hard to maintain the tradition. Singing in assembly is of a high quality and the pupils enjoy the opportunity to sing in harmony. Just under a quarter of the pupils are learning to play a musical instrument and benefit from the violin, cello and guitar tuition available at the school. In addition, many learn to play the recorder and their expertise in playing a variety of recorders was demonstrated as the pupils entered the hall for assembly. There is an active choir which performs both in school and for the benefit of members of the Market Harborough community.

The scrutiny of planning for **physical education** and discussion with parents, staff and pupils indicate that the National Curriculum requirements are met. The parents appreciate the wide range of opportunities provided for pupils to compete in sporting competitions with other schools and of the tuition provided by coaches from local clubs. The school also benefits through its participation in the School Sports Co-ordination programme. There is a wide range of out of school clubs that significantly enhance the school's curriculum.

Design and technology

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

Main strengths and weaknesses

- Links with other subjects are good
- The pupils have too few opportunities to create their own designs

Commentary

81. Three lessons were observed in design and technology. Standards are broadly average by the end of Year 2 and Year 6. Most pupils make satisfactory progress and achieve well in this subject. Satisfactory progress has been made since the previous inspection.
82. Pupils enjoy the subject and those in Years 3 to 6 demonstrated a good understanding of safety issues and how to use a range of tools. There are good links with subjects such as mathematics with the pupils required to measure accurately when making model vehicles, purses and pop-up cards. By the end of Year 6, pupils have created a number of objects, some from their own designs. As there have been gaps in the pupils' learning in design and technology in the past, there is tendency to push the pupils quickly into the making aspect and too few opportunities are provided for the pupils to create and amend their own designs.
83. Leadership and management of the subject are satisfactory. The school is making effective use of the nationally recommended guidelines. The school recognises that some teachers lack confidence in teaching the subject and is providing appropriate support to help rectify this.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

84. The pupils are successfully learning to play an active role as citizens. They are well informed about the need for rules in school and the community. They are able to make decisions and discuss their ideas on issues relevant to their own lives. Through the school council, the pupils feel that they are listened to and that any views they express are taken into account by the teachers. The school has a well-planned and effective programme of personal, social and health education that is taught through a range of subjects. The effectiveness of the programme is seen in the quality of the pupils' attitudes, behaviour and understanding of other cultures and religions. The arrangements for personal, social and health education, including sex education, drugs and alcohol are good. The school has reviewed and incorporated these into its curriculum planning. The importance of a healthy diet is taught through science and physical education. The commitment of the staff to supporting this area ensures that pupils' learning is consistently reinforced in day-to-day interaction. This makes a significant contribution to the achievement of all pupils.

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	4
Overall standards achieved	4
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	2
Attendance	4
Attitudes	2
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	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	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	2
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).

