

INSPECTION REPORT

THRINGSTONE PRIMARY SCHOOL

Thringstone, Coalville

LEA area: Leicestershire

Unique reference number: 119972

Headteacher: Miss Veronica Stapleton

Lead inspector: Mr S Dobson

Dates of inspection: 17 – 19 May 2004

Inspection number: 258199

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	5 – 11
Gender of pupils:	Mixed
Number on roll:	177
School address:	Hensons Lane Thringstone Coalville Leicestershire
Postcode:	LE67 8LJ
Telephone number:	01530 222489
Fax number:	01530 224913
Appropriate authority:	Governing body
Name of chair of governors:	Mr Andrew Winter
Date of previous inspection:	28.09.1998

CHARACTERISTICS OF THE SCHOOL

This average sized school serves the population of Thringstone, a former mining village in Leicestershire. The school is in a very mixed economic and social area with few children being from advantaged backgrounds. Overall, pupils' attainment on entry is well below average and a very high proportion of pupils have special educational needs. Pupils have a broad range of particular needs including moderate and severe learning difficulties. The number with statements of educational need is very high. Almost all pupils are from white British backgrounds. No pupils need support for English as an additional language. A high proportion of pupils joins or leave the school other than at the beginning of reception class with more joining than leaving. The number of pupils in the school is falling, as there are fewer families with young children in the area. The deputy headteacher and another member of staff are currently on long-term absence and this has caused some recent changes to be made to the organisation of the school.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
18074	Mr S Dobson	Lead inspector	Religious Education Physical education Foundation Stage Special educational needs English as an additional language
9520	Mr J Leigh	Lay inspector	
14732	Mrs E Korn	Team inspector	Mathematics Art and Design Geography Design and technology Music
1744	Mrs J Thomas	Team inspector	English Science History Information and communication technology

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is an effective school which gives good value for money. Pupils achieve well and have very positive attitudes. The school is very well led by the headteacher; it is managed well and is currently in a very good position to improve further.

The school's main strengths and weaknesses are:

- Teaching is good overall, though very good in the reception class, and all teachers manage pupils' behaviour very well.
- Pupils have very positive attitudes to school and to learning and they achieve well.
- Most teachers could make better use of existing assessment information to make learning very challenging for all pupils and to give pupils targets for improvement.
- There is very good provision for pupils' welfare, health and safety.
- The subject managers contribute to school improvement but could make a better contribution by more closely monitoring standards and planning for subject improvement.
- There is a need to improve resources throughout the school but particularly in the reception class and in the library.
- There are too few opportunities for pupils to learn independently.

The school has improved very well since the last inspection and it is now much more effective. The leadership and management of the school are much improved and pupils' behaviour, which was in need of improvement, is now very good. The quality of teaching has improved greatly throughout the school. The provision for pupils' personal development is much improved and results in tests have been maintained.

STANDARDS ACHIEVED

The achievement of pupils throughout the school is good.

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

*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.*

In the reception class, children achieve very well and by the end of reception they are working just below the expected levels in all areas of learning¹. This marks very good progress. In Years 1 and 2, pupils achieve well overall in all subjects. By the end of Year 2, most pupils reach the nationally expected levels but very few reach higher levels. This good progress continues in years 3 to 6 and consequently, results in mathematics were well above the national average in 2003 and were high in science tests though just below average in English. When compared with similar schools, results were just below average in English but in the top 5 per cent nationally in mathematics and science. Standards in other subjects are average except that they are above average in religious education and some aspects of physical education and below average in geography in Years 3 to 6. The

¹ Personal, Social and Emotional Development, Communication, Language and Literacy, Mathematical Development, Knowledge and Understanding of the World, Creative Development, Physical Development.

comparison with national standards in each year group is affected by the high proportion of pupils with special educational needs but nevertheless, these, and all other pupils make good progress.

Pupils' personal development is very good and their spiritual, moral, social and cultural development is good overall. Pupils' behaviour and attitudes are very good throughout the school. The school has very good procedures to encourage good attendance and attendance levels are improving and are now average.

QUALITY OF EDUCATION

The quality of education is good. Teaching is good overall and about a quarter of lessons are very good. Teaching is often very good in the reception class because the adults base their teaching on what they know about the children's prior learning. In the remainder of the school, about three-quarters of lessons are good or very good and there is no unsatisfactory teaching. The main weakness in teaching is that teachers in Years 1 to 6 do not fully use what they know about prior learning to set targets for pupils or to devise very challenging learning tasks for all pupils. There are not enough opportunities for pupils to develop their independence in learning. For most of their time however, pupils learn well and therefore they make good progress and achieve well.

There is a very good, well-established curriculum in the reception class. In the remainder of school it is less well established and is satisfactory. The staff have recently changed the organisation of the curriculum and this has not yet embedded or been developed fully. The provision for pupils with SEN² is good throughout the school. The curriculum is constrained by unsatisfactory resources, particularly, but not exclusively, in the reception class. There is very good provision for pupils' welfare and care based on very good relationships between pupils and staff. The school has good links with parents and the community and these support learning.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The school is very well led by the headteacher and the governors support the school well and undertake all of their statutory duties effectively. Management of subjects and senior management roles are improving and are overall satisfactory but staff are not yet sufficiently informed about standards and are therefore not in a position to take the initiative to rapidly improve provision. The management of the school is good; it runs very well on a day to day basis. Financial management is very good within the school's very constrained circumstances.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The parents are happy with all aspects of the school's provision. The pupils indicate that they are very happy and that they think they are achieving well.

IMPROVEMENTS NEEDED

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

- Make better use of existing assessment information so that the quality of teaching and learning improves from good to very good.
- Strengthen and develop target-setting arrangements so that all pupils know how to improve and can apply this in better-developed independent learning situations.
- Extend the roles of subject and other managers so that they take responsibility for raising standards.
- Improve resources, including furnishings, throughout the school but particularly in the reception class and in the library.

² Special Educational Needs

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Children **achieve very well in the reception class and they achieve well throughout Years 1 to 6**. There are some variations in results from year to year because of the number of pupils with special educational needs in some year groups. Overall standards are average at the end of Year 2 and 6.

Main strengths and weaknesses

- Children start school with well below average skills but make good progress in the reception class in all areas of learning.
- Pupils' results in tests were well above average in mathematics and in the top 5 per cent nationally in science in 2003.
- Pupils make good progress in English, mathematics and science.
- Pupils with special educational needs achieve well.
- Pupils could sometimes make better even better progress if they were made fully aware of what they need to do to improve.
- Pupils achieve very well and reach above average standards in religious education and swimming as a result of very good provision.

Commentary

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

Standards in:	School results	National results
Reading	15.5 (15.6)	15.7 (15.8)
Writing	13.9 (14.4)	14.6 (14.4)
mathematics	16.3 (15.5)	16.3 (16.5)

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

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

Standards in:	School results	National results
English	26.5 (27.3)	26.8 (27.0)
mathematics	29.9 (26.7)	26.8 (26.7)
science	32.5 (30.1)	28.6 (28.3)

There were 33 pupils in the year group. Figures in brackets are for the previous year

1. The above results for pupils in Year 2 indicate a very slight decline in reading and writing but an improvement in mathematics in 2003 when compared with 2002. The improvement in mathematics was a result of focused attention on the subject. The results for Year 6 pupils show a great improvement in mathematics and science where the results in 2003 were exceptionally high. The results in English show a slight decline over previous years. The overall trend of improvement in Years 3 to 6 is close to the national trend over the last four years. The school is working hard to bring about the same improvement in English as in the other two subjects. There is very little difference in the achievements of boys and girls.

2. Pupils in Year 6 are achieving well. This group of pupils is likely to attain results below the national average in tests in English, mathematics and science because of the high percentage of pupils with learning difficulties. Nevertheless, those who are able to reach the higher levels are doing so and there is very clear evidence in the work of some of the pupils' books that they are working securely at higher levels. However, these higher achieving pupils could be challenged even more in both English and mathematics. The current Year 2 pupils are likely to achieve standards which are similar to those expected nationally; this marks good progress from a below average starting point. Few of the pupils in Year 2 are working at levels above the nationally expected level.
3. Children in the reception class make very good progress from well below average starting points in all areas of learning. This is because the teachers plan well for their learning, provide a stimulating range of opportunities for development and make good and accurate assessments of what the children need to do next in order to improve. The teachers follow the national guidance for the Foundation Stage³ and plan well to help pupils to progress. In the current reception class, there is an above average number of children who need additional support with learning, particularly in language. Despite achieving very well, a below average number are likely to reach the Early Learning Goals,⁴ in any area of learning, by the end of the year.
4. The achievement of pupils in Years 1 to 6 is good overall. In most subjects, pupils make good progress from a below average starting point and good teaching helps to ensure that they consistently improve. Many of the pupils have a great deal of knowledge of the subjects that they study. In most subjects, pupils reach average standards by the end of Year 6 except in geography where standards are below average and swimming and religious education where they are above.
5. Pupils achieve above average standards in swimming. They are taught very well and have much more swimming experience than pupils typically have in primary schools. In religious education pupils achieve standards higher than those described in the locally Agreed Syllabus. Religious education is taught systematically and well. There is good variety in the teaching and the older pupils have a good knowledge of a range of faiths.
6. Although overall pupils achieve well, their progress across a range of subjects could be even better if teachers made better use of assessment information to match work to pupils' needs. The teachers make assessments of pupils' work regularly but they do not always use the information gained to plan work which challenges all the pupils. Pupils are not given clear targets for improvement and therefore, too often, they focus on spelling and handwriting rather than on improving subject specific skills.
7. Pupils with special educational needs make good progress on their individual learning plans. These pupils are clear about what they need to do to improve and they achieve well. They get very good support from the staff.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are very good; they mature very well during their time in school and their personal development is cultivated very well. Provision for SMSC is good. This is a significant improvement. Attendance is satisfactory.

Main Strengths and Weaknesses

- The school has very high expectations for pupils' conduct.

³ Children aged 3 to 5

⁴ Agreed targets for the end of the reception year.

- The staff promote good attendance very well.
- Relationships within the school and pupils' confidence and self-esteem are very good.
- Pupils seek and accept responsibility.

Commentary

8. Attendance has improved and is now close to the national averages. The school does all it can to ensure pupils and parents are aware of the importance of good attendance and rewards it appropriately. The school analyses attendance data thoroughly and involves external agencies where necessary. Unauthorised absence has been reduced and is now below the national average. The youngest children settle very well and leave their parents happily at the start of the day. Most pupils are now punctual because of the efforts made by the school. There have not been any exclusions.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	6.7	School data	0.3
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. Pupils like school very much, feel secure and are keen to come. They are polite, helpful and considerate, for example they hold doors open and love to assist visitors. They respect each other even when adults are not present. They show great interest in their work, immersing themselves fully in all that the school provides. They co-operate well in groups. In a Year 5 science lesson, they enthusiastically, and with obvious interest and delight, took part in well-chosen practical activities using rulers, elastic bands and plastic boxes designed to improve their understanding of sound including pitch, wavelength and frequency of vibration.
10. The vast majority of pupils behave very well and most demonstrate self-control. Pupils from Years 3 to 6 showed great maturity in waiting sensibly at the swimming pool in Coalville when there was a delay in being able to gain entry. Staff have very high expectations for behaviour and pupils respond very well. Inappropriate behaviour is consistently challenged with the result that those few pupils whose behaviour causes a little concern, mainly in Year 1 and Year 5, are well managed to cause as little disruption as possible. Pupils' relationships with others are very good. They take care of their own and others' property and take pride in their school. Play times, break times and mealtimes are very well supervised and are characterised by friendliness, calmness and happiness. Smiling faces are a feature of this school.
11. Pupils develop good confidence and self-esteem. Skilful questioning and encouragement by teachers ensures that pupils are confident to speak in front of their friends. In a Year 6 class they discussed what made themselves and others unique; this was very fruitful in raising their self-esteem. Pupils engage well with the responsibilities given to them and carry them out with pride, for example setting up the hall for assembly and filling up water bottles for others in their class.
12. Pupils' spiritual, social, moral and cultural development is good. It has a significant impact on achievement. Children in the reception class are encouraged to talk about themselves and the beginnings of self-knowledge and spiritual awareness are developed. In assemblies they sing a good range of Christian songs such as "Oh happy day". They have good opportunities for reflection, when praying "Father help us to be able to help somebody else today in school". In Year 2 they appreciate their own traditional culture through country dancing as they enthusiastically and successfully danced the 'Thringstone Jig'. They learn a lot about the

faith aspects of different religions but do not fully explore the rich range of cultures in Britain. The culture of the school is one of trust and hard work and the pupils develop well socially and morally in this atmosphere.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a good quality of education for all its pupils. The quality of teaching ranges from very good to satisfactory but is mostly good. The curriculum is satisfactory overall but the provision for pupils' personal development is very good.

Teaching and learning

Teaching is very good in the reception class and good throughout the rest of school. Overall pupils learn well and this helps them to achieve well. Assessment is good in the reception class but unsatisfactory in the other classes.

Main strengths and weaknesses

- Teachers plan lessons very thoroughly, no time is wasted and they ensure that the pupils cover the curriculum.
- Teaching in the reception class is consistently very good.
- All of the staff have very good relationships with pupils and they manage behaviour very well.
- The work of teaching assistants makes a valuable contribution to pupils' learning especially those with special educational needs.
- Teachers assess pupils' work thoroughly, but in Years 1 to 6, there are occasions when they do not make enough use of the information gained to plan sufficiently challenging work for all pupils, for example in mathematics.
- The teachers provide too few opportunities for independent learning.

Commentary

Summary of teaching observed during the inspection in 44 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	9 (20 %)	24(55%)	11 (25%)	0 (0 %)	0 (0%)	0 (0%)

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

13. Throughout the school, teachers work very hard; they plan thoroughly for lessons which are therefore well organised and structured. The pupils are all told what they are going to learn and this helps them to focus on what they need to do and gives them a sense of purpose. Teachers arrange their lessons well so that they begin promptly and this focuses the pupils' attention rapidly on the purpose of the lesson. Mostly lessons move at a good pace; this is very clearly seen in the reception class where the children are given a very brisk and lively input at the beginning of each session.
14. In the reception class both the teacher and the nursery nurse make a very important contribution to the children's good start in school. Lessons are interesting and very lively and mostly the children think that they are just having fun. However, the activities and lessons are based very clearly on very good assessment of the pupils at work and the curriculum is matched closely to their needs. They are given a very good balance of direct teaching and opportunities to make choices and work independently. Both indoors and outside, children learn well almost all of the time. Learning is made interesting with well-chosen activities, which stimulate a desire to learn. For example children were stimulated to use computers by

very good teaching which helped them to identify words and insert them to make simple sentences.

15. All of the teachers, including the temporary teachers, have developed very positive relationships with the pupils. The pupils trust all of the staff and the work of the school is conducted harmoniously. The pupils feel very safe in this situation and are thus enabled to learn well. They show enthusiasm in lessons and join in when asked to do so. The teachers work within the behaviour management framework of the school. Behaviour is exceptionally well managed and there are very few unpleasant incidents.
16. The teaching assistants support learning very well. The teachers value their work and deploy them effectively with small groups and individuals so that, in particular, special educational needs are met through this additional support. The learning support staff are conscientious in their planning and organisation.
17. All of the teachers mark pupils' work regularly, make assessments of their learning and are very knowledgeable about the pupils in their classes. This helps them to give appropriate personal support, but in the planning for lessons, they do not always provide sufficiently challenging work. Many of the staff focus on the knowledge which they perceive pupils to need rather than on the skills that they need to develop. This is seen in geography where pupils have satisfactory knowledge of other places but few skills in making comparisons or identifying similar features of areas.
18. The teachers provide additional activities for those pupils who complete their work but rarely is this extension work more challenging than the general class work. In their efforts to ensure that all pupils have the required knowledge, they do not sufficiently enable pupils to develop their independent learning skills, to make decisions about how they will investigate and record or, what sources of information they will seek. There is a great deal of potential for staff to develop pupils' independent use of ICT and other resources.

The Curriculum

Curriculum provision is satisfactory but is improving strongly since the staff re-wrote the curriculum for some of the foundation subjects⁵. This new curriculum has not been in place for sufficiently long to have improved standards sufficiently. The curriculum is enriched by activities outside the school day but resources for learning are unsatisfactory. The areas identified for development by the previous inspection have been addressed.

Main strengths and weaknesses

- There is a very good curriculum for the Foundation Stage.
- The curriculum for pupils with SEN is good.
- There is very good provision for personal, social and health education.
- There is very good support for learning outside the school day.
- Resources for learning are unsatisfactory overall and poor in the Foundation Stage.

Commentary

19. The school's curriculum meets all statutory requirements, including those for religious education and collective worship. Very good provision for personal, social and health education has been established and linked to the development of speaking and listening in a way that encourages pupils to think and talk about issues, for example, the principles of good behaviour.
20. The curriculum for the Foundation Stage is very thoroughly planned to cover all six areas of

⁵ Art and design, design technology, geography, history, music, physical education.
Thringstone Primary School

learning indoors and outside. There is an appropriate balance of adult directed and child-initiated activity. The curriculum is taught through stimulating and exciting activities and there is a good focus on developing children's early literacy and numeracy skills. Learning is restricted by unsatisfactory access to materials and equipment. The staff work hard to compensate for the poor quality and range of resources in the indoor classroom.

21. English, mathematics and science receive a significant proportion of the curriculum time. Basic skills are thoroughly taught and there is a good focus on speaking and listening. The curriculum provides the pupils with access to all subjects. In an effort to improve standards, the curriculum is under review. The staff are developing a more creative approach to encourage the pupils to use a broader range of learning strategies. There has been insufficient evaluation of this curriculum review to make an accurate judgement of its effect on standards. English, mathematics and information and communication technology (ICT) are beginning to be taught across the curriculum to good effect but this development is relatively new.
22. The curriculum for pupils with special educational needs is good. All these pupils have individual education plans that are matched well to their needs. Learning support assistants are deployed well to work with individuals and small groups. The curriculum needs of pupils with statements of special educational needs are met in full.
23. In an effort to enrich learning experiences, the school is actively involved in the Coalville Development Group. This provides a range of enriching sport and music experiences as well as curriculum support. There is a planned range of visits as well as visitors coming into school, for example, 'The Re-cycling Drama Group'. Such events broaden the pupils' learning opportunities. There are two regular residential visits for pupils in Years 3 to 6, which foster pupils' independence and social development. Opportunities for learning outside the school day are very good; a variety of after-school clubs including sport, drama and music, are very well attended.
24. Support staff are deployed well and generally provide good support. There is a spacious site but it has not been developed to best support the curriculum, for example, the extensive grounds are not used to support science or geography as much as they could be. At present, curriculum resources are not adequate due to budget constraints. The Headteacher is keenly aware of this shortcoming and is working with governors to seek solutions but at present, the library, information technology and especially the Foundation Stage, are under-resourced.

Care, guidance and support

Provision is **good**. Very good steps are taken to ensure the care, welfare, health and safety of pupils. Good support, advice and guidance are provided based on very good monitoring of personal development. This is a significant improvement. The school seeks, values and acts on the views of pupils well.

Main Strengths and Weaknesses

- Arrangements for the care and protection for pupils are very good.
- Pupils have very good relationships with adults.
- Personal development is monitored and promoted very well whereas assessment and monitoring of pupils' academic development needs to improve.

Commentary

25. Child protection receives high priority in the school. It is handled sensitively, effectively and promptly. Staff always work in the best interests of all pupils to safeguard their welfare. Child

protection is supported well by thorough and effective arrangements, where the school, parents and other agencies work together well.

26. The school ensures that pupils work in a healthy and safe environment. All reasonable steps are taken to keep pupils safe and protect them from injury or ill health. The health and safety policy is appropriate and provides clear guidance on important issues. Termly inspections of school premises are carried out with governor involvement. Risk assessment is comprehensive, thorough, detailed and up to date. For example risk assessments for external trips to Beaumanor Hall or Kingswood are informed by visits from staff prior to pupils going.
27. The school provides a very secure, supportive, caring environment where pupils feel very safe and happy. Relationships with adults are very good. Pupils are known very well as individuals. If they have a problem, pupils are confident that they can go to an adult to get help. On numerous occasions, pupils were seen talking to staff, who listened and provided help or re-assurance. It is clear that the school tries to ensure every child can achieve what they are capable of. The idea of the school as a community is used as a theme in assemblies.
28. Teachers assess pupils' written work thoroughly and they regularly assess pupils to make sure that they are making progress in English and mathematics. This is potentially very useful but at the moment, teachers make insufficient use of the information gained to plan highly challenging learning for the pupils. Other than in the end of year report, pupils are not regularly given clear targets for improvement.
29. The school has very good procedures to monitor personal development. Staff know their pupils very well and they use every opportunity to develop all pupils. Pupils are encouraged to take responsibility and the School Council is particularly impressive in the way it seeks the views of pupils, suggests ideas for improvement and then organises itself. For example it has recently implemented the recycling of aluminium cans.
30. Pupils with special educational needs are supported well through well-focussed teaching in literacy and numeracy, which ensures they have the opportunity to achieve well.
31. The ethos of the school is one of 'Enjoying Achievement Together' and achievement is celebrated by all. Good behaviour and positive attitudes to work are recognised and rewarded.

Partnership with parents, other schools and the community

The school's partnership with parents, the community and other schools is good.

Main Strengths and Weaknesses

- The support offered to parents is good and they are well informed.
- Parents make a good contribution to pupils' learning at school and at home.
- Links with the community are good and contribute to the pupils' achievements.
- Parents' views of the school and their support for it are good.
- There are good arrangements for transfer of pupils to secondary education.

Commentary

32. Parents are well informed by regular, well-presented general school newsletters. The prospectus communicates well what the school does. There are good opportunities for parents to receive information on their child's progress throughout the year. Information for parents, whose pupils have special educational needs, is good. The annual report to parents on their child's progress is detailed, thorough and for example, includes useful assessment

of a child's personal and social development. Targets are clearly set, for example, the development of predictive skills when reading and improving confidence when using punctuation.

33. Parents are very pleased with what the school provides. They think their children make good progress. The school encourages a strong sense of partnership based on mutual trust and confidence. The school is very welcoming to parents, which results in very good relationships with them. Parents are committed to the school and a number help in school, for example supporting reading and making up 'story sacks'. If they are concerned about anything they are confident to approach the school for resolution.
34. Parents appreciate that their pupils receive the help and support they need. The school provides good opportunities to help parents support their child's learning. There are weekly 'Share' sessions where parents of Reception, Year 1 and 2 pupils are given activities such as reading, writing and weather recording, to do with their pupils at home. These activities are linked well to what is happening in class. For example, to support work in science, parents are given cress seeds to help their children understand what is needed to make plants grow. It is clear that this is most effective in enabling the parents, who attend, to understand how their children learn and to enjoy sharing their learning with them.
35. The School Association is very effective in arranging events, which raise significant funds to support the pupils of the school. They have used these funds recently to purchase the impressive play boat for the playground and help to sponsor an annual pantomime.
36. There are visitors from the local community who contribute significantly to the achievement of pupils. Pupils have a very good understanding of those who work in the community. It is clear that this contributes strongly to their personal development. The school uses the local community well to enhance the learning of its pupils through local walks, traffic surveys and trips to other local places of interest.
37. The transition to the secondary school is handled well because of good liaison between schools, which ensures pupils settle well into their next school. There are strong and productive links with other schools through the Coalville Development Group.

LEADERSHIP AND MANAGEMENT

Leadership and management are **good** and are improving. Management of the school is **good** with many strengths. The headteacher gives **very good leadership** and the contribution of the other leaders is **satisfactory** but also improving. Governance is **good** and the governors contribute well to the leadership and management of the school.

Main strengths and weaknesses

- Through very good leadership, the headteacher has brought together a strong staff team which has improved the school very well since the last inspection.
- The governors have a very good understanding of the strengths and weaknesses of the school and are very supportive, especially in the area of the very difficult financial management.
- The subject managers and those with phase responsibility, work hard to support the school but do not initiate their own checking and evaluation of their areas of responsibility.
- The whole staff are committed to including all pupils in everything which the school offers.
- The school is managed well on a day to day basis and strategic planning for the school is good.

Commentary

38. The headteacher joined the school shortly after the last inspection and has led the school very effectively through a period of very good improvement. Her work has been centred on

improving the climate for learning which was judged to be in need of improvement. Essentially, the ethos of the school has changed through the development of whole school approaches to pupil management, through raising the quality of teaching and learning and through improving pupils' sense of ownership of the school. This has resulted in very good pupil behaviour, a very positive team of teachers and other staff, and pupils who are very happy in school.

39. The headteacher works very closely and effectively with the governors. They are fully informed about the issues facing the school; notes of governors' meetings and interviews with governors indicate a very open and honest approach to their work. The school is in a particularly difficult financial situation due to falling numbers of pupils, changes to the funding for pupils with special educational needs and a relatively low level of funding per pupil and is currently in an annual deficit budget situation. The expertise of the governors has helped support the school in developing a strategic plan which has the potential to manage the situation with as little disruption to the school as possible.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	482,043
Total expenditure	525,510
Expenditure per pupil	2,321

Balances (£)	
Balance from previous year	42,026
Balance carried forward to the next	-1,439

40. It is not possible to judge the effectiveness of the deputy headteacher due to long term absence. All of the teachers work hard in their management roles. Most have been involved in devising alterations to the curriculum which should make it more stimulating and accessible for pupils. They conscientiously review planning for learning in an attempt to check the provision and have looked at samples of pupils' work. However, other than in English and mathematics, they have not fully checked the quality of education provided nor have they been able to assess the standards that pupils are achieving in each element of their subjects. Similarly whilst the two phase managers⁶ are gaining an overview of the school, they have not yet systematically monitored the effectiveness of their part of school in order that they can suggest and lead improvements. However, there is a clear willingness to take on this role and they have now developed the skills and confidence to offer much better support to whole school improvement.
41. All of the staff are committed to offering a good education to the pupils and ensuring that all of the pupils benefit from it. The provision for special educational needs is managed very well. Pupils' education plans are reviewed regularly and teachers and other staff are offered good support in dealing with these pupils. On the playground and at lunchtimes, the support staff ensure that all pupils are safe and content. The staff give generously of their own time to provide out of school clubs and activities which are available for all pupils. The positive ethos of the school involves all the staff and this is seen, for example, in the commitment of the short-term temporary teacher in offering an after school cricket club which is very well attended.
42. On a day to day basis the school runs well. The headteacher has clearly established the routines of the school; office staff work efficiently welcoming visitors, dealing effectively with finance and supporting the daily administration of the school. The site staff ensure that the school is a very clean, safe and pleasant place to work. The performance management systems of the school work very well and help bring about improvement.

⁶ Co-ordinators of Yrs 1-2 and 3-4

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

There has been very good improvement since the last inspection. Children start the reception class with well below average attainment in all areas of learning. They all achieve very well and by the time they transfer to Year 1, about half of them are reaching the early learning goals in all areas of learning. The overall quality of provision is **very good** despite the poor quality of the resources. The headteacher has supported great changes in the organisation and ethos of the reception class which now provides a very appropriate and enjoyable curriculum. Both the teacher and the nursery nurse make a very positive contribution to children's very good start to schooling. The adults use assessment well and plan to meet children's needs. The local policy of having two admissions a year means that the younger children get significantly less of this very good provision. The resources in the classroom and the furnishings are of poor quality and in some cases are insufficient in quantity and this hampers learning. The foundation stage tends to work as a separate unit and does sufficiently influence whole school development.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Many children join reception with well below average social skills and they make good progress.
- The adults provide many opportunities for social development and these are most effective when the children are given the time and space to learn through experience.
- Not all of the children are likely to reach the early learning goals.

Commentary

43. All of the children make good progress in the reception class. Their relationships with other children and with adults develop, and most of them make good gains in confidence. They get to know the routines of the class and most feel secure. Gradually as the year progresses, they are introduced to whole school activities and learn to be a part of the school routines.
44. The daily routines consist of adult-directed and child-initiated activities and the children benefit from both. The adults are very good at reminding children about social conventions and this is very effective when the children are reminded on a one-to-one basis. There are small and large group activities which are strongly directed but which help the children to learn that they have to work with others. Indoor and outdoor activities support the children's personal development particularly well when they are given enough time to complete their work. For example, two boys worked very well together, taking time to sink all the boats in the water tray and a group of six children spent a long time working out what was necessary to retell a story.
45. Teaching is very good and supports the children's good progress, but despite this, some will not reach the early learning goals. They continue to demonstrate immature behaviour and rarely engage well in shared work with others, nor do they initiate activities. These children tend to play alongside, rather than with the others. Often these are the children who have poorly developed speech and who find verbal communication difficult.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Early reading and writing skills are taught very well through small group and individual support.
- The children are encouraged and supported in the development of their speech.
- There is a language rich environment but the reading resources are poor.

Commentary

46. Letter/sound relationships are taught very well through interesting and lively lessons which most of the children enjoy. The majority achieve very well and some of the higher achieving children not only recognise some familiar words but are also able to work out some new ones by using their knowledge of letters. Some children reach and even surpass the early learning goals but about half do not and therefore standards are below those expected.
47. Children are encouraged to join in with songs, rhymes and in the general conversation of the class. In group activities they are asked for their ideas and thoughts, though mostly they offer single word or short responses and the conversation is heavily dominated by adults. However, when the children are given free choice of activities, the quality and use of their language improves as they use it to work together or to state their preferences, for example when in the role-play ship they exert their rights to play the cook.
48. The classroom displays on the walls, on the tabletops and on the fronts of drawers, give children familiarity with words and letters. They are given opportunities to write outside on the chalkboards and on the playground surface. However, the book area is uninviting and uninteresting and children rarely use it.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **very good**.

Main strengths and weaknesses

- There are many opportunities for children to count and measure and about three-quarters of them are likely to reach the early learning goals.
- The teacher plans for children's counting skills to develop systematically and this helps them to achieve well.

Commentary

49. By the end of the reception year standards are just below those expected, in part because some children have only had 2 terms in the reception class. The teacher provides mathematical activities and experiences on a regular basis and most of the children learn to count. They do this through number rhymes and songs and counting games. Some of the higher achieving children have learnt to count one more and one less than a given number. Through practical work 'touching' objects, the children have learnt to count reliably. They have also learnt about pattern and have worked with symmetrical patterns, for example in their 'Rangoli' work when celebrating the Hindi festival of Diwali. In their work in sand and water, the children learn about differences in capacity and weight.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- The children learn rapidly through a range of exciting opportunities indoors and outside and they achieve well.
- Poor quality resources restrict learning.

Commentary

50. The adults have worked very hard to provide very well for this area of learning; they teach very well and the children learn rapidly. The adults make full use of the opportunities in the classroom, recently creating a ship and a submarine to play in, converting part of the classroom into an underwater world and providing a beach area for children to extend their learning and play. A wonderful exploration of pulleys and movement was set up for the children so that they could re-enact the story of 'The Lighthouse Keeper's Lunch'. They clearly learnt to use the equipment; they built miniature lighthouses and enjoyed talking about what they did.
51. Photographic records indicate that the staff have planned for many experiences but they are restricted by the resources available. There are very few resources for construction and many are old and worn. The furnishings restrict opportunities for teachers to create suitable work areas for children. This impacts on the standards achieved which are slightly lower than expected by age 5.

PHYSICAL DEVELOPMENT

Provision in physical development is **very good**.

Main strengths and weaknesses

- The teachers help children to develop well from having poor manipulative skills when they start school.
- Children reach expected standards in whole body movements but their fine manipulation skills are under-developed and therefore standards are lower than expected at age 5.

Commentary

52. By the end of the reception year, children have appropriate control over their body movements and run and climb as well as other children of their age. They can balance well when playing on the outdoor equipment and show a good understanding of the transfer of body weight when playing on the seesaw. For some children, their ability to control a pencil or paint brush and manipulate small objects is less well developed and their development is below that expected. The quality of teaching and learning, with the resources available, is very good but there is a lack of resources to support the development of some aspects of fine physical control.

CREATIVE DEVELOPMENT

Provision in creative development is **very good**.

Main strengths and weaknesses

- Children are encouraged to participate in an exciting range of activities.

- Creative thinking, for example through retelling stories, is encouraged, but despite this, children's emotional language remains limited.

Commentary

53. Children are enthralled by the experiences the very good teaching provides for them. They are encouraged to develop their imaginations through small world and role-play which are interesting and very well resourced. They enjoy creating colourful two and three-dimensional pictures and artefacts and exploring patterns in fruits. Achievement is good due to the opportunities to experiment using colour, texture, and sound but by the age of 5 years attainment is below that expected mainly because they rarely use language to describe feelings, emotions or excitement.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good** and is much improved since the last inspection.

Main strengths and weaknesses

- Reading, writing and speaking skills are strongly promoted.
- Standards, though variable year on year, are close to the nationally expected standards.
- Good teacher pupil relationships encourage a very positive attitude to work.
- Teaching has improved since the last inspection and is now good.
- The older readers are not best supported because library resources are barely adequate and there are too few planned opportunities for independent learning.
- The achievement of pupils is good overall but it is very good for lower and average attaining pupils and only satisfactory for the higher attaining pupils, though they nevertheless reach higher levels.

Commentary

54. Throughout the school there is a clear focus on reading, writing and speaking. Pupils enter school with very low language skills. This is a significant issue and one which the school addresses systematically through the English curriculum and through other subjects. In most subjects there are planned opportunities for discussion. Writing is a school priority and the samples of work show that the pupils undertake a broad range of fiction and non-fiction writing tasks. Pupils make good progress in the development of reading skills. They show an interest in books and effective use of them, though by the time they reach Year 5, their personal interest in reading from the school library wanes as there are too few interesting books to keep them engaged.
55. Pupils with special educational needs are effectively supported and benefit from the system of targeting them according to individual needs. Pupils who have individual education plans make good and sometimes very good progress because of the additional support that they are given through the work of the Learning Support Assistants.
56. Standards in speaking and listening are below average when pupils enter school. Many younger pupils have restricted vocabularies but the very good relationships within the school mean that pupils become confident and willing to talk in formal and informal situations. By the time they are in Year 6, pupils have made good progress and they listen well to instructions and are able to talk knowledgeably about what they have learned in the lessons. Standards are as expected for age 11. Staff work hard to help pupils to extend their vocabulary by:

- modelling clear speech so pupils can emulate what they hear;
- give frequent opportunities for pupils to work with partners and gain confidence in their abilities in spoken English;
- questioning pupils and giving good prompts so pupils become more confident in their ability to give explanations.

57. Standards in reading are average at 7 and 11. The skills of reading are taught well and pupils make good progress. The pupils read regularly to their teachers and to other adults and books are used in whole class and small group activities. By Year 2, pupils use books regularly as a part of their classwork and throughout the school pupils are required to read as a part of their homework. The library has been reorganised and a parent is helping pupils to change books at lunchtime. As yet, this has not stimulated a high level of interest.

58. The skills of writing are taught systematically and reinforced through a range of subjects. Standards are average at 7 and 11 and this marks good progress from a low starting point. Most pupils learn to write neatly and accurately and are able to write for a range of purposes by the time they are 11. Some very good writing is seen in a range of subjects including religious education, for example, the retelling of religious stories from the point of view of the participants. Since the pupils gained more access to ICT last year, they are using this increasingly to present their written work to a good standard.

59. Teaching and learning are good. Whole class teaching is very good as teachers have good exposition and questioning techniques that actively encourage pupils' speaking and listening skills and gives them knowledge. The very positive learning climate and effective behaviour management strategies ensure that pupils engage fully in the lessons. This effectively enabled Year 3 pupils to collectively interrogate a text and develop good understanding of the purpose and use of punctuation. Teachers show a good understanding of the subject. Group teaching is not as well developed as whole class teaching and there are too few opportunities for pupils to work independently, for example, in the library or in the computer suite. Homework is appropriate and consistently set.

60. Overall, pupils achieve well. The achievement of pupils who require additional support or who have special educational needs is very good because:

- their needs are clearly identified;
- the learning support staff give good assistance;
- they benefit from the school focus on basic skills and
- they are taught well in small groups.

The achievement of the average attaining pupils is very good because:

- most of the whole class lessons are directed at their needs;
- questions are suited to their level of work and
- planned activities consolidate their work.

By contrast, higher attaining pupils achieve satisfactorily because:

- too much teaching, whilst supportive, lacks adequate challenge;
- extension work for those who finish quickly is usually more of the same rather than more difficult work.

61. The co-ordination of the subject is satisfactory. The subject leader is new to the post but is already well informed and a good role model in her teaching. However, the development of monitoring of standards is only just beginning to inform actions which will raise standards across the school.

Language and literacy across the curriculum

62. Good opportunities are given for pupils to use their literacy skills throughout the curriculum. Key vocabulary is displayed around classrooms and used for reference to help pupils with reading, writing and spelling. Cross-curricular writing, both fiction and non-fiction, is developing well in science, history and geography. ICT is used well to support illustration, research, and presentation and to change the organisational structure of the text.
63. Cross-curricular links enhance pupils' learning. This was observed when a Year 6 geography lesson excited pupils to research independently and use information technology to organise and present their report. Similarly, good writing is seen in religious education. At present, this sort of work is not consistently developed across the all teaching and learning as research is too teacher controlled.

MATHEMATICS

The provision in mathematics is **good**.

Strengths and Weaknesses

- Pupils begin Year 1 with standards below those expected for their age but they achieve well throughout the school, due to good teaching and reach average standards by the end of Year 2 and Year 6.
- Lessons start well, with stimulating activities that are fun and which capture the pupils' interest while successfully revising and extending their knowledge.
- Basic skills in calculating are consolidated well throughout the school.
- In some lessons, the needs of the higher attaining pupils are not fully met.
- The target setting process is not sufficiently developed.
- The subject manager leads well but does not have the time to monitor learning regularly enough.

Commentary

64. Results at the end of Year 2 have risen sharply since 2000 though a relatively low proportion of pupils reaches the higher levels in tests. Results in Year 6 have varied considerably from year to year since 2000, due to the variations in composition of the year group. Standards are average throughout the school. The current Year 6 pupils are achieving well from a very low starting point but about two-fifths of them are not reaching the national standards and the percentage of pupils working at the higher levels is lower than the average.
65. Pupils make good progress and achieve well throughout the school. They benefit from predominantly good teaching, where the basic skills are taught well, and there is a consistency of approach throughout the school. Pupils with special educational needs and the lower attaining pupils achieve well because they are supported well by learning support assistants. The pupils in Years 3 and 4 are grouped by ability and this successfully helps teachers to provide for the differing abilities and extends the more able well. A review of pupils' previous work shows that the most able pupils have achieved well during the year. However, in some of the lessons seen, the needs of the higher ability pupils were not provided for as well as they should have been and, at these times, the pupils did not achieve as well as they could have done.
66. The strong focus on numeracy skills ensures that pupils in Year 2 have a secure understanding of addition and subtraction and of how to solve simple equations. Pupils are starting to learn multiplication facts. In their current work, pupils follow directions on a grid to find 'treasure' and the majority can plot their own route. The pupils understand the work well because it is enhanced by being linked to ICT, where pupils program a moveable object. This

work in Year 2, builds well on previous learning in Year 1. Many pupils in Year 1 recognise the basic properties of two-dimensional shapes and this is built upon in Year 2.

67. The pupils consolidate their basic skills and by Year 6, they have a secure knowledge of the four basic 'rules' of number, although their familiarity with division is not as secure as it is with the other processes. Their knowledge of multiplication facts is good. Pupils have a secure knowledge of angles on a straight line and within a triangle.
68. Teaching and learning throughout the school are good and this is an improvement from the previous inspection where teaching was satisfactory. Teachers make the lessons interesting, with a mix of activities, a lively pace and good use of resources to help pupils understand the mathematics being taught. As a consequence, the attitude of pupils to their mathematics learning is good and frequently very good. In Year 2, pupils used model people in order to observe and understand the concept of right and left turns. Pupils work enthusiastically and present their work neatly. Homework is used well, particularly with the older classes. In Year 5, a simple traditional puzzle related to doubling numbers, effectively extended the pupils' understanding of the number system and how to read very high numbers.
69. The introductions to lessons are a strength within the teaching. All teachers provide clear explanations and demonstrations, enabling pupils to understand new knowledge quickly. The tasks that follow are well planned to consolidate the new learning. Frequently, these tasks require pupils to work collaboratively with others and to solve problems. Pupils find this enjoyable and stimulating and they work industriously to complete their tasks. All teachers plan the time in lessons very well with a good mix of activities and with time to consolidate learning at the end of the lesson. In the best lessons, teachers help pupils to reflect on whether they have achieved the learning objectives of the lesson and they extend the pupils' thinking in preparation for the next lesson.
70. Teachers assess and support pupils well, as they work. Marking is accurate. In Year 6 the marking is very good, and is particularly supportive to the lower attaining pupils. Pupils in this class are encouraged to assess their own learning and to tell their teacher what they think. Teachers plan many opportunities for pupils to develop their speaking and listening skills. They model the language of mathematics well and by Year 4, pupils are starting to use this as a natural part of their own vocabulary. Teachers plan the work of the learning assistants well and the lower attaining pupils are given good support.
71. The subject leader shows good leadership. A policy for teaching and recording work has been implemented successfully within the school. The National Numeracy Strategy has been implemented well and all strands of the curriculum are covered equally well. Assessment systems have recently been established and the target setting system is not yet implemented consistently throughout the school as an effective tool for raising attainment and increasing pupils' knowledge of their own learning. The subject leader does not have sufficient opportunity to monitor the teaching or to monitor the progress of all the pupils in the school and this limits her ability to intervene in order to raise standards.

Mathematics across the curriculum

72. There are satisfactory links between mathematics and science, when pupils use their mathematics skills and their skills with computers to construct graphs. Pupils use their mathematics skills in design and technology when designing and making mathematical board games. Their skills are sufficient to enable them to undertake mathematical recording tasks in science.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Results in tests are well above average.
- There is good teaching of the knowledge of science and the pupils learn very well.
- Lessons do not support independent work sufficiently; they do not sufficiently involve the pupils in investigative work, in the classroom or in the school grounds.
- Good teacher-pupil relationships encourage a very positive attitude to work.
- Teachers do not use assessment information well enough.

Commentary

73. Results in tests at the end of Year 6 are well above average and this has been maintained for some years. Pupils have a very good factual knowledge. Pupils, including those with special educational needs, achieve satisfactorily. All pupils have equal access to the curriculum and as a result, there is little difference in the attainment of boys and girls.
74. Despite the high results achieved in tests, the teaching of science does not enable the pupils to experiment and investigate independently. In the course of their work, pupils complete a lot of worksheets and there is little evidence that pupils had been able to apply their knowledge, understanding and skills. However, pupils have good opportunities to observe experiments and this helps them to consolidate their factual learning.
75. Teachers plan lessons to cover the whole curriculum but do not always use their assessment information to match the work to the needs and capabilities of the pupils. Three lessons were observed and the teaching in each was good. Good exposition of the subject and good questioning promoted the development of relevant scientific language. The pupils learnt the knowledge involved very rapidly. The very positive learning climate and effective behaviour management strategies maintained pupil concentration. However, the opportunity for independent work was restricted. This was seen when Year 2 pupils were very excited by the opportunity to observe snails. The subsequent group work, whilst consolidating the facts, did not build on their obvious interest and excitement and some questions the pupils asked were not addressed. In another lesson, the relevant fair tests the pupils had planned were dismissed in favour of the teacher's plan.
76. Resources are satisfactory but the range and quality are not sufficient to support the development plan aim to provide for broader, more creative learning strategies. The school has a very rich resource in the extensive school grounds but these are insufficiently used to support learning.
77. Curriculum co-ordination is developing, and is satisfactory. The co-ordinator has supported the teachers by ensuring that they have the factual knowledge to teach science but does not sufficiently influence the development of whole school initiatives.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision is **satisfactory** with some good elements and is improving. The provision has improved considerably since the last inspection.

Main strengths and weaknesses

- The ICT suite has been in operation for less than two years and all pupils are now making good progress.
- Pupils in Years 1 to 6 are reaching expected standards and many in Years 1 to 3 are achieving well and surpassing these.
- Good links are being established with other subjects.
- Teaching and learning are consistently good.

- Resources do not fully meet the requirements of the whole curriculum.

Commentary

78. This curriculum area was unsatisfactory at the time of the last inspection. It has significantly improved and it is now satisfactory. The majority of pupils do not have access to a computer at home and they are keen to use the school's resources. The improved resources in the ICT suite have meant that all of the pupils can now work independently or in pairs and the speed of their learning has increased considerably. There are further opportunities to improve skills further in the classrooms. The improved resources have also meant that the teachers can cover the requirements of the curriculum much more rapidly.
79. Pupils in Years 1 and 2 reach standards which are average with some elements, for example in word processing, which are above average. This is due to the increased pace of learning since the ICT provision has improved. Older pupils are progressing at a similar pace but they have had more ground to make up and therefore they are just reaching average standards by the end of Year 6.
80. In the three lessons observed the teaching was good and pupils learned well. Teachers harness the pupils' enthusiasm well. The school has provided good training for the teachers and they have a very confident approach to the lessons. They anticipate pupils' needs, for example knowing that they will find some problems with importing graphics, and can explain how to get round these. As a result, all the pupils are achieving well. In Year 6, the lesson was clearly explained and the program was demonstrated and this enabled pupils of all abilities to develop their own multi-media page. In a Year 2 mathematics lesson, the pupils showed good knowledge and skills in planning and programming a floor robot.
81. Curriculum co-ordination is developing and is satisfactory. The teacher is developing a good record of monitoring information which is useful for the staff in helping to judge standards. The co-ordinator does not get sufficient training to feel confident in leading other staff. She has identified the areas of the curriculum that require further resources, for example, control hardware and data software as this limits the amount of access the pupils have to this part of the curriculum. The school has developed good access to technical support.

Information and communication technology across the curriculum

82. Teachers fully use all the resources and programs which are available. The school is deliberately approaching ICT from the point of view of how this can serve the rest of the curriculum and this aspect has developed very well over the last year. It has enriched English and mathematics learning opportunities. Good use has recently been made of ICT to bring creativity and interest to pupils' work in history. However, in geography, too little use is made of ICT to support the study of contrasting locations.

HUMANITIES

Religious Education

Provision in **religious education** is **good**.

Main strengths and weaknesses

- Pupils have a good knowledge of religious education as a result of good teaching and learning.
- The Locally Agreed Syllabus is taught in full by all of the teachers across the school.
- Pupils develop their literacy skills through their work in religious education though occasionally written work is repetitive and adds little to their learning.
- Overall, pupils achieve very well and reach standards which are higher than those expected.

Commentary

83. All pupils achieve well. Many of the pupils, throughout the school, have a good knowledge of Christianity and other religions and they reach above average standards. This is because from the start of their time in school they are taught the subject regularly and this builds into a broad knowledge. In most lessons seen, the teachers made the subject interesting; for example teaching about Moses by giving clues to the pupils and asking them to solve the puzzle. These pupils in Year 2 showed very good recall of earlier work, for example describing the Old Testament as 'the part of the Bible before Jesus'. Similarly in a Year 5 lesson, the story of Jonah was made memorable by having the pupils devise short dramas to exemplify the decisions which Jonah had to make.
84. Pupils' workbooks show that they have covered the entire syllabus in detail. Through this work they have studied elements of Christianity, Buddhism, Islam, Hinduism and Sikhism and most have a clear idea about the practices and beliefs of major faiths. Often these have been taught in interesting ways, for example, looking at marriage practices in a range of religions. Through this work they have been able to compare the religions and have understood, by the end of Year 6, why religion is fundamental to the development of society.
85. Some good written work has been completed in most classes. Some pupils in Year 4 have scripted plays in order to retell events and others in Year 5, have made list of major features of religious practices. Illustrated accounts of some of the Bible stories are an interesting and well presented area of work in some classes and most teachers use the opportunity to let pupils practise their developing writing skills. However, in some of the classes there are examples of some neat but unoriginal work where pupils have copied down the creation story and simply drawn a few pictures. This does not allow the teacher to assess their understanding nor does it give the pupils opportunity to develop their literacy skills.
86. The subject has improved considerably since the last inspection. The co-ordinator is very keen to establish the subject more firmly and has taken a lead by using some of the assembly time to develop pupils' understanding of major faiths.

Geography

Provision in **geography** is **unsatisfactory** but is improving. It is satisfactory in Years 1 and 2, but unsatisfactory in the Years 3 to 6.

Main strengths and weaknesses

- The curriculum in the Years 3 to 6 is not studied in sufficient depth and in particular the pupils' map reading skills are not sufficiently well developed.
- The staff have recently improved the curriculum to ensure that pupils study all aspects of the subject but this has not been in place long enough to raise standards.
- Teaching has not recently been satisfactory in Years 3 to 6 and pupils have not learnt enough.
- The subject is planned well to support the development of literacy skills.

Commentary

87. Standards are average in Year 2, but are lower than are expected by Year 6. Standards in Year 6 have declined since the previous inspection. Lessons were observed in Years 1 and 3 and pupils in Year 6 were observed as they worked. An analysis of work shows that pupils achieve satisfactorily in the Years 1 and 2 but that they do not achieve as well as they should in the Years 3 to 6.
88. Pupils' geographical understanding begins in Year 1, where, through satisfactory teaching, they identify some basic features of landscape in their study of the seaside. This learning is

extended in Year 2, where pupils have compared the features of a seaside resort in summer and in winter. Pupils' knowledge of the map of the United Kingdom is enhanced through identifying the places they have visited. By Year 3, standards are below those expected for their age. The pupils are not given sufficient guidance in the form of geographical questions, as they research places in Europe using reference books. Consequently, they do not gain sufficient geographical knowledge or understanding. The studies pupils undertake in the Years 3 to 6 are frequently superficial and pupils do not carry out field work investigations which would help them to develop their mapping skills and their understanding of landscape.

89. By Year 6 pupils have not developed a sufficiently secure knowledge and understanding. Their map -reading skills are below the expected standard, as they were at the time of the previous inspection. In discussion, pupils show that they cannot distinguish between roads and railway lines on a map and they are unfamiliar with using maps at a range of scales. They have little knowledge of rivers. Year 6 pupils have used secondary sources, supplied by their teacher, to investigate features of the Australian continent, such as the population in some areas, but they have not considered the reasons for these statistics.
90. Teaching in the lessons seen was satisfactory. Teachers plan lessons to incorporate good opportunities to develop speaking and listening skills; a school priority. Literacy skills of finding information from reference books are practised well. Teaching over time has been unsatisfactory in the Years 3 to 6. The pupils' geographical learning is not developed as well as it should be and pupils are not challenged to consider cause and effect as they study locations, or to develop their own views in order to make their own judgements about places and environments.
91. There is satisfactory leadership and this is improving. The subject leader has introduced assessment systems, and from monitoring the teachers' planning, has a secure understanding of the standards within the school. The curriculum has recently been re-written for Years 3 to 6, but the full planning is not yet implemented. There are good links with history and art and design with a suitable emphasis upon studying the locality. At present, the school grounds are insufficiently used for field study. Information and Computer Technology is not used sufficiently as a resource for research.

HISTORY

As only one lesson as seen in history, standards and the quality of provision cannot fairly be judged. However the following points can be made:

- In the lesson seen pupils achieved an average standard.
- Pupils' work indicates that they have a good knowledge base but that historical skills have not been systematically developed.
- The skills of historical enquiry are limited by the lack of historical resources available in the school.
- The co-ordinator has a clear picture of the strengths and weaknesses across the school and this has led to the development of an improved curriculum.
- This new curriculum has not been in place for long enough to have influenced the pupils' understanding of historical issues.
- Good use is made of ICT to interest the pupils and to provide more creativity in their work.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

The provision in **Art and Design** is **satisfactory**.

Strengths and Weaknesses

- Pupils achieve well in Years 1 and 2 but satisfactorily in Years 3 to 6.

- The curriculum ensures that pupils' skills develop systematically.
- Pupils' work links well with that in other subjects.
- Teachers use the work of famous artists too little to exemplify good skills or to broaden the pupils' artistic knowledge.

Commentary

92. Standards are average for pupils aged 7 and 11. Pupils achieve well in Years 1 and 2 and satisfactorily in the Years 3 to 6.
93. The pupils benefit from the links which are drawn between different subjects. Current work in Year 2 is related to the seaside and is linked to work in geography. These pupils have looked at how Monet and Andre Durain depict the sea and waves, and from this starting point, they have painted waves to develop their colour mixing skills and their sense of line. They successfully used this learning to create 'seaside' collages, using a range of materials. By Year 6, around one third of the pupils show a good sense of proportion in their sketches. All pupils have observed the colours in nature and have subsequently created pictures based upon a palette of 'earth colours'. Their current work is based upon Aboriginal designs and links to their work in geography. Pupils are mastering the skills of paint mixing but are not sufficiently aware of the need to paint the background, before applying foreground detail. Pupils' attitudes are good and they work with considerable concentration.
94. In the two lessons seen, the teaching was satisfactory. Teachers used resources well and were well organised. Classroom assistants supported pupils with special needs well and extended other pupils' colour-mixing skills. Teachers satisfactorily support pupils as they work, but there is a lack of extension of pupils' thinking, particularly in the discussions at the end of the lessons. Older pupils do not develop their skills through their study of artists.
95. The curriculum has recently been revised and is still under development. Systems to identify the standards pupils are working at are newly established. The range of artists studied is mainly limited to relatively modern painters from Western cultures and there is a lack of study of sculptors to enhance and expand the three dimensional work. Pupils' horizons are limited by a lack of visits to art galleries and experience of working with artists.

Design and Technology

Insufficient evidence is available to make a judgement on standards or provision. Almost no pieces of finished work were available for inspection. A scrutiny of the pupils' written work shows that they are introduced to a range of mechanisms including levers and hydraulic mechanisms. Pupils plan their work, drawing diagrams and at times they identify the materials they will use. Older pupils incorporate electrical circuits into their work. A strength in the teaching is the analysis of commercial products, before pupils undertake their own designs. This was observed in a Year 2 lesson, where, through good teaching, pupils investigated how carrier bags are made and how the handles are attached. A weakness in the teaching and learning, is the lack of pupils evaluating their own products at the end of the process. The curriculum is newly developed and has not yet had the time to influence standards. A review of pupils' work shows that some Year groups are provided with more design and technology lessons than others.

Music

There is insufficient evidence to make a judgement on the overall standards in music. The standard of singing by pupils in the school choir is good and in assemblies the singing is satisfactory. In the one lesson in Year 5, pupils showed average standards. Creativity is a school priority. When taught well, these pupils demonstrated a good understanding of how to interpret feelings and moods through sound. The newly developed curriculum is satisfactory, with an increased emphasis upon

listening to music. The resources for music are satisfactory. The school uses an appropriate commercial scheme to support the teachers, none of whom are music specialists.

Physical Education

Provision in **physical education** is **satisfactory**.

Main strengths and weaknesses

- Pupils achieve satisfactorily throughout the school and overall standards are average. However, there is very good provision for swimming and pupils achieve standards which are above average.
- The curriculum is enriched by after school and lunchtime sporting activities.
- The teaching seen, which was principally of games skills, was good throughout the school.
- The curriculum does not ensure that the gymnastics element of the subject is taught regularly enough.

Commentary

96. There are regular opportunities for all pupils to have physical education lessons both indoors and outside throughout the year. The pupils make satisfactory progress and by the end of Year 2 they achieve satisfactory standards as demonstrated in their good balance, attention to sequence and controlled movements in a dance lesson. Similar progress is maintained in lessons throughout Years 3 to 6 and by the end of Year 6, standards are average, though better than this in swimming.
97. Pupils in Years 3 to 6 have swimming lessons on a weekly basis. They make very good progress in these lessons because they are taught very well and soon gain confidence in water. The pupils enjoy swimming, listen closely to the instructions and try hard to develop good skills. Many of the older pupils are able to swim well; they are able to swim a variety of strokes with confidence.
98. The school provides pupils with a variety of lunchtime and after school activities. These include girls and boys' football, cricket and cross-country. As a result of the additional contribution this makes to pupils' sporting skills, the school is able to have teams for all of the above sports and compete in local leagues and tournaments. The pupils enjoy this and get a great sense of achievement.
99. The teaching of games skills is good throughout the school. In Years 1 and 2, the teachers begin a process of teaching the pupils to control balls accurately whether sending or trapping and to strike a ball with good control. By the time that the pupils reach Year 6, they are taught to use the skills which have been developed and to employ good games tactics in order to create effective attacking strategies. Throughout the school it is obvious that the pupils enjoy games.
100. During the inspection no gymnastics lessons were seen, although it is clear from planning that gymnastics is a regular part of the curriculum. In Years 3 to 6, the pupils are taught in blocks of games, dance, swimming etc but there have been long gaps between the gymnastics sessions. Because of this, the teaching of gymnastic skills has not supported the best possible progress and pupils will have to re-learn aspects of the work. The oldest pupils in school have very little recall of work in gymnastics.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Personal, Social and Health Education

Too little was seen of Personal, Social and Health Education to accurately judge the quality of teaching but pupils' development indicates that the provision is **very good**.

- The school takes this aspect of pupils' learning and development seriously and there are regular lessons in all classes throughout the school.
- The pupils study a range of subject matter and this supports their developing knowledge of social responsibility, for example, the study of how humans waste the world's resources.
- Pupils are able to talk about their responsibility for the school community and the part they play in it as an individual and as a group.
- There is very little written recording of the subject but there are examples of very good opportunities for speaking and listening in the lessons.
- Pupils, especially the older ones show a very strong sense of responsibility and of respect for the community.

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	3
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	4
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	5
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	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).