

INSPECTION REPORT

DUNTON BASSETT PRIMARY SCHOOL

Dunton Bassett, Lutterworth

LEA area: Leicestershire

Unique reference number: 119922

Headteacher: Mr A Ridout

Lead inspector: Mr M Capper

Dates of inspection: 29th November - 1st December 2004

Inspection number: 266759

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
Number on roll:	86
School address:	The Mount Dunton Bassett Lutterworth Leicestershire
Postcode:	LE17 5JL
Telephone number:	(01455) 209 557
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Appropriate authority:	The governing body
Name of chair of governors:	Mr K Thrower
Date of previous inspection:	June 1999

CHARACTERISTICS OF THE SCHOOL

This is a small primary school, which admits pupils between the ages of four and 11. There are 86 pupils on roll, and they are taught in four mixed-age classes. Pupils live in the local and surrounding villages. There is a low level of pupil mobility and pupils come from mainly favourable home backgrounds. The proportion of pupils eligible for free school meals is below average. There are 18 pupils on the register of special educational needs; one of these has a statement of special educational need. This is more than at the time of the last inspection and, as a proportion, is above the national average, with most of these pupils identified as having moderate learning difficulties. Pupils with special educational needs are not distributed equally across the school; most are to be found in Years 2 and 3. Pupils' attainment when they join the school at the start of the Reception Year varies significantly from year to year but is above average in the current year. Most pupils are of white British origin and there are none with English as an additional language.

The school received 'Investor in People' accreditation in 2002 and won an Eco School award in 2004.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23239	Mr M Capper	Lead inspector	Mathematics Science Geography Information and communication technology (ICT) History Religious education Personal, social and health education (PSHE)
19322	Ms J Bedawi	Lay inspector	
23609	Mrs A M Cartlidge	Team inspector	Foundation Stage English Art and design Design and technology Music Physical education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a satisfactory school. Although pupils' achievement is good in Years 5 and 6, it is satisfactory overall and there are inconsistencies in the quality of teaching and learning across the school. This means that not all pupils achieve as well as they should. Pupils are keen to learn and most enjoy school. Leadership, management and governance are satisfactory and the school provides sound value for money.

The school's main strengths and weaknesses are:

- The headteacher and deputy headteacher have a clear vision and high aspirations for school improvement.
- Pupils achieve well in the Reception Year and Years 5 and 6 where teaching is good.
- Pupils do not make enough progress in Years 3 and 4.
- The school provides an excellent range of activities to enrich the curriculum, making very good use of the local community to support learning.
- There are very good procedures for promoting cultural development.
- Pupils have good attitudes to learning and take responsibility well.
- Although all members of staff are caring and vigilant, there is a lack of rigour in some procedures relating to child protection, health and safety.
- The role of co-ordinators and governors in monitoring provision is not yet fully developed.

The school has made satisfactory progress since the last inspection in 1999. Pupils' progress is similar and most of the key issues from that time have been addressed. There have been good improvements in ICT and accommodation and, more recently, in provision for children in the Reception Year. However, weaknesses have arisen in Years 3 and 4 and these are having a negative impact on school effectiveness.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	C	B	B	A
mathematics	E	C	A*	A*
science	E	B	A*	A*

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

Care needs to be taken when interpreting test data. A small number of pupils take the tests each year and this means that results can be affected by the number of pupils with special educational needs in a year group.

Pupils' achievement is satisfactory. In the Reception Year, achievement is good. In personal, social and emotional development, communication, language, literacy and mathematical development, most children are on target to meet the expectations for the end of the Reception Year and several are on target to exceed them.

In Years 1 to 6, pupils' achievement is inconsistent, and they do not achieve well enough in Years 3 and 4. Pupils' achievement is satisfactory in Years 1 and 2. The current Year 2 has a large number of pupils with special educational needs, and attainment is in line with nationally expected levels in reading, writing and science, and below them in mathematics. This is similar to national curriculum assessments at the end of Year 2 in 2004. Pupils' achievement is good in writing in Year 2, with skills improving quickly in the current year. However, pupils in Year 2 have weak listening skills.

Test results at the end of Year 6 are improving at a rate faster than that found nationally and, in 2004, put the school amongst the top five per cent of schools in mathematics and science. Pupils achieve well in their last two years in school and, in the current Year 6, attainment is well above nationally expected levels in science and above them in English and mathematics. Throughout the school, pupils are achieving well in ICT and attainment is in line with nationally expected levels by the end of Year 2 and Year 6.

Pupils' personal qualities, including spiritual, moral, social and cultural development, are good. There are very good opportunities for pupils to learn about different cultures. Behaviour is satisfactory and pupils have good attitudes towards learning. Attendance is satisfactory.

QUALITY OF EDUCATION

The quality of education provided by the school is satisfactory. Teaching and learning are satisfactory, but there is a lack of consistency across the school, with the best teaching seen in the Reception Year and Years 5 and 6. In these classes teaching is good. Children's needs are met well in the Reception Year. In Years 5 and 6 the teacher and support teacher work together closely to ensure that there is good challenge for pupils of differing ability, especially in English and mathematics. In Years 1 and 2 the teacher plans an interesting range of practical activities, which give pupils good opportunities to develop skills. However, in Years 3 and 4 the teacher's expectations are not high enough, the pace of learning is slow and pupils are not encouraged to work hard or do their best. Throughout the school, teaching assistants give good support to pupils, but there is limited additional support for less able pupils in Years 1 and 2 and this sometimes has a negative impact on attainment in mathematics. A specialist coach has a good impact on learning in physical education. Procedures for assessing pupils' attainment and progress are satisfactory.

The curriculum is broad and balanced, and it is very successfully extended through a very wide-ranging programme of clubs, visits, visitors and special events. These have a good impact on learning. The school has very good links with the local community and good links with parents and other schools. Arrangements for ensuring the care, welfare, health and safety of pupils are unsatisfactory. Members of staff know the pupils well and provide good support for their personal development, but there is a lack of rigour in some procedures relating to child protection, health and safety. There are very good procedures in place for taking pupils' views into account. Accommodation has been significantly improved over the last two years and is now satisfactory.

LEADERSHIP AND MANAGEMENT

The leadership and management of the headteacher and other key staff are satisfactory. Although the headteacher takes a class for much of each week, the school day runs smoothly. There is a strong drive for improvement and a shared sense of purpose. The headteacher has rigorously monitored teaching and learning and there are robust tracking systems to show how well different groups of pupils are achieving. These show very clearly the good achievement in Years 5 and 6, and the unsatisfactory achievement in Years 3 and 4. Support has been given to address weaknesses in Years 3 and 4 but this help has not been enough to ensure sufficient improvement. Governance is satisfactory, but statutory requirements are not met in full. Governors are supportive and financial planning is good, but governors do not do enough to challenge the school over its performance. The role of both subject co-ordinators and governors in monitoring school effectiveness is limited.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are positive about the work of the school. They find members of staff to be kind, caring and approachable. Pupils like school and feel that they are given good opportunities to take responsibility.

IMPROVEMENTS NEEDED

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

- improve teaching and learning in Years 3 and 4;
- ensure that co-ordinators and governors take more responsibility for monitoring school effectiveness;

and, to meet statutory requirements:

- ensure that all members of staff have suitable training in child protection and health and safety procedures;
- include all of the required information in the school prospectus and annual governors' report; and
- ensure that attendance registers are completed properly.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

STANDARDS ACHIEVED IN AREAS OF LEARNING AND SUBJECTS

Standards of attainment vary from year to year because there are different numbers of pupils with special educational needs in each year group. Pupils' achievement is inconsistent and they do not achieve well enough in Years 3 and 4. Achievement in Years 1 and 2 is satisfactory and pupils' attainment is in line with nationally expected levels in reading, writing and science but below them in mathematics. Pupils achieve well in Years 5 and 6, where attainment is well above nationally expected levels in science and above them in English and mathematics. There is no significant difference between the attainment of boys and girls or pupils from differing backgrounds.

MAIN STRENGTHS AND WEAKNESSES

- Children achieve well in the Reception Year.
- In Years 5 and 6, pupils achieve well and test results were high in 2004.
- Pupils do not make enough progress in Years 3 to 4.
- In Year 2, pupils make good progress in writing, but their listening skills are weak.
- A lack of teaching assistant support in mathematics in Year 2 sometimes slows the learning of less able pupils in mathematics.

COMMENTARY

Foundation Stage (Reception class)

1. The attainment of children when they start school in the Reception Year varies from year to year, but is above average in the current year. In the Reception Year, children's achievement is good in personal, social and emotional development, communication, language, literacy and mathematical development. In these areas of learning most children are on target to meet the expectations for the end of the Reception Year and several are on target to exceed them. This is better than at the time of the last inspection. Children are benefiting significantly from recent improvements in provision, with good teaching meeting differing needs well, enabling all pupils to make good progress. There is insufficient evidence to form a judgement about attainment and achievement in creative and physical development and knowledge and understanding of the world.

Key Stage 1 (Years 1 and 2)

Standards in national tests at the end of Year 2 – average point scores in 2004

Standards in:	School results	National results
reading	16.0 (16.3)	15.8 (15.7)
writing	15.3 (16.4)	14.6 (14.6)
mathematics	15.9 (16.2)	16.2 (16.3)

There were 18 pupils in the year group. Figures in brackets are for the previous year.

2. Care needs to be taken when interpreting national test data, as the number of pupils taking the tests each year is small. As a result there are variations from year to year, but test results at the end of Year 2 have been improving over the last four years at a rate similar to that found nationally. Teacher assessments in 2004, when nearly half the class had been identified as having special educational needs, indicate that attainment was:
 - in reading, in line with the national average and well below that for similar schools;
 - in writing, above the national average and in line with that for similar schools; and
 - in mathematics, below the national average and well below that for similar schools.

3. Pupils' achievement is satisfactory in Years 1 and 2. The school's monitoring of pupils' progress from the start of the Reception Year to the end of Year 2 shows that most made the expected progress over that time, although the high number of pupils with special educational needs affected test results. The current Year 2 again has a large number of pupils with special educational needs, and inspection findings, based on work seen, show that pupils' attainment is in line with nationally expected levels in reading, writing and science, and below them in mathematics. Pupils' achievement is good in writing, where work from the current year shows a marked improvement, with pupils being given regular opportunities to write in literacy lessons so that skills are developing quickly. In mathematics there is little teaching-assistant support for less able pupils and this has a negative impact on achievement.

Key Stage 2 (Years 3 to 6)

Standards in national tests at the end of Year 6 – average point scores in 2004

Standards in:	School results	National results
English	28.2 (27.8)	26.9 (26.8)
mathematics	30.4 (26.6)	27.0 (26.8)
science	32.2 (29.4)	28.6 (28.6)

There were 15 pupils in the year group. Figures in brackets are for the previous year.

4. Test results at the end of Year 6 are improving faster than the national average. In 2004, when the proportion of pupils identified as having special educational needs was low, test scores indicated that attainment was:
 - in English, above the national average and well above that for similar schools; and
 - in mathematics and science, in the top five per cent of all schools and similar schools.

5. The current Year 6 again has only a small number of pupils identified as having special educational needs, and attainment is similar to that found in 2004, being well above nationally expected levels in science and above them in English and mathematics. However, achievement throughout Years 3 to 6 is not consistent and there is a significant dip in progress in Years 3 and 4 because a lack of challenge in teaching which means that pupils do not learn as well as they should in this class.

This is confirmed by national tests at the end of Year 3 and Year 4, which show that many pupils have not made the expected progress over time.

6. In contrast, pupils in Years 5 and 6 achieve well because of good teaching. The teacher and support teacher work together closely to ensure that there is good challenge for pupils of differing ability, especially in English and mathematics. In science the good use of practical activities to support learning, as well as of visits to bring the subject alive, ensures that achievement is good, with pupils responding well to the expectations of the teacher.

Whole school (Years 1 to 6)

7. Test results show that there is no significant difference between the attainment of boys and girls or pupils from differing backgrounds.
8. By the end of Year 6, pupils' speaking and listening skills are in line with the levels expected nationally. Listening skills improve significantly in Years 5 and 6 because teachers engage pupils well and have clear expectations. Older pupils respond maturely to the good opportunities that they are given to take part in discussions and to share their ideas with each other. However, in Year 2 many pupils have weak listening skills. In this year group a significant number of pupils with special educational needs find it hard to listen.
9. In ICT pupils' achievement is good. Provision has improved greatly since the last inspection, with a strength being the breadth of activities taught in lessons. This means that pupils have gained a wide range of skills. As a result their attainment is now in line with nationally expected levels by the end of Year 2 and Year 6.
10. Pupils use their literacy, numeracy and ICT skills satisfactorily in other subjects. For example, pupils write purposefully when producing the 'pupils' version' of the school prospectus. However, there is only a limited range of recorded work in subjects such as geography, religious education and history, and this is a missed opportunity to extend the use of skills further.
11. The school has appropriate strategies for supporting gifted and talented pupils, who are clearly identified and given additional support where possible. A link with other local schools through the Internet has a good impact on learning, with pupils provided with challenging tasks on a weekly basis.

Pupils with special educational needs

12. The achievement of pupils with special educational needs is satisfactory. Most literacy and numeracy lessons include good provision for their needs, with good support from teaching assistants, especially in Years 3 to 6. A knowledgeable and well-trained support teacher also works with groups of pupils, providing well-focused support for those with specific learning difficulties. However, in Years 1 and 2, because of the comparatively small size of the class, there is only limited additional support available. On the whole, differing needs are successfully met, but there are occasions where work in mathematics is not matched closely enough to needs or when the pace of learning is too fast for less able pupils. Consequently, their learning is not always

secure in mathematics, which is why attainment is lower in mathematics than in English and science in the current Year 2.

Pupils' attitudes, values and other personal qualities

Pupils' personal qualities, including spiritual, moral, social and cultural development, are good. There are very good opportunities for pupils to learn about their own and other cultures. Behaviour is satisfactory and pupils develop good attitudes towards learning. Attendance is satisfactory.

Main strengths and weaknesses

- Pupils enjoy learning, relishing the responsibility that they are given.
- Pupils' behaviour is better in lessons than at play.
- Cultural development is very good.
- Attendance is satisfactory, but registers do not meet statutory requirements.

Commentary

13. As at the time of the last inspection, pupils like school and most are keen to achieve as well as they can. In class discussions they participate well, enjoying questions that make them think hard. They move to written work promptly and sensibly in groups, which means that there is a good pace to learning in most lessons. Pupils persevere well when finding learning difficult, showing good co-operation and collaboration by quickly offering friendly support and advice to pupils needing help. From the reception class onwards, responsibility is encouraged. Pupils enjoy this. The youngest children follow class routines very independently. For example, they select books and settle quickly to activities, working very confidently without constant adult support. Older pupils soon introduce younger ones to the idea of being responsible, by setting a very good example through the school council, the impressive organisation of pupil-run clubs and the thorough pupil management of the *'Cool Skool'* magazine. This ensures that pupils' understanding of individual and school responsibility is very securely embedded.
14. Pupil behaviour is satisfactory overall. It is better in lessons than at other times because pupils know they are expected to learn. They want to do well and they value their teachers' praise. They show good awareness of others' learning needs. Pupils remain quiet and well behaved even when, as is sometimes the case in Years 3 and 4, work for different ability groups lacks sufficient challenge. However, at play, when not directly supervised, some pupils get over-excited and are thoughtless, playing silly games, rushing around or intruding into quieter activities. This leads to minor pupil upsets and squabbles. The play areas have several hidden areas. This makes it more difficult for adults to ensure sensible play and prevent pupil disputes. There is an appropriate anti-bullying policy, and notes are made of any more-serious pupil disputes.
15. The school is very successfully raising pupils' cultural awareness. There is a drive to extend their cultural experiences, given the comparative isolation of the school. This aspect of school development has been well led by the headteacher. Pupils' own cultural heritage is promoted very well through involvement in music, arts festivals

and theatre trips, whilst nearer home there is maypole dancing and research about the local area. Multicultural education is thriving. There are good links with an inner-city school and exchange visits. Regular trips to places of worship such as a Hindu temple and a Sikh Gurdwara help to develop knowledge and understanding in religious education. Visitors make a significant contribution to pupils' understanding of different minority ethnic groups and cultural heritages, by leading assemblies or contributing to learning through whole-school tribal Masai African art and Indian dance workshops. Pupils talk animatedly about their memories of these events. Very good displays provide a positive focus on culture. Pupils are totally committed to fundraising for world charities, including "Love in a Box" and "Save the Children". Provision is satisfactory for spiritual development across the curriculum and good for pupils' social and moral development, with lessons and assemblies having a good impact on learning.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.7	School data	0.0
National data	5.1	National data	0.4

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

16. Attendance and punctuality are satisfactory. However, attendance registers are unsatisfactory because they do not meet statutory requirements. Attendance codes are used inconsistently or not at all, so that different types of absences are not identified. This makes data unreliable. Some pupil data, marks and sessions are missing, and there are many pencil entries and incomplete absence totals.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is satisfactory. Teaching, learning and assessment are satisfactory. The school has very good links with the local community, as well as a good partnership with parents and other schools. Weaknesses in child-protection procedures mean that arrangements for ensuring the care, welfare, health and safety of pupils are unsatisfactory. Pupils are given satisfactory support and guidance.

Teaching and learning

Teaching and learning are satisfactory overall. They are good in the Reception Year and Years 5 and 6, but unsatisfactory in Years 3 and 4. Assessment is satisfactory throughout the school.

Main strengths and weaknesses

- Children learn well in the Reception Year and Years 5 and 6 where teaching is good.
- Writing is taught well in Year 2.
- Teaching and learning in English and mathematics are unsatisfactory in Years 3 and 4.

- A support teacher and teaching assistants have a good impact on learning, but there is insufficient support for less-able pupils in mathematics in Year 2.
- Teachers use a good range of teaching methods and make good use of homework and resources in most classes.
- Teachers do not always use assessment information to help them meet differing needs.

Commentary

Summary of teaching observed during the inspection in 21 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	3	9	7	2	0	0

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

- Teaching and learning are similar to those found at the time of the last inspection and are satisfactory overall. However, there is wide variation within the school. Teaching has improved in the Reception Year and Years 5 and 6, where there is now more good teaching and some very good teaching. Teachers in these year groups have good relationships with the pupils and high expectations of behaviour. In the reception class the new teacher understands the needs of young children well and plans interesting practical activities that engage their interest in learning. In Years 5 and 6 the teacher gives clear instructions and has high expectations of the way pupils present their work. As a result there is a marked improvement in the quality and speed of writing once pupils are in this class.
- In Years 1 and 2, where teaching is satisfactory, the teacher plans an interesting range of practical activities which give pupils good opportunities to develop skills. In Year 2, pupils make good progress in writing because the teacher has high expectations and is successful in encouraging pupils of all abilities to try hard. However, the limited additional support for less-able pupils in Years 1 and 2 has a negative impact on how quickly they acquire new skills in mathematics.
- Teaching in Years 3 and 4 is less effective than at the time of the last inspection, with some unsatisfactory teaching in English and mathematics. Whilst the headteacher has monitored teaching and identified weaknesses in this class and provided some additional teaching-assistant support as well as training, there has been insufficient improvement to make teaching consistently satisfactory. Teaching and learning in English and mathematics continue to be unsatisfactory in this class, because the teacher does not engage the pupils' interest well, nor expect them to work hard enough. Tasks are often the same for all pupils despite there being a wide range of attainment in the class. Consequently, differing needs are not always met and pupils do not achieve as well as they should.
- A support teacher and teaching assistants make a good contribution to the way pupils learn, including those with special educational needs. Teaching assistants contribute to lesson planning and share their knowledge of the needs of different pupils with the teachers. A specialist coach has a good impact on learning in physical education. In the reception class the teaching assistant works with groups of pupils and extends their learning well by asking probing questions. In Years 3 and 4 two teaching

assistants often work with pupils with special educational needs and give valuable individual support towards targets set in the pupils' individual education plans. A skilful support teacher is used very well to consolidate learning in Years 3 to 6. In a very good lesson taken by this teacher the mathematical understanding of a group of pupils in Years 5 and 6 was developed very quickly because of the very effective way that she adapted work to meet their specific difficulties.

21. Throughout the school, teachers make effective use of resources to make learning interesting. Interactive whiteboards and projectors are used well to focus pupils' attention, particularly at the start of lessons. The school has developed new arrangements for homework which are now used well in Years 1, 2, 5 and 6, though not as consistently in Years 3 and 4.
22. Assessment procedures are satisfactory overall. The school has clear systems for tracking pupils' progress across the school, with test data showing what has been achieved in English and mathematics. Targets are set to show what pupils should achieve according to their capability and these are analysed carefully to see whether all pupils have made the expected progress. Groups of pupils who need additional support are carefully identified. For example, a small group of less-able boys are currently being supported very effectively by the special educational needs support teacher. In other subjects, assessments at the end of topics clearly identify achievement. However, information gained from these is not always used effectively to plan work according to pupils' prior learning, especially in Years 3 and 4. Work is regularly marked, but teachers do not always add written comments to help pupils understand how they can improve. Nevertheless, many older pupils are aware of the targets that they have been given in literacy and numeracy, and have a reasonable understanding of how they can improve their work.

The curriculum

The curriculum is satisfactory, with excellent additional opportunities for pupils to learn. Accommodation and resources are satisfactory.

Main strengths and weaknesses

- Excellent enrichment of the curriculum has a good impact on learning, especially in science.
- In Years 3 and 4, the curriculum is not planned well enough to meet all needs.
- A good curriculum for personal, social and health education helps to prepare pupils for their move to secondary school.
- There is a good ICT curriculum and pupils learn a wide range of skills.
- There have been good improvements in accommodation, ensuring that pupils are able to work in an attractive environment and have full access to the curriculum.

Commentary

23. The curriculum has improved since the time of the last inspection, when there were some weaknesses in provision for ICT. A major strength in the curriculum is the way that it is enriched. The school has increased the additional opportunities provided for pupils since the time of the last inspection and these are now exceptionally good for a

school of this size. There are well-attended clubs for several sports, gardening and music, and pupils have the opportunity to take part in many educational visits and to meet visitors from other cultures. These activities have an exceptionally good impact on their understanding in subjects such as science, religious education and art. For example, a visit to a recycling centre helps to develop pupils' environmental awareness in science. Concerts, visits to a sculpture park and resident artists provide excellent opportunities for pupils to develop a good interest in the arts and to improve specific skills. A film project where older pupils scripted and shot a short film had a good impact on ICT skills as well as giving pupils good opportunities to take responsibility by organising the 'film premiere'.

24. The curriculum now meets statutory requirements in full and is planned carefully using nationally recommended schemes of work to support teachers. In most classes good account is taken of the wide range of abilities and ages with the class, and teachers are successful in adapting what is being taught to make it interesting and relevant to pupils. However, in Years 3 and 4, differing needs are not met well. Planning does not take enough account of what pupils have already learnt, and in English and mathematics there is a lack of continuity across the two year groups. This leads to significant underachievement.
25. There are good opportunities for improving pupils' personal, social and health education, including opportunities for them to learn about sex, relationships and drug misuse. There is a good focus on social development and, as a result, pupils are prepared well for the next stages of their education by the end of Year 6. Older pupils are confident and responsible, which means that they are able to settle quickly when they move to their new school.
26. The provision for pupils with special educational needs is satisfactory. Suitable individual education plans are used to provide some effective specific support, though pupils' differing needs are not always met in full when they are not being supported by an adult. When this happens, learning is less secure.
27. The curriculum for ICT has developed well since the time of the last inspection and pupils now learn and use a wide range of skills. As a result their attainment has improved and parents are rightly pleased with the developments made in provision for this subject.
28. Governors and members of staff have improved the accommodation significantly since the time of the last inspection and it is now satisfactory. New classrooms for Years 3 to 6 provide attractive and more-spacious teaching areas, and a fenced outdoor area for reception children is having a good impact on their confidence and readiness to settle to more-formal tasks. Extended space outside has provided greater opportunities to enrich the curriculum in sport. However, there are still some important weaknesses in office and storage space. The school works hard to overcome these problems, and the lack of a hall does not have a significant impact on learning, though it is, of course, a major inconvenience, with some physical education lessons having to be held in the nearby village hall.

Care, guidance and support

Pupils' care, welfare, health and safety are unsatisfactory, owing to weaknesses in child protection and health and safety procedures. Pupils' personal development is well supported, and academic guidance is satisfactory. The school has very good procedures for taking pupils' ideas and opinions into account.

Main strengths and weaknesses

- There are good procedures for supporting pupils' personal development.
- Child protection and health and safety procedures are not followed carefully enough.
- There are inconsistencies in the academic support offered to pupils.
- The school is very good at enabling pupils to express opinions.
- There are good arrangements that help all new pupils to settle happily.

Commentary

29. The good relationships that are seen between adults and pupils have a positive impact on pupils' personal development, which is supported well. There is good trust and respect between members of staff and pupils. Members of staff know the children well and are willing to listen, doing what they can to resolve issues that prevent pupils from learning. Pupils feel confident in asking for help. They particularly value the individual personal mottos set by teachers, because these make them feel good and boost their self-confidence. The good promotion of personal development means that pupils are keen to learn. They feel secure and happy, and this has a good impact on learning.
30. Members of staff are caring and vigilant, and ensure that children are not at risk. However, the school has not given enough care to ensuring that whole-staff training and awareness of child protection and health and safety policies, procedures, practice and record keeping are established, known and followed. The designated person for child protection has had no recent training, nor have other members of staff. This leads to significant shortcomings in understanding correct procedures and practices, maintaining proper records, confidentiality and access to information. Policies are outdated. The school has current criminal record clearance for most volunteers used on school trips, and parents are generally well informed about transport arrangements before a trip. A concern about this issue was raised at the pre-inspection parents' meeting and the school accepts that on one occasion procedures were not correctly followed.
31. The monitoring of pupils' academic progress is satisfactory overall. Appropriate systems are in place for planning and assessing pupils' progress, but there is some variability in teachers' planning, so that not all pupils are challenged at an appropriate level. Where there is good practice, pupils learn well because work meets their varying needs. However, not all teachers apply the same rigour to monitoring progress and when this happens pupils do not achieve as well as they should. This is most evident in the Year 3 and 4 class. There is appropriate identification of pupils with special educational needs, who generally receive well-focused support linked to class work.
32. Pupils' opinions are valued by members of staff. They are regularly consulted and the school council provides pupils with very good involvement in school development such

as planning for a sensory garden. Pupils are justifiably proud of the road safety and environmental clubs they run. The Year 6 pupils who manage them make sure that all pupils and adults are kept fully aware, encouraging their participation. Pupil concerns about road safety in the village and around their school are a current issue, and are well publicised by the road safety club.

33. Induction procedures are good, enabling pupils to settle happily. There is a well-established programme of meetings and visits for Reception Year parents and children. Information is shared and discussed. The children attend sessions the term before entering the reception class. This builds confidence because children know their teacher and the older pupils in their class. Pupils who join the school later are well supported, soon finding new friends. There is good inclusive practice in the way that pupils from the travelling community, who spend only part of the year in school, are welcomed back and provided with extra support to fill gaps in their learning.

Partnership with parents, other schools and the community

The school has a good partnership with its parents, whose views are valued. The quality of information is satisfactory overall. Links with the local and wider community are very good. Links with other schools are good.

Main strengths and weaknesses

- There is good parental involvement and interest in the school.
- The prospectus does not meet statutory requirements.
- Very good community links have a significant impact on pupils' learning.
- Links with other schools are used well to develop pupils' skills and interests.

Commentary

34. The school continues to have good links with parents. They value their school and provide good, ongoing support for their children. The school appreciates this interest and offers a warm welcome. The headteacher and other staff make themselves available to parents informally at the start and end of the school day. There are good procedures for consulting with parents. This helps them contribute to school development in a positive way. They are asked about the new homework diaries and about the events and meetings organised by the parent-teacher association (PTA), with action taken when possible to make improvements. A good number of parents regularly help in school, working with pupils in classrooms. Others help run clubs or provide additional support on trips and visits. This has a good impact on learning because it means the school is able to offer a wider range of visits than is often found in a school of this size. The hard-working PTA arranges many events throughout the year which are open to parents and villagers. Money raised by parents is spent well on improving provision.
35. The information received by parents is satisfactory. They receive helpful half-termly curriculum information in newsletters and can see staff informally if they need more detail. Newsletters keep them well informed about upcoming events. Annual pupil reports are satisfactory overall, but do not identify the school year to which the pupil belongs. There is good practice in providing space for parental comments and

outcomes of discussions with teachers at formal meetings, but there are no opportunities for pupils to assess their own academic progress, and some targets and teacher comments are general and brief. The prospectus and annual governors' report do not meet statutory requirements and there are several of the required pieces of information that are omitted. For example, there are no national test results within the prospectus to enable parents to make comparisons.

36. The school has very good links with the local community and these have a good impact on learning in subjects such as science and geography. The school is at the heart of the village and pupils join in many community events. Pupils regularly attend church services, and assemblies are often led by invited visitors from the local and wider community. There are many visits beyond the local community; for example, to learn about work at the East Midlands airport and a residential trip to the Isle of Wight. These are used well to extend pupils' skills by providing additional activities beyond those found in the classroom.
37. Wider world links are carefully promoted and developed very well through a considerable amount of charitable fundraising and by providing pupils with first-hand multicultural experiences through workshops and visitors. The school is proud of its recently acquired Eco School status. The E-pals network enables pupils to communicate with others from different backgrounds. Community sporting links are strong, enhanced by the involvement of professional sports coaches. Pupils are enthusiastic about competitive team sports and enjoy representing their school locally and further away. These activities are a significant factor in pupils' learning, as they promote positive attitudes and help them to learn about life beyond their immediate experience.
38. Links with other schools are well developed. The local school primary and secondary cluster group supports staff training well and provides a secondary subject link between teachers. There are good opportunities for pupils to enjoy wider learning activities such as the Electrical Science and Lego Challenge workshops at the local secondary school. Pupils enjoyed the visit to a nearby independent school. Year 6 pupils feel that the visits and established links are preparing them well for transfer into Year 7. Sporting links are prominent; pupils visit other primary schools for friendly football matches and, through links with the PE coaches, are sometimes able to use secondary school facilities. There are good links with local playgroups who are invited to visit the reception class. This makes the playgroup to school transition smooth and means that a good start can be made to children's formal education.

LEADERSHIP AND MANAGEMENT

The headteacher and other key staff provide sound leadership and management. Governance is satisfactory, but statutory requirements are not met in all aspects of the school's work.

Main strengths and weaknesses

- The headteacher and deputy headteacher work together well and have a clear vision of and high aspirations for school improvement.
- There has been some rigorous monitoring of teaching, but action taken has not always been sufficient to ensure improvement.
- The role of co-ordinators and governors in monitoring provision is not yet fully developed.
- Induction arrangements for new members of staff are good.
- Financial planning is good.

Commentary

39. The headteacher and deputy headteacher work together effectively as a team and provide sound leadership for the work of the school. They know what sort of school they want and have high aspirations. There is a strong drive for improvement and a shared sense of purpose. This means that the school is in a good position to improve further and to address the weaknesses in Years 3 and 4. Both the headteacher and deputy headteacher are well respected by members of staff, pupils, parents and governors, who recognise the improvements that have taken place over the last four years, especially in the areas of pupils' personal development, curriculum enrichment and accommodation.
40. The headteacher knows his school well and has appropriate strategies for monitoring provision. Test data is carefully analysed to identify strengths and weaknesses, and there are robust tracking systems to show how well different groups of pupils are achieving. These show very clearly the good achievement in Years 5 and 6, and the unsatisfactory achievement in Years 3 and 4. Rigorous monitoring of teachers has identified clearly what is going well and what needs improving for individual teachers. As a result of this monitoring there has, over the past two years, been a strong focus on improving the provision for children in the Reception Year. This has been effective and children are now learning well in this year group. The headteacher has also identified the weaknesses in the quality of teaching and learning in Years 3 and 4, and additional training has been given to try to address the issue. However, this has not been enough to ensure sufficient improvement.
41. The role of co-ordinators is in the early stage of development and has been identified by the headteacher as a priority for the current academic year. Subject co-ordinators carry out some monitoring of planning, and work hard to support colleagues when they are planning work. However, there is little other monitoring of provision. The headteacher is aware of the need to ensure that the school's plans to develop the monitoring of teaching and learning through work sampling, pupil interviews and, where appropriate, lesson observations are implemented quickly.
42. Management of the school is satisfactory. Although the headteacher takes a class for much of each week, the school day runs smoothly. The headteacher is well supported by a hard-working and efficient secretary who is friendly and welcoming to visitors. There is a good awareness of national workload agreements for teachers. The headteacher ensures that all teachers have time out of the class for planning purposes. Induction procedures for new members of staff are good, helping them to settle quickly into school. Newly-qualified teachers are supported well and other

members of staff are generally deployed appropriately to support learning throughout the school.

43. Governance is satisfactory. Governors are supportive of the school's work and committed to developing the school further. However, there are currently several vacancies on the governing body and this has limited its effectiveness. Although governors take a good lead in financial planning and managing building development, they play only a limited role in planning for school improvement. The headteacher works hard to keep them informed and this means that they have a sound understanding of the school's strengths and weaknesses. However, their own monitoring is limited and they do not do enough to challenge the school over its performance.
44. Statutory requirements are not met in full. There are omissions in the information provided for parents, and attendance records are not completed properly. Requirements for child protection, health and safety are not followed with sufficient rigour.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	309,546
Total expenditure	327,909
Expenditure per pupil	3,214

Balances (£)	
Balance from previous year	29,259
Balance carried forward to the next year	10,896

45. Financial planning is thorough. It is based on a good understanding of the school's priorities, with budgetary decisions made carefully on the basis of *'How will this help the school to improve?'* Best-value principles are applied appropriately. Spending has been targeted at maintaining staffing levels as well as improving the quality of accommodation. Both of these aims have been successfully achieved. The decision to allocate funding to employ a part-time support teacher has had a good impact on standards, especially in Years 5 and 6.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for the Foundation Stage is **good**.

Main strengths and weaknesses

- Children achieve well.
- The teacher plans interesting practical tasks that engage the children's interest.
- Good relationships enable children to feel happy and secure.
- The teacher does not always plan written tasks that are matched closely enough to children's differing needs.

Commentary

46. At the time of the inspection there were only six reception children, who were being taught in the same class as Year 1 pupils. More reception children will join the class in January. Attainment on entry to the school varies, though, as at the time of the last inspection, it has been above average in the last two years.
47. Children in the reception class achieve well, with most on target to meet the expectations for the end of the Reception Year and several to exceed them in personal, social and emotional development, communication, language, literacy and mathematical development. No children in this year group have been identified as having special educational needs. There is insufficient evidence to form a judgement about attainment and achievement in knowledge and understanding of the world, and physical and creative development, because these aspects were not a focus for the inspection.
48. There are good procedures for supporting children when they first join the school, and they make many visits before they start. As a result, they know the teacher well and settle into class routines quickly. This has a good impact on children's achievement as they are keen to learn as soon as they start school.
49. Teaching and learning are good and parents are pleased with the work of the new teacher. The teacher and teaching assistant work together well and, because they have a good understanding of the needs of young children, plan a wide range of interesting and relevant practical activities that support learning effectively. Members of staff form good relationships with the children, and their high expectations of behaviour guide children well in their personal development. Assessment procedures are thorough, though information is not always used fully when planning written work, and this means that work is not always matched closely enough to children's prior learning.
50. Provision is being led and managed satisfactorily by the headteacher whilst the new teacher is settling into school. Improvement since the time of the last inspection has been good. The headteacher has recently been focusing on developing provision and this has been effective, with teaching and learning having improved and the

curriculum now including suitable opportunities for purposeful play both indoors and outdoors and for children to take the initiative in their learning.

51. The children's achievement is good in **personal, social and emotional development**. The teacher and teaching assistant have clear expectations of behaviour and set a good example of manners and relationships. Clear rules are set, and praise is used well to support good effort. For example, children have learnt not to interrupt the teacher when she is reading with another child. Children handle resources sensibly, reminding each other to use and carry scissors carefully. There are good opportunities for children to take the initiative in their learning, to learn to take turns and to develop their own ideas.
52. In the area of **communication, language and literacy**, children achieve well in speaking, listening and reading. During class discussions the teacher uses questioning effectively to involve all children and engages children's interest well, enabling them to develop good listening skills. She provides sensitive support as children learn to read and, as a result, they are all confident about discussing pictures in books, and higher-attaining children read simple texts fluently. The teacher's expectations for writing are satisfactory. Whilst all children are encouraged to try to spell for themselves, some worksheet-based tasks are the same for all children and do not match differing needs. This slows the pace of learning on occasions.
53. Children's achievement is good in **mathematical development**. There is good challenge for children of differing ability, and good practical activities such as handling money in the play post office help all children to learn how to use their mathematical skills in everyday life. The teacher uses attractive home-made resources to add interest to tasks. For example, large, pretend buns and coins were used well during a number rhyme to help children learn to exchange money for goods. Probing questions and real money help children to appreciate the different values of coins. Most children can count out the correct number of pence up to 10, and higher-attaining children are learning to add small amounts together.
54. Children are keen to share their **knowledge and understanding of the world** when discussing calendars, and enjoy investigating the textures of various materials. They are confident when using the computer to play simple games or to make pictures using an art program. In religious education, children learn about various stories from the Bible and make pictures of them.
55. Children have good opportunities to take the initiative in **creative development** and **physical development**. For example, they make their own Christmas cards from a range of resources. They paint recognisable pictures and express their ideas well when making firework pictures from glitter and sequins. Girls and boys co-operate with each other well in the role-play post office where they develop and share imaginative stories. In a very good lesson, children's interest was maintained very well when working on a wide range of interesting activities such as decorating glass jars and making bookmarks. Most hold and control a pencil correctly and use construction kits well to build models. The level of support provided by the teacher and teaching assistant was very well judged to enable children to work very quickly and independently as far as possible.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision for English is **satisfactory**.

Main strengths and weaknesses

- Pupils achieve well in Years 5 and 6.
- Pupils make good progress in developing writing skills in Year 2, but have weak listening skills.
- Teaching is unsatisfactory in Years 3 and 4.
- Interesting activities and ICT are used well to support learning.

Commentary

56. Progress since the last inspection has been satisfactory. There continue to be variations in attainment from year to year because of the small number of pupils taking national tests each year.
57. In 2004, National Curriculum assessments at the end of Year 2 show that pupils' attainment was above the national average in writing and in line with the national average in reading. In the current Year 2, pupils' attainment is in line with nationally expected levels in reading and writing. Most pupils are on target to achieve the expected levels (Level 2) by the end of the year in reading and writing. As in 2004, this year group has a very high proportion of pupils with special educational needs and, in addition, there are fewer higher-attaining pupils than in the previous year. This means that fewer pupils are on target to achieve the higher Level 3 than in 2004. Achievement in Years 1 and 2 is satisfactory overall, with pupils making good progress in writing because the teacher has high expectations and is successful in encouraging pupils of all abilities to try hard. The teacher uses small whiteboards well to encourage pupils to try their own spelling and to make notes in lessons. This means that they quickly develop confidence. Regular, short lessons on learning sounds and developing handwriting are also improving pupils' basic skills.
58. In Years 1 and 2, pupils are given appropriate opportunities to speak to the class. However, several pupils in Year 2 find it difficult to maintain concentration, and listening skills are weak. Pupils are not good at listening to the teacher or each other during whole-class discussions, and expectations for listening are not made clear enough. Pupils enjoy reading, are keen to talk about books, use their knowledge of letter sounds well to help them read unfamiliar words, and know how to use the school library.
59. In Year 6, as in 2004, pupils' attainment is above nationally expected levels. Achievement varies across Years 3 to 6 and is satisfactory overall. Pupils make good progress and achieve well in Years 5 and 6, but pupils do not achieve well enough in Years 3 and 4.
60. Test data confirms that achievement is good in Years 5 and 6. Pupils learn well because the teacher has very good relationships with the pupils and makes lessons meaningful and fun. As a result, pupils are enthusiastic and very attentive in lessons

and write using interesting vocabulary. Clear instructions and high expectations enable pupils to settle to tasks quickly and make good use of time. The teacher writes helpful comments on the pupils' work, though pupils are not always given sufficient time to respond to these comments by making corrections. Most pupils present their work neatly and the quality of handwriting has improved well since the time of the last inspection.

61. Teaching, learning and assessment are satisfactory overall, though teaching varies from very good to unsatisfactory. In the very good lesson in Years 5 and 6, the teacher used a wide range of supportive activities to prepare pupils for their own writing of diary extracts. A discussion at the end of the lesson was used very well to provide a critical audience, as pupils read their accounts. They used good expression, listened to each other well and evaluated each other's work sensibly by referring to the criteria set out at the start of the lesson.
62. In Years 3 and 4, pupils do not achieve as well as they should and test data supplied by the school shows that most pupils in this class have made less than the expected gains over time. This is because teaching and learning in this class are unsatisfactory. The teacher does not have high enough expectations or provide adequately for the wide range of ability levels in the class. Several pupils in this class do not take care with their writing because, whilst the teacher writes some useful comments on their work, they are not given enough encouragement to improve. Pupils lose interest in lessons because they are not challenged enough and are allowed to talk rather than being urged to work quickly.
63. A strength of teaching throughout the school is the way that all teachers use ICT and interesting activities to engage pupils' interest and make learning fun. For example, in Years 1 and 2, pupils made simple animated cartoons to support their stories about Jack and the Beanstalk. In Years 3 and 4 a matching game made learning about prefixes more interesting, and in Years 5 and 6 a beach ball with captions was used well to help pupils practise planning the setting and characters for a story. The curriculum is very successfully enriched through activities such as the recent visit to a nearby school to take part in drama workshops.
64. Pupils with special educational needs are given valuable additional support towards targets identified in their individual education plans by a support teacher and teaching assistants. At other times when not specifically supported they make similar progress to other pupils.
65. Leadership and management of the subject are satisfactory. The co-ordinator has a clear understanding of strengths and weaknesses through monitoring test results and teaching, and has high aspirations for the subject. However, there has not been a fast enough improvement in teaching in Years 3 and 4. However, the use of ICT to support learning has improved significantly since the last inspection.

Language and literacy across the curriculum

66. Pupils have sound opportunities to use their writing and reading skills in other subjects. For example, they use the library to find out about topics being studied in history. Pupils are also involved in worthwhile projects such as the school magazine, which is written entirely by older pupils. At these times pupils combine their ICT and

literacy skills to produce a magazine which is then sold to other pupils. Pupils are also able to write purposefully when producing the 'pupils' version' of the school prospectus. However, there is only a limited range of written work in subjects such as geography, religious education and history, and this is a missed opportunity to extend literacy skills further.

MATHEMATICS

Provision for mathematics is **satisfactory**.

Main strengths and weaknesses

- Test results at the end of Year 6 in 2004 were very high.
- Pupils make good progress in Years 5 and 6, where teaching is good.
- Pupils do not make enough progress in Years 3 and 4.
- There is too little support for pupils with special educational needs in the Year 1 and 2 class.

Commentary

67. Progress since the last inspection has been satisfactory. As at that time, there are significant variations in pupils' attainment from year to year because of to differences in the capabilities of year groups. In Year 2 and Year 3, where there are a large number of pupils identified as having special educational needs, attainment is below average. This is similar to the result of National Curriculum assessments at the end of Year 2 in 2004.
68. In contrast, in Year 6, where the number of pupils identified as having special educational needs is very small, pupils' attainment is above average. This is confirmed by test scores at the end of Year 6 in 2004 which placed the school amongst the top five per cent of all and similar schools.
69. Pupils' achievement is satisfactory and, by the end of Year 6, they have made the expected gains in learning according to their capability on starting school. Pupils' achievement is satisfactory in Years 1 and 2 and good in Years 5 and 6, but there is a significant dip in their progress in Years 3 and 4, where teaching is unsatisfactory, and the rate at which they acquire new skills is not consistent. This is confirmed by national tests at the end of Year 3 and Year 4, which show that many pupils have not made the expected progress over time.
70. Pupils with special educational needs are supported well by teaching assistants in Years 3 to 6, which ensures that they achieve at the same rate as other pupils. However, there is no teaching-assistant support in the class for Years 1 and 2 class, and the varying needs of pupils are not always met as successfully as in the rest of the school, which means that some learning is insecure.
71. Teaching and learning are satisfactory overall, but there are significant weaknesses in the quality of teaching in Years 3 and 4 which adversely affect pupils' achievement. In this class, teaching is unsatisfactory. The teacher's expectations are not high enough and work is not always matched closely enough to pupils' needs. Teaching does not take sufficient account of what pupils already know, leading to work being

either too hard or too easy for some pupils. The pace of learning is slow and pupils are not encouraged to work hard or do their best. Consequently, many produce work that is of poor quality and does not reflect their knowledge.

72. In Years 1 and 2, where teaching is satisfactory, the teacher plans an exciting range of practical activities which give pupils good opportunities to develop skills. The teacher has a good understanding of the pupils' various ability levels and generally plans work that meets differing needs. However, there are occasions when new concepts are pushed through too rapidly. Consequently, some younger or less able pupils do not always have a secure understanding of what has been taught.
73. Teaching and learning are most effective in Years 5 and 6, where the teacher is very knowledgeable and has good expectations. She works very closely with a support teacher who takes different groups of pupils throughout the week. This has a very good impact on learning, as less able pupils can be given additional help and the skills of more-able pupils can be extended. In a good lesson in Years 5 and 6, where pupils were learning about graphs, there was good use of resources and a very enthusiastic approach to introducing new concepts. Questions posed were challenging and probing, ensuring that differing needs were well catered for. As a result, pupils were fully engaged and worked hard, making good gains in knowledge.
74. Strengths in teaching throughout the school include the generally good management of behaviour and the good use of resources such as interactive whiteboards to make learning interesting. Homework is used well in Years 1 and 2, and in Years 5 and 6, to support learning. Work is regularly marked, but teachers do not always add written comments to help pupils understand how they can improve. However, many older pupils are aware of the targets that they have been given in numeracy and have a reasonable understanding of how they can improve their work.
75. The curriculum is broad and balanced, with the Numeracy Strategy embedded well in school practice. There are satisfactory assessment procedures, but the information gained from them is not always used effectively to plan work according to pupils' prior learning, especially in Years 3 and 4.
76. Leadership and management of the subject are satisfactory. The subject co-ordinator is a skilled mathematics teacher and has a good understanding of where improvement is needed. She is aware of the need to ensure that the school's plans to develop the monitoring of teaching and learning are implemented quickly.

Mathematics across the curriculum

77. Teachers plan some appropriate opportunities to enable pupils to use their numeracy skills in different curriculum areas, but they are not extensive. Nevertheless, pupils produce some graphs in science and measure in design and technology.

SCIENCE

Provision for science is **satisfactory**.

Main strengths and weaknesses

- Test results at the end of Year 6 in 2004 were very good.
- Good teaching means that pupils achieve well in Years 5 and 6.
- Recorded work is often the same for all pupils, whatever their prior attainment or age.
- The school makes excellent use of visits and other activities to enrich the curriculum and extend pupils' experiences.
- There has been insufficient monitoring of teaching and learning by the subject co-ordinator.

Commentary

78. Progress since the last inspection has been satisfactory. As at that time, pupils' attainment varies significantly from year to year because of differences in the capabilities of year groups. In Year 2, where there are a large number of pupils identified as having special educational needs, attainment is in line with nationally expected levels. In contrast, in Year 6, where the number of pupils identified as having special educational needs is very small, pupils' attainment is well above nationally expected levels. This is confirmed by test scores at the end of Year 6 in 2004 which placed the school amongst the top five per cent of all and similar schools.
79. Pupils' achievement is satisfactory, with all pupils, including those with special educational needs, making the expected gains in knowledge over time according to their capability. However, there are significant variations in pupils' achievement in the different classes. Pupils respond well to the high expectations of the teacher in Years 5 and 6, where the quality of work is generally better and pupils make good progress. In Years 1 to 4, pupils' achievement is satisfactory. In these year groups, pupils enjoy the good range of practical activities that is planned, but there is too little variation in the recorded work produced by pupils of differing ability levels or ages. Teachers' expectations are not always matched closely to pupils' prior learning, and at times work is either too hard or too easy for some pupils in the class. This limits the rate at which new skills are acquired.
80. The quality of teaching and learning is satisfactory, with evidence of good teaching in Years 5 and 6. Key features in teaching and learning throughout the school are:
- teachers make good use of resources and generally manage behaviour effectively, which leads to a purposeful working atmosphere in most lessons;
 - teaching assistants give good support to pupils with special educational needs, ensuring that they are fully included in activities and helping them to fully access the curriculum;
 - teachers' expectations are not always high enough, with pupils sometimes completing the same piece of work whatever their age or ability; and
 - only limited use is made of ICT to support learning.
81. In the good lesson in Years 5 and 6 there was a good pace to learning, with pupils successfully challenged to think like scientists as they carried out experiments to see the effect of exercise on their pulse rate. The teacher was well organised and was supported effectively by a teaching assistant. The teacher had high expectations and gave pupils good opportunities to develop their own ideas and to learn through their mistakes.

82. Assessment procedures are satisfactory. Teachers know the pupils well and effectively assess learning at the end of each topic. However, pupils have only a limited understanding of how they can improve because marking does not always indicate the strengths and weaknesses in their work.
83. There is a satisfactory curriculum which provides appropriate breadth and balance across all aspects of the subject. Planning is sensibly structured around a two-year cycle of topics, but within this it is not always clear how the needs of different age groups or ability levels are to be met.
84. Enrichment of the curriculum is excellent and this is a significant factor in the positive attitudes towards learning that are seen in lessons. Visits are very carefully planned so that they support learning in the classroom. For example, a visit to a water-treatment plant helped pupils as they learnt about different ways of separating substances. The school became an Eco School in 2004 and pupils show a good understanding of the ways that they can improve the environment. Eco-councillors take their responsibilities very seriously, ensuring that waste is recycled wherever possible.
85. Leadership and management of the subject are satisfactory. The co-ordinator is committed to the continual improvement of provision and has high aspirations for the subject. However, she has had no opportunity to monitor pupils' work or to observe lessons. This means that she has an incomplete picture of what needs developing in the subject. There are appropriate plans to develop the role of co-ordinators, including giving them more opportunity to monitor and evaluate provision.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

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

Main strengths and weaknesses

- Good leadership and management mean that there has been considerable improvement since the last inspection.
- A good curriculum means that pupils acquire a good range of basic skills.
- Good teaching means that pupils achieve well.
- There are some missed opportunities for pupils to use their ICT skills in other subjects.

Commentary

86. There has been considerable improvement in provision since the last inspection, and standards of attainment are rising rapidly. Under the good leadership and management of the headteacher, who is a good role model in his own use of and teaching of ICT, there have been important developments. The quality of teaching has improved and there is now a good curriculum, which is carefully planned to ensure that pupils' needs are met. A strength of the curriculum is the breadth of activities taught in lessons. This means that pupils gain skills in a wide range of activities. As a result, their attainment has improved and is now in line with nationally expected levels by the end of Year 2 and Year 6.

87. Pupils have a good range of basic skills. They have a clear understanding of the different uses of ICT and control the mouse successfully to move pictures. They handle resources confidently and make good use of multi-media to make moving pictures or presentations, acquiring new skills quickly because they are given good opportunities to practise what they have learnt.
88. Good teaching and learning mean that all pupils, including those with special educational needs, are achieving well throughout the school. They have good attitudes towards learning and work hard in lessons, co-operating well when they are working in pairs. Teachers are enthusiastic and knowledgeable and introduce new skills effectively. Lessons are well organised, with pupils given good opportunities to practise what they have been taught. Teachers make good use of interactive whiteboards to demonstrate how a new program can be used and they successfully break skills into small parts to help pupils understand what they need to do. This means that there is a good pace to learning, with differing needs generally met well.
89. There are satisfactory assessment procedures, with new ICT diaries being used well with younger pupils to show what they have learnt. Teachers are aware of those pupils who bring good skills from home. They strive to ensure that these pupils are also challenged in lessons, though there are occasions when their needs are not met fully because the work is too easy for them.
90. Resources are satisfactory, though many of the computers are old and some are unreliable. The school has appropriate plans to update hardware and software and currently works hard to ensure that pupils are not disadvantaged by the limitations of resources.

Information and communication technology across the curriculum

91. Satisfactory links are made between different subjects when pupils are being taught in ICT lessons and there is some good practice through projects such as the short film that older pupils made last year which gave them good opportunities to use their skills in a practical context. However, although all classrooms have access to computers, these were not always used during the inspection, especially in Years 3 to 6. As a result there are some missed opportunities for pupils to practise and consolidate ICT skills and there is little evidence of ICT being used to support learning in subjects such as science, history or geography. This has a negative impact on achievement.

HUMANITIES

There is insufficient evidence to form judgements on provision in religious education, geography and history as few lessons were timetabled during the inspection.

92. No **geography** lessons were timetabled during the inspection. A scrutiny of teachers' planning and the limited amount of recorded work provided by the school shows that there is appropriate coverage of the National Curriculum. The curriculum is enhanced by the very good use of visits and visitors to make learning interesting. An annual residential visit gives older pupils good opportunities to study and compare different

locations, and regular visits to Leicester help pupils to understand how city life and village life differ.

93. In the one **history** lesson seen during the inspection, teaching and learning were satisfactory. The teacher made good use of resources such as a local directory from different years, and teaching assistants supported pupils effectively. However, not all pupils concentrated well and the pace of learning slowed because less able pupils found it hard to find information from the local directories.
94. No **religious education** was timetabled during the inspection. However, good displays of pupils' work show that there is an emphasis on thinking about the significance of different beliefs and how they can affect daily life. As a result, pupils have a clear understanding that not everyone believes in the same thing. Very good use is made of visits to places of worship to learn about different faiths. Pupils in Years 3 and 4 have recently visited a Sikh temple and now talk confidently about some of the differences between Christian and Sikh worship.
95. In all three subjects there is only a limited range of written work and this is a missed opportunity to further extend literacy skills.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

This was not an area of focus for the inspection and there is insufficient evidence to form judgements on provision.

96. In two satisfactory lessons in **art and design** pupils enjoyed taking part in activities and teachers provided suitable support for individuals as they worked. However, planning focused on tasks rather than on what specific skills pupils were expected to develop, and as a result there were only limited opportunities for pupils to learn and use new skills creatively. The interactive whiteboards are used well to share images of famous artwork with the pupils, and exceptionally good use is made of visits and visitors to raise interest in the subject. For example, a visit from a pottery expert enabled pupils in Years 3 to 6 to produce some good-quality clay plaques.
97. A good **design and technology** lesson was observed in Years 5 and 6. In this lesson a timed, problem-solving task encouraged pupils to work together well at designing and making strong structures to the given specification. The teacher used a construction kit well to demonstrate the strength in triangular shapes. Pupils' finished products were evaluated well at the end of the lesson, but insufficient time was allowed for them to think through their designs before they started building.
98. No lessons were timetabled in **music**. Girls and boys sang sweetly and with clear diction during a well-attended choir practice.
99. A good physical education lesson taken by a specialist coach was observed in Years 5 and 6. The coach gave clear instructions and there was a good pace to activities, enabling pupils to develop ball-handling skills quickly. Their enthusiasm was captured effectively. They worked together well and enjoyed evaluating each other's work. The school overcomes the difficulties of not having a school hall by using the hall in the village, and an extension to the school field has had a positive impact on the

curriculum. There is excellent provision for extra-curricular clubs, and pupils compete in a wide range of sports such as cross-country running, cricket and football.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

There is insufficient evidence to form judgements on provision in personal, social and health education (PSHE) and citizenship.

100. No lessons were seen during the inspection, but the school has clear policies that reflect its caring ethos. Citizenship issues are explored and promoted throughout the school day in lessons, circle times, assemblies and school council meetings. Pupils are given good opportunities to share their views, and issues raised are considered sensitively. Pupils of all ages show a good awareness of how to behave in a community and they carry out the many responsibilities that they are given very sensibly. They are able to apply to become road-safety officers or eco-councillors, and the school council meets regularly. These activities are effective in teaching pupils some of the responsibilities of citizenship.
101. Throughout the school, members of staff are good role models, treating all pupils and each other with care and respect. There is a good emphasis on adopting a healthy lifestyle, including sex-and-relationships education and learning about the dangers of drugs. The school is currently working to become a 'Healthy School', reflecting its emphasis on ensuring that pupils develop good values and leave having been well prepared for the next stage of their education.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	4
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4

Overall standards achieved	4
Pupils' achievement	4

Pupils' attitudes, values and other personal qualities	3
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	4
Pupils' spiritual, moral, social and cultural development	3

The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils' needs	4
Enrichment of the curriculum, including out-of-school activities	1
Accommodation and resources	4
Pupils' care, welfare, health and safety	5
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	2
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 headteacher	4
The leadership of other key staff	4
The effectiveness of management	4

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