

INSPECTION REPORT

KIRBY MUXLOE PRIMARY SCHOOL

Kirby Muxloe, Leicester

LEA area: Leicestershire

Unique reference number: 119933

Headteacher: John Glass

Lead inspector: Mike Chislett

Dates of inspection: 6th – 9th October 2003

Inspection number: 259835

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: 4 -11
Gender of pupils: Mixed
Number on roll: 343

School address: Barwell Road
Kirby Muxloe
Leicester
Postcode: LE9 2AA

Telephone number: 0116 239 3410
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Appropriate authority: Governing Body
Name of chair of governors: David Thomas

Date of previous inspection: 9th November 1998

CHARACTERISTICS OF THE SCHOOL

Kirby Muxloe is a large residential village on the western outskirts of Leicester. The school is larger than most primary schools, having 343 pupils on roll. Pupil numbers have risen steadily since the previous inspection. Most pupils are white, with a significant minority from a diversity of ethnic backgrounds. Almost all pupils speak English as their first language and live in the school's catchment area. The proportion of pupils entitled to free school meals is well below average. Most children attend some form of pre-school education before entering in Reception and attainment on entry is above average. Pupil mobility is low, with the great majority of pupils passing through the school. Forty-four pupils are identified as having special educational needs and three of these have statements. These proportions are broadly in line with the national average. The school received Department for Education and Skills Awards for Achievement in 2001, 2002 and 2003.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
12108	Mike Chislett	Lead inspector	Information and communication technology, art and design, design and technology, English as an additional language.
9189	John Horwood	Lay inspector	
18113	Carrie Branigan	Team inspector	Foundation Stage, science
4676	Mary Griffiths	Team inspector	Mathematics, geography, history, religious education, special educational needs
503	Judith Willis	Team inspector	English, music, physical education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school's effectiveness is good, and it gives good value for money. Children enter the Reception class with standards that are above average. There is little pupil mobility and overall pupils achieve well, so that by the end of Year 6, standards are well above average. Pupils leaving Year 6 consistently achieve in the top 5 per cent of all schools nationally in English and in the top quarter of similar schools in mathematics and science. This is because the overall quality of teaching is good and the school is well led.

The school's main strengths and weaknesses are:

- Standards are well above average in almost all subjects by the end of Year 6.
- Teaching is good in Years 3 to 6 and some work with the oldest pupils is outstanding.
- Pupils are very well cared for and the ethos for learning is very good.
- Pupils have very positive attitudes and behave very well throughout the school.
- Standards in performing and singing in music are very high throughout the school.
- Links with parents are very effective and these support the pupils' overall good achievement in the school.
- Standards are below average in mathematics and average in writing by the end of Year 2 and overall, pupils do not achieve as well as they should in Year 2.
- The assessment of pupils' work is unsatisfactory in Reception and in Years 1 and 2.

Improvement since the last inspection in 1998 has been satisfactory. The school has addressed all the key issues but with varied results. Standards at the end of Year 6 have continued to rise and the school consistently outperforms similar schools at this age. The unsatisfactory teaching reported in Years 3 and 4 has been eradicated and teaching in Years 3 to 6 is consistently good. Standards at the end of Year 2 remain above the national average but test scores in mathematics are well below those for similar schools.

The school now has a suitable management framework. Standards in information and communication technology have improved. Schemes of work are in place for all subjects, but are not used with sufficient rigour in Years 1 and 2. Procedures for assessment, which are now good in Years 3 to 6, are unsatisfactory for younger pupils. Pupils with special educational needs now make good progress towards their targets. They achieve well at all ages due to the thorough and well-managed support they receive.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	A*	A*	A*	A
mathematics	A	A	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 with similar percentages of pupils eligible for free school meals. Data based on pupils' prior attainment was not available at the time of the inspection.*

Overall achievement in the school is good, but uneven. Achievement in Reception is satisfactory where pupils make steady progress towards and beyond most of the goals they are expected to reach. Results in all national tests at the end of Year 2 improved in 2003. Nevertheless, standards at the end of Year 2 are lower than they should be, particularly in writing and mathematics and, overall, pupils' achievement in this year group is unsatisfactory. All pupils make rapid gains in

Years 3 to 6 and the school's results in English, mathematics and science have been recognised by National Achievement Awards for the last three years. Standards in performing and singing are a particular strength of the school at all ages.

Pupils' personal qualities are very good. They relate very well to each other and to the adults in the school. **Spiritual, moral, social and cultural development is good.** Pupils' attitudes to school and their behaviour are very good, they are keen to attend and do so punctually.

QUALITY OF EDUCATION

The quality of education provided by the school is good overall. Teaching is good overall, but there are significant variations. Much of the teaching that older pupils receive is of very good quality and some is excellent. Pupils respond enthusiastically to teachers' good subject knowledge, high expectations and the rich curriculum. In Reception and Years 1 and 2 the teaching is inconsistent. In some classes, too little is expected of pupils and they could do more. There are important weaknesses in mathematics, science, writing and assessment in Year 2 and as a result the curriculum for Years 1 and 2 as a whole is unsatisfactory.

A good range of extra-curricular activities and good quality visits and visitors further enhances provision. Pupils' interest in school life is excellent. Pupils are very well cared for, the relationships between pupils and with adults are very good and the partnerships with parents are very good. These factors contribute very well to the quality of learning and pupils' achievements.

LEADERSHIP AND MANAGEMENT

Leadership and management at the school are good. The impact of strategies to improve teaching in Years 3 and 4 and consolidate high standards in Years 5 to 6 has been particularly effective. The same strategies have not led to similar improvement in Reception and Years 1 and 2, and a more rigorous approach is needed. Nevertheless, the head and deputy share a strong vision for future improvement and their significant investment in monitoring and evaluation demonstrates a high level of commitment to raising standards. The work of the governing body is good. It both challenges and supports the work of the school and is aware of the need to accelerate and secure improvements in Years 1 and 2. Financial management is very good and principles of best value are fully in place.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents and pupils have a high regard for the school. Parents are particularly positive that the school is well led and that pupils are well prepared as all-round individuals for future life and the next stage of education. Pupils are similarly positive, they believe that staff respect their views and they enjoy all that the school has to offer.

IMPROVEMENTS NEEDED

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

- improve the quality and use made of assessments of what pupils know, understand and can do in Reception and in Years 1 and 2, so that more is expected of these pupils and teaching is consistently challenging;
- improve the teaching and curriculum for mathematics in Reception and Years 1 and 2;
- improve the teaching of writing and science in Year 2.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Standards in most subjects of the curriculum, including English, mathematics and science, are well above average by the end of Year 6 where pupils' achievement is very good. Achievement is satisfactory in the Reception class, where pupils will exceed all the goals expected, except in mathematics and creative development. Standards are average by the end of Year 2, except in mathematics where they are below average. Achievement is unsatisfactory at the end of Year 2 because most pupils could achieve more highly in writing and science, as well as in mathematics.

Main strengths and weaknesses

- The standards attained in English, mathematics and science by the end of Year 6 are particular strengths. Pupils achieve consistently highly by the time they leave the school.
- Standards in mathematics by the end of Year 2 are below average.
- Although most other standards are average in Year 2, more could be expected of most pupils.
- Achievement is satisfactory overall in the Foundation Stage, but children's personal and social development is good.
- Standards of singing and performance in music are very high throughout the school.

Commentary

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

Standards in:	School results	National results
reading	16.9 (15.9)	15.9 (15.8)
writing	15.4 (14.0)	14.8 (14.3)
mathematics	16.2 (15.8)	16.4 (16.2)

There were 54 pupils in the year group. Figures in brackets are for the previous year

1. Results in National Curriculum tests for pupils at the end of Year 2 have been closer to the national average than those for Year 6. In 2002 Year 2 results were below average for writing and mathematics and average for reading. Test results improved in all three subjects in 2003 so that reading and writing were above the national average and mathematics was average. Compared with similar schools, results at the end of Year 2 were average for reading and writing in 2003 and well below average for mathematics.
2. Most children start school with above average skills and exceed all the goals that they are expected to reach in all areas of learning by the end of Reception. Their personal and social education is particularly well developed because of good teaching in this area. Although they reach the required goals in mathematics and creative development, children would achieve more highly in these areas if the tasks set were more challenging and imaginative.
3. Current standards in English are average overall at the end of Year 2. There are variations within the subject. Standards in speaking and listening are above average whereas pupils' skills in extended writing are below average. This reflects some weaknesses in teaching for that year group and these pupils' achievement in writing is unsatisfactory, since they could do better. Current standards in mathematics are also below average at the end of Year 2 because teachers expect too little of what the pupils can do. A weakness in the leadership and management of Years 1 and 2 is that pupils' progress has not been tracked sufficiently rigorously in the core subjects.

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

Standards in:	School results	National results
English	30.3 (30.8)	27 (27)
mathematics	29.8 (29.8)	27 (26.6)
science	30.8 (31.3)	28.8 (28.1)

There were 49 pupils in the year group. Figures in brackets are for the previous year

4. In 2003, as in the previous three years, results in National Curriculum tests at the end of Year 6 were well above the national average in English, mathematics and science. In English, the results have remained in the highest scoring five per cent of all primary schools. Pupils also did very well compared to others in similar schools. This consistently high pattern of achievement at the end of Year 6 was recognised by School Achievement Awards from the Department for Education and Skills in 2001, 2002 and 2003.
5. Current standards at the end of Year 6 are well above average in mathematics, science and all aspects of English except writing, where they are still above average. This is because teachers of these older pupils have high expectations and ensure that lessons are of high quality. They enable pupils to achieve very well through interesting and challenging activities and offer perceptive support where needed. High achievement for all pupils in Years 3 to 6, including those with special educational needs and English as an additional language, is also underpinned by increasingly effective systems for monitoring the progress of individual pupils as they move through the school.
6. Pupils attain above average standards and achieve well in Years 3 to 6, in art and design, geography and history. Across the whole school, standards are above average in swimming where pupils achieve particularly well. The high standards attained by all pupils in singing and performing in music are a strength of the school.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are good in Reception and Years 1 and 2 and very good when taken across the school as a whole. Attendance and punctuality are very good. Spiritual, moral and cultural development is good overall.

Main strengths and weaknesses

- Pupils' interest in school is excellent and they are keen to learn because the school provides a wide range of good quality experiences for them, particularly in Years 3 to 6.
- The school sets high expectations for pupils' behaviour, to which they respond very well.
- Relationships between pupils and between pupils and staff are very good. This is a result of the caring ethos of the school and the very good example set by all the staff.
- Pupils' confidence and self-esteem are very good. Pupils are very well prepared to deal with any harassment or bullying, however rare.
- Pupils demonstrate a high quality of respect for the feelings and beliefs of others. They are well prepared for the responsibilities of living in their local and wider community except that the cultural diversity of this country could be celebrated more thoroughly.

Commentary

7. Pupils show very positive attitudes to learning in almost all lessons. All listen attentively and are keen to answer questions and undertake tasks enthusiastically. The oldest pupils have consistently very good attitudes since much of the teaching they receive maintains a very high level of interest and sets appropriately challenging tasks. Pupils co-operate and work well

together at all ages. Pupils show a high level of commitment to the wide range of extra-curricular activities the school provides.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	4.0
National data	5.4

Unauthorised absence	
School data	0.2
National data	0.5

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

8. Standards of behaviour are good in Reception and Years 1 and 2 and very good in Years 3 to 6 where the sustained challenge of much of the teaching engages pupils particularly effectively. Behaviour is very good in the dining hall, around the school and on the playground. Throughout, pupils work and play harmoniously together. Behaviour is excellent in assemblies, reflecting the very positive ethos and high quality teaching on these occasions. Pupils show very good respect for each other in all situations. In their actions and discussions they show a clear understanding of the principles on which to found moral judgements and they develop well as responsible members of the school community.

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	271	0	0
White – any other White background	5	0	0
Mixed – White and Black Caribbean	6	0	0
Mixed – White and Black African	2	0	0
Mixed – White and Asian	1	0	0
Asian or Asian British – Indian	11	0	0
Asian or Asian British – any other Asian background	1	0	0
Black or Black British – any other Black background	2	0	0

9. Pupils' positive attitudes are underpinned by very good relationships between staff and pupils throughout the school. All members of staff make a strong contribution to the school's caring ethos. This positive climate supports pupils' confidence and self-esteem. They report that they are prepared well to deal with any harassment or poor behaviour by others, however rare this is.
10. The School Council provides an effective forum in which the views of pupils in Years 3 to 6 are heard. School Council members take their duties seriously and report back to their classes conscientiously. This is one reason why older pupils feel their views are respected and listened to by their teachers. The school has identified the need to extend this opportunity to younger pupils.
11. Strong links with the local community further enhance the pupils' developing social and cultural awareness. The school ensures that pupils' education is enriched through a good range of aesthetic and historical visits and visitors. Appreciation of the wider cultural traditions in modern Britain is in evidence particularly through celebration of religious festivals, but is less well developed.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided is good and the school offers a satisfactory curriculum overall. Pupils in Years 3 to 6 benefit from a very broad range of curricular opportunities that are well planned and taught. Breadth in Years 1 and 2 is adversely affected by weaknesses in provision for mathematics, science and aspects of writing.

Teaching and learning

Teaching and learning is good in the school as a whole with the highest proportion of very good and excellent teaching being found in Years 3 to 6. A small proportion of teaching is unsatisfactory. This has a negative effect on pupils' learning in Year 2 and, to a lesser extent, in Reception and Year 3. In these instances teachers underestimate what pupils could achieve. Assessment is satisfactory overall, although it is good in Years 3 to 6, but unsatisfactory overall in Years 1 and 2.

Main strengths and weaknesses

- A significant proportion of teaching in Year 5 and 6 is of very high quality and this results in very good learning.
- Teaching is less effective overall in Year 2, because it does not build systematically on what pupils have already achieved.
- Assessment is used effectively by teachers to pitch expectations highly in most lessons in Year 1 and in Years 3 to 6. Older pupils understand what they need to do to improve.
- Teaching assistants support teachers very well and contribute to the good standards achieved.
- Teachers and pupils manage behaviour very effectively in lessons and pupils at all ages work well together and collaborate productively.

Commentary

Summary of teaching observed during the inspection in 46 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
6 (13%)	9 (19%)	14 (30%)	14 (30%)	3 (6%)	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.

12. The senior management's commitment to high achievement is reflected most successfully in the quality of teaching in Years 3 to 6. The oldest pupils in the school receive consistently good and often excellent teaching to which they respond enthusiastically. They achieve well as a result. Good and sometimes very good teaching is found throughout the school, but a number of important inconsistencies impede pupils' progress from Reception to Year 2. Teaching for these youngest children is satisfactory overall, but in some classes teachers expect too little of children's capacity to tackle new learning in areas such as mathematics, or to do things for themselves, such as free-drawing outlines either on paper or on a computer. In healthy contrast, the youngest children's achievements in music or dance are often high because more is expected and they are supported in developing and applying their own ideas.
13. In Years 1 and 2 the teaching is satisfactory overall. In some subjects sampled and inspected, for example religious education, physical education and music, it is consistently good. In other subjects higher expectations and secure assessments found in Year 1 are not built on sufficiently in Year 2. These are key weaknesses. Progress is slowed and achievement in writing, mathematics and science is reduced. In these subjects, pupils receive too little feedback on their progress through constructive marking of their work. Learning is too slow in aspects of information and communication technology and art and design.

14. Teaching in Years 3 to 6 is almost always at least satisfactory and the great majority is of good quality or better. The consistently high quality in Years 5 and 6 sets a standard. Here, careful tracking of pupils' progress in core subjects helps teachers to adapt planning to suit what pupils already know. They devise imaginative teaching activities to build on pupils' interests and perceptive in-lesson assessments ensure that pupils' learning is supported. Teaching in Years 4, 5 and 6 is characterised by a strong sense of pace and enjoyable urgency and time is not wasted. Here, and in the best lessons elsewhere in the school, pupils understand lesson structures and well-focused summaries reinforce and assess what has been learned.
15. Learning is strengthened further in Years 3 to 6 by the provision of good quality feedback to pupils. Individual, as well as class targets, are set and these are increasingly used in marking and assessing work. Pupils' learning logs enable parents to support the process at home.
16. Support assistants contribute very effectively to the quality of teaching for all pupils. They are well informed about the targets of pupils with special educational needs and the very few who speak English as an additional language. These pupils learn well in the orderly environments that characterises almost all lessons.

The curriculum

The school provides a broad curriculum with good opportunities for enrichment through extra-curricular activities and a variety of visitors. However, pupils in Years 1 and 2 have limited access and opportunities in extended writing, mathematics and science. Accommodation and resources are good and support learning well in Years 1 to 6. Those provided for reception children are satisfactory.

Main strengths and weaknesses

- The breadth of curriculum opportunities for pupils in Years 3 to 6 is very good and the interests and needs of all pupils are well catered for, ensuring very good progress in their learning.
- Curricular opportunities for pupils in Years 1 and 2 are unsatisfactory with aspects of mathematics, science and extended writing covered in too little depth.
- The range of extra-curricular activities provided for Years 3 to 6 is very good, though there are fewer opportunities for pupils in Years 1 and 2.
- Provision for music is good and there are opportunities for pupils of all ages to learn to play musical instruments and to perform.
- Provision for pupils with special educational needs is good.
- The good accommodation, particularly the swimming pool and the ICT suites, supports learning well.

Commentary

17. The curriculum in Years 3 to 6 is interesting and well planned, ensuring that equality and access for all pupils, including those with special educational needs, is good. Good cross-curricular links are planned to make learning meaningful. Pupils are prepared well for secondary education and good links have recently been established with the local secondary school through the teaching of French in Year 6. The school is applying for an Artsmark award, reflecting the high quality of the provision in music and the good opportunities for musical and dramatic performance. There is good provision for physical education and very good provision for swimming throughout the school. The stimulating curriculum for the pupils in Years 3 to 6 is a key contributory factor in their very good achievement.
18. The curriculum for pupils in Years 1 and 2 meets statutory requirements but is unsatisfactory overall because of the inadequate coverage in the development of mathematical understanding and extended writing skills. Teachers use the National Literacy and Numeracy frameworks to plan their lessons but do not provide sufficiently challenging work or enough opportunities to develop pupils' learning according to their abilities. Some work in science is repeated in too little

depth. In Years 1 and 2 monitoring and evaluation of pupils' learning by senior management is not sufficiently rigorous and is not used enough to focus and modify the curriculum provided in mathematics, science and English. The breadth of curricular opportunities for Reception pupils is satisfactory.

19. Good opportunities are planned throughout the school to enrich the curriculum. For example, pupils in Year 2 studying the Great Fire of London enjoyed role-play and related activities led by a visiting history/drama group. Pupils throughout the school have regular opportunities to produce and perform in dramatic productions. The whole school took part in team sports day, undertaking a very good variety of activities in mixed age teams which contributed well to their personal and social development while enhancing their physical education. A very good variety of extra-curricular activities is provided for Years 3 to 6 covering a range of sporting and cultural activities, for example drama and German. Pupils have good opportunities for instrumental tuition and the high quality school orchestra and choir provide them with frequent opportunities to perform, both in school and in the local community. Opportunities for pupils in Years 1 and 2 to participate in activities outside the school day are fewer but valuable. Recorder, football and tennis clubs are offered as well as an annual theatre visit. The School Council is providing good practical opportunities in citizenship for pupils in Years 3 to 6.
20. The school is well resourced with enough teaching staff to manage and monitor the curriculum. There is good provision of support staff throughout the school as a whole and very good provision in the Reception class. Resources and accommodation for Reception pupils are satisfactory. The good management and upkeep of the school's building ensures that space is used well and is enhanced by bright and interesting displays of pupils' work. The indoor swimming pool is a valuable resource and is well used by all pupils from the very youngest up. This helps to ensure high achievement in swimming by almost all pupils. Two ICT suites have been created. They are intensively timetabled and technically well supported by a dedicated technician. The school has identified the need to extend the use of ICT across the curriculum and is well placed to do so.

Care, guidance and support

The school takes very good care of its pupils within a safe and caring environment. Overall, there are good systems in place to support and guide the pupils throughout the school. Pupils from Year 3 to 6 are involved in the work of the school.

Main strengths and weaknesses

- The school is a safe place where pupils feel secure.
- There are good procedures for child protection and for health and safety.
- Staff have very good relationships with pupils and give them very good support.
- The school helps pupils to settle into the school well.
- The school council provides a very good system for pupils to be involved in the work of the school but does not include pupils from Years 1 and 2.
- Systems to track pupils' progress are effective in Years 3 to 6, but are inconsistent in Reception and Years 1 and 2.

Commentary

21. The school provides a safe and secure learning environment for the pupils, which contributes significantly to the overall good quality of teaching and learning. There are very good procedures in place to support all aspects of health and safety, including thorough risk assessments for school trips. Child protection systems are in place. The school demonstrates its care of pupils by contacting parents as soon as practical if a child fails to arrive at school and no reason is received.

22. There are very good relationships within the school at all levels. Staff give pupils good pastoral support and guidance. This is informed well by the twice-yearly reviews, which also addresses academic issues. In Years 3 to 6 pupils are well aware of their learning targets through their 'learning logs' of which they are very proud.
23. Induction arrangements for new pupils are good and are designed to familiarise pupils and parents rapidly. The very few pupils who speak English as an additional language receive very good support in lessons.
24. The school involves pupils in its work through the school council, which is well organised and valued by the pupils and the staff. Pupils from each class in Years 3 to 6 are involved. Representatives are elected and there are good systems to collect views and provide feedback to all pupils. Pupils from Years 1 and 2, however, are not included or provided with a similar opportunity.
25. Procedures to track pupils' progress are effective in Years 3 to 6. The school has yet to establish sufficiently rigorous procedures to monitor pupils' mathematical development in Reception or in English and mathematics in Years 1 and 2.

Partnership with parents, other schools and the community

The school's very good links with parents result in a very productive partnership. Links with the community and with other schools are good.

Main strengths and weaknesses

- Excellent reports to parents.
- The school has established a very good partnership with parents.
- There are good links with the community and with other schools.
- Parents are invited into school on a regular basis and many attend the weekly merit assemblies.

Commentary

26. The school has developed a very good partnership with parents which has a very positive impact on the climate for learning within the school. Analysis of the pre-inspection questionnaires and pre-inspection parents' meeting demonstrate how pleased parents are with the school. Parents particularly value the open and supportive contact they are able to have with teachers and senior management. A large number of parents came into the school during the inspection for the assemblies and others are regular visitors to support children in activities such as swimming. The Parents and Friends Association is effective in organising many social events as well as raising funds for the school.
27. Information for parents is very good with regular newsletters and curriculum information sheets each term. Strengths of the system are the excellent annual report and six-monthly review record. The review sheets are tailored for each age group but all comprise a 'guidance for parents' section to explain the content, an evaluation of performance in all subjects and up to 11 personal development skills. These reviews are informative and easy to understand. The annual reports are also specific to year groups but are similarly well presented and very easy to understand documents. Within the report is an informative written summary of the work carried out by the class in each subject and this is followed by a pupil's self-appraisal sheet to encourage all pupils to think about their learning and social skills and make a judgement on their level of success. The reports can be discussed through reply slips, at the regular parents meetings or at any time by appointment.
28. The school has good links with the community. Visitors to the school include local clergy to speak at assemblies and the police to talk about safety and community aspects. Villagers are

made aware of school events through the village magazine and many support the Parents and Friends Association events. There is community use of the school swimming pool.

29. The school has good links with other schools and is developing them further. The school is a Primary Partner with a local language college and pupils in Year 6 benefit from a visiting French teacher for one period each week. Pupils at the school also take part in inter-school musical and sporting events. Most pupils transfer to the same secondary school with which transfer arrangements are well established.

LEADERSHIP AND MANAGEMENT

Leadership and management are good overall. The headteacher provides effective leadership and is supported well by senior staff. The school is managed well and governors play an effective role. The school is very effective in Years 3 to 6.

Main strengths and weaknesses

- The headteacher and deputy headteacher work as a strong team who are committed to continual improvement. Their strong commitment to inclusion and achievement for all pupils provides a very good role model for staff and pupils.
- The leadership by key staff in Years 3 to 6 is very good and this contributes to the very high standards when pupils leave the school. The leadership by key staff in the Foundation Stage and Years 1 and 2 has been less successful and pupils are underachieving in some areas.
- The governors have a good understanding of the needs of the school and use this well to help them shape its direction.
- New staff have been very well introduced to the school and receive very effective support.
- Finances are very well managed and the school evaluates its spending effectively.

Commentary

30. The headteacher provides strong and caring leadership and has created a team of staff who are committed to the welfare of the pupils. The headteacher has led and managed the improvement in pupils' standards in Year 6 and the improvement in the quality of teaching in Years 3 and 4 very vigorously since the last inspection. However, the overall improvement for the Foundation Stage and in Year 2 has not had the same focused attention and some pupils are not achieving as much as they can in key areas of writing, mathematics and science.
31. The deputy headteacher is a trusted and thoughtful partner in leadership and she makes a strong and important contribution to the overall good leadership and management of the school. The headteacher and the deputy are well supported by class teachers and learning support assistants. The strong sense of teamwork that has been created means that new members of staff, such as the newly qualified teachers, feel very confident and supported in their work. As a result, there is a very good ethos within the school where pupils behave very well and have very good attitudes to their learning, particularly in Years 3 to 6. The good leadership and management ensure a strong team approach to the support of pupils with special educational needs throughout the school. There is an excellent commitment to inclusion, which is supported in this area by effective systems for identification and assessment of these pupils.
32. The headteacher has ensured that all subject leaders and key stage managers are able to monitor the performance of their areas of responsibility through observing teaching and looking at teachers' planning and pupils' work. Although the system is managed carefully, and is highly successful in Years 3 to 6, not enough questioning of teachers' work has been done in Reception and in Year 2. As a result, teachers in these year groups are not always expecting enough from pupils and in some lessons pupils are underachieving.
33. The organisation of parts of the school into mixed aged classes has sharpened the need for careful tracking of pupils' progress throughout the school. While successful in Years 3 to 6,

systems to manage this are inadequate in Reception and Years 1 and 2 since the school has been slow to recognise these pupils' underachievement by the start of Year 3.

34. Routine administration is efficiently organised. The school's administrative team is knowledgeable and capable and provides good support to the school's educational aspirations. The governors are also part of the strong team. They play an important part in the development of the school and offer appropriate support and challenge to the headteacher. Financial systems are very good and the principles of best value are understood and applied.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	786442	Balance from previous year	72000
Total expenditure	709583	Balance carried forward to the next	76859
Expenditure per pupil	2137		

The school's year-end balance is planned to reduce considerably in 2003/4 as a result of expenditure earmarked to maintain staffing levels.

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 satisfactory overall and the class makes appropriate use of the large shared area with Years 1 and 2 and the outdoor area next to the classroom. Teaching and learning are satisfactory overall, including some teaching that is very good. Although children start school with above average skills, in September and January of each year, and achieve well in some areas of learning, their achievement overall is only satisfactory. This is because some activities planned for children are too easy. In addition, the assessments that are made about children do not always match their capabilities, particularly in mathematics. The Foundation Stage is appropriately managed overall and improvements since the last inspection have been satisfactory, including the provision for outdoor play.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children will confidently exceed the standards expected for their age at the end of reception because of good teaching and the good emphasis throughout the day placed on the development of these skills.

Commentary

35. Children make a secure start in the reception class and achieve well because of the clear support and guidance of teachers and the learning support assistant. If any child is reminded about their behaviour they listen well to the adult and do not disturb others. They move around the school quietly and show very good levels of respect for each other and their property. They happily sit in whole school assemblies and readily join in with the hymns and prayers. Children are very eager to learn and settle very quickly to any task that has been set for them. They concentrate well and persevere with their work, such as when threading beads or joining paper to make their own books. Children are polite and are very willing to help each other such as when they have difficulties with the computer or are finding resources.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Teaching emphasises good support for individuals but there are not always enough opportunities for children to use their skills in more imaginative ways.

Commentary

36. Most children are on course to exceed the goals they are expected to reach by the end of the Reception class. Their above average skills are appropriately developed throughout the reception class so that achievement in this area is satisfactory. Emphasis is placed on children's speaking and listening skills, and this contributes well to their confidence in initiating conversations and asking questions. The teachers and learning support assistant promote these skills very well in the way they encourage children to talk about what they are doing and by ensuring they are accurate in their speech. However, structured play situations for children are not always planned imaginatively and there are missed opportunities for children to practise

their skills in this context. Children enjoy reading and happily select a variety of books to read to each other. The individual support given by the learning support assistant is very effective in developing children's confidence in reading, as in noticing rhyming words, following text accurately and using the pictures to help with the story. As a result, children are able to notice humour in books and can anticipate well what happens in the story. Most children are able to write or recognise their names when they start in the Reception class. Some children can write their names confidently while others persevere very well when they are supported with letter shapes or sounds. However, there are not enough opportunities for children to write freely because there are too many worksheets for them to fill in.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **unsatisfactory**.

Main strengths and weaknesses

- Although children will meet the expected goals at the end of the reception year, teachers do not expect enough and children's achievement is unsatisfactory.

Commentary

37. Teaching and learning are unsatisfactory overall because the activities planned for children are too easy for many of them. Although the lesson observed encouraged children to recognise 'eight' in a number of objects, such as the number of legs on an octopus, the activities planned for counting to 'eight', such as bead and shape threading, were too easy for many children. The children persevered with the task but were not challenged enough and they finished the activities quickly. Children always persevere with the activities they are presented but show that they can do more, including adding up and taking away when they are given the opportunity. Most children know the names of simple shapes and some individuals are able to recognise 'pentagons', 'hexagons' and 'octagons' with help. The work in children's books is disappointing because of the number of very easy worksheets that children fill in. When given the freedom to make up their own adding and taking away sums they achieve well.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Children are gaining confidence in using the computers in the ICT suite.

Commentary

38. Teaching and learning are satisfactory overall, children achieve satisfactorily and will meet the expected goals at the end of the reception year. Children are able to talk confidently about what they observe, such as what happens to objects when they float or sink, because of the teacher's attention in helping them make such observations. Children recognise the features of the animals related to their topic of 'under the sea' and show a very keen interest in the life of each sea creature through books and information from television programmes. However, there are missed opportunities for children to extend their understanding because of an emphasis on children completing and colouring worksheets rather than observing, for example, real fish. Children are confident in building with construction kits and in making objects such as badges with paper and card. Children show very good levels of interest when they use computers and can use an art program appropriately to draw, erase, change colour and save their work. As a result of their interest they work enthusiastically in the large shared area that houses the ICT suite.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- Children are on course to exceed the goals expected by the end of the reception class because there are good opportunities to develop their skills.
- Children achieve satisfactorily overall, but achieve very well in dance because of very good teaching.

Commentary

39. Children have very good opportunities to develop their physical skills in dance because of the teacher's careful planning and the expectations she has for their capabilities. The dance lesson seen showed that children could move in a controlled way and be very aware of the space around them. In the outdoor play area children handle large wheeled toys and are very aware of each other and their safety as they race around the playground. In the classroom children are confidently improving their skills with materials such as clay and tools such as pencils, paintbrushes and scissors and respond very well to any help they may need.

CREATIVE DEVELOPMENT

Provision in creative development is **satisfactory**.

Main strengths and weaknesses

- The activities planned by teachers can limit children's creativity, such as in their role-play.

Commentary

40. Children have an appropriate range of opportunities to develop their creative skills through art, dance, music and role-play. However, whilst achievement in this area is satisfactory overall, the quality of teaching and children's learning can be variable and so children do not always achieve as well as they can. This is due, on occasion, to unimaginative activities that the children are given such as pre-prepared templates for colouring and printing, such as those on fish in relation to their class topic. In addition, the role-play experiences within the classroom and shared area do not stimulate children's imaginative skills enough. The session where children sang a well-known song and were taught a new song was, however, very effective because the teacher ensured that all children joined in and were confident with the words and actions. The dance lesson was equally successful because of the way children were encouraged to interpret the well-chosen music when moving as sea creatures. As a result, children took their work seriously and were able to improve their movements confidently.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Teaching and learning are very good in Years 1 and 5 and outstanding in Year 6. As a result, achievement overall is good and standards are well above average by the end of Year 6.
- Teachers develop pupils' speaking and listening skills well.
- In Year 2, pupils are not shown clearly enough how to improve their writing, teachers' expectations are too low and as a result achievement is unsatisfactory.
- Procedures for assessment, marking and feedback are not consistently applied throughout the school. They are very good in Year 6.
- The new subject leader has a good understanding of the strengths and weaknesses in the teaching and learning of English and a clear vision of how to address the issues.

Commentary

41. Attainment by the end of Year 2 is average in reading and writing and above average in speaking and listening. By the end of Year 6 attainment is well above average in reading, speaking and listening and above average in writing. Pupils' achievement by the end of Year 2 is unsatisfactory compared to their above average attainment on entry to the school and standards have fallen since the last inspection. Pupils' achievement in Year 1 and across Years 3 to 6 is very good. Pupils' attainment and achievement by Year 6 shows good improvement since the last inspection.
42. The variation in pupils' achievement throughout the school relates closely to the quality of teaching and learning. Teaching and learning is satisfactory in Year 2 and good overall elsewhere. No teaching seen was less than satisfactory, very good teaching was observed in Years 1 and 5 and outstanding teaching in both Year 6 classes. The quality of teaching and learning in Years 3 to 6 has improved since the previous inspection and has remained broadly the same across Years 1 and 2. In both Year 5/6 classes teachers ensure that pupils are fully involved in their own learning. The teachers have a comprehensive understanding of pupils' strengths and weaknesses and make excellent use of well-focused questions and explanations to constantly reinforce and develop learning for individuals and groups of pupils according to their varying abilities. Ongoing verbal feedback and encouragement in lessons are outstanding, stimulating pupils' interest and raising their self-esteem so that they are eager to learn. Work is very well marked, celebrating pupils' achievement and focusing clearly on ways to improve their work. Consequently, pupils learn at rates appropriate to their capabilities and are confident in their own ability to learn. They respond very well to their teachers' high expectations and to the challenging work set for them, attaining standards that are well above average.
43. Where teaching is good or better teachers have high expectations of pupils and develop learning well through focused open-ended questions and clear explanations. Pupils are encouraged to ask questions, to make suggestions and to offer explanations and this effectively develops their speaking and listening skills. Lessons are interesting, meaningful and stimulating and teachers help pupils to understand what they do well and how they can improve their work. For example, in a very good lesson in Year 1 the teacher led a valuable discussion about the book 'The Bear who wouldn't share', effectively drawing out pupils' ideas about the Bear's invitation list for his party and providing a good stimulus for their writing.
44. However, in some classes, particularly in Year 2, pupils are not given enough opportunities to develop their skills in producing an extended piece of writing. Here, marking of written work and verbal feedback in lessons do not show pupils clearly enough how to improve their work.

Teachers do not use assessment effectively to plan challenging work at different levels for pupils of varying abilities.

45. The subject leader has taken on the role from the start of term and has made a good beginning in monitoring the standards of work throughout the school. She has a good understanding of the strengths and weaknesses in teaching and learning and has a clear vision for the development of the subject. Her own practice provides a good role model for other staff particularly in the good involvement of pupils in their own learning through assessment, marking and feedback.

Language and literacy across the curriculum

46. Good use is made of literacy in other areas of the curriculum. Some opportunities are taken to use ICT in literacy and to enrich the curriculum. A good example was an effective geography lesson in Year 6 when pupils carried out research about mountains, using reference books and the Internet, and presented their work well using ICT. The research formed the basis for their literacy work on report writing. In a Year 5 lesson about Greek theatre the teacher established very good links between history and English, encouraging pupils to present the story of 'The Big Friendly Giant' in the dramatic style of a Greek tragedy.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Very good and sometimes excellent teaching in Years 3 to 6 results in very good achievement by the time pupils leave the school.
- Pupils in Years 5 and 6 are taught a good range of strategies for calculating and checking their answers, which results in better understanding.
- Low expectations of what pupils can achieve, in Year 2, result in their unsatisfactory achievement.
- Leadership and management in the subject have been unsatisfactory since identified shortcomings have yet to be tackled with sufficient rigour.

Commentary

47. National test results at the end of Year 2 fell substantially in 2002. Pupils' performance was below average and well below that of similar schools. This was thought to be due to the fact that pupils were unfamiliar with the layout of test papers and did not perform to the best of their ability. Some improvement was reflected in the results at the end of Year 2 in 2003 so that pupils' performance was average for all schools, but still well below that for similar schools. Pupils at the end of Year 6, however, achieved results that were well above average nationally and were very favourable in comparison with similar schools. Trends here have been stable over the last three years whereas results have fluctuated in the lower part of the school. At the end of Year 2 there was no significant difference between the performance of girls and boys. At the end of Year 6 boys performed slightly better than girls.
48. Inspection evidence indicates that standards overall are above average. They are below average at the end of Year 2 and are well above average by the end of Year 6. These variations in standards result from significant differences in the quality of teaching that pupils receive. Compared to what pupils already know, levels of expectation and challenge are higher in Year 1 and in Years 3 to 6 and are too low in Year 2. This is reflected in pupils' work, which indicates that, taken overall, teaching for this age is unsatisfactory. Although they make a reasonably good start, with satisfactory teaching in Year 1, pupils do not have sufficient understanding of mathematical concepts by the end of Year 2. Consequently, many do not achieve the higher levels that they are capable of. This is reflected in some of the difficulties pupils encounter

when they move into Year 3, but by the end of that year and into Year 4 standards are improving.

49. Teaching in Years 3 to 6 is generally good due to the higher expectations and more challenging tasks already noted. Pupils respond to mathematics with enjoyment. Teaching in Years 5 and 6 is routinely very good and some, as noted below, is excellent. Here, pupils are taught a range of methods for calculating and checking their work. They are encouraged to show their working-out and to explain how their answers were arrived at. Their work is methodical and organised and thoughtful marking by teachers helps to ensure that pupils receive good feedback and know how to improve.
50. Pupils with special educational needs are carefully supported and achieve well across the school, particularly where support with literacy allows them to focus on the mathematics. Marking, although very supportive, does not always inform pupils how they might improve.

Example of excellent practice

A Year 5 and 6 lesson on equivalent fractions and percentages

Pupils showed great enjoyment exploring percentages as part of a mathematics lesson. Prior to this their brains were put into gear by the teacher's rapid, quick-fire questions; testing their understanding of the nine times table. They were cheerfully competitive, visibly swelling with pride when their answers were correct. The majority of the class could convert an improper fraction to a mixed number and could recognise equivalence between decimals and fractions. The rapid pace of the lesson demanded a high level of pupils' attention, which was excellent throughout. Pupils were quiet, attentive and extremely well behaved which resulted in them responding well to the challenges that were set. There was very good provision for pupils with special educational needs, who were well supported and made good progress. Learning was excellent with pupils encouraged to give full explanations of how their answers had been reached. By giving pupils a range of strategies the teacher also instilled confidence in them being able to calculate and check their answers. The level of challenge was very high and the time at the teacher's disposal used very productively. What is more, she made mathematics exciting!

51. Leadership and management of the subject are unsatisfactory overall. The school's actions to improve standards in the lower part of the school have checked the decline in performance but have yet to sustain improvement. Monitoring and assessment of pupils' performance has not been sufficiently rigorous. Weak areas of the curriculum have been correctly identified but action to improve these has yet to be determined. The new co-ordinator is aware of the position and is committed to the subject's improvement. She has made a good start in identifying areas for development.

Mathematics across the curriculum

52. Opportunities for pupils to use and develop their mathematical skills in other areas of the curriculum are developing well. In history, pupils are familiar with timelines and the sequencing of events. Graphs are used in science and geography to record data such as water depths and pupils measure width, length and height when engaged in map work. Pupils use their measuring skills in design and technology, while in physical education positioning, timing and counting feature in many lessons.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Standards are well above average by the time pupils leave the school in Year 6, because of teachers' high expectations for pupils' capabilities. Pupils achieve very well in Years 3 to 6.
- Standards are average in Year 2 and teachers are less clear about what children are capable of doing.

- The curriculum is good in Years 3 to 6, satisfactory in Year 1 but unsatisfactory in Year 2 because teachers' knowledge of the subject is less secure and some aspects are covered in too little depth.
- Teaching and standards have improved significantly since the last inspection in Years 3 to 6. However, not enough attention has been paid to pupils' experiences in Year 2.

Commentary

53. There is a very enthusiastic approach by teachers in Years 3 to 6 for science and the subject has improved very well since the last inspection in these year groups. Teachers' planning clearly shows that they recognise pupils' capability and as a result, pupils show very good levels of interest and pride in their work. Pupils readily explain their findings and use key scientific ideas, such as how light is reflected to explain the phases of the moon. The work in their books shows that they use their scientific testing and mathematical skills very well, recording their results from line graphs and tables of data. The use of ICT is satisfactory. As a result of combining their testing skills, interpretation of data and key scientific ideas such as gravity, pupils' standards are well above average by the time they leave the school. Pupils' achievement across Years 3 to 6 is very good.
54. In Year 2 pupils are less successful in their work because teachers are unclear about what can be expected of pupils. For example, pupils' standards are average overall because the opportunities for pupils to explain their practical work are too few. Pupils are mostly required to describe what they are doing, such as naming body parts and describing how they use their senses. As a result, pupils underachieve compared to their above average attainment when they start the school. Underachievement is also evident in the work in their books. Pupils in Year 1 achieve satisfactorily because more is expected of them.
55. The variability in standards across the school matches the quality of the curriculum planning. The school has mixed aged classes throughout the school and the way science is planned in Years 3 to 6 ensures that activities are pitched at a suitably high level. An example of this during the inspection was in Year 4. Here, pupils were learning about scientific ideas, which is usually appropriate for pupils in Years 5 and 6. As a result, when pupils are assessed in Year 6 nearly two-thirds reach the higher National Curriculum level (Level 5). In Years 1 and 2, the mixed aged classes have had a different effect because teachers' knowledge about the levels at which pupils can work is weaker. The units of work for Year 2, in particular, are repeated at too low a level and teachers are not clear about how to assess pupils. As a result, not enough pupils in Year 2 reach the higher level (Level 3).
56. The new subject leader recognises the need to continue to improve science in Years 1 and 2. She is well supported by the good expertise of the previous subject leader, who ensured the subject's significant improvement since the last inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Since the last inspection, the school has considerably improved the resources for teaching ICT and technical support for the subject is good.
- Pupils do not have enough opportunities to use and apply their ICT skills in other subjects and this aspect needs to be improved.
- There are weaknesses in the assessment of pupils' ICT skills since these assessments are insufficiently focused on pupils' capability to apply these skills in other work.

Commentary

57. The school has worked hard to address the key issue relating to ICT from the previous inspection. A detailed scheme of work has ensured that the National Curriculum requirements and broad expectations for the subject are met. Staff training has been undertaken and the quality and quantity of the school's resources have been greatly improved. As a result standards in ICT are now average at the end of Years 2 and 6 and achievement is satisfactory.
58. The school's good quality computer suite is used by Years 1 to 6 and a second, smaller suite has been imaginatively created in the shared infants' area. Neither has a large screen display and this limits teaching opportunities. The school has secured good quality technical support through a dedicated teaching assistant.
59. Teaching in the subject follows the prescribed scheme carefully and is satisfactory overall. Pupils respond keenly to using computers, particularly when they are used to extend learning in other subjects. Very good learning was observed in Year 1, for example, when pupils chose to use an art package in order to produce imaginative freehand illustrations inspired by the Great Fire of London. In some lessons the impact of teaching was weakened when support in the suite focused on technical knowledge rather than extending pupils' thinking.
60. Similarly, assessment is too narrowly focused on pupils' skills at the expense of their ability to apply them in other subject areas. This was the case in Year 1 and Year 2 when pupils were asked to complete prepared sentences and search for punctuation keys rather than use ICT to develop and improve their own work.
61. The ICT co-ordinator took over responsibility for the subject this term. He has inherited a good base for further development both in infrastructure and staff training. A good start has been made on an ICT portfolio, which should now be developed to support pupils' learning across the curriculum.

Information and communication technology across the curriculum

62. Some use of information and communication technology (ICT) is made to support learning in other areas. In addition to the Year 1 example above, Year 6 pupils used the Internet well during the inspection to search for information for their geography topics. Examples were seen of the previous Year 6 pupils' multi-media presentations describing their residential visit to York. Use is made of appropriate programmes to support literacy and numeracy lessons in both key stages. One of the weaknesses identified in the previous inspection was that pupils did not have sufficient opportunity to apply their ICT skills in other curriculum areas. This remains the case, but to a lesser degree. The school has planned this as an area for further development.

HUMANITIES

History and religious education were inspected individually and are reported below. Work was sampled in geography.

Geography

63. In geography pupils demonstrate that they have a good understanding of the water cycle and how water is used and the impact of climate on contrasting areas such as the Tundra and the Caribbean. From an early age they learn to use maps to plan journeys, and carry out surveys to determine the impact of closing the main village street to traffic. Teachers encourage good presentation of work, promote development of independent writing and provide opportunities for older pupils to apply ICT and mathematical skills.

History

Provision in history is **very good**.

Main strengths and weaknesses

- Very good and sometimes excellent teaching stimulates pupils' interest and imagination and brings history alive for them.
- Pupils of all abilities are able to make meaningful contributions to lessons through the good use of well-targeted support.
- Very good attitudes to learning show a willingness to participate and a desire to do well.

Commentary

64. Standards are above average overall, being well above average by the end of Year 6. Standards are average by the end of Year 2, and have been maintained since the previous inspection. Where teaching is very good pupils are able to demonstrate good achievement. Pupils in Years 1 and 2 have a clear understanding of how the Great Fire of London started. They are able to recall accurate details, which they then develop through role-play. In order to bring the event to life, pupils take turns at dressing in authentic clothing of that period. Dressing up for the 'hot seat' brings another dimension to history lessons. Year 1 pupils produced vivid illustrations of the fire using their shared computer area.
65. As pupils move through the school they develop a sense of historical time and are able to order events accurately. Years 3 and 4 study the Romans and impressive mosaic designs are produced for display. Year 5 pupils learning about Greek theatre engaged in some very good role-play, having had the story of 'The Big Friendly Giant' adapted by the teacher into a Greek Tragedy. By the end of Year 6, pupils have moved to relatively modern times and are extremely knowledgeable about events of the Second World War. It is here that excellent practice is identified.

Example of outstanding practice

In a Year 5 and 6 lesson, excellent use of resources helped pupils to learn about wartime evacuees.

Pupils' interest was captured immediately by a stimulating and challenging approach to the evacuation process during the Second World War. Pupils' geography skills were tested when they had to identify strategic places on a map of the British Isles, which might pose a threat to the enemy. By addressing this challenge extremely well they even surprised the teacher! Pupils understood why the capital city would be a prime target, as well as docks, aircraft bases and steel producing areas. Places like Coventry and Derby were of particular interest to them. The teacher pointed out that their village was on the direct flight path and enemy planes would often deposit unused bombs on them before returning home. Such detail enabled the teacher to capture their imagination. They soon began to understand why parents might be persuaded to evacuate children and designed a poster for this purpose. Contributions from pupils with special educational needs were greatly valued. Very effective support from a classroom assistant enabled them to be fully involved in the lesson. The teacher ensured that the pace of the lesson was maintained by timing pupils' allocated activities. Pupils were then encouraged to meet those time targets. The teacher's observations of their work were critical, supportive and developmental. The strands of the lesson were effectively brought together at the end by a video about "Operation Pied Piper".

66. Teachers encourage pupils to use their literacy skills, and work in books indicates some good examples of independent writing to support the subject. Teachers' infectious enthusiasm does a great deal to motivate pupils, who show a willingness to take part and a desire to do well. Pupils with special educational needs are well catered for and make a meaningful contribution to lessons. Their support is well targeted and effective.

Religious Education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Good teaching about harvest and its significance was observed during the inspection.

Commentary

67. Examination of pupils' work indicates that standards are average overall at the end of Years 2 and 6. Achievement is satisfactory, as are teaching and learning. Teaching was good in the current topic in the lessons seen, but work over a longer period of time studied for the school as a whole indicates that teaching is satisfactory overall. The leadership and management of RE are satisfactory and the requirements of the locally agreed syllabus are fully met. This was the position at the last inspection.
68. A major focus of work in RE at the time of the inspection was the imminent harvest festival. Good teaching of younger pupils developed their understanding of harvest and its significance at this time of the year. Links with science were made effectively in Year 1 where pupils are able to identify vegetables and say how they grow. Older pupils learning about the Feast of the Passover have recollections that are very secure. This indicates that they can retain information from previous lessons about reasons for the Jews leaving Egypt. Good use of artefacts by teachers, such as a Seder plate, brings authenticity to lessons. There are opportunities for pupils to study other faiths and religions. As well as Christianity, they also appropriately explore the Jewish and Hindu faiths.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

The school gives a high priority to the arts and has applied for an Artsmark Award. Art and design and music were inspected in detail and are reported in full below, whilst physical education was sampled. Design and technology was not a focus of the inspection but in Years 3 to 6, evidence of previous work making Tudor-period houses in Year 6 and a very good lesson observed in Years 3 and 4, in which pupils investigated money bag containers, indicate that standards are above average.

Physical Education

69. Provision for physical education was sampled. Standards in swimming are above average as a result of the very good provision and teaching. Pupils have regular swimming lessons from the Reception class upwards. They gain confidence in the water at an early age and exceed national expectations for swimming by the end of Year 6. Achievement in this area is very good. The above average standards identified in the previous inspection have been maintained.
70. Not enough lessons were seen to make an overall judgement on standards in other areas of physical education or on the quality of teaching and learning. However, in the Year 2 lesson seen, pupils made good progress in performing simple sequences of curls and stretches on the apparatus. They learned well as a result of the good teaching and reached above average standards. The teacher set high expectations of behaviour and application, with clear guidance on how to improve.
71. The subject is well led and managed and there are good opportunities for pupils in Years 3 to 6 to take part in extra-curricular sport and to compete with other schools. Football and tennis clubs are offered to pupils in Year 2 and all ages were involved well in the school team sports day. This initiative involved mixed age teams competing in a wide range of activities and contributed well to pupils' personal and social development as well as enriching their

experience in physical education. Very good facilities include an indoor swimming pool, a large playing field and hard areas suitable for a netball court and ball games.

Art and design

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

Main strengths and weaknesses

- Teaching and learning are good in Years 3 to 6 and are satisfactory in Years 1 and 2.
- Teaching assistants make a good contribution to the teaching of art and design.
- More should be expected of pupils in some lessons in Year 2, where pupils need more understanding of how to improve their work.

Commentary

72. Art and design is given a high priority in the school. Attractive displays greet visitors and present pupils' work to positive effect. Standards are average overall by the end of Year 2 and above average by the end of Year 6, where achievement is good. The best work in Years 1 and 2 results when pupils are able to apply their own imagination or interpretation to shape, form or colour. Good examples of this are Iroquois-inspired masks in Year 2 and wax resist and ICT graphics inspired by the Great Fire of London. Some work with younger pupils, however, results in standards that are too low. In a Year 2 lesson, for example, too little emphasis was given to pupils' development of observational skills or of the ways different media could be used to reflect tone and form.
73. Conversely, these aspects were strengths of a very good lesson with Year 5 and 6 pupils. Here, pupils were engrossed in the challenge of representing a moving figure through repetition and progressive shading. This was accompanied by a very good examination of how selected artists have represented movement in their work. The pupils worked with care and persevered to improve their work. They were able to take justifiable pride in the results.
74. The subject is well led by an experienced co-ordinator. She offers good support and encouragement to colleagues. A suitable scheme of work has been thoughtfully adapted to suit the school's circumstances and provides detailed guidance on skills and knowledge expected. The co-ordinator's considerable monitoring has provided an overview of the strengths of the school. The related evaluations are, however, sometimes too generous in respect of Year 2 where some pupils could achieve more highly. Pupils' sketchbooks have been established which will enable collation and tracking of pupils' development of skills. These already provide evidence of good standards and achievement in Years 3 to 6.
75. Art and design was judged average overall at the last inspection. In Years 3 to 6 standards are now above average, representing good improvement.

Music

Provision in music is **very good**.

Main strengths

- Standards in singing and performance are well above average throughout the school and achievement is very good because of the strong teaching and leadership of the curriculum co-ordinator.
- Pupils enjoy music and work hard to improve their performance.
- There is a good range of peripatetic instrumental tuition available for pupils.

- The choir and orchestra have frequent opportunities to perform to a high standard both within the school and in the local community.
- The subject is enhanced by a variety of extra-curricular activities and by regular school performances involving all pupils.

Commentary

76. Evidence from teaching observed during the inspection, from singing and playing in assemblies, orchestra practice and recordings of pupils' work indicates that standards in singing and performance are well above average. Standards and achievement have improved since the last inspection. Pupils throughout the school sing tunefully and with enthusiasm and have a good sense of rhythm and timing. Pupils in Year 2 can vary tempo and dynamics well and perform actions in time with the music. Pupils in Year 6 can explain and demonstrate pulse and ostinato and keep good time when accompanying two-part singing. It was not possible to make a judgement on pupils' learning in appraisal and composition, due to timetable constraints during the inspection week.

Example of outstanding practice

The quality of teaching by the curriculum co-ordinator is excellent and results in very high achievement for all pupils.

In a Year 5/6 lesson seen, her enthusiasm, outstanding exposition and very high expectations ensured that all pupils were fully involved. Through this high quality teaching, they were committed to improving their performance of a complex African song in two parts. They accompanied this with flutes, tuned percussion playing chords and a range of percussion instruments beating the pulse and ostinato. Pupils' enjoyment, confidence, concentration and application were impressive. They fully understood what they were trying to achieve and made constructive suggestions about how to improve their performance. Learning during this lesson was outstanding and pupils demonstrated standards of performance and knowledge and understanding of music that were well above average.

77. Teaching overall is good and the co-ordinator sets an outstanding example. Pupils who learn to play musical instruments have very good understanding of musical notation. They perform very well together in the orchestra, showing good understanding of how their own part contributes to the whole piece. Their understanding was well developed by the excellent leadership and support of the co-ordinator and another teacher during an orchestra practice.
78. Leadership and management of music are first class. Non-specialist teachers are supported by a detailed, published scheme of work to ensure good progression in pupils' learning throughout the school. The co-ordinator ensures that all pupils, including those with particular talents, have many opportunities to perform. They compete with other schools in music festivals. Notable was achieving first place for the orchestra and third place for the choir in a festival earlier this year. All pupils are involved in regular school performances combining music and drama and there is a good range of extra-curricular activities related to music, including a recorder club for younger pupils.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision is **good**.

Main strengths and weaknesses

- The development of pupils' sense of citizenship in Years 3 to 6 is very good.
- Pupils are very well prepared for the next stage of education.

Commentary

79. The caring and supportive school ethos supports pupils' personal development very well and makes a strong contribution to pupils' positive attitudes to school. This area of its work is well co-ordinated. Good opportunities are provided throughout the school for pupils to share feelings and discuss topics. Good use of 'Circle Time' is established in Reception so that pupils learn to listen well to each other. The School Council includes representatives from Years 3 to 6 who take their duties seriously. For example, a very effective personal and social lesson in Years 5 and 6 began with the two school council representatives feeding back the issues from their meeting. The lesson was very successfully structured and managed by the teacher so that all pupils contributed to identifying potential improvements to the school's break-times.
80. The very good quality of school assemblies makes a strong contribution to all pupils' personal and social education and their understanding of citizenship. Two high quality assemblies took place during the inspection period. These were very well led by the headteacher and deputy headteacher, and focused on teamwork. Pupils of all ages listened intently and contributed thoughtfully. The second assembly built very effectively on the first and featured examples of the successes of mixed aged teams from the recent team sports day. The message of "together everyone achieves more" was exemplified and related to pupils' own recent experiences.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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