

INSPECTION REPORT

RICHMOND PRIMARY SCHOOL

Hinckley

LEA area: Leicestershire

Unique reference number: 120076

Head teacher: Carolyn Munton

Lead inspector: David Marshall

Dates of inspection: 17th – 20th May 2004

Inspection number: 264405

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 |
| Gender of pupils: | Mixed |
| Number on roll: | 399 |
| School address: | Stoke Road Hinckley Leicestershire |
| Postcode: | LE10 3EA |
| Telephone number: | 01455 637266 |
| Fax number: | 01455 639929 |
| Appropriate authority: | The Governing Body |
| Name of chair of governors: | Alan Boak |
| Date of previous inspection: | February 1999 |

CHARACTERISTICS OF THE SCHOOL

Richmond is a larger than average primary school serving a semi-urban area on outskirts of Hinckley in south-west Leicestershire. There are 399 pupils on roll – 190 boys and 209 girls arranged in 14 classes.

Pupils' attainment on entry to the school is broadly average. There are 58 pupils identified as having special educational needs mainly due to language difficulties. The number of pupils having statements of specific need, ten, is above the national average and again is largely due to language difficulties.

Ethnicity is almost wholly white British – only one child comes from a family where English is not the first language and there are two pupils supported through Ethnic Minority Support funding. The school is in very eye-catching setting and grounds. The actual buildings – two on the same site – are very attractive. The Key Stage 1 building features an award winning design. The school has no nursery but there is a very popular and successful playgroup on site that is over-subscribed. The school has a national award winning gardening club contributing to the overall curriculum impact of the site. Attendance is in line with the national average. Pupil mobility is average; 11 pupils joined other than at the usual time, and 15 left. The current head teacher was appointed at the beginning of this term, April 2004, and is the fourth head of this school within this year. In the autumn term of 2003 there was an acting head – and a different acting head in the spring term of 2004.

INFORMATION ABOUT THE INSPECTION TEAM

| Members of the inspection team | | | Subject responsibilities |
|--------------------------------|-----------------|----------------|---|
| 27681 | David Marshall | Lead inspector | Information and communication technology Art and design Design and technology Music The Foundation Stage English as an additional language |
| 23658 | Nicky Bolton | Lay inspector | |
| 25203 | Robert Cooke | Team inspector | English Religious education |
| 14976 | Peter Dexter | Team inspector | Mathematics Physical education Special educational needs |
| 32625 | Paul Harmsworth | Team inspector | Science History Geography |

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Richmond primary is a sound, and rapidly improving, school. Standards in mathematics and science are now average, but in English, music, design and technology and art and design they are above the expected levels for their age by the time pupils leave school. Teaching is good and is boosted by the good atmosphere for learning in the school. There is very good leadership by the new head teacher. The school provides good value for money.

The school's main strengths and weaknesses are:

- Very good leadership by the head teacher has renewed the school's commitment to sustained improvement, and an inclusive ethos for learning by the staff and governors is a strength of the school.
- Pupils achieve above average standards in English, music, art and design and design technology by the time they leave the school.
- Standards in some subjects are not high enough due to the inconsistent use of assessment information.
- Pupils' personal development is well provided for and is good.
- The learning opportunities for children in the Foundation Stage are very good.
- The management of the school is not as effective as it should be as co-ordinators are not given the opportunity to support or monitor their subjects, and the school development plan is over-complicated and unwieldy.

The school has made satisfactory improvement since the last inspection in June 1998. Since she joined the school a few weeks ago the head teacher has worked very hard with staff and governors to move the school forward. There is now a very strong commitment to improve the quality of education through a re-organised programme of review and development. All the key issues from the last report have been dealt with. No unsatisfactory teaching was observed during this inspection – a continued improvement. Provision for pupils with special educational needs has improved and is now satisfactory. There is a good stock of fiction and non-fiction books. Standards in English have improved, but less so in mathematics. Assessment procedures are often good, but the use made of this information, and the time allocated to senior staff to monitor this use and make changes, is insufficient and so pupils' achievement has been limited in some subjects.

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 | D | B | B |
| Mathematics | C | C | D | D |
| Science | A | D | D | E |

*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.*

Achievement is now **sound overall**. Children enter the school with attainment in line with that expected for four year olds. The provision in the reception year is very good. All children make good progress and reach above average standards in their language, personal, social, emotional and physical development, and average standards in the other goals they are expected to achieve by the end of the reception class. When compared to all schools, pupils' attainment at the age of seven in the national tests in 2003 was above average in mathematics and writing but average in reading. Pupils are now achieving well in Years 1 and 2 to reach above average standards by the end of Year

2 in reading, writing and mathematics. Although the Year 6 test results last year were above average in English, they were below average in mathematics and well below average in science. However, pupils' work is improving and this year's test results are set to rise because many of the Year 6 pupils are currently working at above average levels in English and at average levels in mathematics and science. However, the progress of some pupils in mathematics and science is limited by the opportunities they are given due to the inaccurate use of information gained through assessment. Good provision ensures that pupils achieve above expected levels for their age in music, art and design and design and technology by the time they leave school. Pupils with special educational needs also make sound progress through the support they are offered in all classes.

Pupils' spiritual, moral, social and cultural development is **very good**. As a result, they have positive attitudes and enjoy coming to school. Pupils' behaviour is very good and they form very good relationships. The rate of attendance is satisfactory and in line with the national average.

QUALITY OF EDUCATION

The quality of education provided by the school is **good**. Teaching and learning are **good overall**. In most lessons pupils receive clear, direct instructions and well-structured activities. The very good teaching in the Foundation Stage reflects the teachers' very good knowledge of how young children learn and skilled management of children's time. The good teaching throughout the rest of the school is based on carefully targeted questioning, appreciation of pupils' ideas, good subject knowledge and a great deal of enthusiasm. Classroom assistants work very effectively in all classes, valuably enhancing the quality of teaching and learning by their consistent encouragement. Assessment information gained about what pupils know, understand and can do in English, mathematics and science is detailed, but really only used consistently well to set pupils' targets for improvement in English to make the work relevant to pupils' needs and build on their previous learning. The teaching in the literacy sessions is good throughout the school. However, provision and teaching in mathematics and science are less effective due to a more limited use of assessment. The curriculum throughout the school is well planned and teachers ensure the inclusion of all pupils in all activities. Pupils benefit from a good range of activities outside lessons. The provision for pupils with special educational needs is sound. Procedures for child protection are good. The school has good links with other schools. Partnerships with parents are good. Parents are kept well informed of their children's progress in most subjects and support the school well. The Friends of the School Association is very active and much appreciated by all involved in the school.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school by the new head teacher are **very good** and are promoting a renewed drive for improvement. The head teacher works very well with all staff to raise standards but the management structure is less effective than it could be due to lack of opportunities for teachers to monitor and support other teachers effectively. Overall, governance is sound and ensures that the school meets its legal requirements well. Governors show a strong commitment to supporting the school but their school development plan is not a useful document and its over-complication prevents effective action being taken.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are happy with the school and appreciate how well their children are cared for both socially and academically. Pupils are proud of their school and enjoy being there.

IMPROVEMENTS NEEDED

The most important things the school should do in order to raise standards in all subjects, especially mathematics and science, are:

- Review how work is planned so that the information gained from assessment ensures that tasks build more effectively on what pupils already know and understand.

- Provide targets for pupils' achievement in all subjects by using assessment information consistently.
- Review the management structure of the school to make it more effective, and the school development plan to enable co-ordinators and governors to monitor the school's provision effectively.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Achievement is **good** in the Foundation Stage and in Years 1 and 2. Throughout the rest of the school achievement for most pupils is **satisfactory**. By the end of the reception year children's standards are above those expected for their age in language, personal, emotional, social and physical development. Pupils' standards in reading, writing and mathematics are now above expectations for their age by the end of Year 2. Standards are above average in English, and average in mathematics and science in Year 6.

Main strengths and weaknesses

- The very good teaching and learning ensure that children in the Foundation Stage achieve well.
- Good teaching means that standards in reading, writing and mathematics are now above average by the end of Year 2.
- Standards in Year 6 in English are above average and average in mathematics and science. Achievement in Years 3 to 6 varies a great deal. Most pupils do reasonably well but could often do better.
- In art and design, design and technology and music, pupils' standards are above expectations for their age by the time they leave school

Commentary

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

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| Reading | 16.2(16.0) | 15.7(15.8) |
| Writing | 15.2(14.5) | 14.6(14.2) |
| Mathematics | 16.9(16.8) | 16.3(16.5) |

There were 58 pupils in the year group. Figures in brackets are for the previous year

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

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| English | 27.8(26.4) | 26.8(27.0) |
| Mathematics | 26.0(27.1) | 26.8(26.7) |
| Science | 27.8(28.1) | 28.6(28.3) |

There were 64 pupils in the year group. Figures in brackets are for the previous year

1. The provision for children in the reception year is very good. Very good teaching and curriculum planning give the school the capacity to continue its current very effective standard of provision. All children make good progress from a broadly average starting point. Their attainment is above average in communication, language and literacy, physical development and their personal development by the time they enter Year 1. They achieve all the goals set for them in the other areas of learning. Reception children with special educational needs are identified quickly and were making very good progress in the lessons observed.

2. Results of tests in English, mathematics and science taken by seven year olds in 2003 showed some improvement on those achieved in 2002. Children enter the school with prior attainment generally average for their age. Results in national tests in reading, writing and mathematics taken by seven year olds have improved over the past three years. When compared to all schools, pupils' attainment in 2003 was average in reading, and above average in writing and mathematics. The number of pupils reaching the higher levels in reading, writing and mathematics was above average.
3. When compared with their prior attainment at the age of seven, pupils at the end of Year 6 in 2003 made satisfactory progress overall. When compared with national results, the numbers achieving expected levels for their age was above average in English, below average in mathematics and well below average in science. However, pupils' work is improving and this year's test results are set to rise because many of the Year 6 pupils are currently working at above average levels in English and at average levels in mathematics and science. In 2003 the relative progress made by pupils between the ages of seven and eleven when compared with all pupils nationally – known as the value added measure – was below the national average.
4. Targets set by the governors in consultation with the local education authority are challenging and high, but realistic, given the inspection findings. These targets are based on the school's thorough analysis of what each pupil's potential is. Inspectors judge that there has been an improvement all round in the performance of pupils so far this year, making the targets realistic and attainable.
5. Standards in speaking and listening rise from average on entry to the school to above average by the time pupils leave. Most pupils speak clearly and with great confidence. Their pronunciation is good and they show great willingness and spirit when answering questions in all classes in the school. Standards in reading in Year 2 and Year 6 are also above average because of very good teaching of basic reading skills. By Year 6, pupils read a wide range of books and keep clear records of their reading. Writing progresses well and standards are also rising and are currently above average in Years 2 and 6. The standards of spelling and punctuation have also risen and are now above average.
6. Standards in mathematics are also rising well and so standards by the end of Year 2 are now above the national average. By the end of Year 6 they are average. Pupils achieve well overall, since they generally enter the school with average standards and are on course to leave with above average standards. Achievement by the end of both Years 2 and 6 is good. This is because of the consistently good teaching. Both boys and girls do equally well in the various strands of the subject, although using and applying mathematics and numeracy are particularly strong.
7. In science, pupils have made good progress in understanding basic scientific skills and principles by the end of Year 2. They are especially good at knowing how to conduct experiments and record them. This work is carefully built on throughout the school, with pupils acquiring a good range of understanding of fair tests, animal and plant habitats, and forces. Standards throughout the school are now average and there is a rising trend of improvement as pupils consolidate their skills very well by the end of Year 6.
8. The consistently good teaching and good leadership of subjects ensure that pupils achieve above expected levels in art and design, design and technology and music. Pupils achieve standards in geography, history, information and communication technology (ICT) and religious education that are in line with expectations for their age. Achievement is satisfactory.
9. The school has focused on early identification and intervention to support and help pupils with special educational needs. This means these pupils are well known to staff and are well supported and make equally as good progress as their peers. Much of this good support is through the work of teaching assistants. Staff plan effectively together and work with smaller groups where appropriate. As a result, pupils gain a lot in self-esteem and confidence.

Procedures have developed well since the last inspection but, in common with many other pupils, more remains to be done in the use of pupils' targets in everyday planning and the monitoring and assessment of pupils' progress towards these targets.

Pupils' attitudes, values and other personal qualities

Pupils have **good** attitudes to school and to their learning. Their personal development, including their moral, social, spiritual and cultural development, is also **very good**. As a result, pupils behave **very well**, both in lessons and at playtimes. Attendance and punctuality are **satisfactory**.

Main strengths and weaknesses

- The school has high expectations of pupils' behaviour, to which they respond very well.
- Pupils' relationships with others are very good.
- The provision for moral and social development is very good.
- Procedures to monitor and follow up on absenteeism are very thorough.

Commentary

10. The school promotes moral and social development very well, with the result that pupils at the school are self-confident, respect each other's viewpoints and clearly enjoy very good relationships with each other and with adults. They are happy pupils, enthusiastic about their school and keen to learn. All extra-curricular activities, whether music, sports or gardening, are well attended. The school expects its pupils to behave very well. The pupils are currently working with the new head teacher to draw up a school-wide system of rewards and sanctions for behaviour. However, they already have a clear understanding of right and wrong, with the result that behaviour is very good both in lessons and at less structured times of the day, such as lunch time and play time. In the playgrounds, the pupils integrate well together. Older pupils help younger ones with their games; girls enjoy playing football with the boys; skipping is popular with boys as well as girls. The play times are well supervised and pupils and parents are confident that any incidents of inappropriate behaviour are dealt with quickly and effectively. The pupils feel safe and secure.
11. Assemblies are used well to raise moral and social issues, as well as to provide time for reflection and spiritual development. One assembly, for pupils in Years 3 to 6, used a story 'Sticks and Stones' to initiate a lively discussion about name-calling, for example. Pupils were then invited to write their own prayers on the theme of name-calling; these prayers could then be used at subsequent assemblies. In the weekly 'celebration' assemblies, pupils share their achievements with others.
12. The school has put in place rigorous procedures for monitoring absenteeism and follows up any unnotified absences on the same day. They conduct a weekly analysis of the attendance rates and there has been an improvement in attendance in this academic year. There were no exclusions last year. Most pupils arrive for school punctually.
13. Pupils enjoy a splendid physical environment at school. The grounds are extensive and well maintained. Classrooms and internal spaces are full of vibrant and stimulating displays. This all helps to provide for the spiritual development of pupils, which is good. Pupils are given appropriate opportunities in lessons to reflect on the world around them and on the work of famous artists. They often consider and discuss the meanings of texts they are using and are encouraged to exchange their thoughts and ideas with others. In religious education lessons and in assemblies they consider their own beliefs and those of others. A recent emphasis on the use of candles and quiet music in assemblies, and in some lessons, creates a good atmosphere for spiritual development. The sensitive handling of such issues as the Easter story and the Ascension do much to improve pupils' spiritual awareness.

14. The moral and social development of pupils is very good. There are clear expectations of very good behaviour throughout the school and pupils show a strong understanding of how to conduct themselves. Pupils are taught to respect their school and its property. The school council comprising pupils from all year groups from Years 1 to 6 has played an effective role in helping to establish five key rules for good conduct. Teachers and other adults provide good examples in their relationships with the pupils and with each other. The display of awards, sanctions and class rules, together with celebration assemblies, encourage the very high standards attained. Pupils are encouraged to work co-operatively and to take responsibility by helping others in group and paired work. Pupils behave very responsibly as they move around the school individually and in groups. There is a strong sense of community in which pupils and adults, including teachers, support staff and parents, work very well together.
15. Pupils' cultural development is very good. There are very good opportunities for pupils to participate in art, drama and music and to develop an understanding of the work of famous artists. The work of famous people and their example is often referred to in assemblies and history. Pupils study other faiths and produce some work such as Rangoli patterns, which are related to other cultures.

Attendance

Attendance in the latest complete reporting year (%)

| Authorised absence | | Unauthorised absence | |
|--------------------|-----|----------------------|-----|
| School data | 5.8 | School data | 0.0 |
| National data | 5.4 | National data | 0.4 |

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided is **good**. Teaching and learning are **good** overall. Provision for pupils with special educational needs is **satisfactory**, and an improvement since the last inspection. There is **very good** provision overall for pupils' support, care and guidance.

Teaching and learning

Teaching and learning are **good** overall. In the Foundation Stage assessment is **very good** and used very well. However, while procedures for assessment are **good** in English, mathematics and science in Years 1 to 6, the use of the information gained is **unsatisfactory** overall.

Main strengths and weaknesses

- Teaching in the Foundation Stage is very good, and children make a very good start to their education as a result.
- Lesson planning in English, mathematics and science is detailed and thorough.
- Teachers motivate pupils effectively, and manage and engage them very well, securing pupils' commitment to learning and promoting very good relationships and behaviour.
- Checks on how well pupils are doing are used effectively to plan work for pupils of different abilities and backgrounds in English, but less effectively in mathematics and science and in most other subjects.

Commentary

Summary of teaching observed during the inspection in 53 lessons

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very poor |
|-----------|-----------|----------|--------------|----------------|------|-----------|
| 4 (8%) | 16 (30%) | 22 (42%) | 11 (21%) | 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. The very good quality of teaching in the Foundation Stage reflects a very good understanding of how young children learn best, and skilled management. The teachers and assistants provide a very broad, interesting curriculum that engages children effectively. They draw on their close, detailed knowledge of individual children to ensure that learning is relevant to the children's developing needs. Expectations in terms of learning and social skills are high, resulting in good progress overall and challenge for all children, including the most able. Classroom support is very effective and well organised. This helps to ensure that the least able children also progress very well and gain satisfaction from learning.
17. The good teaching throughout the rest of the school turns pupils' energy and enthusiasm to good account, using them skilfully to inspire progress in learning. Carefully targeted questioning, appreciation of pupils' ideas and well-judged use of praise motivate pupils and carry learning forward well. This was particularly evident in the Year 6 lessons where the teachers had spent a great deal of time creating a scenario where the pupils were responsible for overcoming an attack by 'aliens'. This work effectively took in eight of the subjects of the National Curriculum and provided opportunities for pupils to use their own strengths to best effect. Teachers make great efforts to raise the self-esteem of their pupils, making good use of praise and creating a good atmosphere for learning. The learning environment is particularly rich, where classrooms are a treasure-trove of learning materials and displays and as a result pupils work in rooms that are highly stimulating.
18. The pupils learn from the very good example set by adults in the school; children in a Year 2 art and design lesson, for example, were quick to praise their friends' efforts in producing colourful 'Rangoli' collages. The atmosphere was one in which the pupils felt confident to be creative. Teachers manage pupils very well, insisting on and securing high standards of behaviour. In one Year 1 lesson, visiting pupils from a local special school were involved in the learning about the local area and the other pupils and adults ensured they were included in discussion and their comments valued. This was a good example of teachers' caring attitudes and commitment to include all pupils in all activities. The overall quality of teaching has improved since the last inspection.
19. Teachers plan lessons carefully, ensuring that lessons challenge pupils' thinking well. For example, in a Year 4 lesson, pupils were quickly engaged in discovering the requirements for plant growth through an imaginary setting of being stranded on a distant planet and having to construct suitable conditions for maximum plant growth. This led to a visit to the school gardening club 'poly-tunnel' to experience important factors. The teacher led a very structured and informative discussion with pupils, which quickly enabled them to identify key needs. As a result, they were excited to plan and carry out their own tests. This enabled them to identify the importance of warmth and how to safely and fairly test for its impact on plant growth. Classroom assistants work very effectively in all classes, valuably enhancing the quality of teaching and learning.
20. The teaching of pupils who have special educational needs is good overall. Teachers draw in pupils by including them in questioning and make sure they succeed in front of their peers. Assessment within special needs is sound. Good day-to-day planning generally provides pupils with challenging tasks but these are not always based on the targets in pupils' individual

education plans. These targets are often too general and imprecise and do not enable pupils' progress to be easily tracked. Teachers communicate well with classroom assistants, enabling them to give good support to pupils. The school has developed an appropriate range of diagnostic tests to help it identify pupils who have special educational needs.

21. All assessment issues from the last report have been tackled. Some good progress has been made. For instance, there are now good systems for checking how pupils are doing in English and, from these, pupils are provided with useful individual targets for improvement. This is not consistently applied in other subjects. The school is only now working on ways to make sure all subjects are included in these processes. All teachers use informal assessments to gauge all pupils' understanding in lessons. The information from these checks on pupils' progress is not, however, used consistently by all teachers to modify the plans for the next lesson to meet the needs of pupils with different levels of ability. As a result lessons are not always sufficiently challenging. There is a good school policy for marking pupils' written work that encourages the frequent use of feedback to pupils, which is related to the aims for learning in the lesson. Teachers mark pupils' work carefully, giving each pupil clear advice on how to improve. These arrangements motivate pupils, encourage positive attitudes to learning and promote good progress. Homework is used appropriately to support pupils' progress throughout the school

The curriculum

The school provides a **satisfactory** curriculum, which is particularly enriched by the **good** provision of extra-curricular opportunities in the arts and sports.

Main strengths and weaknesses

- The school provides a stimulating and attractive learning environment, the provision of resources has improved and there is a wider range of materials to support pupils' learning.
- The curriculum provided for children in the Foundation Stage is very good.
- The involvement of many pupils in extra-curricular activities is a real strength.
- The provision for pupils' personal, social and health education is good.
- Arrangements to identify and support pupils with special educational needs have improved and are now satisfactory.
- The use of assessment on a day-to-day basis requires improvement so that all pupils have equal access to learning opportunities that meet their personal needs.

Commentary

22. All the subjects of the National Curriculum are taught and all statutory requirements are met. The National Strategies for teaching Numeracy and Literacy are well established. Religious education is taught in accordance with the requirements of the syllabus used in the local authority's schools. Pupils' personal development is very well promoted by staff input through the personal, social and health curriculum, through visits and visitors and also through lessons in citizenship that increase their self-confidence and guide them in dealing with a range of life issues such as sex education and the danger of drugs. The curriculum for the youngest children in the reception classes is very good and they take part in exciting and worthwhile learning experiences. As a result they make good progress. Although the curriculum is planned so that all pupils have equal access, this is affected in some subjects, because the activities provided are not well enough matched to pupils' differing abilities, by the unsatisfactory use of some assessment information.
23. The good range of extra-curricular clubs and activities enriches the curriculum and these opportunities enhance pupils' experiences and learning. This is especially strong in music, the arts and sports. Participation in music is very good. This was very clear in the final assembly of the inspection week when all of the school's many musicians performed a lively and stimulating range of songs and instrumental pieces. The quality of this performance was very good and the

school has many links to other school and community groups through music. The school engages in and hosts a wide variety of sports events within the local schools. The use of visiting speakers and performing groups enhances the curriculum and broadens pupils' experiences

24. Arrangements for pupils with special educational needs are now satisfactory. This is an improvement on the previous inspection. The pupils with special educational needs are now identified earlier in their school life and so they are supported in their learning satisfactorily. Pupils with special educational needs are well supported by high quality, experienced and effective learning support assistants, who have very good working relationships with teachers so that the curriculum is accessible to all. Outside agencies help the school to identify the needs of these pupils and this has a positive impact on pupils' access to the curriculum.
25. Resources are good and teachers are able to use the full range to enhance learning experiences throughout the curriculum. Teachers make clear cross-curricular links in their planning and teaching so that curriculum skills taught in a range of subjects are enhanced. The school has a very good computer suite in which teachers enable pupils to make good use of ICT in literacy, art and design and design and technology.
26. The accommodation is satisfactory but the split site causes some difficulties; for example, the library is sited in one building and this limits access to pupils from the other. Teachers work well to overcome these limitations. The curriculum promotes pupils' personal, social and health education well. The homework policy has been revised recently. Pupils are able to take part in a number of research tasks, which enable good home/school links to be fostered.
27. The number of teachers is appropriate and they are well matched to the curriculum as is the school's team of support staff. The quality of teamwork is a contributory factor to the good teaching and learning. Although monitoring of the curriculum is carried out by subject leaders, at present this is inconsistent. Although there is a formal policy for monitoring and evaluating the curriculum in the school development plan, it does not provide enough focus to areas in need of development, such as assessment strategies in each subject, and the time allowed for each co-ordinator is insufficient for it to be carried out effectively.

Care, guidance and support

The school takes **good** care of its pupils, with **good** procedures for ensuring their health and safety and physical welfare. **Satisfactory** guidance and support are given to pupils at the individual level. The pupils are consulted well about the running of the school and their views are valued.

Main strengths and weaknesses

- Pupils are well cared for at each stage as they move up through the school, with the youngest children in particular being very well looked after as they move into the reception year.
- The use made of the day-to-day assessment of pupils' academic progress is unsatisfactory.
- All adults know their pupils well and so provide good support to individuals.

Commentary

28. The school attaches great importance to the care and welfare of its pupils, and it meets its stated aim of providing a happy, secure and caring environment. Parents value this and describe the school as having 'a great sense of community'. All staff at the school know the pupils well and so all pupils are confident they have someone they could go to with their problems.
29. The level of supervision at lunch time and play times is good. The school has good procedures for dealing with illness and accidents through the lead first-aider's very good relationship with

the pupils. Good attention is paid to child protection, fire precautions and health and safety procedures. There is a good Internet safety policy. The school is very secure despite the challenge of the size of the school grounds. It strives to make the pupils safety conscious: for example, a number of pupils work with the county Road Safety Officers to promote road safety awareness throughout the school.

30. The school tries hard to meet the needs of its pupils. There is an over-subscribed playgroup on the site and a very popular after-school club, the Dragon Club. Pupils with special educational needs are identified early in their school life and teachers and support assistants work together well as teams so pupils are included in lessons well. However, for all pupils, individual targets for achievement are not as clear as they could be.
31. The new head teacher has moved quickly to reinvigorate the school council. Two governors attend school council meetings in addition to the head teacher and pupils, a clear signal to pupils of the importance attached to the council. Class representatives are expected to canvass the views of their class to initiate topics for discussion as well as to report back on meetings. As a result of this process, Years 5 and 6 successfully argued for a change to the system under which they were the last to have their school dinner every day. The school council has also had the satisfaction of seeing sizeable projects to fruition, such as the creation of the adventure playground.
32. Induction procedures in the reception classes are very good, with the result that children settle quickly and happily into school and are able to learn effectively. Induction arrangements for each year group as they move up through the school are good. Procedures for the transfer of pupils to secondary school are satisfactory.

Partnership with parents, other schools and the community

The school has a **good** partnership with parents, others schools and the wider community. This is an improvement since the previous inspection.

Main strengths and weaknesses

- Parents are supportive of the school and confident that their children are making good progress.
- The school seeks to involve parents and values their views and contributions.
- The school enjoys good links with the community.

Commentary

33. Parents have positive views about the work of the school and the contribution it makes to their children's development. Their role is in turn valued by the school. The head teacher seeks parents' views in informal and formal ways. Parents are a significant presence in the school as teaching assistants, mid-day supervisors and the lunch time first-aid supervisor, for example. They also contribute well on a more informal basis. For example, in a Year 2 class, a parent who is a trained nurse came into school to talk to pupils about the ways in which nursing has changed since the time of Florence Nightingale. Another parent has been invited several times to bring her unusual collection of pets into the classroom. Parents feel able to approach class teachers if they have a problem and they also have the opportunity to meet formally with teachers to discuss their child's progress three times a year. Parents are involved in the termly reviews of individual education plans for pupils with special educational needs.
34. The school benefits in many ways from an active and well-established parents' association, 'FORS', whose projects are wide-ranging. They have part-funded an adventure trail, brought specialist art expertise into every classroom, and also provide each child with a bag for books and homework when they join the school. The school communicates well with parents through

a weekly newsletter, which informs parents not just about school news but also about events that might interest them in the wider community. The newsletter explains at the start of the term what the pupils will be learning in class. Sessions for parents, covering the curriculum and teaching and learning, help boost their useful contribution to pupils' learning at home. Homework procedures have been strengthened to ensure positive support from all parents.

35. The school has good links with the wider community. Children from a local school for pupils with special educational needs visit weekly and the head teacher is keen to develop this relationship further. The school also has close working links with other primary schools in the area through which it shares best practice. Transfer arrangements to the local secondary schools are satisfactory. A variety of visitors come into the school from the community and the school facilities are used by a local slimming club and to host sports events.

LEADERSHIP AND MANAGEMENT

The leadership provided by the head teacher is **very good**. The governors ensure the school fulfils its statutory duties **well**. The school is **very committed** to inclusion. Finances are organised and managed **very well**.

Main strengths and weaknesses

- The leadership of the recently appointed head teacher is very good.
- Subject leaders are good role models for all staff.
- Governors ensure the school fulfils its statutory duties well.
- There is a clear commitment to inclusion by the governing body and all staff.
- Finances are organised and managed very well by the bursar and governors.
- Management structures need review as key personnel in subjects need further support throughout the school.
- Action taken after the analysis of school performance data needs improvement.

Commentary

36. The recently appointed head teacher is a very strong, determined leader who has already, in five weeks, developed a very clear vision of what the school needs to do to improve further. This is shared by members of the senior management team who lead their subjects well. Other members of the teaching staff and school workforce welcome her appointment because she is an excellent role model and an innovative leader of the curriculum and teaching.
37. Key members of staff in the senior management team also provide good examples for other staff because they teach their own subjects with enthusiasm and skill. Other subject leaders work hard to raise standards in the rest of the National Curriculum subjects. It is not that the school lacks good leaders, it is in the management structures where the barriers to progress lie. For example, some subject leaders are in one building and there is no teacher in the other part of the school to support them in their drive to raise standards. Good action plans are weakened within the present school development plan because there is too much to manage successfully at any one time. Although everyone at the school is committed to inclusion, individual assessments, and individual targets, vital for improved pupil achievement, are dispersed through these many action plans rather than focused and managed under one main heading. Thus management procedures are unsatisfactory because they need sharpness and focus so that the shared vision can be translated into successful practice.
38. The governors support the school enthusiastically, are committed to continued school improvement and share the vision of the new head teacher. They fulfil their statutory duties well; policies are up to date and reviewed regularly. The governing body has leaders with vision, but its management structures to successfully realise this vision are inadequate. It has recognised this and taken the first steps of re-organising into committees so they are better equipped to

monitor the school's progress and challenge the senior management team. However, again the school development plan, although drawn up with great care, is long, over-detailed and contains too many issues for improvement and this affects the ability of the governors adversely in their efforts to fulfil their roles effectively.

39. Despite the many changes of head teacher, the staff work as a united team. The school administrative officer makes a very effective contribution to the management of information and to the smooth daily running of the school. The well-respected site-manager plays a key role in the day-to-day running of the school. This includes safety management, with regular checks of playground equipment. The very well maintained building and grounds are evidence of the close attention he gives. The performance of the teaching staff is reviewed regularly and new targets are set. The involvement of the teaching assistants in pupils' learning is invaluable. They welcome their inclusion in the performance management process. Everyone seeks extra training to improve their skills in the classroom with enthusiasm. New staff are supported well by other teachers, particularly in the way ideas, planning and resources are shared. However, again all these processes need drawing together, to be managed better, so that they have more impact on what is happening in the classroom.
40. The school manages its finances very well. Financial expenditure is monitored and managed in an excellent way by the bursar, supported very effectively by the governors through its finance committee. The most recent audit report confirmed that these controls are of high quality. The bursar also works very successfully to ensure that the school gets the best value it can in goods and services purchased to support the pupils. Although the overall value for money provided by the school is good, it could be better as the achievements of some pupils are not yet as high as they could be when they leave the school.

Financial information

Financial information for the year April 2003 to March 2004

| Income and expenditure (£) | |
|----------------------------|--------|
| Total income | 889038 |
| Total expenditure | 844387 |
| Expenditure per pupil | 2106 |

| Balances (£) | |
|-------------------------------------|-------|
| Balance from previous year | 50847 |
| Balance carried forward to the next | 44651 |

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

41. Most children begin school with average knowledge and skills for their age. All children, including those with special educational needs and those with English as an additional language, make good progress in the Foundation Stage. The teaching is consistently very good in both reception classes. Assessment is used effectively to identify children's needs and for tracking their progress. Teachers plan a great variety of directed and free choice activities according to the children's needs. Very good links are made between all areas of learning so that children are constantly practising the wide range of skills they need to develop academically and socially. The provision for children's learning is very good overall, but access to a secure outdoor area for some of the children in the reception classes is difficult.
42. Children achieve well in both reception classes, and reach all the goals expected and their attainment is often above average in speaking and listening, personal, social and emotional development and physical development at the end of the reception year. Staff in both reception classes plan together, thus ensuring progression of skills and continuity. There is a rigorous approach to monitoring children's progress on a regular basis. The strong dedicated leadership in the reception classes ensures that all staff members are well supported and work as an effective team. Leadership and management of the Foundation Stage are very good. There is a clear view of what the Foundation Stage should be, with very strong support and teamwork of an experienced, knowledgeable and enthusiastic staff.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children achieve well because of very good teaching and high expectations set by the staff and are on course to exceed the expected levels by the end of the reception year.
- Very good opportunities are provided for children to develop personal and social skills.
- There are very good relationships with both adults and children.

Commentary

43. Children are happy and well adjusted. They enjoy coming to school and find it easy to conform to the high standards of behaviour set by the staff. All children including those with learning difficulties make good progress and achieve the goals set for them. The adults set clear boundaries and a good example. Children are attentive and eager to learn. They work and play in harmony and show developing confidence in trying new activities. They know routines well, settle to tasks with a minimum of fuss and behave sensibly at all times. The staff create a supportive atmosphere where each child feels very special. Children are purposefully engaged and show consideration and respect for property and each other.
44. A good range of activities is planned to ensure that the children's curiosity is stimulated. They are given every opportunity to develop their initiative and manage tasks. Children select activities and work on them for a good length of time. The children are managed skilfully and kept purposefully occupied. Very good teaching successfully establishes trusting relationships. Children are taught to be responsible and caring. Their play and responses are supported and extended sensitively through good questioning.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- The development of language skills effectively pervades all learning activities.
- Children achieve well because of the good teaching of basic skills.
- The home reading system is well established.

Commentary

45. Children make good gains in learning because they are taught well and most will achieve above expected levels by the time they reach Year 1. The staff show that they value children's efforts at communicating. Constant encouragement to develop 'talk' at every step of learning ensures that all children achieve well. The well-planned curriculum provides interest, stimulation and challenge. The literacy lessons modified to suit the very young children effectively promote the development of early reading, writing and spelling skills. In most lessons, children talk with interest about their experiences and develop new vocabulary quickly in all aspects of their work, for example when engaged in activities in the home-corner and dressing up, or role-playing in the different 'play' areas. The development of language informs all activities and areas of learning.
46. Most children in the class are gaining good control in developing early writing skills. They draw and paint with increasing control and most children write their own names unaided. Many are beginning to make good attempts at writing a meaningful sentence or putting together simple sentences for the teachers to write for them. Very good progress is made when adults work with small groups or on a one-to-one basis to give children individual attention, for example when working in their 'diaries' or writing about the story of the 'Princess'. Children handle books carefully and know how these are organised. Many children associate sounds with words and letters and all are encouraged to take books home to share with adults. Teachers effectively familiarise children with written vocabulary through stimulating activities to focus on key words. Teachers make continuous assessments of children's progress and have a good understanding of individual strengths and weaknesses. Their regular evaluations of planned work help build on what has already been achieved.

MATHEMATICAL DEVELOPMENT

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

Main strengths and weaknesses

- Teachers provide very good opportunities for children to use numbers in a range of contexts.
- Teaching and learning are very good.
- Children show considerable interest in number activities.

Commentary

47. Children are taught very well, achieve well and most are on course to reach the early learning goals by the start of Year 1. The available resources are used very well and this helps children to develop their mathematical understanding and vocabulary. Teachers plan well and use a good range of teaching methods. The use of number rhymes, games and songs is enjoyed by all and reinforces counting, recognition and understanding of numbers. Children are encouraged to apply what they know to practical problems, for example counting the number of children at registration. Most children correctly identify and put into order numbers up to 10 and can identify numbers that are one more than or one less than the given numbers. They

recognise basic shapes and gain knowledge of capacity and weight from practical experiences with sand and water. Some more able children describe objects by position, shape, size, colour and quantity. In a good lesson, children learnt to estimate and measure different lengths of ribbons and arranged these in order of size, with a good focus on the use of words such as 'long', 'tall', 'short', 'shorter than' etc. There is effective adult involvement in children's activities and useful timely assessments made of the individual children's progress.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Children are keen and eager to find out about the world around them.
- Good teaching ensures that children achieve well and have good attitudes to learning.

Commentary

48. Children achieve well because both teaching and learning are good. Teachers plan activities that engage and sustain children's interest. Children go on their spring walks to note signs of spring. They plant beans and watch these grow. These activities are well led and children are fully focused on developing their knowledge, understanding and the use of related vocabulary. Children enjoy learning and remain totally absorbed in the range of activities inside and outside. Children's use of 'senses' is very well developed to enhance their understanding of things around them.
49. There is effective adult intervention in activities and encouragement for children to explore new ideas. The guidance given by the teachers and support staff is good, as children are encouraged to work independently to put their own ideas into practice. They thoroughly enjoy the experiences of working with sand, water and malleable materials. They use paint, mix different colours and name basic colours correctly. They use different materials, such as paper, card and textiles to develop cutting, joining, folding and building skills and are encouraged to talk about their experiences. Children are progressing steadily in learning computer skills. Most children are on course to achieve most of the early learning goals.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Teaching is very good and contributes to children making progress and achieving well.
- Children handle tools with care and control and respond very positively to the very good provision overall.
- There are adequate outdoor play facilities but access for some children is difficult.

Commentary

50. Children achieve well due to the very good teaching and are on course to reach, or in many cases exceed, the early learning goals in this area. Most children have satisfactory opportunities to develop their skills in the outdoor play areas, although access is restricted for one of the classes. Children are confident and well co-ordinated in their use of outdoor equipment. The available large and small outdoor resources are effectively used. Children move imaginatively, demonstrating developing body control and awareness of space. In the main school hall, the classes have regular opportunities for movement with music and use the available floor apparatus for climbing and jumping skills. Good use is made of the apparatus to

develop children's understanding of prepositions, for example 'in', 'through', 'over', 'under', and 'across'.

51. Children enjoy physical education lessons and respond very positively to the praise and encouragement that they are given. Teachers ensure that good opportunities are provided for children to improve their techniques. The children love to act out stories and, when playing outside, they choose games that suit the space and the context. Children all have good attitudes and behave sensibly. All children make good progress in manipulating small objects and tools such as scissors.

CREATIVE DEVELOPMENT

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

Main strengths and weaknesses

- Children work in a well-ordered environment in which creativity and expressiveness are valued.
- Teaching is very good, providing many opportunities for children to develop their creative skills.
- Most children are on course to meet expectations in this area of learning.

Commentary

52. Achievement is good. Children are well able to use a range of materials to produce attractive and interesting creative work. Teaching and learning are good. There is a range of interesting and stimulating learning settings. Children particularly enjoy their role-play in the well set-up imaginative areas where they interact confidently. Children have a very good repertoire of songs, which they sing enthusiastically. Children are given good opportunities to explore colour, texture, shape and form, through working with a wide range of materials to create collage or paint patterns. The many mobiles of letters, animals, ladybirds and buzzing bees, the collages of their finished work as well as the many stimulating wall displays are very attractive and well finished.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Teachers plan lessons well, give clear instructions and have high expectations.
- Teachers have good language skills and use these effectively.
- Teachers' marking in English is consistently good throughout the school and termly and day-to-day assessments are used well.
- Teaching assistants are effective.
- Pupils work and behave very well during lessons.
- Displays of key words and instructions give good support to learning.

Commentary

53. At the ages of seven and eleven standards in English are above those normally expected. Pupils throughout the school achieve well. This is an improvement since the time of the last inspection when standards throughout the school and the progress pupils made were satisfactory. Standards by the age of eleven are above average. The school's emphasis on raising standards in English in recent years has resulted in them rising throughout the school

for pupils of all abilities. Pupils with special educational needs are well supported in English lessons with work at appropriate levels and good support from learning assistants, particularly in Years 1 and 2. This has a marked impact on the good progress made by pupils in these years.

54. The standard of teaching throughout the school is good. Teachers plan lessons well and set appropriate challenges for pupils of different levels of attainment. They give clear instructions and have high expectations of work and behaviour. As a result pupils are clear about what they have to do. They behave very well, work well alone and in co-operation with others and make good progress. Lower attaining pupils are well supported by learning support assistants who have good relationships with them and take their learning forwards effectively, assessing what the pupils have understood and moving them on to the next step. Two excellent lessons were seen in Years 3 and 5 in which very high levels of expectation by the class teachers, very good pace and the constant engagement of pupils led to very good learning and high levels of achievement in poetry and persuasive writing.
55. Pupils are provided with a wide range of opportunities for writing. Higher attaining pupils throughout the school show a very good level of vocabulary compared with pupils of a similar age. By the age of eleven most pupils are able to produce extensive written work in a variety of contexts with good grammatical structure, good punctuation and an interesting use of words. Some good examples are the work produced to support a science experiment to develop weapons and a liquid to destroy 'aliens'. Enthusiastic teaching and high expectations in these Year 6 lessons led to the production of some very good instructional writing and some very good and humorous advertisements using appropriate strategies. Throughout the school teachers' marking is consistently good with the use of encouraging and constructive comments. This has a significant impact on pupils' writing. Pupils act on the teachers' comments and strive to do better. Teachers make good use of termly assessments to set targets for further improvement and ensure that pupils know what they have achieved and what they need to do to improve.
56. Standards of reading are good throughout the school and reading is well supported by a well-stocked library and by good classroom libraries. The location of the school library is a problem the school is hoping to address. In its present location not all classes take advantage of the weekly time allocation to use it and so pupils' research skills are inhibited. The school is well supported with book loans and advice. There has been an improvement in library stock and steps taken to address a concern over boys' reading in Years 1 and 2. Most pupils read with confidence at appropriate levels and show an interest in reading and appropriate library skills. In addition to guided reading many teachers make full use of registration time for individual reading.
57. The standard of pupils' speaking and listening skills is above that normally expected. Teachers provide very good opportunities for pupils to speak and listen to each other in pairs and groups. In oral parts of lessons teachers ensure that all pupils are addressed and good questioning ensures the development of pupils' skills. There are good opportunities for speaking and listening in drama lessons and in class and other assemblies. This is effective in raising standards. Many pupils are very articulate speakers and speaking in particular is of a high standard.
58. The subject is well led and managed by an enthusiastic co-ordinator who provides a good role model for pupils and other staff. Some good assessment and target setting processes are established, but there is room for further development. There is an emphasis on achieving the teachers' aims for what pupils will learn, but the tracking of pupils' progress towards longer-term goals in all aspects of English is not yet sufficiently focused in order to drive standards up further.

Language and Literacy across the curriculum

59. Satisfactory standards of English are attained in some subject areas, with some opportunities for extended writing in geography and history and for recording in science. However, written work is limited in other subject areas such as religious education. The tendency to use standard structures for recording in science limits opportunities for pupils to develop recording their findings in their own styles. Throughout the school good use is made of ICT to extend pupils' writing skills and to enhance exemplars of work for display. This has a positive effect on the learning environment. Writing is well supported by the display of writing instructions in some classrooms and the display of appropriate lists of words throughout the school.

MATHEMATICS

The provision for mathematics is **satisfactory**.

Main strengths and weaknesses

- Standards are above average in Year 2.
- Planning is consistently good, based securely on the National Numeracy Strategy.
- Relationships are very good so pupils are very keen to learn.
- Learning support assistants support pupils with special educational needs very effectively.
- Resources are good.
- The management of the subject is not developed well enough in Years 3 to 6.
- Assessments and target setting for individual pupils and the subsequent monitoring of progress are underdeveloped.

Commentary

60. Standards in mathematics are above those expected of Year 2 pupils nationally. However, by Year 6 these results are only at the national average. The lower standards in Year 6 reflect the fact that there is no one to manage the subject in Years 3 to 6 to help the good leadership of the co-ordinator, who works with Year 1 and 2 pupils in a separate building. Assessment and target setting are weaker for these older pupils thereby slowing the progress of individuals. Neither are the targets in individual education plans for pupils with special educational needs used sufficiently in everyday planning in some numeracy lessons. However, some progress has been made since last year's national tests and there are now more pupils reaching the highest level. The need for better assessments is still outstanding from the last report.
61. Pupils in Year 1 and Year 2 make good progress in learning number facts to 10, 20 and beyond, in identifying the properties of shapes and in the use of standard measures such as centimetres and metres, analogue and digital time and in money calculations. A good example of this type of work was seen in lively Year 2 lessons where pupils found half of 26p, or $\frac{1}{4}$ of 60, when working independently. Pupils with special educational needs worked out change from 10p enthusiastically with the help of a learning assistant.
62. Although Year 6 pupils are confident mathematicians, still more could be done. In Year 6 lessons, pupils were using tables of results well to solve statements about the Planet Tharg, an imaginative series of lessons organised by the class teachers. Number knowledge is good throughout Years 3, 4, 5 and 6. However, other achievements are inconsistent because some classes set more challenging work than others and consequently pupils' progress is uneven. Target setting, marking and assessments are not yet consistent enough in all these classes and are unsatisfactory in their present form.
63. Teaching is good for pupils in Years 1 and 2. Although teaching in Years 3, 4, 5 and 6 is satisfactory overall it contains many good features. All teachers plan together well, basing all their work on the National Numeracy Strategy. Relationships between everyone are very good

so that pupils are ready to listen, to try hard and to do their best. Teachers and learning assistants work together well as a team so that they share support to pupils very effectively. Teachers give clear explanations to try to make sure pupils know what to do and how to do it. Questions are used well, both to challenge pupils to think and explain their methods, and to make sure all pupils are involved. The aims for lessons are always shared so pupils know what they have to learn. However, the difference between good and satisfactory teaching hinges on good assessment, good target setting and good marking. The good practice, evident in the younger classes, is not yet built on in Years 3 to 6 in order to raise achievement further.

64. The co-ordinator leads the subject well but management procedures need improvement. She knows the strengths and weaknesses in the subject; they are included in her draft action plan. Her monitoring and evaluation of teaching and learning are not yet thorough enough in establishing what works well and what needs to be improved as she has yet to tackle the identified weaknesses due to lack of opportunities.

Mathematics across the curriculum

65. There are planned opportunities to solve problems in numeracy lessons, but there is not enough done in subjects such as science and geography so that pupils are able to use their mathematical skills more widely. Again, this is recognised by the co-ordinator from her monitoring and she has already planned extra in-service training for teachers in the autumn term to improve this.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- The quality of teaching and learning is good in Years 1 to 2. However, standards and achievement are only satisfactory for older pupils as they do not have clear targets for improvement.
- Leadership of the subject is good.
- There is a good range of resources to promote pupils' development of investigative skills.
- Pupils enjoy the scientific challenges that they are provided with.
- Marking of pupils' work does not provide clear actions for pupils to improve their work.
- The assessment of pupils' scientific enquiry skills is not yet good enough.

Commentary

66. Standards of attainment are in line with national expectations at ages seven and eleven. There are no significant differences between the attainment of boys and girls. Throughout the school, pupils, including those with special educational needs, make satisfactory progress. Pupils are keen to learn and are especially enthused by lessons which challenge them to work 'like scientists' such as a Year 6 investigation to find a successful defence against an alien invasion. In this lesson pupils worked to investigate 'tissue samples' to find a chemical counter-measure and so destroy the aliens.
67. Pupils carry out investigations carefully and safely, making satisfactory records of their enquiry. However, the range of recording styles, used by pupils, is limited. The most able pupils are not challenged to develop their own style and do not have enough opportunities to write at length in order to develop their arguments. Less able pupils are provided with suitable support through writing frames and effective teaching assistants.
68. Pupils work with interest and are keen to learn. They are attentive and in lessons make good progress. The range of their experiences is satisfactory and includes study of how to keep

healthy, plants and growth, variation in life, electricity, grouping and changing materials, forces in action and micro-organisms. Pupils work well on their own or in groups. They have high standards of behaviour because teachers provide worthwhile and enjoyable learning experiences. Teachers and other adults have very good relationships with pupils and these promote the expected high standards of behaviour.

69. Overall teaching is good. Teachers plan and prepare lessons well and their presentation of the lesson captures the pupils' interest. In all lessons observed, teachers' use of relevant and challenging questions promoted pupils' thinking and extended their scientific ideas and skills. Pupils' spoken responses were less detailed than teachers required at times, but good use of 'talking partners' enabled pupils to develop their thinking and improve their comments. Teachers use pupils' answers effectively to assess their understanding, but marking of pupils' written responses does not often enough provide the same quality feedback to pupils. Teachers have good subject knowledge but do not use pupils' previous learning and outcomes well enough to build more effectively on their understanding.
70. The science curriculum is based on national guidelines and provides a broad programme of study that covers all the required areas. Teachers use the good range of resources well so that pupils have worthwhile investigation materials and tasks. They use pupils' discoveries to deepen understanding and promote a sense of 'being a scientist'. For example, in the investigation into alien tissue samples, pupils gave clear evidence that they understood the scientific process of enquiry by careful consideration of fair testing and awareness of what evidence they needed to collect, how to collect it, why and what use to make of the outcomes. There was a good emphasis on the development of the skills of scientific enquiry but this was not fully seen in the samples of pupils' work. However, here too pupils often have the same, or very similar, tasks and styles of recording so that pupils of differing abilities are unable to show evidence of their level of thinking and understanding.
71. The subject is well led by the subject leader, who is very knowledgeable, but not enough time has been allowed for her to use this expertise to develop a clear system of targets for individual pupils based on high quality daily assessment of their work. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development because they have opportunities to experience the wonder of discovery through collaborative working and awareness of the ideas of others.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- The school has a good computer suite that is used well by all staff.
- Each class has time each week in the computer suite, which helps develop their ICT skills.
- There is limited use made of the resources to support the teaching and learning of control technology.

Commentary

72. The improvement since the last inspection has been sound. The standards that pupils achieve in most aspects are in line with expectations for their age by the time they leave the school. Pupils make good progress in word-processing and the use of databases. The use of multimedia software is especially good in Years 5 and 6. The use of the Internet has also improved very well and has become as common to the pupils as using the library. However, the school lacks enough resources to enable pupils to improve their skills in control technology and the standards achieved in this aspect are unsatisfactory. The school recognises this and has taken steps to improve this position by purchasing the necessary equipment, but it has yet to be used.

73. Pupils' confidence and certain ICT skills progress well because they are taught well and enjoy using the computers. The planning by teachers enables pupils with special educational needs to progress well. The teaching of ICT as a discrete subject has improved and is now good. The confidence of the teachers in using computers has improved through good quality training and support. Teaching was good overall in lessons seen in the computer suite. Effective use was made of available resources. Pupils showed great interest in the subject and their enthusiasm was a contributory reason why good learning takes place. For example, pupils in Year 4 were using an art package to focus on the work of Georges Seurat and 'Pointillism' and build on the work they had completed in an art and design lesson. The teachers who have interactive whiteboards in their classrooms use them confidently and well. This use gives all pupils access to the curriculum and ensures their very close attention. The use also enhanced the teaching of basic skills. Pupils were very keen and enthusiastic to use the boards themselves and have already developed great ICT skill. It is a challenge to the head teacher and co-ordinator to extend this use so that all pupils have the same opportunities.
74. The subject is well led by the subject leader, who is very knowledgeable and has worked hard to implement use of the suite and this has had a positive impact on standards in the areas being covered. He monitored the use of ICT throughout the school well, and identified the use of ICT in other subjects as a significant development.

Information and communication technology across the curriculum

75. As a result of the co-ordinator's planning the current use in English, mathematics and science, to improve the impact ICT has on pupils' learning, is good. The use of the Internet for research is now advanced and links well with pupils' multimedia presentations, and their work in geography, history and religious education. The use of painting software is particularly effective and enhances the art and design and design and technology curricula well.

HUMANITIES

Geography

Provision in geography is **satisfactory**.

Main strengths and weaknesses

- Although standards are satisfactory overall the tasks required of pupils do not always meet their individual needs.
- Assessment requires further development to improve pupils' standards.
- Resources are good.

Commentary

76. It is clear that pupils enjoy the subject and its practical activities and achieve standards that are in line with national expectations at the end of Year 2 and Year 6. They develop satisfactory understanding of their place within the locality and can relate this to the wider area of the United Kingdom, Europe and the world as they progress through the school. Pupils' achievement is satisfactory over time and their geographical skills develop appropriately.
77. In the lessons observed, teaching was satisfactory. Teachers help pupils to develop a sense of place within their local area because they provide interesting and well-resourced activities that have relevance to the pupils' daily lives. Teachers plan in detail so that pupils have a range of geographical experiences. This includes sound use of ICT. As a result of these experiences, pupils are able to recognise and comment on local features, draw simple maps and label key features of their locality by the end of Year 2. They are able to compare their local area with

contrasting areas such as that seen in the Year 2 study of life in St Lucia in the Caribbean. Teachers provide worthwhile experiences and model correct vocabulary well and so pupils develop an appropriate range of positional language and are able to describe features in relation to an area. Teachers use the strategy of 'talking partners' well to encourage and focus pupils' responses. However, at times, teachers plan too much for the time available and this restricts the pupils' understanding because they do not have sufficient time to make real sense of new skills and understanding. Also teachers do not provide enough differences in the tasks they provide for the range of abilities within the classes, so that although pupils are engaged by the activities, these tasks are not always well enough matched to their abilities. As a result progress is slower than it could be. This is due to a lack of precision in assessment on a day-to-day basis so that pupils do not have targets for improvement.

78. Pupils behave well because they are engaged by the tasks and teachers have high expectations of their behaviour at all times. Teachers provide clear information and instructions so that pupils are able to settle to their tasks quickly. Teaching assistants are well deployed and effective in promoting learning of pupils with special educational needs. They know the pupils well and support their learning well through useful interventions in learning. The learning environment supports the study of geography well; for example, a Year 1 classroom was very stimulating for pupils, since geography had a high profile. Displays about letters and postcodes were linked to the local area and set into context of the United Kingdom, Europe and the world. Pupils were able to discuss this at an appropriate level for Year 1.
79. The subject is well led by the co-ordinator who has developed a useful subject action file that shows how the work of pupils and teachers is monitored, and improved resources for geography. There are plans to adapt some areas of study to make them even more relevant for the pupils. The Years 3 and 4 study of an Indian village was discussed by pupils and teachers as a project, in which they carried out useful research with parents at home. This had a significant impact on learning as evidenced by the very good displays in their classrooms. There has been satisfactory improvement since the previous inspection.

History

Provision in history is **satisfactory**.

Main strengths and weaknesses

- The quality of teaching and learning is good in both key stages.
- There is a good and developing range of resources to promote pupils' development of historical skills.
- Pupils enjoy the experiences and tasks they are provided with.

Commentary

80. It is clear that pupils enjoy history and attain standards that are in line with national expectations at the end of Year 2 and Year 6. They develop satisfactory understanding of 'then and now'. Pupils with special educational needs are well supported by teaching assistants who help them to access the planned curriculum and to learn well. This is similar to the findings of the previous inspection. In the lessons observed, teachers provided opportunities that enabled pupils in Years 2, 5 and 6 to use a variety of historical skills such as setting events into chronological order, comparing and contrasting, and explaining understanding based on evidence and use of artefacts to develop understanding of the period in context. Teachers' planning shows clear aims for pupils' learning, using a wide range of resources including ICT, artefacts and books to support their skills and understanding.
81. Pupils work well collaboratively to carry out research tasks displaying appropriate skills when comparing images over time and linking these to discovered facts from a variety of sources.

For example, in a Year 6 lesson to place digital images and photographs of John Lennon into a relevant time line, teachers inspired pupils with their own recollections of the Beatles era. This was shared with humour all round! This enabled pupils to reflect on the fact that history is a living subject and not just events of long ago.

82. Pupils respond well to good, thought-provoking questions set by teachers. They engage in discussion well because they are provided with relevant and interesting tasks. This was obvious in a Year 2 lesson about the life and work of Florence Nightingale. It involved pupils in a study of images, video, printed materials and dramatic role-play that created very good pupil engagement and developed real understanding of what it could have been like to be a 'wounded soldier' in the Crimea. The teacher used a very good 'freeze frame' technique to involve pupils in a review of their views and feelings at several key points. This added greatly to their understanding.
83. A good range of visiting speakers has been used to support pupils' study of historical periods. These include grandparents and parents, who are able to give pupils an insight into recent history, as well as specialist groups presenting Greek Theatre and Roman soldiers showing how people used to live. The subject co-ordinator has developed an improving 'bank' of artefacts for pupils to use in their studies and arranged for relevant visitors to speak to pupils.
84. Although all pupils are involved in lessons, pupils of differing abilities are often provided with very similar tasks although they are expected to work in different ways. Teachers' planning often identifies the most able as having to 'show critical thinking in their answers'. This does not make expectations for recorded outcomes clear enough for these pupils. The subject leader is experienced and enthusiastic and demonstrates a clear sense of educational direction. As a result leadership and management are good.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Teachers have good subject knowledge and prepare lessons well.
- There are high expectations of good behaviour in lessons.
- There are good opportunities for discussion and reflection.

Commentary

85. Standards by the end of Years 2 and 6 are in line with those expected at the ages of seven and eleven. A limited amount of work was seen in pupils' books and folders, particularly those of Year 1 and 2 pupils, and a limited amount of work is displayed around the school. In lessons pupils show satisfactory subject knowledge and understanding in Years 1 and 2 and good knowledge and understanding in Years 3 to 6. As a result of good teaching in Years 3 to 6, pupils in these years achieve well. Achievement is satisfactory in Years 1 and 2. Pupils with special educational needs receive appropriate support and make satisfactory progress. Teachers ensure that all pupils are included in all aspects of learning.
86. The standard of teaching in Years 1 and 2 is satisfactory. Teachers prepare their lessons well. Some good examples were the preparation of hot cross buns for lessons about Christian symbols, and Indian food for pupils to sample as they discussed Diwali. Teachers show good subject knowledge and give clear instructions. As a result pupils behave well and generally show interest in what they are doing. However, while teachers provide good opportunities for pupils to discuss issues with each other, teachers' questions do not always draw out pupils' knowledge and understanding as far as they could. Where planning is followed, lessons have pace and variety and retain the pupils' interest throughout. This is not the case when teachers are sidetracked by lengthy discussions with no clear objective.

87. The standard of teaching in Years 3 to 6 is good with some very good features. Teachers plan and prepare their lessons well. Lessons have very good pace. Teachers' expectations are clear and the pupils are fully engaged in all activities at all times. In one class a difficult pupil was handled very well so that he was able to participate fully and learn effectively while the rest of the class was purposefully engaged. Some very good probing questioning takes pupils' learning forwards well. There are good opportunities for pupils to reflect, to discuss ideas with each other and to deepen their understanding through sharing ideas with the rest of the class. Some very good links were made with art and design in one lesson with pupils being given the opportunity to discuss and develop their own observations and ideas using famous religious works of art as a basis.
88. The religious education syllabus is well led and managed by a competent and enthusiastic co-ordinator who sets a good example for other staff. Appropriate monitoring arrangements are in place so that weaknesses in the teaching of the subject are addressed through extra resourcing or support. Appropriate use is made of staff expertise with some exchanges of class taking place where appropriate. There is satisfactory coverage of the curriculum and effective use of visits and visitors to support pupils' learning.
89. Good use is made of opportunities for role-play with pupils dressing up according to the customs with which they are dealing and for sampling of food connected with religious festivals. There are appropriate priorities for development with a new syllabus to be introduced shortly. The recording of work in religious education is limited. Where there is good practice, pupils are able to extend their writing and recording skills while the focus remains on the religious education content and on pupils' development in the subject.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design

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

Main strengths and weaknesses

- The quality of teaching and learning is good and so skills are developed progressively.
- Cross-curricular links are very good.

Commentary

90. Standards in art and design are in line with those expected of pupils in Year 2 and above expectations in Year 6. All pupils make good progress and achieve well. Their work over time demonstrates good progress in their development of skills in drawing, painting, collage, sculpture, textiles and print-making. Pupils use their sketchbooks well as a visual resource. They demonstrate discernment as they study the works of great artists, observe their painting techniques and try to emulate their style in paint and oil pastels. There are many examples of high quality work, such as self-portraits in Years 5 and 6, based on pencil sketches, followed by the use of thick paints and tones to develop shade and depth. Pastels were used well in Year 4 to develop clear, observational drawings of a vase of flowers. Landscape pictures using pencils and wax crayons are particularly effective. There are many opportunities for three-dimensional work.
91. Teaching is good and leads to good learning. The strengths are teachers' good subject knowledge and teaching of basic skills, the promotion of equality of opportunity, the insistence on high standards of work and behaviour and their ability to engage and retain pupils' interest. These are major factors in pupils' good acquisition of knowledge, skills and understanding. Through opportunities to appraise their own work and the work of others, pupils develop a good

knowledge of their own learning. The quality and range of learning opportunities are good. The scheme of work provides good guidance to teachers. Pupils' spiritual development is enhanced through opportunities to appreciate great works of art and to express their own feelings through art. Opportunities are taken for pupils to sketch during school visits. A flourishing art club makes a good contribution to the development of pupils' skills.

92. Leadership and management of the subject are good. The subject leader is knowledgeable and enthusiastic. She has a very clear sense of educational direction and has been instrumental in raising pupils' attainment and progress. The curriculum has been broadened and teaching has improved, representing very good improvement, overall, since the last inspection.

Design and technology

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

Main strengths and weaknesses

- There is a good planning framework.
- Skills are developed progressively and well.
- The quality of teaching and learning is good.

Commentary

93. Standards in design and technology are in line with those expected of pupils in Year 2 and above expectations in Year 6. All pupils make good progress and achieve well. The scheme of work provides a clear learning structure that ensures the progression of skills. The consistent approach to planning, designing, making and evaluating products results in finished products that are of a good standard.
94. Teaching and learning are good. The strengths of teaching are the strong emphasis on skills and techniques, which leads to the good development of pupils' knowledge, skills and understanding. Good management of pupils engages their interest and concentration and inspires them to put creative effort into their work. Teachers' knowledge and understanding are good, teaching methods are effective and time, teaching assistants, parents and resources are used effectively to support pupils' learning. Pupils are trained to evaluate their products and carry out improvements; as a result, they gradually develop a good knowledge of their own learning.
95. The quality and range of learning opportunities are good. The curriculum is enriched through cross-curricular links, and workshops and visitors. Pupils develop their literacy skills as they complete their design sheets and written evaluations and discuss their finished products. They develop their mathematical skills as they measure and make templates. ICT is used well for research. Leadership and management are good. The subject leader is experienced and enthusiastic and demonstrates a clear sense of educational direction. There has been very good improvement since the last inspection.

Music

Provision in music is **good**.

Main strengths and weaknesses

- Teaching and learning are good.
- Pupils are highly motivated and keen to learn.
- Singing is of a high standard.
- The curriculum is enriched by opportunities to perform.

Commentary

96. Standards in music are in line with those expected of pupils in Year 2 and above those expected by Year 6. All pupils make good progress against their prior attainment and achieve well. Pupils' singing is of a high standard. The active participation of pupils is encouraged on many occasions. The enthusiasm they show is matched by their ability and so they sing with feeling and care.
97. Teaching in music is good and leads to good learning for all pupils. The strengths of teaching are the teachers' good subject knowledge, their ability to engage and challenge pupils, their high expectations of work and behaviour and careful use of time. Strengths of learning are the progressive development of pupils' knowledge, skills and understanding, their application and productivity and their capacity to contribute independently and collaboratively. Pupils listen attentively and learn and recall sounds well. They combine pitch, dynamics, duration, tempo, texture and silence simply and expressively.
98. The school orchestra is composed of many pupils learning instruments that include clarinets, flutes, violins, keyboards and guitars. Their playing in assembly was a delight that all enjoyed and appreciated. This is typical of the good quality and range of learning opportunities. The curriculum is enriched through extra-curricular activities, such as the choir and recorder groups, which are well attended. Pupils sing at the local music festivals, individually or in groups. They perform at a local residential home and at the local church, particularly at Christmas and Easter. Individual tuition is available in a number of instruments. Pupils perform at church services and school productions.
99. Leadership by the gifted and enthusiastic co-ordinator is very good. She provides a very good role model for other staff and pupils. There is a strong tradition of performance that is very much a part of school life, and enjoyment of music is evident throughout the school.

Physical education

100. Insufficient lessons were seen during the inspection to make a judgement on standards and teaching in physical education. However, it is clear from teachers' planning that the programme of study for the subject is covered well in all classes. The large and small apparatus is of good quality and readily available. The halls are spacious and the outside areas are attractive.
101. Pupils' progress is monitored carefully and the co-ordinator's analysis shows pupils do well in games and gymnastics. Swimming is focused on Year 4 pupils; the results confirm that only three pupils in the current Year 4 have yet to achieve 25 metres swimming unaided. Extra-curricular activities, run by different members of staff, are very popular and help to raise standards in netball, athletics, tennis, football and cross-country. There is further good support from Leicester Tigers Rugby Football Club and Hinckley Hockey Club. The school takes part in local competitions; it holds the local area sports trophy. The co-ordinator is absent at present. Her subject file is detailed and shows she is leading and managing the subject well.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Personal, social and health education

102. During the inspection it was possible to observe only two personal, social and health education lessons, and it is not therefore possible to make an overall judgement on provision. There is a good policy that is consistently well applied throughout the school. The positive care within classes and by teaching staff contributes very well to the security and welfare of all pupils and plays a strong part in their very positive attitudes to school and staff. All teachers are very aware of the needs of individual pupils and how they can all be a part of the school.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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