

INSPECTION REPORT

SUTTON BONINGTON PRIMARY SCHOOL

Loughborough

LEA area: Nottinghamshire

Unique reference number: 122677

Headteacher: Mr K Morrow

Lead inspector: Mr P Kemble

Dates of inspection: 1st – 3rd March 2004

Inspection number: 260773

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 to 11 years
Gender of pupils:	Mixed
Number on roll:	165
School address:	Park Lane Sutton Bonington Loughborough Leicestershire
Postcode:	LE12 5NH
Telephone number:	01509 672661
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Appropriate authority:	The governing body
Name of chair of governors:	Mr G Jones
Date of previous inspection:	19 th October 1998

CHARACTERISTICS OF THE SCHOOL

Sutton Bonington Primary School is a smaller than average primary school catering for pupils aged 4 to 11 years. There are 165 pupils on roll. Most pupils are from white British ethnic backgrounds. A number of pupils from abroad (8 per cent) have parents attending the local University of Nottingham campus. They come from a wide range of ethnic backgrounds and have English as an additional language. Three of these pupils are at an early stage of English acquisition. Levels of attainment on entry are typically above the national average. Twenty-one pupils (13.6 per cent) are on the register of special educational needs, a figure slightly above the national average. The percentage of pupils eligible for free school meals is well below the national average.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
7269	Mr P Kemble	Lead inspector	English as an additional language Areas of learning for children in the Foundation Stage Science Information and communication technology Geography History
19557	Ms L Halls	Lay inspector	
23412	Mr A Jeffs	Team inspector	Special educational needs Mathematics Music Physical education Religious education
32247	Mr S James	Team inspector	English Art and design Design and technology

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PART A: SUMMARY OF THE REPORT

Sutton Bonington Primary School is a good school with significant strengths in provision. It provides **good value for money**. The headteacher, governors and staff work very well as a team to promote pupils' academic and social development. Pupils benefit from a very good climate for learning and high levels of care, support and guidance and these contribute significantly to their good achievement.

The school's main strengths and weaknesses are:

- All pupils achieve well.
- The leadership of the headteacher is very good.
- The quality of teaching and learning is good.
- Pupils' behaviour and attitudes to their work are very good.
- Assessment information is not always used well enough to consistently challenge higher attainers in subjects other than English and mathematics.
- Provision for pupils with special educational needs and also for pupils with English as an additional language is good.
- Pupils benefit from a very good programme of extra-curricular activities.
- Teachers who lead subjects do not have enough time allocated to carry out some of their responsibilities.
- The school library is inadequate for the size of the school.

The school was previously inspected in October 1998. Since then, improvement has been good overall, notably in the quality of teaching and learning, procedures for monitoring and evaluating the success of the school and provision for children in the Foundation Stage. Improvements have led to pupils' good progress and achievement throughout the school, particularly in information and communication technology. In response to other issues raised in the previous report, subject leaders now have a better knowledge and understanding of strengths and weaknesses in their subjects but do not have enough opportunities to regularly work with colleagues and observe them teach.

STANDARDS ACHIEVED

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

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average
Similar schools are those whose pupils attained similarly at the end of Year 2.*

The pupils, including those with special educational needs and also those with English as an additional language, achieve well. They make good progress from typically above average levels of attainment on entry into reception. The table above shows that results are consistently above or well above the national average. Results in 2003 are broadly average overall when compared with similar schools. By the end of Year 2, standards in speaking, listening, reading, writing, mathematics, information and communication technology, art and design, design and technology, geography, history and physical education are above average and achievement is good; standards in music and religious education are average. By the end of Year 6, pupils achieve well and attain well above average standards in English, mathematics, science and information and communication technology. Standards in other subjects are above average, with the exception of music and religious education, where standards are average.

The quality of pupils' spiritual, moral, social and cultural development is very good. Pupils' attitudes and behaviour are very good; attendance levels are good.

QUALITY OF EDUCATION

The quality of education provided by the school is very good. The quality of teaching is good. Improvements to the way lessons are planned and resourced, and a more rigorous analysis of school and national test and assessment data, have led to good learning with high expectations of what pupils can achieve. However, there is work to be done in ensuring that higher attainers are consistently challenged. Teaching in the Foundation Stage and in Years 1 to 6 is good overall; basic skills are taught particularly well. All pupils benefit from a broad and balanced curriculum with a strong emphasis on extending learning through extra-curricular activities. Standards of care are very good, although the good knowledge teachers have of their pupils' personal development is not recorded formally enough. The school's links with parents are very good.

LEADERSHIP AND MANAGEMENT

The leadership and management are very good. The headteacher provides very good leadership. He is successfully promoting a strong commitment to educational inclusion, equality and pupils' personal development as ways of raising standards further. Management by key staff and governors is good and leads to the establishment of appropriate priorities and action in the school improvement plan. The governors ensure that the school complies fully with statutory requirements. Staffing, accommodation and resources are used well to implement action, but the headteacher and governors are aware that the school library is inadequate for the size of the school.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very pleased with the work of the headteacher, staff and governors. Pupils are very keen to come to school and express considerable satisfaction with all aspects of school life.

IMPROVEMENTS NEEDED

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

- Use assessment information more effectively to consistently challenge higher attainers.
- Provide subject leaders with more time to carry out some of their duties.
- Consider ways to improve the school library.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Achievement in the Foundation Stage and in Years 1 to 6 is **good** for all pupils, including those with special educational needs and also those with English as an additional language. Standards in the core subjects of English, mathematics, science and information and communication technology are **well above average** in Year 6. In Year 2, standards in speaking, listening, reading, writing, mathematics and information and communication technology are **above average**.

Main strengths and weaknesses

- Standards in information and communication technology have improved very well.
- Pupils in Year 2 and Year 6 attain standards above expectations in art and design, design and technology, geography, history and physical education.
- Pupils with special educational needs make good progress towards the targets in their individual education plans.
- Pupils with English as an additional language benefit from good support in lessons and make good progress.
- Higher attainers are sometimes not challenged well enough by their tasks in subjects other than English and mathematics.

Commentary

1. Children in the Foundation Stage make good progress and achieve well in personal, social and emotional development, communication, language and literacy, mathematical development, knowledge and understanding of the world, physical and creative development. Most are likely to exceed the goals expected of them by the end of the reception year. This is because of good teaching, effective use of assessment to match activities to children's needs and excellent teamwork amongst staff.

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

Standards in:	School results	National results
reading	13.1 (16.9)	15.7 (15.8)
writing	13.4 (15.5)	14.6 (14.4)
mathematics	15.1 (17.0)	16.3 (16.5)

There were 17 pupils in the year group. Figures in brackets are for the previous year.

2. In the 2003 end of Year 2 national tests and assessments, standards were well below average in reading, writing and mathematics. When compared with similar schools, standards were low in reading and well below average in writing and mathematics. These results were untypical and reflected an unusually low level of attainment on entry for this particular group of pupils. Standards of the current Year 2 pupils are more typical, being above average in reading, writing, mathematics and information and communication technology.

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

Standards in:	School results	National results
English	28.4 (28.5)	26.8 (27.0)
mathematics	29.0 (28.2)	26.8 (26.7)
science	30.1 (31.1)	28.6 (28.3)

There were 32 pupils in the year group. Figures in brackets are for the previous year.

- Results of the end of Year 6 national tests show that they have risen in line with the national trend since the last inspection. In 2003, they were well above the national average in English, mathematics and science. Compared to similar schools, standards are good in mathematics, and satisfactory in English and science. Challenging targets set by the school for pupils to achieve in English and mathematics were met.
- The pupils' good achievement is the result of good teaching, very good preparation in reception and Years 1 and 2 for work in Years 3 to 6, and a strong emphasis on promoting pupils' personal development in order to develop positive attitudes to work. Staff are generally well informed about strengths and weaknesses in their subjects and this means that action taken to address identified areas for improvement is effective. Good use is made of teachers' subject strengths and expertise, resources are of good quality and accommodation is used well to target specific needs and raise standards, for instance in information and communication technology where standards by the end of Year 6 have risen from below to well above average.
- Pupils with special educational needs achieve well in language and literacy skills and make particularly good progress in developing confidence and self-esteem. Evidence from individual education plans and from talking with pupils indicates good progress for all pupils. Significant improvement is made by pupils with specific learning difficulties (dyslexia). Other pupils, with problems in confidence, literacy and mobility, develop well during their school life and leave with a very positive image of themselves.
- Pupils with English as an additional language make good progress and achieve well because of the school's strong emphasis on inclusion. Teachers work hard, with effective support from a member of the local education authority's English as an additional language (EAL) team, to continually look for ways to involve those pupils who join the school with no or little English in the day-to-day life of the school and to have full access to the curriculum.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are **very good**. Personal development is **very good**, with spiritual, social, moral and cultural development all strong features. Attendance and punctuality are **very good**.

Main strengths and weaknesses

- The stimulating and caring school ethos permeates all activities and helps to promote very good relationships, attitudes, behaviour and personal development.
- Staff provide very good role models.
- Promotion of pupils' spiritual, moral, social and cultural development is very good and underpins the very good behaviour.
- Pupils enjoy coming to school and their attendance and punctuality are very good.

Commentary

7. Pupils' positive attitudes, behaviour and personal development are a strength of the school. Attitudes and behaviour have improved since the last inspection as a result of an increased focus on the promotion of pupils' personal development and consistent implementation by all staff of agreed procedures.
8. Pupils are very well behaved, polite and courteous and respond well to the caring and stimulating school ethos. They enjoy coming to school and show considerable pride in being members of the school community. They are interested and involved in the range of activities provided in lessons and out of school hours. Parents are very happy with the values the school promotes. Pupils' behaviour in lessons and around the school is very good. Older pupils are trusted to work sensibly in groups outside the classroom. Staff deal quickly and effectively with the few incidents of inappropriate behaviour that occur.
9. All pupils, including those with special educational needs and those with English as an additional language, mix well at break-time and lunchtime. The school places a very strong emphasis on promoting friendship in assemblies and during class discussions and no incidents of bullying were seen during the inspection.
10. Pupils show increasing levels of self-discipline and maturity in their lessons and activities as they move up through the school. When given opportunities to work independently or in groups, they work co-operatively, sharing and valuing ideas, and concentrating well on tasks. They are keen to take responsibility and to be helpful in and around the school. For example, a group of pupils called 'Playground Peacemakers' help to resolve any difficulties that arise during break-times.
11. Pupils' relationships with adults and each other are very good and have a positive impact on their learning. They are supportive of each other and their teachers. Pupils are happy and secure, and enjoy school life in an atmosphere where all are valued. They respond well to the help provided and enjoy the praise that is often given. They enjoy receiving rewards for excellence in their work and commendations for their behaviour. Rewards are strong motivators, especially for younger pupils, but pupils of all ages strive to achieve them. Pupils are also encouraged to share successes achieved in activities they are involved in at home with family and parents. Good quality additional support and guidance is provided through the special needs provision for those pupils who find making and sustaining relationships difficult.
12. Promotion of pupils' spiritual, moral, social and cultural development is very good. The taught curriculum makes a good contribution through art and design, music, history, science, religious education and personal, health and social education. Pupils' understanding of other cultures is satisfactorily developed and contributes to the school's success in promoting good relationships. Pupils from a wide range of backgrounds relate well to each other. The very good range of extra-curricular activities contributes significantly to personal development.
13. Pupils learn to respect the views of others and develop appropriate social skills. They learn to act according to their own principles and to challenge things that they consider to be unfair. They have opportunities to exercise their initiative and take responsibility. For example, they carry out a range of duties in class and around the school. Members of the recently formed school council take their duties seriously and are keen to be involved in decisions about the school. They consult with the wider pupil body and ensure that pupils' views and ideas are considered and discussed with the headteacher.

Attendance

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.

14. Attendance is above the national average and levels of unauthorised absence are below the national average. The vast majority of parents ensure that their children attend school regularly and arrive punctually. The school takes effective action to promote good attendance and registration practice is efficient. Most absences arise through sickness or medical visits, although some parents do withdraw their children from school to undertake holidays during term-time.

Exclusions

15. No pupils were excluded during the previous academic year.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is **very good**. The quality of teaching and learning is **good**. Curriculum provision is **good**. Standards of care, welfare, health and safety are **very good**. The school's partnership with parents and the local community is **very good**.

Teaching and learning

The quality of teaching and learning is **good** overall in the Foundation Stage and in Years 1 to 6.

Main strengths and weaknesses

- Teachers make lessons interesting and stimulating, developing good attitudes to learning amongst all pupils.
- Lessons are well prepared and organised, with resources of good quality available for pupils.
- Teachers promote basic skills well by making effective links between subjects in lessons.
- Assessment information is not always used well enough to provide consistently challenging work for all pupils in some foundation subjects*.

** Foundation subjects include: art and design, design and technology, geography, history, music and physical education.*

Commentary

Summary of teaching observed during the inspection in 39 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
2 (5%)	12 (31%)	20 (51%)	5 (13%)	0	0	0

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

16. In the Foundation Stage, the quality of teaching and learning is good. Thorough planning is based closely on national guidelines, leading to provision of good quality learning activities for part-time and full-time reception children. Assessment information obtained soon after

children start school is used well to plan individual programmes of work with activities

matched closely to their needs. Staff have high expectations of children's academic and social achievements and, consequently, children of differing capabilities receive good levels of challenge and achieve well.

17. In Years 1 to 6, activities planned for pupils are invariably stimulating, creating interest and enjoyment in lessons. Year 3 pupils showed considerable enjoyment as they tackled challenging activities related to hockey skills in a games lesson. Pupils achieve well because teachers promote good attitudes, behaviour, concentration and effort. Parents report that their children are keen to come to school because there are interesting things for them to look forward to.
18. Pupils' learning benefits from activities that are well prepared beforehand and the availability of good quality resources. Year 2 pupils attained good standards when they produced versions of Joseph's multicoloured coat in a design and technology lesson because of good preparation and provision of resources before the lesson started. In a Year 4 music lesson, pupils made good gains in their ability to explore sounds to create a picture or mood because of access to a good range of musical instruments.
19. Pupils with special educational needs are well supported in lessons by class teachers, teaching assistants and parent helpers. Teachers skilfully vary the way pupils are supported, for instance sometimes pairing them with more able pupils and sometimes using mixed-ability groups to tackle group tasks, for instance in science. Learning is linked closely to targets in pupils' individual education plans and this helps them to make good progress. Year 3 pupils benefited from the close attention of a parent as they programmed a toy robot to move over a word chart, promoting literacy skills as the selected words made a sentence. Gifted and talented and higher attaining pupils are generally well challenged but tasks in some foundation subjects, such as geography and history, are sometimes too teacher-directed, limiting the progress they can make. Teachers are skilful at involving pupils with English as an additional language in lessons, for instance using different 'faces' as a means of evaluating understanding.
20. Teamwork amongst teachers and other staff is excellent. As pupils move through the school, transfer of information and data from class to class is detailed and effective, so that skills are developed in a continuous progression. Lessons are planned together to make sure that there is no unnecessary repetition of learning. Teaching assistants discuss pupils' progress daily with class teachers and are given considerable responsibility in assessing the attainment and progress of individuals and groups of pupils.
21. Teachers' planning is characterised by effective links between subjects, creating interesting and relevant projects for pupils to study. In this way, teachers identify and promote skills common to the study of more than one subject. This is one reason why pupils develop good skills of independent research from an early age; they are encouraged to find things out for themselves using a range of sources in most core and foundation subjects, often using information and communication technology to achieve this.
22. Procedures for assessing pupils' attainment and progress were reviewed at the beginning of this academic year and new procedures are in place for virtually all subjects. Teachers use the information gathered very effectively to match work to pupils' needs in English and mathematics but, in most other subjects, use of the new procedures is not yet having a significant impact on standards and there are some inconsistencies in the way work is matched to pupils' needs, particularly amongst higher attainers.

The curriculum

The overall curriculum provision is **good**.

Strengths and weaknesses

- A very good extra-curricular programme gives pupils of all ages good opportunities for enrichment.
- Limitations in accommodation place constraints on work in reception, music and research skills.
- The school provides well for pupils with English as an additional language and those with special educational needs throughout the school.
- It is a strongly inclusive school, valuing and celebrating all pupils equally.
- Pupils are given good opportunities to develop responsibility and these prepare them well for the next stage of their education.

Commentary

23. The curriculum is broad and balanced and meets the requirements of the National Curriculum well. Requirements of the locally agreed syllabus for religious education are largely met, but there is some work to be done in promoting a wider range of learning about faiths other than Christianity. Changes made to the timetable at the beginning of the academic year have led to more efficient use of school time, allowing mornings to cover subjects such as music and religious education as well as English and mathematics.
24. The attention given to providing an appropriate and non-repetitive curriculum for classes where there are a mixture of year groups and key stages is impressive. A three-year 'rolling curriculum' in the lower part of the school has recently been introduced and is already contributing well to the successful solution to this challenge.
25. The policy to guide sex education and drug misuse is good. Work in personal, social and health education provides strong support for pupils in their understanding of the world and their personal development. Much of the content is taught within all subjects while personal concerns are dealt with on a small group or one-to-one basis. However, the lack of monitoring of how topics are taught means that the school can never be sure that the full range of aspects are covered and that important opportunities are not missed.
26. Opportunities to enrich pupils' education outside the teaching day are a strength of the school. Clubs range from football to chess and basketball to country dancing. Years 5 and 6 pupils have the opportunity to attend a residential week, which includes a wide range of exciting and challenging activities. Pupils report that they enjoy this event very much. In addition, there is good provision for football coaching and support for instrumentalists, and a wide range of imaginative and enjoyable visits support many areas of the curriculum. Links with the local church are particularly strong, successfully extending pupils' knowledge and understanding in religious education. Participation in musical events is not as strong as it was at the time of the previous inspection, but the subject leaders for music have already identified ways in which to raise the profile of the choir, develop the school orchestra and further develop opportunities to perform.
27. Good use is made of the accommodation, but there are limitations that arise on a day-to-day basis. In particular, the library area is too small for the effective development of good independent research skills. In addition, the need to use the hall for many musical activities places a constraint on the musical opportunities offered to the choir and instrumentalists. The hall is also used as a corridor during physical education lessons and, inappropriately, during assemblies.
28. Considerable improvements have been made to the accommodation since last September for reception children and Years 1 and 2 pupils, but alterations to the outside play area have

still to be completed. Some aspects of the accommodation, such as the use of the information and communication technology suite and the school grounds, contribute well to the progress pupils make. The overall school environment has been improved recently and is a colourful and stimulating place in which to play and work. The hard work of maintenance staff contributes well to the attractive environment.

29. The school has a very positive approach to inclusion. This is apparent in the way that pupils with English as an additional language and those with special educational needs are taught and supported. Examples of inclusive support during the inspection were exemplary. It is also clear from teachers' attitudes within class. For example, every pupil is given a fair opportunity to participate and shine. The withdrawal work provided for pupils experiencing learning difficulties is good, providing them with a quiet area and relevant and enjoyable activities. Skilled teaching assistants also undertake work of a high quality with pupils experiencing early literacy and language difficulties, helping them to make good progress and achieve well.
30. Pupils have many opportunities to contribute to school life. They run clubs, support younger pupils in paired reading sessions and have responsibility for setting up sporting activities after school. These arrangements contribute significantly to pupils' maturity, confidence and self-esteem.

Care, guidance and support

Provision for pupils' care, guidance, health and safety is **very good**. Pupils have **good** access to helpful support, advice and guidance.

Main strengths and weaknesses

- The extent to which each pupil has a good and trusting relationship with one or more adults in the school is excellent.
- Pupils trust staff and are confident that they will listen to and take action regarding concerns and opinions.
- Good induction arrangements help pupils settle into school quickly.
- Pupils with special educational needs are well supported.

Commentary

31. All staff know pupils well; their academic progress is monitored on a regular basis and carefully assessed. Pastoral progress is given a high priority, although procedures to record this are largely informal. Staff use information about pupils effectively to make sure that they are looked after in a happy environment and that they have access to well-informed support, guidance and advice. For instance, pupils that show particular strengths in their social development are selected to help other pupils who are experiencing friendship difficulties and staff seek pupils' views through the school council. Pupils with special educational needs are supported well and benefit from teachers' effective liaison with outside agencies. As a result, relationships between staff and pupils are excellent and make a significant contribution towards pupils' good achievement.
32. Procedures for ensuring pupils' safety and well-being are very good. First-aid provision is good and trained staff are designated to provide assistance in the event of an emergency. Safe practice is promoted well in lessons both in school and when out in the community.

Equipment is regularly checked and tested and governors and staff carry out regular risk assessments. Child protection procedures work effectively because staff are experienced, well trained and vigilant.

33. Induction arrangements are very good for the youngest children when they start school and for pupils joining the school in other year groups. Pupils from abroad are given particular attention and are helped to settle quickly into their new surroundings. These arrangements help to develop good and trusting relationships between pupils and staff and give pupils the confidence to seek support and guidance when they have a personal problem or when they want to share news of something special. Staff provide a positive response to such requests.

Partnership with parents, other schools and the community

Links with parents and the local community are **very good**.

Main strengths and weaknesses

- Parents are very happy with what the school provides for their children.
- The school's partnership with parents makes a positive contribution to pupils' learning.
- Links with the community enrich pupils' learning and provide very good opportunities for personal and social development.
- Information for parents about their children's progress and school events is good.
- Members of the parent/teacher association work hard to support the work of the school.

Commentary

34. Staff and governors give a high priority to developing and maintaining positive relationships with parents. For example, governors and staff have good arrangements to survey parents and gain their views as part of the school improvement planning process. The pre-inspection questionnaire and meeting with parents showed a very positive view of the school and reflected an overall high level of satisfaction with all aspects of the school's provision. Inspectors support the positive views of parents. A very small minority of parents expressed some concerns about bullying. There have been bullying incidents in the past but the school is working effectively to eliminate any further recurrence.
35. The quality of information provided for parents is good and helps them to support their children's learning at home. Newsletters, general information and pupils' annual progress reports for parents are good. Reports demonstrate teachers' good knowledge of pupils and effectively inform parents what their children need to do to progress to the next stage of learning.
36. A key factor in the school's very good links with parents is the 'open door' policy. Parents have access to the school at any time if, for example, they wish to discuss their children's progress. Staff normally manage to resolve any concerns of parents informally. However, in the event that a parent should wish to make a formal complaint, there is an effective complaints procedure. If staff have any concerns, then parents are contacted. The school warmly welcomes parents into the school and a number of them come on a regular basis, contributing well to pupils' progress, for instance in reading, numeracy and project work, and helping on school trips.
37. The parent/teacher association is run by a small, hardworking committee and successfully raises funds to provide additional resources and learning opportunities for pupils. Through events such as a recent jumble sale, they raise funds to help purchase additional resources for the school. Their hard work is greatly appreciated by staff and benefits pupils well.
38. Pupils benefit academically and socially from the school's close links with the community. A wide range of visits and visitors provides very good enrichment of the curriculum and supports pupils' personal and social development well, broadening their experiences and

giving them opportunities to learn about the local and wider community. For example, older pupils have a good knowledge and understanding of how the village of Sutton Bonington has evolved over time and are familiar with local features such as the church and the river.

39. Links with other schools are very good and the school plays an active part in the local group of schools. During the inspection, the school basketball team played against other local school teams. Links with the local pre-school and the main feeder secondary school are good. Arrangements support the transfer of pupils well by providing opportunities for them to visit and gain an understanding of the next stage of their education.

LEADERSHIP AND MANAGEMENT

Overall, leadership and management are **very good**. The headteacher has high aspirations and a strong sense of purpose through which he provides **very good** leadership and direction for the school. Leadership of other key staff is **good** overall. Management is **very good**, especially in the way priorities for further development are identified and action taken. The governance of the school is **good**.

Main strengths and weaknesses

- Governors are supportive, knowledgeable and share with the headteacher a clear direction and vision for the school.
- The headteacher provides very good strategic leadership, has clear priorities and is very committed to inclusion and equality of opportunity.
- Day-to-day financial control is efficient and good financial management supports school improvement.
- Subject leaders do not have enough opportunities to carry out the full range of their responsibilities.

Commentary

40. The headteacher provides very good leadership with a clear vision and a strong sense of direction. The experienced deputy headteacher is a very effective partner and gives the headteacher very good support. The headteacher and deputy headteacher provide good role models for their colleagues in the effective way they manage procedures for monitoring and evaluating the work of the school. There is a sense of togetherness and an excellent team spirit within the school. This promotes an atmosphere of openness and, as a result, staff work effectively in a friendly environment as a whole-school team, sharing knowledge, expertise and concerns.
41. Curriculum subject leaders are highly motivated and lead developments well in their subjects. There is effective use of data analysis, pupil self-evaluation and target setting to raise standards of achievement. Lesson observations are carried out frequently and effectively by the headteacher but not enough time is allocated for subject leaders to observe lessons or to work alongside colleagues and analyse pupils' work which limits the impact they have on pupils' standards.
42. The governing body fulfils its statutory responsibilities well and has a significant strategic influence in leading school improvement. Governors have a good working knowledge of the school through regular meetings, discussions and visits. The headteacher works well in partnership with the chair of governors, who has a good awareness of school issues and who leads the governing body effectively in its work. Governors support the work of the headteacher and staff and evaluate the school's performance well. Through their effective interaction with staff, they have a good understanding of the issues and challenges facing the school, and this helps them to make a good contribution to its leadership. They have shown a readiness to tackle difficult issues, for instance concerning personnel and the nature of the accommodation.

43. Governors and staff have a strong commitment to inclusion, equality of opportunity and the needs of pupils with special educational needs and those with English as an additional language. The senior management team and governors have a very good day-to-day understanding of the work relating to pupils with special educational needs. The special needs governor provides her own expertise and has a very good working relationship with the special educational needs co-ordinator. Funds identified for these pupils are used appropriately and the school has shown impressive promptness in purchasing appropriate equipment for pupils such as those with visual difficulties.
44. The school improvement plan is an effective whole-school vehicle for improvement. Governors, staff, parents and pupils contribute to the plan and this helps to reinforce the shared sense of purpose in the school. Performance management procedures for the headteacher and teaching staff are effective and are linked directly to identified priorities in the school improvement plan. Support staff are well deployed and managed and make a significant contribution to pupils' learning. The governors and headteacher are aware that teachers and pupils would benefit from additional support staff and there are plans for the appointment of an additional teaching assistant in the summer term.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	453,444	Balance from previous year	17,000
Total expenditure	422,307	Balance carried forward to the next	31,136
Expenditure per pupil	2,559		

45. Day-to-day financial management is efficient. Governors' knowledge of, and involvement in, finance are good. Strategies are effective in constructing the budget and spending patterns are well monitored and controlled through regular reports and finance meetings.
46. The school makes good use of best value principles. It effectively compares its results with those of other schools, involves parents and pupils in decision-making processes and seeks good value for money by operating a competitive tendering system when appropriate. Governors evaluate spending decisions carefully and make sensible decisions in the use of specific grants and allocation of resources. Recent major repairs to the school roof and boiler have consumed large amounts of available finance, but careful budgeting had ensured that these vital repairs were able to take place.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

47. Provision for children in the Foundation Stage is **good**, and they are well prepared for transfer to Year 1.
48. Children enter reception on a part-time basis in the term before they are five and attend full time in the term in which they become five. Part-time children are taught as a single age group. Full-time children are taught with some of the Year 1 pupils. The vast majority of children have attended some form of pre-school provision. Induction procedures are thorough and parents report that they are very pleased with the arrangements for settling their children into school.
49. Children enter reception with a wide range of abilities, which are overall above average for this age. All children make good progress in all areas of learning, an improvement since the last inspection, for example their progress in creative development was then judged to be satisfactory and is now good. Children achieve well because the quality of teaching and learning is good, a significant improvement since the last inspection. The curriculum is well planned to provide a broad range of interesting and relevant activities that are matched closely to children's individual needs. A particular strength is the way that the teacher and the teaching assistant enthuse and motivate children, promoting and sustaining good levels of concentration and effort. All adults set excellent role models for the children and manage them very well.
50. Teamwork is excellent. Children benefit from a cohesive staff and the close liaison between the class teacher and the teaching assistant makes a significant contribution to the good progress children make. Staff know their children well. However, procedures to record and assess children's personal, social and emotional development are largely informal and are not as helpful as academic records to follow children's progress in this aspect of their learning.
51. Accommodation is satisfactory. Considerable improvements have been made since September 2003, with the development of a discrete learning area for part-time children and use of a corridor to create a role-play area. The outdoor play area is easily accessible and well used but lacks a full range of large and small play equipment. Staff are aware of this and further development of this aspect of provision is a major priority in the school improvement plan.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children achieve very well because of the good teaching and high expectations set by all adults.
- Supportive relationships are established where children feel confident and happy.

Commentary

52. Indications are that virtually all children are on course to exceed the expectations in this area of learning by the time they enter Year 1. This is because of good teaching and consistent application of the boundaries set. Children quickly learn the correct way to behave and know what is expected of them. They know the routines well, settle to activities with the minimum

of fuss and their behaviour is very good. Children are continually encouraged to tackle tasks with confidence and are reminded of the high standards that adults expect.

53. Relationships are excellent between children and adults. This means that children readily seek guidance and support, helping them to make good progress and achieve very well. They are treated with courtesy and respect and this leads to trusting relationships.
54. Children take a pride in their work and enjoy showing adults and each other what they have done. They co-operate very well as pairs or as a group, share and take turns amicably. For instance, part-time children co-operated very well as they worked together testing materials to see if they floated or sank. Children are expected to clear up after themselves, which they do without much prompting.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- The quality of teaching and learning is good.
- Teaching staff are skilled in promoting children's language skills in all areas of required learning.

Commentary

55. When children enter reception, the majority are above expectations in speaking and listening, reading and writing. As a result of good teaching, virtually all are likely to exceed the expected standards by the time they enter Year 1. One of the many strengths of teaching is the clear picture staff have of what children know and can do. They use assessment carefully to target areas for development.
56. Children make good progress and achieve well because of the strong emphasis on promoting basic skills. Children with special educational needs gain particular benefit from this approach and make very good progress. Speaking skills are developed well in role-play situations and group activities, for instance when children tell the rest of the class what they have found out during a mathematics activity.
57. Carefully structured and well-planned lessons give a good start in learning letter sounds. Children recognise and point to them in books, in their writing and in classroom vocabulary displays. Children made good gains in their ability to sort a collection of materials by their properties because the teacher had high expectations of the appropriate vocabulary that she encouraged them to use. Staff provide a good range of writing activities, often linked to interesting visits and visitors to school. As a result, many children write sustained and long pieces of work for their age by the time they enter Year 1.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Activities to develop children's mathematical understanding are imaginative and enjoyable.
- Staff consolidate and extend learning through games, structured activities and effective links to other areas of learning.

Commentary

58. Mathematical development is well taught and, by the time children enter Year 1, the vast majority are likely to have exceeded the expectations in this area of learning. Teaching areas provide a rich and interesting environment to promote children's mathematical development with well-displayed examples of children's work and easily accessible resources. Throughout the day, staff make effective use of events, such as calling the register and distributing milk and straws, to encourage and reinforce mathematical thinking. Children respond well to these practical challenges and soon develop an enjoyment of using number. Their knowledge and understanding of shape, space and measure also develop well because of the wide range of practical activities, structured lessons and games.
59. Staff successfully combine learning with play to maintain and sustain interest. Children enjoyed responding to flashcards held up by the teacher which instructed them, for instance to move forwards or backwards, not only extending their knowledge of positional and directional words, but also their word recognition skills.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- A range of interesting activities is planned which successfully promote good quality of learning.
- Staff use questioning very effectively to enhance children's knowledge and understanding of the world around them.

Commentary

60. Many of the children enter reception with good levels of knowledge and an interest in the world around them. Staff are very successful at taking advantage of these positive attitudes and provide a good range of stimulating activities to extend their learning. As a result, by the time they enter Year 1, virtually all children are likely to have exceeded the expectations in this area of learning.
61. The quality of teaching is good. Information and communication technology is used well to promote learning and children soon become confident users of tape-recorders and computers. They competently control a mouse and use a keyboard to follow programs related to several areas of learning. A wide range of resources supports learning, for instance in a simple science investigation to test the properties of materials. Questions are used very well to develop children's enquiry skills as they map their route from home to school or consider the reaction of the three bears to the damage to their home caused by Goldilocks. Children's personal and social skills benefit from the many paired or group activities that characterise lessons in this area of learning.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Teaching is good and effective use is made of the hall and outside areas to develop physical skills.

Commentary

62. Children enter reception broadly in line with expectations in their physical development. Teaching and learning are good and, as a result, by the time they enter Year 1, the vast majority are likely to have achieved, and many will have exceeded, the expectations. Most are well co-ordinated and balance, climb, run and jump using a good range of equipment. Staff plan regular and frequent use of the secure outside play area. Although this area is still under development, its use helps children to make good progress in the development of their physical skills.
63. Children pay attention to commands and show a good appreciation of the need for control, so that accidents are prevented. This was evident in a dance lesson in the hall where children moved with good levels of agility and an awareness of others and spaces around them.
64. Children develop manipulative skills well by handling dough, scissors, brushes and pencils, and manage small construction equipment with dexterity.

CREATIVE DEVELOPMENT

65. Insufficient evidence was gained during the inspection to make a secure judgement about provision for children's creative development. However, a study of activities planned for children over time, a study of children's two- and three-dimensional art work and models, and evidence gained from watching and listening to children perform a Noah's Ark Rap during an assembly indicate that children make good progress and are likely to have exceeded the expectations for their age by the time they enter Year 1.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Pupils make good progress and achieve well as a result of good teaching.
- Pupils of different capabilities are well supported in their learning and challenged by their tasks.
- Teachers make effective use of other curriculum subjects to extend pupils' literacy skills.
- The subject leader provides very good leadership and management.
- The school library is too small for the number of pupils in the school.

Commentary

66. The 2003 national tests showed standards to be well above the national average at the end of Year 6. Results for pupils at the end of Year 2 were untypically low, with average writing and below average reading standards. However, results reflect good progress by all pupils when compared with their levels of attainment on entry into reception, including those with English as an additional language, those with special educational needs and higher attainers. Boys and girls are achieving similarly.
67. By the end of Year 6, pupils attain very good standards in speaking, listening, reading and writing. Standards are better than at the time of the previous inspection. This is mainly due to the good quality of teaching and learning. Teachers' implementation of national literacy guidelines is very successful. Effective links are made with other subjects of the curriculum helping pupils practise and refine skills learned in literacy lessons.

68. By the end of Year 2, pupils speak and listen well and read with levels of understanding, enjoyment and confidence above that expected for their age. Writing is of a good standard. Key skills are developed by teachers' effective use of the 'literacy hour' and by planning interesting and stimulating activities. For example, Year 1 pupils made good gains in their ability to compare versions of the same story of 'Goldilocks and the Three Bears' because of the good range of challenging activities planned. Excitement was intense when Goldilocks herself appeared before the pupils!
69. Pupils in Years 1 and 2 benefit from the work of skilled teaching assistants. They know their pupils and their needs very well and make a significant contribution to the development of pupils' skills.
70. From an early age, the pupils develop considerable confidence in speaking and achieve particularly high standards in this aspect of their learning. This is because teachers provide many opportunities for them to express opinions and views in whole-class and group discussions as part of the promotion of personal development. Lessons are characterised by lively opening sessions where teachers and pupils review previous, and discuss new, learning. For instance, Year 3 pupils participated well as they suggested ingredients for 'Monster Menus' and Year 6 pupils enjoyed discussing 'Jabberwocky' and offering their own nonsense words. By these methods, pupils develop confidence in speaking to adults and their peers and learn to respect the views and opinions of others.
71. Pupils show skill in developing writing themes and express themselves well. For example, one class produced some good written arguments for and against computer games, which showed original thought. Pupils work very well in a co-operative setting. Group work in one class, pooling ideas for their perfect school, was particularly successful.
72. Throughout the school, there is very good support for pupils with special educational needs. Levels of challenge are high. Provision for additional literacy support groups is good and pupils often benefit from working individually with staff.
73. Pupils with English as an additional language receive a significant amount of individual attention during lessons and make good progress as a result. Teachers are skilful at managing and organising lessons so that these pupils are fully included and are helped, for instance with grammar, vocabulary and sentence construction.
74. Assessment at the end of units of work and at the end of each year is used very effectively to target future support for particular groups of pupils. As a result, levels of challenge are invariably good, helping pupils, and especially higher attainers, to make good progress and achieve well. There are considerable strengths in teachers' marking, which is thorough and encouraging, offering constructive criticism so pupils are clear about how to improve their work.
75. The subject is very well led and managed. The subject leader is skilled and experienced and provides strong, dynamic leadership based on a detailed awareness of pupils' achievements and a clear vision of what is needed to make further improvements. She makes very effective use of data analysis to identify where there may be weaknesses in teaching and takes effective action when this is the case. For example, she visits lessons and discusses their effectiveness with colleagues.
76. Resources are of mainly good quality and quantity. However, although the school library contains a satisfactory selection of books which are well used by pupils, it is very small and does not provide sufficient space or facilities to help pupils develop skills of independent research.

Language and literacy across the curriculum

77. Speaking and listening skills are very evident in all aspects of the curriculum. Staff listen carefully to pupils so that they become increasingly confident and willing to speak and share their ideas. There are many opportunities for pupils to use skills learnt in English in other subjects, for example by making notes, writing lists and sequencing stories. There are good examples of pupils' writing in history, geography and religious education work. Teachers ensure that a good range of reading material is available to promote research skills, much of which is carefully suited to pupils' needs. Pupils have regular access to computers to wordprocess their work and to include pictures and photographs.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards in all aspects of mathematics have improved since the last inspection.
- Pupils achieve well in all classes.
- The quality of teaching and learning is good.
- Pupils have very good attitudes to their work and enjoy learning.
- Assessment information is not used well enough to identify strengths and weaknesses in standards in sufficient detail.
- Opportunities are missed to promote learning in other subjects of the curriculum.

Commentary

78. Current standards in mathematics are above average in Year 2 and well above average in Year 6. At the time of the last inspection, standards in both year groups were above average and progress was satisfactory. Improvements since then to the scheme of work, the quality of teaching and learning and assessment procedures mean that all pupils now make good progress and achieve well.
79. By the end of Year 6, standards reflect those attained in the 2003 national tests and remain well above the national average, with all pupils progressing well. High standards result from good teaching that has these strengths:
- Pacey, challenging whole-class and group activities.
 - Activities well matched to individual needs, backed by good staff knowledge and understanding of the subject.
 - Clear instructions.
 - Strong relationships which mean that pupils are encouraged to make their own decisions.
 - Use of a wide range of strategies to solve problems.
80. The 2003 national assessment results indicated standards were well below the national average at the end of Year 2. However, inspection evidence clearly indicates that pupils in Years 1 and 2 are now achieving well and working at above average levels. The quality of teaching and learning in Years 1 and 2 is good overall. Pace, humour and a wide range of techniques make lessons enjoyable and challenging for pupils at all ability levels. The quality of support provided by teaching assistants is of a high standard and contributes well to the good progress of all pupils. Satisfactory lessons are characterised by teaching that is knowledgeable but sometimes lacking clear targets for individual pupils and groups. There are occasions when opportunities are missed to work with pupils who experience problems.
81. An increased emphasis on mental mathematics and asking pupils to explain their thinking has strengthened mathematics performance since the last inspection. Year 4 pupils benefited from a fast moving opening session during which their teacher successfully encouraged quick responses to problems relating to multiplication tables. A strong focus on

numeracy skills has led to pupils developing good recall of number facts, which they use well to solve practical problems.

82. Teachers use mathematics well to promote pupils' personal development. Group activities provide effective opportunities for pupils to work together sharing ideas and resources to tackle mathematical investigations and problems. Year 1 pupils made good progress in their knowledge and understanding of positional words as they instructed partners to join cubes together in a particular order.
83. The introduction of 'target mathematics' has enabled staff to overcome problems associated with teaching mixed-aged and mixed-key stage classes by setting pupils according to potential rather than by age. This method is used in all classes so that, for example, reception children are taught with clear targets relating to goals for mathematical development within the Foundation Stage curriculum as well as elements of the Year 1 National Curriculum. Targeting has also meant that higher attaining pupils in Years 3 to 6 are well challenged and, for instance, given opportunity to decide which strategies to use for different practical tasks.
84. All pupils enjoy their mathematics. One reason for this is that teachers link activities to everyday life making them relevant to pupils. Year 6 higher attaining pupils made good gains in their learning as they used skills of costing, ratio and estimation to plan details of a forthcoming residential week.
85. The subject leader provides good leadership and management. She has led staff well in improving provision and the quality of teaching and learning to raise pupils' achievement. Currently, not enough use is made of tests and day-to-day assessment information to identify weaknesses and move the subject on. However, the subject leader is aware of this and assessment procedures have recently been introduced which are providing her with more detailed information about strengths and weaknesses in standards. A useful portfolio of samples of pupils' work is being developed but the work has yet to be matched against National Curriculum levels for it to help teachers to raise standards.

Mathematics across the curriculum

86. Pupils use mathematics as part of their work in other subjects. For example, they use graphs and tables to record data in science and geography. Some teachers reinforce concepts such as time, number, sequence and space in lessons such as music and physical education. However, opportunities sometimes occur coincidentally rather than as part of systematic planning. The use of information and communication technology to extend learning is good.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- The quality of teaching and learning is good.
- The subject is used very well to promote pupils' personal development.
- Pupils benefit from a strong emphasis on experiments and investigations in all classes.
- Higher attainers do not get enough opportunities to plan their own experiments and investigations.
- The subject leader does not have enough opportunities to monitor teaching.

Commentary

87. Standards of attainment by the current Year 6 pupils are well above average. These are similar to the 2003 national test results at the end of Year 6. The impact over time of teachers planning interesting and motivating activities that effectively promote scientific enquiry skills is helping pupils to acquire a wide range of knowledge and skills across the required areas of learning. Most pupils are well challenged by their tasks. As a result, pupils of all capabilities make good progress and achieve well. Standards of attainment by the current Year 2 pupils are above average. They make good progress and achieve well.
88. The quality of teaching and learning is good overall in Years 1 to 6 and is one of the main reasons why pupils learn so well. Teachers take advantage of pupils' interest and enthusiasm by providing many practical activities for them to enjoy. For example, Year 5 pupils made good gains in their knowledge and understanding of sound as they tackled a series of problems set by their teacher. They worked in groups, using a selection of materials and equipment to see if they could show sound moving. Concentration and effort were very good as pupils worked out what to do and their pleasure was evident when efforts were successful.
89. The strong emphasis on practical tasks means that pupils are often given opportunities to make choices for themselves. For instance, Year 4 pupils chose the way that they wanted to test whether or not some materials would conduct electricity. This approach promotes pupils' personal development well, developing confidence, self-esteem and an ability to work as a member of a group. Information and communication technology is often used well in this respect, with pupils encouraged to use databases to enter results, create graphs or search for information on the Internet. Scrutiny of pupils' work shows, however, that, over time, higher attainers do not have enough opportunities to use their well-developed skills, knowledge and understanding to follow their own lines of enquiry and so levels of challenge for these pupils are variable.
90. Teachers successfully develop very good attitudes amongst pupils to science through their own good subject knowledge and enthusiasm for the subject. For instance, Year 2 pupils tackled an investigation to see which objects and materials can be altered by means such as bending, stretching and squashing. An initial demonstration by the teacher showing pupils how various substances combine to make 'Playdough' created considerable interest, and consequently pupils made good gains in their knowledge and understanding as they worked hard at their tasks.
91. The subject leader provides good leadership and management. She has successfully encouraged teachers to plan more practical activities in lessons and this has led to pupils developing good scientific enquiry skills as they move through the school. The subject leader is leading staff in trialling new assessment procedures in order to improve consistency in levels of challenge and to extend her own knowledge and understanding of strengths and weaknesses in standards. She is not allocated enough time to spend in classrooms in order to fully evaluate the quality of teaching and learning.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Teachers have a good knowledge of ICT and use resources effectively.
- Year 6 pupils attain standards well above those expected nationally.
- Pupils have very good attitudes to learning.
- The use of ICT across the curriculum is very good.

Commentary

92. The school makes very good use of the computer suite and computers in other parts of the school. Pupils are taught well by confident class teachers whose knowledge and understanding of both resourcing and teaching methods are good. As a result, standards of attainment are above those expected nationally in Year 2. By Year 6, pupils are attaining standards well above those expected. Pupils' achievement, including that of pupils with special educational needs and English as an additional language, is good throughout the school.
93. Standards have made a significant improvement since the last inspection, when they were below average by the end of Year 6. Standards have improved because:
- The subject leader has worked hard to ensure that the school promotes all aspects of the required curriculum.
 - Funding has been used effectively to invest in a computer suite and in other well-used resources such as a digital camera and curriculum software.
 - Teachers have had very effective training and now show a positive and confident approach to teaching.
94. The quality of teaching and learning is good throughout the school. Expectations of what pupils can achieve are high. Curriculum coverage is good because teachers follow national guidelines closely when planning lessons. Teachers regularly plan the use of ICT as an integral part of pupils' learning in other subjects of the curriculum and this has helped to develop and sustain pupils' acceptance of ICT as an important tool for learning. For example, Year 6 pupils worked with considerable confidence as they prepared multimedia presentations about Aztecs. They extracted information from Internet sites and inserted it into their work, adding sound effects and animated lettering. It was clear that their knowledge and understanding of life at the time of the Aztec civilisation were good and that their skills of historical enquiry were being extended well by this activity.
95. The ICT suite is small with a limited number of computer workstations. However, teachers manage and organise learning in this confined space very well. For example, Year 3 pupils received a short whole-class lesson from their teacher about key skills required to classify insects and animals using a database. Some pupils then worked on computers in the suite whilst others used computers located in other parts of the school. Pupils who could not immediately access computers tackled a well-planned classification activity supervised by the class teacher which successfully consolidated and extended the necessary skills.
96. Teachers make very good use of a digital camera in lessons to promote good quality of learning. There are many examples in pupils' work and on display around the school of photographs taken by them. For example, reception and Year 1 pupils took photographs of examples of light sources around the school and in the street as part of a science lesson. Older pupils take pictures of each other to include in presentations about themselves, along with wordprocessed information and additional effects. A geography field trip during the

inspection to the nearby River Soar included opportunities for the Year 6 pupils to take photographs to include in their classroom work.

- 97. The subject leader leads and manages the subject very well. She has led staff in addressing concerns reported by the previous inspection regarding inadequacies in the scheme of work and teachers' planning, as well as recently reviewing and improving assessment procedures.
- 98. The headteacher and governors are aware of the limitations of the present ICT suite, itself a significant and recent improvement to provision. They are currently awaiting the arrival of a mobile laptop computer suite to be used as a means of increasing pupils' access to ICT.

Information and communication technology across the curriculum

- 99. The use of ICT across the curriculum is **very good**. It is used well to support most other subjects, particularly literacy, numeracy and the humanities. For example, programmable toys are used to promote literacy and numeracy skills. Pupils become familiar from an early age with using computers, digital cameras, tape-recorders and CD players.

HUMANITIES

- 100. In humanities, work was sampled in geography and history, with only one lesson seen in each subject. It is therefore not possible to form an overall judgement about provision in these subjects. There is every indication from pupils' work that standards are above average in geography and history, an improvement on those reported at the time of the previous inspection. In both subjects, the tendency for lessons to be whole class in method means that challenge for higher attainers in particular is not consistent. One reason for this is that the subject leaders do not have enough opportunities to observe their colleagues teaching.
- 101. In **geography**, evidence from pupils' past work, work on display, the lesson seen and discussions with pupils indicates that they make good progress in developing a range of knowledge and facts about the local area, different parts of the world and physical and climatic features. Teachers make effective use of information about the countries from which many of the pupils come, for instance Iran, Ghana and Japan, to extend pupils' awareness of life in other countries. Classroom displays and talks from the pupils and their parents successfully extend learning.
- 102. Pupils' depth of understanding is well developed. Teachers provide a wide range of opportunities for them to answer key questions, for instance about rivers, world climates and environmental issues. As a result, pupils use books, pictures, photographs, maps and the Internet well to search for information. Learning is often linked closely to other subjects, helping to make studies relevant. For example, a field trip to study the local river included work related to mathematics, science and history.
- 103. In **history**, evidence from pupils' past work, teachers' planning and the lesson seen indicates that they make good progress in developing skills of historical enquiry and a good general knowledge about historical periods studied.
- 104. Pupils benefit from a wide range of opportunities to study artefacts, photographs, maps, books and Internet sites to find out about how people lived in the past. Year 5 pupils made good gains in their knowledge and understanding of life in Ancient Greece as they looked for evidence about athletics and sport in that period. Many pupils showed good skimming and scanning skills as they read through texts for appropriate information, and cut and pasted relevant text and pictures from websites.
- 105. Links with other subjects are good. Year 1 pupils' learning about George Stephenson was successfully consolidated as they designed, made and wore medals commemorating Stephenson's success in winning a steam engine competition with his Rocket.

106. Pupils' learning in geography and history is extended well by a very good range of visits, visitors and residential visits, during which pupils are able to practise and refine skills learned in class lessons.

RELIGIOUS EDUCATION

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Pupils have a good knowledge and understanding of Christianity.
- Knowledge and understanding of other faiths is not so well developed.

107. In **religious education**, a scrutiny of pupils' work, a study of assembly themes and evidence from the lesson seen indicate that pupils' standards are broadly in line with those expected and that they make satisfactory progress. Standards were better at the time of the previous inspection. The current curriculum does not fully reflect a new locally agreed syllabus, nor does it incorporate enough attention to the details and experiences of other faiths to fully prepare pupils for life in today's society.
108. The quality of teaching and learning is satisfactory. Overall, pupils have a good knowledge of the Christian faith and its history but are not so familiar with other faiths. Work, assemblies and discussions with pupils show that there is not enough contact with a broad enough range of faiths to allow pupils to reflect on how different groups of people interpret life. Similarly, good knowledge of the church and involvement in Christian festivals is not matched by knowledge of places of worship and religious festivals from other cultures. The subject leader is aware of these shortcomings and has helpful plans to develop and extend this aspect of pupils' learning during this and the next academic year.
109. The school has good links with the local church and, during the inspection, the vicar led a lively assembly which engaged and excited pupils.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

110. Only a limited amount of evidence was gathered about **art and design** and **music** during the inspection due to timetabling arrangements. It is not possible therefore to make an overall judgement about provision in these subjects.
111. Work on display, conversations with teachers, examination of pupils' sketchbooks and a study of the subject leader's file indicate that standards in **art and design** are above those expected and pupils' achievement is good. Much of the artwork in Year 1 and Year 2 is large and colourful, using paint, print and collage to good effect. Older pupils have satisfactory knowledge and experience of the work of famous artists such as Kandinsky and Ted Harrison, and a good awareness of different techniques and use of media. Pupils in a Year 3 class produced work of a good standard in traditional Chinese style, following a visit from a Chinese parent. Year 6 pupils produced good mosaic masks and some inventive silhouette landscape work using gauze. They also manufactured felt masks using a technique involving compression and friction as part of their study of Aztecs. The quality of the resulting work in this lesson was excellent.
112. A scrutiny of lesson plans and discussions with staff and pupils indicate that pupils' standards in **music** are broadly in line with expectations. Pupils enjoy music and sing well in class performances and assemblies. Music contributes to pupils' learning in other subjects, for instance in number songs in Year 1 mathematics and as a stimulus for dynamic exercise in Year 5 physical education lessons. Some musical composition takes place, but not as

much as might be expected. The fact that lessons often take place in a corner of the hall restricts its development.

113. Music has declined in prominence within the school since the last inspection. However, the two subject leaders, in post since September 2003, have developed a good scheme of work, backed by a realistic action plan. This is already providing good support for class teachers and includes scope for further links to the community.

DESIGN AND TECHNOLOGY

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

Main strengths and weaknesses

- Pupils enjoy designing and making, they are proud of their achievements and have good attitudes to their work.
- The quality of teaching and learning is good.
- The subject leader does not have enough opportunities to work alongside colleagues.

Commentary

114. Standards in design and technology throughout the school are good. Pupils benefit from teachers' good subject knowledge and the planning of interesting activities that fully involve pupils by capturing their interest and imagination. As a result, pupils generate ideas confidently and have a good understanding of the processes of designing and making, make good progress and achieve well. They take considerable pride in their achievements and talk knowledgeably about what they have made.
115. The quality of teaching and learning is good. Pupils encounter a wide variety of skills and techniques, and much work links well with other aspects of the curriculum. For example, in a Year 5 class, there was some good quality clay work on display. Pupils had designed, made and decorated pots as part of their work on the Ancient Greeks. Year 4 pupils produced clay tiles on which they designed inscriptions of their own choosing, using Viking runes as part of a class project.
116. The subject leader provides good leadership. He provides good levels of expertise and advice for his colleagues based on his strong subject knowledge. He has successfully introduced pupils to a culture of evaluating work during all stages of the design and make process. This has made a significant contribution to pupils' achievements as they strive to improve their designs and models. The subject leader is aware that facilities for food technology are inadequate, although teachers help pupils well to produce good work such as well-made and decorated pizzas. The subject leader has a satisfactory awareness of strengths and weaknesses in standards but does not have enough opportunities to work with other teachers to help raise standards further.

PHYSICAL EDUCATION

Provision for physical education is **very good**.

Main strengths and weaknesses

- Standards attained by all pupils at both key stages are good.
- Teachers plan a wide range of physical activities, including a good number of extra-curricular activities.
- Very good leadership and good teaching contribute to high standards.
- The indoor physical education curriculum is restricted as the result of the hall fulfilling a number of purposes.

Commentary

117. In the last report, standards in physical education were judged to be above national expectations and these good standards have been successfully maintained. However, pupils now make consistently good progress and achieve well, an improvement since the previous inspection.
118. The quality of teaching and learning is good. Teachers are enthusiastic and knowledgeable, helping pupils to enjoy all aspects of physical education. Lessons are well structured and include effective warm-up and warm-down sessions. Pupils show a good understanding of health, fitness and safety as a result. This aspect of pupils' learning is linked well to their personal, social and health education. Year 3 pupils took part in stretching and reaching activities designed to ensure that their bodies were completely ready for the exertions of the lesson.
119. A wide variety of skills are offered as part of the curriculum. During the inspection, work was seen in athletics, dance, gymnastics and games skills, covering individual and team skills for hockey, basketball and football. Teachers plan a good balance between talk and demonstration, and are skilful at choosing an appropriate moment to stop an activity and offer additional coaching points. Pupils with special educational needs are fully included in all activities as a result of very effective support from class teachers and teaching assistants.
120. Pupils' achievement benefits from a good range of sports activities offered as lunchtime or after-school clubs. Pupils showed evident enjoyment as they practised athletic skills during a lunchtime club and benefited from their teacher's good support and guidance in developing throwing and jumping techniques. Staff and parents contribute to the programme of extra-curricular activities well and pupils have opportunities to take part in a number of competitive events such as football, netball, basketball and swimming.
121. A new subject leader has been very effective in providing staff with a good scheme of work and is beginning to introduce assessment to support this. In addition, she sets a very high standard of teaching and has undertaken a number of imaginative initiatives to develop sport outside of the school day and to extend the dance curriculum. The benefits of this may be seen in the enthusiasm and good skills development of all pupils in every aspect of physical education. Collaboration with parents provides very good coaching. Resources are of good quality and quantity. The hall is used regularly for physical education but its use as a thoroughfare to parts of the school and for several other school activities places some limitations on the development of skills that require speed and energetic movement.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

122. Personal, social and health education (PSHE) and citizenship are promoted well through a sensitively planned programme in which, for example, pupils discuss personal responses to a variety of issues that affect their health in an atmosphere of caring and trust. Reception children and pupils in Years 1 and 2 develop a good knowledge and understanding of how to care for themselves through, for example, science lessons about healthy eating. Pupils in Years 3 to 6 learn to live harmoniously, for example discussing ways of giving and receiving compliments and how to listen thoughtfully to other people's points of view without expressing prejudice. The school's very good provision for pupils' spiritual, moral, social and cultural development makes a significant contribution in promoting PSHE. The school council promotes citizenship well. Pupil representatives take their responsibilities very seriously and other pupils learn to present views for and against proposed changes to school life.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	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	2
The quality of education provided by the school	2
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
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	2
The leadership of other key staff	3
The effectiveness of management	2

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).