

INSPECTION REPORT

HOSE CE PRIMARY SCHOOL

Hose, Melton Mowbray

LEA area: Leicestershire

Unique reference number: 120135

Headteacher: Mr Mike Owen

Lead inspector: Mr John Sangster

Dates of inspection: 24th – 25th November 2003

Inspection number: 259804

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 controlled
Age range of pupils:	4-10
Gender of pupils:	Mixed
Number on roll;	53
School address:	Bolton Lane Hose Melton Mowbray Leicestershire
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr David Johnston
Date of previous inspection:	26 th October 1998

CHARACTERISTICS OF THE SCHOOL

Hose Primary is a small Church of England Voluntary Controlled school. It has very close links with the local church and community. There are no pupils from ethnic minorities in the school, and all pupils speak English as their mother tongue. Seven pupils have special educational needs; about 13 per cent, which is below the average for primary schools. None of these has a statement of special educational needs. Girls outnumber boys in all year groups except one. Pupils come from a socio-economic background which is above average. With small numbers in each year group, the spread of ability on entry to the school varies from year to year. In the current year, children's attainment on entry was just above average. No pupils joined the school during the last school year; two of the four teachers joined in the last two years. Pupils leave the school at the end of Year 5 (the year in which they reach the age of 10) to transfer to high school. The school has received a Schools' Achievement Award each year since the last inspection, and is a part of the pilot project 'Using Information and Communication Technology to Transform Teaching'.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20010	Mr John Sangster	Lead inspector	English Science Information and communication technology Geography History Religious education English as an additional language
8971	Mrs Judith Hesslewood	Lay inspector	
22856	Mrs Kath Campbell	Team inspector	Mathematics Art and design Design and technology Music Physical education The Foundation Stage curriculum Special educational needs Personal, social and health education

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6-7
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8-10
Standards achieved in areas of learning, subjects and courses Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	10-14
Teaching and learning The curriculum Care, guidance and support Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	15-16
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES	17-26
AREAS OF LEARNING IN THE FOUNDATION STAGE SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	27

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Hose CE Primary is a good school, which provides good value for money. Pupils achieve well in national tests in Year 2 and continue to make good progress in Years 3 to 5, when they leave the school. They also achieve high standards of personal development. Teaching is consistently good, and often very good, and the level of care for pupils is also very good. The headteacher leads the school well, and parents have a high level of confidence in him and the rest of the staff. The governing body exercises its responsibilities well.

The school's main strengths and weaknesses are:¹

- Pupils achieve well and standards in English, mathematics and science are good.
- All pupils are valued and they develop very well as individuals, learning to take responsibility and understanding the effects of their actions on others. Their attitudes and behaviour are very good.
- The school is led well by the headteacher and other senior staff.
- Teaching and learning throughout the school are good.
- The school is developing an innovative and creative curriculum, with interesting links being made between different subjects.
- The school's links with its parents and the local community are very strong.
- The curriculum for children in the Foundation Stage², although improving, is not yet firmly established.
- The steps the school is taking to improve pupils' awareness of other cultures within their own society have not yet had their full impact.

There has been good improvement since the last inspection. The standard of teaching has improved, so that it is now uniformly good. Issues from the last inspection about provision for pupils with special educational needs and about teachers' planning have been resolved well. Improvements have been made to the school's accommodation, to the physical education curriculum and to the opportunities for sporting activities.

STANDARDS ACHIEVED

Achievement throughout the school is good. Children make good progress in the reception year, and the majority achieve, and in some areas exceed, the goals they are expected to by the end of the year.

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2001	2002	2003	2003
Reading	D	A	A*	A
Writing	B	B	A*	A
Mathematics	D	A	A*	A*

Key: A-very high; A - well above average; B – above average; C – average; D – below average; E – well below average
Similar schools are those with a comparable proportion of pupils entitled to free school meals.*

Because the school has small numbers in each year group, usually 10 or less, comparisons between different years are unreliable. In 2003, ten pupils took the national tests in Year 2, all of whom were girls. The standards they achieved were in the top five per cent of schools nationally. When compared with similar schools, standards in mathematics were in the top five per cent of those schools, and reading and writing were well above average for similar schools. Pupils in the current

¹ The strengths and weaknesses are listed in order of significance.

² The Foundation Stage caters for children from the age of three to the end of the reception year.

Year 2 are achieving above-average standards in reading, writing and mathematics. Pupils in Year 5, whose results in national tests when they were in Year 2 were below average in reading and mathematics, are now achieving above average standards in English and mathematics. Standards achieved in science are good. Standards in information and communication technology (ICT) and physical education are as expected for pupils' ages. It was not possible to make judgements on standards in other subjects during the inspection.

Pupils' personal, including spiritual, moral, social and cultural, development is very good. As a result, pupils have very good attitudes, are keen to come to school and attendance and punctuality are very good. Behaviour is also very good. Planned opportunities for pupils to learn about cultures other than their own represented in society have not yet been fully implemented.

QUALITY OF EDUCATION

The school provides a good quality of education. Teaching and learning are good. Teachers plan lessons well, making good links between different subjects in the curriculum, so that pupils see the relevance of what they are learning. Pupils then have opportunities to develop the skills they have learned in English, mathematics and information and communication technology in other areas. Teachers set pupils clear individual targets and usually follow these up in their marking of pupils' work. This contributes significantly to the progress and achievement of pupils. There is very good provision for personal, social and health education. The school's curriculum is enriched by a very good range of extra-curricular activities and by the use of focus weeks, such as the Outdoor Learning Week. The level of care shown to pupils by adults in the school is very good. Pupils are supported well. Parents are very supportive of the school and what it achieves for their children. Links with the local community and other schools are strong.

LEADERSHIP AND MANAGEMENT

The school is led and managed well. The headteacher provides good leadership and has established a committed team of teachers who work well together to put right any weaknesses they identify. They ensure that all pupils in the school have every opportunity to develop to the full. The governors have a very good understanding of the strengths of the school and support the staff well. The school fulfils all statutory requirements.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents' views of the school are entirely positive. They have great confidence in the headteacher and are very pleased with the changes he has brought about. They feel that staff are very approachable and listen to them if they have any concerns. The information they receive from the school, particularly about their children's progress, is very good. Pupils are very happy at school, where they feel safe to enjoy lessons and other activities.

IMPROVEMENTS NEEDED

The most important things the school should do to improve further on its good provision are:

- Create more opportunities for pupils to be aware of the diversity of cultures, including their own, represented in society.
- Continue to develop the distinctive Foundation Stage curriculum for children in the reception year.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils do well and make good progress throughout the school. In the Foundation Stage, children make good progress and achieve the early learning goals³. In English, mathematics and science standards are above those usually found, and the pupils in Year 5 have made particularly good progress since they took national tests in Year 2. Standards in information and communication technology are as expected for pupils' ages, as are those in physical education. It was not possible to make judgements on standards in other subjects. Achievement is good for all pupils, including those identified as more able and those who have special educational needs.

Main strengths and weaknesses

- Children in the Foundation Stage make a good start.
- Pupils achieved very high standards in the national tests in Year 2 in 2003.
- Pupils in the current Years 2 and 5 are achieving above average standards in English, mathematics and science.

Commentary

1. Because of the small number of pupils in each year group, comparisons between test results in different years are not of great value. However, in the 2003 national tests for pupils in Year 2 in reading, writing and mathematics and teacher assessments for science, pupils achieved results which were in the top five per cent of schools nationally. As pupils leave the school at the end of Year 5, there are no Year 6 results to compare with other schools. For the same reason of small numbers, it is difficult to discern trends, but results in the Year 2 tests in reading, writing and mathematics have improved each year since 2001. Although, overall, boys appear to have achieved a little better than girls in the tests, this should be ascribed to individual differences, as no difference was observed during the inspection in the provision for girls and boys. Pupils with special educational needs make good progress throughout the school and achieve well. They receive good quality support. Teaching assistants, in particular, make a positive contribution towards pupils' learning.
2. The attainment of children in the reception class was just above average on their entry to the school, and the majority are on course to achieve the early learning goals before they start in Year 1. In personal, social and emotional development, communication, language and literacy, and mathematical development many exceed these goals. Children's achievement is good.
3. Pupils in Year 2 achieve good standards in English, although sometimes the presentation of their written work is untidy. They have good reading skills, including those needed to find information from non-fiction books. They also achieve above-average standards in mathematics. In science standards are above average; pupils record their findings well, and more able pupils are able to devise their own methods of doing so.
4. Those pupils currently in Year 5, who took the Year 2 tests in 2001, have made good progress, and are now achieving above-average levels in reading and mathematics, which were below average in the 2001 tests. They have maintained their writing at above-average levels, as well, and now write effectively in a wide range of styles. In mathematics they have developed their knowledge and understanding well in all areas of the curriculum. In science they have developed good enquiry skills, and more able pupils have a good understanding of how to make an investigation fair. Pupils' achievement throughout the school is good; this is helped by their good reading skills, particularly in the use of reference materials, and by the development of their use of information and communication technology.

³ The early learning goals set out what children should achieve by the time they reach the end of the reception year in primary school.

Pupils' attitudes, values and other personal qualities

Provision for pupils' personal development is very good, and that for their moral and social development is particularly strong. Pupils' attitudes and behaviour are very good. Boys and girls of all ages get on well together and are happy in school. Attendance is well above average and reflects pupils' very positive attitudes towards learning. Pupils arrive on time. At the time of the previous inspection, a small minority of pupils did not display the highest standards of behaviour. More settled staffing and a more consistent approach towards behaviour management have eliminated the small incidence of inappropriate behaviour very successfully.

Main strengths and weaknesses

- Provision for developing pupils' attitudes, values and personal qualities is very good.
- The school successfully promotes very high standards of behaviour.
- Pupils enjoy school and want to learn.
- Children in the reception class are very confident and settle in quickly.
- There are very strong relationships between pupils and staff.
- Provision for pupils' social and moral development is very good.
- Although the school has made numerous improvements to its multi-cultural provision, there is still some way to go. Pupils are not yet fully prepared for life in a multi-cultural society.

Commentary

5. Pupils' attitudes are very good. All parents who returned the pre-inspection questionnaire considered that their children enjoyed school. Pupils arrive on time, allowing a good start to the day. Children in the reception class display a genuine enthusiasm. In other age groups, pupils of all abilities are interested in their work and keen to answer questions. They are proud of their school, listen hard and strive to do their best. In discussion, pupils were eager to inform inspectors that they enjoyed school.
6. Behaviour in lessons is very good. Pupils want to learn and there has been a declining need for 'Time Out' or classroom behaviour books. There have been no pupils excluded from the school. Pupils conduct themselves in an orderly way, particularly at lunch and break times. The playground is a harmonious place, where pupils of all ages enjoy each other's company. Older pupils, acting as 'peacemakers', sort out potential arguments with skill and maturity. No instances of bullying or harassment of any kind were observed during the inspection. Conversations with parents and pupils confirmed that incidents are rare, but that those that do occur are dealt with very effectively. Pupils believe the introduction of the 'bother box' has helped to solve most difficulties successfully. Staff treat all pupils with respect and provide them with good opportunities to develop maturity. Relationships are very strong. Older pupils look after younger pupils well and take responsibilities, for instance, as members of the 'munch bunch', very seriously. They value the influence of the School Council on the work of the school.
7. Provision for pupils' moral and social development is very good. The strong moral and social code of the school allows pupils to develop a very clear understanding of right and wrong. The school's positive approach successfully promotes high standards of work and behaviour. Teachers nurture social development particularly well. There are many opportunities for pupils to be involved in learning and decision making. Pupils are encouraged to express opinions during discussion time. Collaboration and co-operation are strong features of provision. Residential visits for all pupils, with overnight stays in Quorn Hall for younger pupils, combined with very good opportunities for extra-curricular activities and involvement in school concerts, foster social co-operation well. Pupils are encouraged to think of people outside their school community by, for example, collecting money for various charities.
8. The school has taken steps to broaden pupils' cultural experiences. The introduction of a 'creative curriculum' has gone some way towards raising the profile of subjects such as music and art. Recent links with multi-ethnic and special schools show encouraging signs of improving provision, however, it is too early to assess the impact of these initiatives and the

school recognises that more needs to be done. In discussion, pupils have a sound knowledge of festivals such as Diwali and Eid, but they do not currently have a firm enough understanding of life in a multi-ethnic society.

Attendance

9. The level of attendance is very high. Pupils enjoy coming to school. Systems for monitoring attendance are good, allowing for the early identification of unauthorised absences. Holidays during term time are strongly discouraged and the vast majority of parents acknowledge the importance of good attendance as a key to high standards.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	3.5	School data	0.0
National data	5.4	National data	0.4

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a good quality of education. Teaching is good. The school takes very good care of its pupils. They are provided with good opportunities to learn both in lessons and in the wide range of other activities. As a consequence, learning is good. The school has very good links with pupils' parents, other schools and the local community.

Teaching and learning

Teaching and learning throughout the school are good. Teachers' assessments of pupils' work and progress is good.

Main strengths and weaknesses

- Teachers plan interesting lessons which involve pupils and encourage them to learn.
- They ensure that all pupils have the opportunity to participate fully in lessons.
- They expect that pupils will behave very well, so that they do not interfere with one another's learning.
- There is good support for pupils with special educational needs.
- Pupils learn to work on their own and with others.

Commentary

10. In the lessons observed during the inspection, the teaching was either good or very good. From the further evidence provided by the analysis of pupils' written work, the overall quality of teaching is judged to be good, leading to good learning and achievement by pupils in all parts of the school. There were no significant weaknesses in teaching in any of the subjects which were observed during the inspection. This represents good improvement since the last inspection, when there was a small amount of unsatisfactory teaching, and only three in five lessons were judged to be good or better.

Summary of teaching observed during the inspection in 11 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	5	6	0	0	0	0

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

11. At the time of the last inspection, teachers' planning was a weakness. Planning is now good, with very good links made between different subjects through the use of a common theme.

During the inspection much of the work in Years 2 and 3 revolved around the recently celebrated Hindu festival of Diwali. It provided good opportunities for pupils to recount the story of Rama and Sita, to write play scripts, as well as use the computer to compose musical themes for the different characters who were to feature in their puppet play. In Years 4 and 5 pupils worked similarly around the theme of a boxing tournament, culminating in a very good dance performance. Such themes fully engage pupils' interest, which helps them to maintain their concentration.

12. Teaching in the Foundation Stage is good. It is very good in the area of communication, language and literacy, where the teacher provides particularly good opportunities for speaking and listening. In the reception and Year 1 class the teacher works very well with her teaching assistant to plan activities across this age range.
13. Teachers set pupils very clear individual targets in English and mathematics, and follow these up in their marking, helping pupils understand what they can do to improve. The use of standardised tests and the recent introduction of voluntary national tests also help teachers to check pupils' progress, as well as assisting them in setting targets. The information from such assessments is used well to modify teaching and planning.
14. Teachers involve girls and boys of all levels of attainment in their questioning. They generally set tasks which are matched well to pupils' abilities. They have high expectations of pupils' behaviour, which lead to very good attitudes to learning. They encourage pupils to work well together, for instance, in Years 4 and 5, when pupils discuss, in a group, the pros and cons of boxing, or in Years 2 and 3, when they work individually, either on the computer, or by carrying out research on Diwali from library books.
15. There is a good level of support for pupils with special educational needs, particularly during literacy and numeracy lessons. Teachers provide an interesting range of activities that are well matched to pupils' needs. They monitor progress well and set clear, achievable targets for development. Provision for pupils with special educational needs has improved significantly since the last inspection.

The curriculum

Overall, curricular provision is good. There is good enrichment through extra-curricular and other activities. Good improvement has taken place since the previous inspection, particularly in planning. The accommodation and resources are satisfactory.

Main strengths and weaknesses

- All pupils, regardless of gender, age or ability, are able to benefit greatly from what the school has to offer.
- Provision for personal, social and health education is very good.
- The school has taken innovative steps to provide pupils with an interesting range of worthwhile experiences in all subjects.
- Extra-curricular opportunities, particularly for participation in sport, have improved significantly and are now very good.
- Curriculum provision for pupils with special educational needs has improved and is now good.
- The Foundation Stage curriculum, though developing well, is not yet securely established.
- The learning environment and resources have improved since the last inspection.

Commentary

16. The school provides well for pupils of all ages. The curriculum is organised effectively and planning is much improved since the last inspection. Provision for pupils' personal, social and health education and citizenship has improved and is now very good. Recent innovations, such as the 'Outdoor Learning Week' and the introduction of a 'creative curriculum' provide pupils with an exciting range of learning activities they enjoy, thus promoting good learning. The school's approach towards the literacy and numeracy strategies is very effective. It develops

skills well in other subjects and provides a good range of opportunities to use information and communication technology. All classes have timetabled sessions in the computer suite for developing skills effectively in other subjects such as English, mathematics and art and design. The school's current involvement in the initiative 'Using ICT to Transform Teaching' is proving a rewarding experience for both staff and pupils.

17. Provision for children in the Foundation Stage is improving all the time. Children receive a range of good quality activities that ensure they are well prepared for Year 1. However, activities sometimes adhere more to the National Curriculum, rather than the Foundation Stage curriculum guidelines. Consequently, children do not always get enough opportunities to explore and investigate for themselves.
18. The school provides well for pupils with special educational needs. It successfully ensures these pupils achieve their full potential. Support staff make a major contribution to pupils' good learning, particularly during literacy and numeracy lessons. Individual education plans are extended to more able pupils. They are detailed, match classroom work well, and reflect the targets set. All pupils have full access to the curriculum and those with special educational needs are integrated well. Everyone feels that they are part of a very strong school community. All pupils have the opportunity to go on residential visits.
19. The headteacher and staff have taken very positive steps to create an attractive learning environment for pupils. The newly constructed outside classroom has provided much needed space and greater flexibility. The well-resourced computer room has also had a positive impact on standards in a short space of time. Recent improvements to outside areas have resulted in better quality play and learning provision. Pupils regard these new additions as very positive features of their school. However, children in the Foundation Stage do not have access to a separate, secure outdoor play area, which would provide greater opportunity for physical development.
20. The curriculum is enriched well by other activities outside lessons. The school provides a very good range of after-school clubs, including those for art, computers, games and sports. There are also very good opportunities for pupils to take part in competitive sporting activities with other schools in the area. However, opportunities for pupils to take part in musical activities are more limited; pupils take part in concerts and provision for instrumental tuition has improved. This is an area the school has identified for further development.
21. At the time of the last inspection, spending on resources was well below average. Resources are now at least adequate in all subjects. Parents rightly recognise that provision for children in the Foundation Stage has improved significantly. Funding for literacy and numeracy has been used very effectively to provide good quality materials. The library is well organised. It makes a positive contribution to pupils' learning.

Care, guidance and support

The school makes very good provision for pupils' care, welfare, health and safety. It provides good support, advice and guidance for pupils, based on the monitoring of achievements and personal development. The school is effectively involving pupils in its work and development.

Main strengths and weaknesses

- Provision for the care and welfare of all pupils is very good.
- Pupils have very good, trusting relationships with staff.
- The school actively encourages the involvement of pupils in its work.
- There is good support and monitoring of pupils' personal development.

Commentary

22. The school provides a very caring, supportive environment for all its pupils. Parents are very happy with the welcoming ethos. With a comparatively high number of adults working in the school all pupils are known to and well cared for by all staff. Induction arrangements when children start school are good. There is a well-planned programme of classroom visits. This ensures that all pupils settle well. Parents agree that the induction process is effective.
23. Health and safety procedures have improved since the last inspection. Risk assessments for trips and residential visits are fully documented. Good attention is paid to road safety, particularly when classes walk to the village hall for physical education lessons. Child protection procedures follow the recommendations of the Area Child Protection Committee. The headteacher has undertaken recent training as the named person responsible for child protection in the school and all staff are aware of the procedures to follow. The school's approach to Internet safety is good. Pupils' medical needs are catered for sensitively. All staff have recently undertaken first-aid training. There are good levels of adult supervision in the playground at breaks and lunchtime. This supervision is effectively enhanced during the lunch break by the active involvement of older pupils as 'peacemaker' and 'munch bunch' volunteers. Pupils say they are happy to use the services of the 'peacemakers' to settle disputes.
24. All pupils are actively encouraged to be involved in the work of the school, through a fully representative school council. The council organises itself well, with all officers in place, a budget and time allocated for meetings and feedback. The council is currently deciding what new playground equipment to buy and is planning a newsletter for village distribution. The results of a pupil consultation exercise are displayed in the entrance and indicate a high level of satisfaction with school life. Many of the suggestions generated for further improvement are now being implemented.
25. Staff monitor pupils' progress actively and agree targets for improvement with them. Feedback from teachers during lessons, pupils' evaluation of each other's work, as seen to good effect in a dance lesson with Years 4 and 5, and the use of homework effectively support pupils' achievements. Provision for pupils with special educational needs is monitored well. These pupils receive good quality support. Discussion during 'circle time'⁴, both planned and using prompts from the 'bother box', where pupils have left notes about matters which concern them, allows staff to monitor and support pupils' personal development effectively. The current focus is on joining in, taking turns, and being polite and courteous to all.

Partnership with parents, other schools and the community

Links with parents are very good and the partnership with them has improved since the previous inspection. Links with the community and with other schools are also very good and effectively enrich pupils' learning and personal development.

Main strengths and weaknesses

- Very good provision of information about the school and about pupils' standards and progress.
- Parents' views are valued well.
- The very well developed partnership actively promotes parents' help at home and in school.
- Very positive views and strong support from parents.
- Staff are very approachable and deal with concerns speedily.
- Very good quality links with the community.
- Very good partnership developing with special school.
- Good links with receiving middle school.

⁴ 'Circle time' is a session provided for pupils to discuss a wide range of personal issues as a class, following strict rules about listening to others and taking turns to speak.

Commentary

26. The prospectus and governors' report to parents provide high quality, well presented, useful and interesting information. In the governors' annual report all the legally required information is presented in an interesting and understandable format. The content and colour photographs make this document a valuable record of the work, events and successes of the previous school year for pupils and parents. Good quality curriculum information is provided termly. Each class produces an illustrated leaflet explaining the work to be covered, class rules and other welfare arrangements, complemented by an afternoon meeting when parents can hear about the termly plans in more detail. The use of a 'corporate image', including a colour photograph of the school, its badge, mission statement and contact details, on the cover of all documents for parents is a very good feature. Pupils' annual reports come in A5 booklet format. The front cover, with the pupil's photograph and their comments and drawings illustrating their achievement and progress over the year, gives pupils' views the prominence they deserve. Teachers report on what pupils know and can do and what has been covered during the year. Progress, in both academic and personal development, is praised, using good, personalised comment. Targets for improvement are formulated with pupils and are specific. Further information on progress is given at termly parents meetings, when the school makes every effort to accommodate the working patterns of parents. Parents feel that these evenings are a great success. Teachers review each pupil's progress, using examples of work to illustrate their comments. Areas on which to focus when helping at home are discussed. Individual education plans can also be discussed at parents' evenings or an appointment made for a separate review meeting at a convenient time. Provision for pupils with special educational needs is monitored well. These pupils receive good quality support.
27. Parents' views are taken into account using formal and informal methods. Parents were formally consulted last year over the introduction of new and residential school trips. The outcome of the parents' questionnaire was evaluated and acted upon. More curriculum information is now provided and a parents' forum has been set up.
28. Teachers greet parents and pupils in the playground before school. Parents made very positive comments about teachers' willingness and ability to communicate with them. They indicate that communication and partnership working has improved dramatically since the last inspection. Homework books ensure ongoing communication over the week. Targets for children are shared with parents. The school's Parents' and Friends' Association is a very active and dynamic group. A successful open day for parents and the community was held in June 2003. Parents are on the steering committee for the Healthy Schools Programme. They help in school with reading, teaching a group of recorder players and with French club. They support the out of school activities, providing transport to and support at various competitions and events. All comments from parents were very supportive of the school.
29. Very good links with the local community include shared use of the village hall for physical education lessons and other school events that require a larger space, such as the launch of the Healthy Schools Programme and concerts. In the summer, the school invited everyone from the village to an open day. This event was well attended. Links with the adjoining church are good. The school supports many charities in a variety of different ways, such as donations of goods or money, and through sponsorship.
30. The developing links with The Mount Special School and Netherhall School in Leicester are good features. Pupils have exchanged visits and learned about their differences and similarities. For those pupils involved, this link has effectively extended their personal development.
31. The school has close curriculum and administrative links with the receiving middle school. Transfer arrangements are good. Pupils in Years 4 and 5 also have good opportunities to work with others from schools in the Vale of Belvoir during the trips and activities organised jointly each term. Sporting competitions, such as the recent cross-country event held on the parish fields, actively encourage links with surrounding schools.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good. The leadership of the headteacher and other staff with responsibilities is good. The school is managed well. The governing body carries out its duties well.

Main strengths and weaknesses

- In the short time that the headteacher has been in post he has established a committed team which he leads well in bringing about further improvement.
- The governors have a very good understanding of the many strengths of the school and of its areas for development.
- The governors and staff ensure that all pupils in the school have equal opportunities to develop their abilities and interests.

Commentary

32. Since he took up post just over a year ago, the headteacher has been very successful in gaining the confidence and support of parents, staff and governors. As a result the school functions well as a community and areas for improvement, such as higher writing skills or progress in the numeracy of older pupils, are quickly identified and addressed. In other areas, such as pupils' awareness of the diversity of cultures in society, strategies have been put in place which have not yet had time to have their full impact. The school is also aware of the impact of the lack of a specific play area for pupils in the Foundation Stage on their physical development. The headteacher has led the staff in bringing about changes to the curriculum which make it interesting and involve all pupils, enriching their learning. The school has also been quick to embrace new initiatives, such as 'Using ICT to Transform Teaching'. The headteacher is supported particularly well by his senior teacher, who provides a very good model of classroom practice and meets regularly with the headteacher to review progress on the school's development plan.
33. In a small school such as this, all teachers have a range of curriculum responsibilities and they carry these out well, monitoring their own areas effectively, but also working well together to ensure that the innovative cross-curricular approach is implemented. The special educational needs co-ordinator manages provision for special educational needs well. Documentation is of good quality. There is a clearly structured policy for special needs and a sound plan for further development.
34. The school's vision statement 'Excellence for everyone' is shared by all, and is known well by the pupils. All staff provide very good role models for pupils and are committed to promoting the well-being and achievement of each one. The school's development plan sets out clearly the priorities and timescale for development, and these are shared by staff and governors.
35. The school's governing body ensures that the school meets all its legal obligations. They work well through committees and undertake visits to the school which have a specific curriculum focus. As a result of all their work, the governors have a very good understanding of the strengths and weaknesses of the school, and have worked with the headteacher and staff to address any weaknesses identified.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	195,006
Total expenditure	184,401
Expenditure per pupil	3,353

Balances (£)	
Balance from previous year	23,240
Balance carried forward to the next	33,845

36. The school manages its finances well and applies the principles of 'best value' effectively. The headteacher is particularly adept at acquiring additional finance for projects, such as 'Using ICT to Transform Teaching'. As a result, the school had a larger than anticipated surplus at the end of the last financial year, but it retains a sensible contingency to ensure it can maintain the good level of staffing which enables it to provide the very good level of individual care for pupils. Although the cost per pupil is above average compared with other primary schools, the school provides good value for money.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage is **good** and has improved since the last inspection.

37. Children enter the reception class in the September before they are five. At the time of the inspection, there were eight children in the Foundation Stage. Approximately half had received some pre-school experience. They are taught in a small mixed-age class with pupils in Year 1. There is a good ratio of adults to children, ensuring that the needs of all, including those with special educational needs, are met well. Despite only being in school for a short period of time, children were settled, confident and secure.
38. Attainment on entry is similar to the time the school was previously inspected. Overall, it is slightly above average, though wide-ranging. Children of all abilities achieve well because teaching is of a consistently high standard. Planning has improved. Activities are organised well and excellent teamwork between adults makes a strong positive contribution towards children's learning. However, the Foundation Stage curriculum is not yet firmly established. Consequently, children do not always experience a broad enough range or rich enough variety of activities. Assessment procedures are good and the use of information to provide work that matches individual children's needs is developing well.
39. Accommodation and resources are much improved and outside facilities are better than in the past. However, the children do not have access to a separate, secure outdoor area and this restricts provision for physical development.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Standards are very good and children achieve very well because staff provide excellent role models and have high expectations.
- All children are valued and quickly become part of a very caring school community.

Commentary

40. Children enter the school at different stages of development. Some are very confident; others are shy and insecure. Children make rapid progress because learning is fun. The very good teaching of personal, social and emotional development is a strong feature of provision. By the time they reach Year 1, most children exceed the early learning goals for this area. All staff have clear expectations of behaviour, courtesy and collaboration. Children respond by treating each other with care and kindness. A good example of this was observed during a mathematics activity. The children deliberately chose a child with special needs to join in, during a money counting game, and were rewarded by his beaming smile.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children achieve well through very good teaching and standards are above average.
- Staff develop children's speaking skills very effectively through good quality discussion.

Commentary

41. The vast majority of children exceed expectations in this area of learning. Children make good progress as a result of the many opportunities they receive to talk and listen. Even the most reticent child feels confident to contribute. When shopping in the 'Jupiter' area, one group explained clearly to each other what they wanted to buy and the activity was full of good-humoured discussion.
42. The school uses elements of the National Literacy Strategy well to develop secure word-building skills. Children love books and listen very attentively to stories. For example, children could not wait to start making up their own picnic hamper list, because they had enjoyed hearing 'This is the Bear and the Picnic Lunch' so much.
43. Children make good progress with developing writing skills. Some write their name unaided, others make recognisable marks. In general, letter formation is good and some children are beginning to construct sentences and show awareness of punctuation.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Children achieve above-average standards, because teaching is good and staff transmit their enthusiasm well.
- Occasionally, there is not a wide enough variety of practical activities available.

Commentary

44. Children show a real enthusiasm for mathematical activities because staff make work interesting. During one activity, children enjoyed using larger than life-size coins and, consequently achieved well. They identified coins correctly and added simple sums of money. At other times, however, children become a bit restless when an activity lasts too long. This occurred when children were working in the 'Jupiter' area on shopping activities. Although they took their turn and co-operated with each other well, some lacked the maturity to persevere for so long.
45. Although there is a wide range of ability, most children display very secure basic knowledge. Examination of children's work shows that they make good progress and move into Year 1 confident with numbers to 20 and beyond. Many are beginning to work out their own ways to solve problems.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Teaching is good.
- Children develop secure computer skills.
- Children do not always have enough opportunities to explore and experiment with tools and materials of their choice.

Commentary

46. Children enter the school with a sound knowledge of the world in which they live. They develop greater understanding through purposeful activities linked to topics. During the inspection, they were working on the theme of pushing and pulling. Staff promoted language development well through careful questioning and used the story, 'And Everyone Shouted "Pull!"' very effectively to increase understanding. Pupils in Year 1 supported their younger friends and, consequently, everyone made good progress. Children develop secure computer skills. They showed a high level of independence as they used the 'Clicker' program to order sentences. There was great excitement as the 'voice' read back their sentence when they were correct. The vast majority of children currently in the reception class will move into Year 1 with a secure knowledge and understanding of the world in which they live.

PHYSICAL DEVELOPMENT

Provision for physical development is **satisfactory** and has improved since the last inspection.

Main strengths and weaknesses

- The school does its best to provide adequate opportunities for children to develop physical skills.
- Although outside areas have improved significantly since the previous inspection, there is no continuous access to a separate outdoor play area, so opportunities for development are restricted.

Commentary

47. Physical development is similar to that of other children of this age on entry to the reception class. Children achieve well through good teaching. Standards are satisfactory and children are on course to achieve the early learning goals by the end of the year. Children handle pencils and glue spreaders competently and use scissors with a reasonable degree of accuracy. They demonstrate good mouse control in their computer-animated graphics of a space ship.
48. In physical education lessons, the school makes very effective use of the village hall. In one lesson observed, children knew about the importance of exercise and showed good control and balance in their warm up activities. They displayed varying degrees of skill when trying to stop the ball or dribble but they all persevered and showed much good humour and patience. However, children in the Foundation Stage do not have access to large gymnastics apparatus, or separate outdoor play facilities, and this has an adverse effect on progress. The school has recently purchased wheeled vehicles and other equipment. This goes some way towards providing for the needs of children this age.

CREATIVE DEVELOPMENT

No lessons were observed in this area of learning, so no substantive judgement can be made about provision. Evidence taken from children's previous work indicates that standards are average and most children are on course to achieve the early learning goals by the end of the year. Children produce realistic paintings and drawings of 'People Who Help us', after visits from the local police and fire-fighters. Staff successfully create an atmosphere of fun and use praise and encouragement well to aid children's steady creative development. However, children do not always have enough opportunity to work practically with a range of tools and equipment.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Results in national tests in Year 2 are high.
- The standards in Years 2 and 5 are good and pupils achieve well.
- Teaching is good.
- The co-ordinator provides good leadership.
- There are good opportunities for pupils to develop literacy skills in other subjects.
- The presentation of some pupils' work could be improved.
- More use could be made of computers in the drafting of pupils' work.

Commentary

49. In the national tests in Year 2 in 2003 pupils achieved results which were very high when compared with those of all schools nationally in both reading and writing and well above average when compared with pupils in similar schools. These results are an improvement on 2002, when results were already good, but with such small groups of pupils in each year group comparisons are unreliable. Standards in the present Year 2 are good.
50. There are no national tests in Year 5, but the achievement of these pupils is good. Reading in particular has improved since these pupils took the national tests in Year 2, when results were below average; they now achieve above average standards in reading as they do in writing. This is a result of the good teaching they receive, particularly in Year 5, where the work is most challenging.
51. Standards of speaking and listening are good throughout the school. Pupils listen well in lessons, both to the teacher and each other, and in assemblies. They express their views clearly, as they did, for instance, in a lesson in Years 4 and 5 when they discussed the arguments for and against boxing.
52. Standards of reading are also good, and this is the area where the greatest improvement has been made by pupils in Year 5, whose reading was below average in the tests at the end of Year 2. Pupils in Years 2 and 3 read clearly and accurately and also show good skills in finding information from reference books.
53. Standards of writing are also above average. Pupils in Year 2 write in a range of styles. They produce poetry on topics such as 'A good spot', or write at greater length on subjects such as the Fire of London or the story of Rama and Sita. They show that they understand the features of a play script but do not always apply these consistently in their writing. Higher-attaining pupils show a good understanding of the use of similes and of speech marks. Sometimes, however, pupils' written work is untidy. Pupils in Year 5 write in a wide range of styles and across all subjects. For instance they write about their response to a Muslim prayer mat both as a scientist and an artist. They record investigations in science. They can write a list of instructions for a 'moon party' or a letter to their grandmother. Punctuation is generally used well and pupils are beginning to organise their writing into paragraphs. Some pupils' work is word-processed, but often after it has been handwritten first.
54. The overall quality of teaching and learning is good, with some examples of very good teaching. Teachers set very good individual targets for pupils and these are followed up well in their marking of pupils' work, although more emphasis could be placed on the presentation of work. Teachers use technology well, as for instance in a lesson in Years 2 and 3, where the use of a computer program helped pupils to understand clearly the different ways in which present participles are formed. In the very good lessons teachers used interesting activities which

gained pupils' attention, so that they learned well. For instance, pupils in Year 1 enthusiastically composed a menu after reading 'This is the Bear and the Picnic Lunch'.

55. The subject is led well by the co-ordinator, who provides a very good model of teaching. She has monitored teaching throughout the school and produced good recommendations for further improvement. Standards have been maintained since the last inspection and teaching is now uniformly good. Improvement since the last inspection has been good.

Language and literacy across the curriculum

56. Teachers make good use of opportunities to promote language and literacy in all areas of the curriculum.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Pupils achieve well because teaching is of a consistently good standard.
- The school's focus on developing numeracy skills has contributed positively to the high standards achieved.
- Assessment procedures are good and targets for individual pupils are used very effectively to accelerate learning.
- Teachers allow pupils ample opportunities to think for themselves.
- Mathematical skills are developed well through other subjects.
- Information and communication technology forms an integral part of mathematics lessons and contributes positively to standards achieved.
- The quality of presentation is inconsistent and does not always reflect the standards achieved.
- Occasionally, pupils of different ages and abilities do the same work.

Commentary

57. Results of the 2003 national tests indicated that standards in Year 2 were very high. All pupils achieved at least average levels and half of pupils reached higher levels. Inspection findings support the view that pupils have very highly developed numeracy skills. All pupils currently in Year 2 are on course to achieve at least average standards. Approximately a third have a secure enough grasp of the subject to reach higher levels. Overall, standards are above average.
58. Despite the inevitable fluctuation in results caused by the small number of pupils involved, the school has maintained high standards year on year. Although boys outperformed girls in the national tests, there was no inspection evidence to suggest any difference in the progress of boys and girls. Both achieve equally well.
59. Pupils throughout the school make good progress. Part of the school's success lies in the way teachers find interesting and innovative ways to capture pupils' imaginations. The pupils currently in Year 5 have moved a long way from the below-average standards they attained at the end of Year 2 to potentially above-average standards by the time they leave the school. They have made very good progress during their final year, through high quality teaching. Pupils with special educational needs, supported well by both teachers and assistants, achieve as well as their classmates.
60. The school is not complacent in its quest for excellence. Greater emphasis on mental arithmetic and a more coherent approach towards problem-solving has resulted in deeper mathematical understanding. Teaching assistants are used very effectively and make a strong positive contribution. Pupils of all abilities leave the school with a secure breadth and depth of knowledge across the whole mathematics curriculum.

61. By the end of Year 2, the vast majority of pupils have very secure numeracy skills. More able pupils confidently order three- or four-digit numbers. Pupils of average ability develop a simple knowledge of fractions and time. They understand odd and even and are confident with money problems. Lower ability pupils also develop a good basic understanding. By Year 5, many pupils display maturity and mathematical precision in their reasoning. Most are confident and secure with shape, space and measures and data handling.
62. In the lessons observed, teaching was always at least good and, on one occasion, very good. A common feature of all lessons was the innovative methods teachers used to capture pupils' enthusiasm. It is no surprise that pupils enjoy mathematics when they get the chance to count Smarties, use a function machine or plan a boxing promotion as part of a day's work. Teachers use mathematical vocabulary very well; they challenge and question; they encourage everyone to contribute and explain with great precision and clarity. They know their pupils. Although, in general, activities match pupils' individual needs accurately, there are instances where pupils of different ages do the same work at the same level. Teachers' planning does not always take account of this. For some pupils the work is too easy, for others too hard.
63. In the very good lesson observed, pupils were highly motivated by the boxing topic and were totally involved right from the start. The teacher skilfully targeted individual pupils with searching questions. They responded with maturity and gave sophisticated answers. They collaborated well, worked with high levels of independence and wanted to succeed. Consequently, pupils of all abilities made rapid progress.
64. In some year groups, presentation is an area for development. Work is sometimes careless and untidy and does not always reflect the quality of work or standards achieved. Marking is not totally consistent. Most is thorough and provides pupils with ways to improve, but some is not of the same high quality and does not follow up unfinished work. Homework is used appropriately to support class work.
65. Strong leadership has successfully moved the subject forward. Improvement has been good. Greater precision in the analysis of test results and accurate evaluations of strengths and weaknesses have had a positive impact. Lesson observations have improved the quality of teaching. Resources have improved significantly, particularly for younger pupils.

Mathematics across the curriculum

66. Pupils have good opportunities to develop skills across the curriculum. In Year 5, pupils learn about perimeter and area as they measure the size of a boxing ring. Pupils in Year 1 link past work on night and day to art work on the same theme well. Information and communication technology is used very effectively to promote learning. Programs are well matched to different age groups and abilities.

SCIENCE

Only one science lesson was observed during the inspection, and it is, therefore, not possible to make a substantive judgement on provision. However, inspectors analysed pupils' written work, as well as teachers' planning.

Main strengths and weaknesses

- Results in national assessments are very high.
- Pupils in Years 2 and 5 are achieving well.
- The subject is not yet a focus for development.

Commentary

67. In the lesson observed in Year 1 teaching was good. Pupils were given the opportunity to predict the outcome when they investigated in the playground the effect of pushing and pulling on a range of large toys. This followed carefully planned earlier work in the classroom to ensure

that they understood the concepts involved. As a result, pupils understood the different effect of pushing and pulling well. The work in the playground was also linked well to a story the pupils had read with the teacher 'And Everyone Shouted "Pull!"' Earlier work from pupils in Year 1 shows they also have a good basic knowledge of living things.

68. The results of the teachers' assessments at the end of Year 2 showed that standards were very high when compared with all schools nationally, and a well above average proportion of pupils achieved the higher Level 3. This is similar to the results in the previous year. Pupils currently in Year 2 are achieving well in the subject and the standards shown in their work are above those expected for their age. For instance, all pupils show a good understanding of light and how shadows are produced. More able pupils are able to use their own methods of recording their findings, while others use worksheets provided by the teacher. Pupils also know the difference between conductors of electricity and insulators.
69. There are no national tests in Year 5, but pupils' written work shows that they have developed good skills of investigation, for instance when they investigate how water evaporates in the playground or find out the amount of air trapped in a solid. All pupils use diagrams well to record their findings and higher attaining pupils in particular show a good understanding of the concept of a fair test. This is an improvement on the last inspection, when pupils' understanding of investigative skills was not as well developed as other areas of the subject. Pupils now achieve standards above those expected for their age.
70. The subject has a clear action plan, and is due to become a focus for development in the current school year. The co-ordinator should then have the opportunity to monitor teaching and learning, develop appropriate systems of assessment and information and communication technology resources for the subject.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Teachers use information and communication technology well in other subjects.
- The school has a good number of computers for pupils to use.
- Although the school has plans to teach pupils control and monitoring technology, these have not yet been fully implemented.

Commentary

71. The standards achieved by pupils in Years 2 and 5 are broadly as expected for their age. Pupils in Year 2 were observed using a music program to compose a theme for a character in their Diwali play, while others were able to use different fonts and images to word-process titles for characters in the play. A group of pupils worked with a classroom assistant to locate suitable pictures from an art program. Pupils know how to log on to the computer and how to save their work. There was also a good display of art work pupils had produced using a computer. Pupils in Year 5 understood the disadvantages of information and communication technology over other methods in calculating the costs of mounting a boxing tournament. They used a spreadsheet, with the majority successfully carrying out the operation, but they have not yet begun to question the plausibility of the answer provided, by estimating mentally.
72. Two lessons were observed, but only one for a sufficient length of time to make a judgement on the quality of the teaching. It was, therefore, not possible to make an overall judgement on the quality of teaching in the school. In the lesson with pupils in Years 4 and 5 the teaching was good. The teacher explained clearly the objective of the lesson and then demonstrated very effectively how to set up the spreadsheet. An extension activity was planned for pupils who finished the task. In the other lesson, with pupils from Years 2 and 3, the teacher planned the activity very well to link to the class topic of Diwali.

73. The school has developed a computer suite, with enough computers for one between two pupils in most classes, although teachers often to prefer half the class to work individually at the computer while the other half works on a related research project in the library, which is in the same room. This is a good use of the resources.
74. The school is part of a pilot scheme 'Using ICT to Transform Teaching', and this is already making teachers more confident in the use of information and communication technology. The school has recognised the need to improve the opportunities for pupils to use control and monitoring technology, and has plans in place for this when the right equipment is in place. The subject is managed well and good use is made of the available resources. The school has kept up well with the pace of development in information and communication technology since the last inspection.

Information and communication technology across the curriculum

75. Information and communication technology is used well across the curriculum. Pupils use computers to produce finished work in English, in mathematics, for instance in calculating the perimeter of a boxing ring, for art work through the use of a graphics program, and they use the internet to research into Islam in religious education.

HUMANITIES

Because of the way the school organises its curriculum, there was no opportunity to observe any lessons in **history** or **geography** during the inspection, so no judgement was made on provision in these subjects. It was also not possible to observe **religious education** being taught, and no judgement could be made on provision or standards, but evidence of pupils' recorded work was examined, as well as teachers' planning.

76. **Religious education** is taught according to the requirements of the local authority's agreed syllabus. Pupils learn about the major world faiths; Christianity, Hinduism, Islam and Judaism. As yet, there are no opportunities for pupils to visit the places of worship of faiths other than Christianity or have visits from representatives of these faiths, although the school has plans to do this.
77. In Year 1 pupils learn about the Jewish festivals of Sukkah, building their own Sukkah, and of Hannukah. In Years 2 and 3, much of pupils' work has centred on the Hindu festival of Diwali, for instance, through writing a play script for the story of Rama and Sita in a literacy lesson. The work seen in Years 4 and 5 showed that pupils have a good understanding of Muslim practices and also have thought about how the principles underlying them might affect their own lives, for instance *'Have strong faith in God'*. Teachers have made good links with literacy, as for instance when pupils write poetry in response to looking at a prayer mat or write at length about the life of Mohammed. Pupils have also had the opportunity to use the Internet to carry out research into aspects of Islam.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

It is not possible to make definitive judgements on provision in **art and design** or **music**, as too few lessons were observed. **Design and technology** was not inspected.

78. No lessons were observed in **art and design**. Based on a small sample of work, in addition to pupils' sketchbooks, displays and teachers' planning, it is possible to judge that pupils experience an appropriate range of media and that artwork is linked well to other subjects. Designs of fire fighters' uniforms support design and technology work well. Pupils' pictorial representations of friendship or anger are very effectively linked to personal development topics. The 'Outdoor Learning Week' provided a strong positive stimulus for good quality artwork. Attractive displays of clay work linked to Belvoir Castle visits and natural material collages give good insight into pupils' artistic development. The school has identified creative arts as an area for development during the current academic year. The introduction of a 'creative curriculum'

and other initiatives is already starting to raise the profile of the arts within the school. The school is well placed to develop pupils' artistic talents further in the future.

79. In **music**, although the whole school was heard singing in assemblies, only one music lesson was observed. Pupils sing with great enthusiasm when they all join together. Provision for instrumental tuition has improved since the previous inspection. Concerts, particularly those in the local church and village hall, make a strong contribution to pupils' learning and are good social occasions for pupils, staff, parents and the wider community. All pupils value the opportunity to be involved. Information and communication technology is used very effectively when, for example, pupils use the 'Compose' program to fit music to the characters in their Diwali play.
80. The one lesson observed was of high quality. The teacher used the recent World Cup Rugby success as a stimulus that immediately captured pupils' interest. The task for this class of Year 4 and 5 pupils was to compose a piece of music to advertise a boxing promotion. The results were good and pupils of all abilities achieved very well. Some experimented with different effects, whilst others focused on repetitive rhythmic patterns. All succeeded in creating the tension of the event and achieved appropriate standards for their age. As with art and design, the school has recognised the need to raise the profile of music. This year's initiative, based on the introduction of a creative curriculum, is a strong positive step in the right direction.

Physical education

Provision in physical education is **satisfactory**.

Main strengths and weaknesses

- Provision, particularly in extra-curricular sport, has improved considerably since the previous inspection.
- Teaching is good.
- The school makes very effective use of the facilities available, but pupils have limited experience of using large apparatus to develop skills further.
- Good provision for swimming.
- There is an improved range of resources.

Commentary

81. By the end of Years 2 and 5, pupils achieve average standards. On the basis of two lesson observations, it is possible to make the judgement that the quality of teaching has improved since the previous inspection and is now good overall. All pupils attend swimming lessons and the vast majority leave being able to swim 25 metres. From examining teachers' planning, it is clear that all strands of the subject, including outdoor and adventurous activities, are taught during the course of the year. Good use is made of outside help to give specialist coaching in areas such as rugby. The school has made much progress since the previous inspection. Although physical education is still identified as an area for development, it is now a very important and rewarding part of school life.
82. In the Year 1 lesson observed, pupils made good progress in developing throwing, catching and dribbling skills because activities were well-structured and teaching was good. Both staff paid careful attention to safety and emphasised the importance of exercise. In the dance lesson with pupils in Years 4 and 5, standards achieved were above average. Both boys and girls were totally absorbed in developing their fight sequences. High levels of collaboration led to very convincing representations. Pupils of all abilities evaluated and appreciated each other's work with great maturity.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

There was no opportunity to observe lessons in this area and so no substantive judgement can be made on provision in the subject, including the quality of teaching. However, pupils' personal development is a very important part of the work of the school. The programme for personal, social and health education is very good and includes work on diet, sex and drugs. There is a strong focus on healthy eating and the school is currently participating in the 'Healthy Schools' initiative. There are allocated times set aside for discussion, when pupils gather as a whole class to look at issues. The introduction of a school council has had a strong influence on pupils' personal development. Pupils of all ages identify the work of the council and the care that they receive among the features that they value most. It is not surprising that pupils' personal development is such a strong feature of provision and a major factor in the school's success.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS *Inspection judgement*

Grade

The overall effectiveness of the school	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3

Overall standards achieved	3
Pupils' achievement	3

Pupils' attitudes, values and other personal qualities	2
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3

The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	2

The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	3
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).