

INSPECTION REPORT

THE OLD LEAKE PRIMARY AND NURSERY SCHOOL

Old Leake, Boston

LEA area: Lincolnshire

Unique reference number: 120682

Headteacher: Mrs Karen Loten

Lead inspector: Mr C Parker

Dates of inspection: 28th February to 2nd March 2005

Inspection number: 268083

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: Foundation
Age range of pupils: 3 to 11 years
Gender of pupils: Mixed
Number on roll: 200

School address: Old Main Road
Old Leake
Boston
Lincolnshire
Postcode: PE22 9HR

Telephone number: 01205 870425
Fax number: 01205871032

Appropriate authority: Governing body
Name of chair of governors: Mr Richard Bland

Date of previous inspection: 27th January 2003

CHARACTERISTICS OF THE SCHOOL

The number on roll has fallen a little, since the last inspection, to 191. The proportion of pupils with statements has remained fairly static, and below the national average, while the proportion of pupils with special educational needs fell quite dramatically last year and is now some way below the national average. However, there is a concentration of pupils with special educational needs in Year 3. All of the pupils are of white British heritage and speak English as their first language. Mobility is high with almost half of the class leaving or joining during between Years 1 and 6. Attainment on entry for most year groups is judged to be below average because many children have poor language skills when they start school in the part-time nursery.

The school received Investors in People status in 2004 and is part of the Excellence in Cities, Primary Leadership and Intensifying Support Programmes. Five new teachers, including a new headteacher, have been appointed in the last two years

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
11897	Christopher Parker	Lead inspector	Science, Information and communication technology, Personal, social and health education
14083	Andy Anderson	Lay inspector	
20655	Beryl Rimmer	Team inspector	English, Design and technology, Music, Physical education, Foundation Stage.
26965	Paula Protherough	Team inspector	Mathematics, Art and design, Geography, History, Religious education, Special educational needs.

The inspection contractor was :

Inspire Educational Ltd

The Coach House
132 Whitaker Road
Derby

DE23 6AP

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school provides a satisfactory education for its pupils. The headteacher is leading a programme of continuing improvement to good effect. The pupils are achieving satisfactorily but are not yet reaching the standards they should in all areas. The school provides satisfactory value for money.

The school's main strengths and weaknesses are:

- The headteacher provides good leadership
- The overall provision for the Foundation Stage is good
- The teaching is strong and effective in Years 2, 5 and 6
- Standards in mathematics are above average but in writing and science they are too low
- Religious education is not taught in sufficient depth
- The pupils' presentation of their work is not good enough
- Links with parents, the community and with other schools are good

Overall improvement since the last inspection is satisfactory. Significant improvements have been achieved in leadership, behaviour and teaching. The tracking of pupils' progress is now well established. The curriculum has a better balance but standards in science are still too low. The commitment and capacity to improve further are strong.

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	E	E	E
Mathematics	C	E	C	B
Science	E	E	E	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 satisfactory overall. The pupils make a good start in the Foundation Stage and most of the pupils reach the national goals set for the end of the reception year. Progress in Years 1 and 2, although satisfactory, it is more rapid in Year 2 where the pupils make good progress in mathematics and reading. This is evident in the results of national tests at the end of Year 2 which were above average in mathematics, average in reading but below average in writing last year. The results at the end of Year 6 fell to well below average in 2003. In mathematics they recovered in 2004 to be average again. The school is tackling underachievement and seeking to raise standards and there are clear indications that the teachers are being successful in key areas. In mathematics, improvements continue and standards are now above average; in reading the range of strategies used by the teachers has brought about improvements and standards are now average. In writing, however, improvement strategies are taking longer to have an impact and standards remain below average. Currently, the pupils are making good progress in Years 5 and 6.

The pupils' scientific knowledge is being satisfactorily extended through a full range of topics but their investigative skills are not being systematically developed. As a result they do not reach the standards they should by the end of Year 6. The pupils display good levels of competency in information and communication technology in line with those expected by the end of Year 6. However, the teaching of religious education is superficial and as a result the pupils have a cursory knowledge of the subject. Those pupils with special educational needs are well supported and achieve satisfactorily. Support for their reading and mathematics is particularly good.

The pupils' attitudes and behaviour are satisfactory. Good behaviour is strongly promoted, encouraged and rewarded, and as a result there have been considerable improvements. However, a few parents and children feel that the playground behaviour of some pupils can be too boisterous. The school has adopted a range of strategies, which its own evaluations indicate are having a positive effect. Most of the pupils respond well in lessons, they are keen to participate and many ask and answer questions confidently. General levels of presentation are poor and pupils are not routinely required to consider the quality of their work; consequently, they do not show the care they should. **The pupils' spiritual, moral, social and cultural development is satisfactory.** Attendance is average.

QUALITY OF EDUCATION

The quality of education provided by the school is satisfactory overall. The **teaching and learning are satisfactory.** However, there is variation in the quality of teaching and in its impact and effectiveness. In Years 2, 5 and 6 most lessons are good, and many are very good, with the result that pupils do well in most subjects. However, in Years 1, 3 and 4 the lessons are predominantly satisfactory. The support and improvements since the last inspection have resulted in pupils in these age groups making satisfactory progress. The greatest consistency in the quality of teaching has been achieved in mathematics where pupils are now doing well, though general expectations of the quality of presentation are too low and the effectiveness of marking is inconsistent. The teaching in the Foundation Stage is good. The curriculum is satisfactory but the pupils have too few opportunities to use their literacy skills across the curriculum and religious education is not taught in sufficient depth. ICT is used effectively and visits, visitors and extra-curricular activities enhance the curriculum. The school has a good programme for the pupils' personal development and provides very effective pastoral care. The school council involves and acts on the pupils' views. Links with parents, the community and with other schools are good. Parents contribute well to pupils' learning at school and at home and they are given a good range of information.

LEADERSHIP AND MANAGEMENT

The **leadership and management are satisfactory.** The headteacher, governors and staff team are working together effectively to improve the provision for the pupils. The headteacher provides strong leadership and the subject co-ordinators are now managing the curriculum well, but not all are influential enough in ensuring consistently high and improving standards in their subjects. Governors fulfil their statutory responsibilities.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The level of parental satisfaction is quite mixed. Some parents have concerns about behaviour and the relationship between home and school. About a quarter feel the school does not seek their views but the inspection team found an unusually good range of opportunities for parents to comment on school policies. Others recognise the improvements that have been made in many areas; nine out of ten parents now feel their children like school, make good progress and that the teaching is good.

IMPROVEMENTS NEEDED

The school should continue to improve the quality of teaching so that it is consistently good and pupils achieve highly throughout the school. Particular attention should be given to:

- Raising standards of writing and giving pupils more opportunities to write across the curriculum
- Ensuring the pupils systematically develop their skills of scientific investigation
- Teaching religious education in greater depth
- Improving the presentation of the pupils' work

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Achievement is satisfactory. Standards are in improving but are not yet as high as they should be in English and science.

Main strengths and weaknesses

- Standards in mathematics have risen considerably and are above average
- Standards in writing are too low
- The pupils make good progress in reading
- The pupils' knowledge of religious education is weak

Commentary

1. When the children start school their levels of personal, social and emotional development and communication, language and literacy skills are very varied and often lower than average. Largely as a result of good teaching, the majority of children achieve well and are likely to reach standards in line with those expected in all areas of learning by the end of their time in reception.
2. The results of national tests at the end of Year 2 have been quite consistent for the last four years. In reading and mathematics results have been broadly average but in writing they have generally been below average. About a third of the pupils reached the higher level in reading and mathematics last year, but in writing none reached this level.
3. The results at the end of Year 6 fell from average in 2002 to well below average in 2003. In mathematics they recovered in 2004 to be average again. Although results were well below average in English and science there was an improvement because of the measures taken by the school to reverse the downward trend. The school is continuing to tackle underachievement and to raise standards further and there are clear indications that they are being successful in key areas. In mathematics improvements continue and standards are now above average; in reading the range of strategies used by the teachers has brought about improvements and standards are now average. In writing, however, improvement strategies are taking longer to have an impact and standards remain below average.
4. Analysis of the school's tracking data to show the progress made by current Year 6 pupils gives a clear picture of considerably improved achievement in Years 5 and 6, with pupils on course to reach their targets. However, this follows a period of slow progress in Years 3 and 4 where these pupils significantly underachieved. Analysis of subsequent year groups shows progress has improved in mathematics and reading in Years 3 and 4 but remains slow in writing. Inspection evidence confirms that this is the case and that good progress in Years 5 and 6 is being maintained because of the strong teaching in these classes. The school's involvement in the Intensifying Support Programme is aiding the focus on raising standards in English and mathematics in all year groups.

5. Teacher assessment indicates that standards in science by Year 2 are broadly average. This is confirmed by scrutiny of the pupils' work and lesson observation. While the pupils' scientific knowledge is being satisfactorily extended through teaching of a full range of topics, their investigative skills are not being systematically or consistently developed. As a result they do not reach the standards they should by the end of Year 6. The pupils display good levels of competency in information and communication technology in line with those expected by the end of Year 6. Skills are being well developed as the pupils move through the school and the use of ICT is increasingly evident in both learning and teaching.
6. The school provides a good range of sporting opportunities and physical education is well taught; as a result the pupils reach the standards expected by the end of Year 6. However, the teaching of religious education is superficial and as a result the pupils have cursory knowledge of the subject.
7. Pupils with special educational needs are well supported and achieve satisfactorily. Support for their development in reading and mathematics is particularly good.

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

Standards in:	School results	National results
reading	15.8 (16.5)	15.8 (15.7)
writing	13.5 (14.0)	14.6 (14.6)
mathematics	17.2 (16.9)	16.2 (16.3)

There were 25 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 2004

Standards in:	School results	National results
English	25.6 (24.9)	26.9 (26.8)
mathematics	27.4 (23.8)	27.0 (26.8)
science	27.4 (26.3)	28.6 (28.6)

There were 31 pupils in the year group. Figures in brackets are for the previous year

Pupils' attitudes, values and other personal qualities

The pupils' attitudes and behaviour are satisfactory. Their spiritual, moral, social and cultural development is satisfactory. Attendance is average.

Main strengths and weaknesses

- Good behaviour is strongly promoted, encouraged and rewarded
- Behaviour and personal development are good in the Foundation Stage

Commentary

8. The school has placed considerable emphasis on, and made a good effort to, improve standards of behaviour. At the time of the last inspection disruptive behaviour was undermining teaching and learning. Discussions with teachers, parents and pupils confirm that there have been considerable strides forward. The minority of pupils with

behavioural difficulties are now generally well managed in lessons. There is now a well understood behaviour management system with clear rewards and sanctions. Inspection evidence confirms that in most lessons the majority of pupils behave well and have good relationships with each other and their teachers. A few parents and children feel that the playground behaviour of some pupils can be too boisterous and that incidents of bullying continue to cause problems. The school has adopted a range of strategies, and its own evaluations indicate a significant reduction in bullying incidents. Activities at lunchtime, such as those which utilise the school's new fitness trail, are providing opportunities for pupils to be purposefully and energetically engaged. Incidents are recorded and monitored to aid both a resolution and further improvement.

9. Most of the pupils respond well in lessons. They are keen to participate and many ask and answer questions confidently. When asked whether they enjoy lessons, pupils invariably say they do and are clearly motivated when, for example, using ICT. Attendance at a local event, in which the Year 6 pupils performed a dance routine, was enjoyed by the pupils who all participated. Improved attitudes to reading are developing in parallel with higher standards but some boys retain an ambivalence towards both reading and writing. General levels of presentation are poor and pupils are not routinely required to consider the quality of their work, consequently, they do not show the care they should.

10. The range of opportunities offered to the pupils to extend their personal development is increasing. For example, in a very good personal, social and health education lesson in Year 6 the pupils were given the opportunity to reflect on their own relationship with the local community. However, the superficial nature of religious education does not generate in pupils a sufficient awareness and understanding of their own and others beliefs. In most lessons, although not all, teachers value the pupils' questions and give them time to contribute their thoughts. The school actively and positively promotes a clear moral code and as a result the pupils distinguish right from wrong. The pupils make good and frequent contributions to a range of charitable causes such as Children in Need and Detection of Cancer and Treatment Equipment Fund. The pupils' social development is good and as a result most pupils work together co-operatively. In many lessons the pupils are asked to talk to their partners to, for example, suggest a solution to a problem or to agree a contribution to the next stage of the lesson. Older pupils take on roles as prefects and other responsibilities that enhance their personal development and help the school. Opportunities for cultural development are provided through, for example, focussing on a composer of the week, the work of artists and art from other cultures. During a recent art week the pupils had opportunities to create a hanging in an Indian style and try their hand at Japanese calligraphy. However, pupils have few opportunities to prepare for life in a multi-cultural society.

Attendance

11. The attendance rate at the school is broadly in line with the national median. The school's action to promote good attendance is effective. Most parents and carers support the school's efforts to ensure the punctuality and attendance of their children.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	5.3
National data	5.1

Unauthorised absence	
School data	0.0
National data	0.4

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

Exclusions

12. The school uses exclusion as part of its behaviour management strategy but is applied to a very small number of pupils. Where exclusion becomes necessary the school provides a programme of support, utilises external agencies and involves parents. There have been four exclusions in the current school year, of one child, of which two were lengthy. Procedures are followed but in this case the maximum number of days allowed in one school year has been exceeded.

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	200	2	

The table gives the number of exclusions, which may be different from the number of pupils excluded.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is satisfactory overall.

Teaching and learning

The teaching, learning and assessment are satisfactory.

Main strengths and weaknesses

- Strong teaching is helping to raise standards in Years 2, 5 and 6
- The teaching in the Foundation Stage is good
- Expectations of presentation are too low
- The effectiveness of marking is inconsistent

Commentary

13. Teaching in the Foundation Stage is good overall, with some very good examples seen in the reception class. The teachers provide a wide range of purposeful activities based on thorough and detailed assessments of children's attainment and progress. There is a good balance between activities directed by adults and those initiated independently by children. Consequently, the children do well and make a good start.

14. The teaching in Years 1 to 6 is satisfactory. The high proportion of unsatisfactory teaching seen at the time of the last inspection has been significantly reduced. Only one poor lesson, in religious education, where the tasks did not match the needs of the pupils was seen. The improvement is the result of staff changes and professional development, clear targets in performance management and support from the headteacher and local authority officers. However, variations in the quality of teaching, and in its impact and effectiveness, remain. In Years 2, 5 and 6 most lessons are good and many are very good with the result that pupils do well in most subjects, but in Years 1, 3 and 4 the lessons are predominantly satisfactory. The support and improvements since the last inspection have resulted in pupils in Years 3 and 4 now making

satisfactory progress. The greatest consistency in the quality of teaching has been achieved in mathematics where pupils are now doing well. Nevertheless, some weaknesses remain, for example, in the teaching of writing, and further improvements are needed to provide the pupils with a consistently good quality of teaching that will ensure they achieve highly throughout the school.

15. The governors see the main priority for improvement as providing the pupils with consistently good quality teaching. Since her appointment the new headteacher and local education authority officers have frequently monitored the teaching, recording their observations and ensuring that the pupils are always satisfactorily taught. The school is making good use of programmes within the Primary National Strategy to bring about further improvement.
16. In Years 2, 5 and 6 lessons are always purposeful, well constructed and engage the pupils in learning. The teachers make it clear to the pupils what they are expected to learn and often review this at the end of the lesson to check how well the pupils have done. In these lessons the teachers inject energy and pace, which constantly keeps the pupils involved in the learning. In an English lesson in Year 5 the teacher was very clear about what the children were expected to learn; he challenged and engaged the pupils as they interpreted Walter de la Mare's, 'The Listeners'. The lessons moved seamlessly at pace through discussions and tasks about words and the meaning of phrases within the text. In Years 1, 3 and 4 pace and challenge are not used to such good effect and in some lessons the level of engagement is not as high. Consequently, progress is not as rapid.
17. In most lessons the teachers have high expectations of behaviour and manage any disruption skilfully utilising the school's behaviour management strategy. In general expectations are high but this does not extend the presentation of the pupils' work. Even where the teaching is strong sloppy presentation is accepted too readily. Most, but not all, of the classrooms provide the pupils with a tidy and well organised space that encourages learning.
18. Improvements have been made in assessment. The teachers have a good knowledge of the levels at which the pupils are working and are closely monitoring their progress, particularly in English and mathematics. The assessment co-ordinator keeps comprehensive records and has introduced end of unit assessment in all subjects. The use of curricular targets is providing groups of pupils with a clear target in the medium term but the marking of the pupils' work does not consistently provide them with a clear indication of how they can improve a piece of work or what they should aim to do achieve in the next lesson.

Summary of teaching observed during the inspection in 35 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	11 (31%)	12 (34%)	11 (31%)	0	1 (3%)	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.

The curriculum

Overall the school provides a satisfactory curriculum.

Main strengths and weaknesses

- The school has a good programme for the pupils' personal development
- The pupils have too few opportunities to use, apply and extend their literacy skills across the curriculum
- Religious education is not taught in sufficient depth
- The provision for extra-curricular activities is good

Commentary

19. The curriculum for the youngest children is planned carefully to ensure access to all areas of learning and takes account of the different ways and rates at which children learn. The provision and resources for structured play have improved considerably since the last inspection and are appropriately used in both the indoor and outdoor settings. The curriculum for the Foundation Stage is good.
20. The curriculum, including the personal, social and health education programmes, utilises the national guidance and, taken overall, is satisfactory. The teachers employ a suitable range of strategies to ensure that all children, including those with special educational needs, receive their full entitlement. However, religious education is not studied in sufficient depth, or in a way that motivates the pupils and stimulates an enthusiasm for learning about major world faiths.
21. The quality and frequency of opportunities for the pupils to use their writing skills right across the curriculum are inadequate. The headteacher has worked successfully to reduce the dependency on worksheets but opportunities to write with a sense of purpose in a range of contexts are currently too few to support the school's drive to raise standards of writing. For example, in science, more could be done to ensure that the pupils write their findings in a detailed report following an experiment. At present the monitoring of the curriculum does not ensure that, for example, the pupils' writing or investigative skills in science build systematically as they move through the school. There is clear evidence that ICT is becoming increasingly embedded into the pupils' learning. A recent arts week illustrates well the schools commitment to creating a more stimulating and enjoyable curriculum.
22. Through the Intensifying Support Programme the school has been successful in establishing positive conditions for learning. In all rooms curricular targets and important learning strategies are prominently displayed to both prompt and stimulate the pupils.
23. The headteacher has taken over the role of special needs co-ordinator and has made considerable improvements to the quality of the provision. As a result, the school makes good provision for the pupils with special educational needs. Appropriate procedures identify the pupils' needs, and their parents are kept suitably informed. The school draws up individual education plans (IEPs) for all identified pupils and a good level of support is provided by the teaching assistants to help them achieve their targets. Pupils are sometimes withdrawn for focussed work in literacy or mathematics lessons. Alternatively, teaching assistants model the work to ensure that pupils understand what is being taught, for example, in mathematics lessons in Year 5. In this case she then effectively supported the pupils as they carried out their tasks. During the inspection teaching assistants were very well deployed to support pupils in lessons. For example, in physical education lessons they joined in, involved reluctant pupils and kept them involved to ensure that they participated in all of the activities.

24. Good extra-curricular provision extends and supports the curriculum. Parents are appreciative of this and after school clubs are very well supported. The pupils also have good opportunities to participate in musical activities in the community. There are good opportunities to perform at events, such as a recent the dance festival. Visits to places of interest enhance the curriculum. Links with the local secondary school are also effective in enhancing opportunities for mathematical learning and extending sporting opportunities.
25. There are sufficient qualified teachers for the number of pupils on roll. The accommodation and resources are good and recent improvements are particularly evident in the Foundation Stage. The library and computer suite provide good central areas to extend learning and are well used by the pupils.

Care, guidance and support

The school provides good and effective pastoral care. The provision for support, advice and guidance based on monitoring is satisfactory. The involvement of pupils through seeking, valuing and acting on their views is good.

Main strengths and weaknesses

- Procedures to ensure pupils work in a healthy and safe environment are very good
- Induction arrangements for pupils are good
- The majority of pupils have a good and trusting relationship with one or more adults in the school

Commentary

26. The school has a caring ethos. The headteacher and her staff are very approachable, caring and fully committed to the welfare of the children in their charge. Relationships between adults and children are secure and grounded in mutual respect. The school's child protection procedures are secure and fully understood by all members of staff. The school's arrangements for pastoral care, for example, first aid provision, are very good. Supervision at breaks and lunchtime is alert and vigilant and the standard of care is effective.
27. The governing body and headteacher take their health and safety responsibilities very seriously. All the required checks and inspections, including risk assessments, are regularly carried out and properly recorded. Consequently, children work and play in a safe and secure environment.
28. Teaching assistants provide very good support to teachers and pupils. The tracking of pupils' progress and academic achievement is now firmly established and increasing use of this information is made to plan appropriate work and inform support and guidance for the pupils. In the Foundation Stage the children's progress is carefully monitored. Those pupils with special educational needs are well supported. This has a positive impact on the standards they achieve and the personal development of most of these pupils.
29. The School Council provides a good platform for pupils to put forward their views about the school. Teachers regularly talk to children and encourage them to voice their opinions. In discussion the children agree that their ideas are listened to.

Partnership with parents, other schools and the community

Links with parents, the community and with other schools are good.

Main strengths and weaknesses

- Parents contribute well to pupils' learning at school and at home
- Information for parents about the school is good
- Parental satisfaction with the school is only satisfactory
- There are good educational links with other schools

Commentary

30. Links with parents are good. The level of parental satisfaction has improved since the last inspection but there are still parents who are unhappy with some aspects of the school. A few parents remain concerned about bullying while others feel the situation is much improved. During the inspection the headteacher and her staff were available to parents at the start and end of each school day and were very approachable and welcoming. A good number of parents help in classrooms and around the school, and are willing to accompany children on out of school visits. There is good support for home reading and homework. The Friends of Old Leake School (FOOLS) is well supported and raises considerable funds for the school.
31. The provision of information about all aspects of school life is good. The school prospectus is attractive and informative. The current prospectus omits one item of statutorily required information; rates of pupils' authorised and unauthorised absence. The governors hold an annual meeting with parents and publish a comprehensive annual report. Parents receive regular newsletters, which include information about policy reviews for their comment, and appropriate letters about events and activities. Parents of children with special educational needs (SEN) are kept well informed and fully involved in their children's education.
32. A significant number of parents do not agree that they are well informed about their children's progress. Inspection evidence did not support these parents' views. Parents are given a written annual progress report that clearly states the progress made and sets formal targets for improvement. They are also offered the opportunity to attend appropriate consultation evenings each year.
33. The school uses the local and wider community well. The school hosts Family Literacy Courses jointly with a local college. Pupils are taken on a very good range of visits and benefit from meeting a range of community visitors, which supports their personal development. Good relationships and productive links with the main receiving secondary schools ensure a smooth transition to the next stage of their education.

LEADERSHIP AND MANAGEMENT

The leadership, management and governance are satisfactory.

Main strengths and weaknesses

- The headteacher, governors and staff team work together well
- The headteacher provides strong and effective leadership
- The monitoring of the teaching and the curriculum is comprehensive, but not incisive enough
- Not all co-ordinators are influential enough

Commentary

34. The headteacher has been effective in leading the school's recovery and tackling its key weaknesses. Improvements in behaviour and its management have helped to create the conditions where purposeful learning can take place. The headteacher, working with local authority officers, has utilised the Intensifying Support Programme, to provide a sharp focus for raising standards. Working with, for example, the mathematics co-ordinator considerable improvement has already been secured. The leadership now provides a clear direction for the school's work; it is also realistic and aware that there is still much to do. There is a strong commitment and a capacity to improve further.
35. The governing body supports the school effectively. It compares the school's performance with that of others, consults with local education authority officers about the school's effectiveness and is clear about where the school needs to improve further. The headteacher's reports to the governors are comprehensive and keep them fully informed about important aspects of the school's work and the effectiveness of improvement activities. The governors also make frequent visits to find out for themselves what is happening in the school. They visit lessons and meet with co-ordinators and report their observations to their colleagues. Consequently, they can see for themselves how the school operates and they have a clear view of its strengths and weaknesses. One governor commented; 'we are progressively moving to where we want to be'.
36. The school improvement plan gives a clear outline, not only of the areas for improvement but also the context within which the plan is to be implemented. The plan is strategic and based on the monitoring of progress made in the recent past. It is backed by raising attainment plans and takes account of an analysis of the pupils' progress. The headteacher works with co-ordinators and governors to identify issues and areas for improvement. This process has helped to focus, for example, on improving teaching, learning and raising standards, which have consequently improved steadily.
37. The headteacher provides clear leadership. Positive relationships and effective teamwork result in a shared direction for further improvement. The subject leaders monitor the provision made for the pupils, but not the effect that this has on the pupils' achievements. The monitoring of teaching, whilst frequent and constructive, focuses heavily on teaching methods and the management of the pupils and less on its impact on achievement. Similarly, scrutiny of examples of the pupils' work highlights broad trends of improvement and weaknesses. These activities provide useful information but are not consistently influencing interventions to drive standards higher. Steps to remedy evident weaknesses are sometimes not taken rapidly enough and have yet to secure consistently high expectations of presentation of the pupils' work or a consistent approach to marking which helps the pupils to improve their work.

38. Improvements to everyday management of the school ensure it runs smoothly. Efficient administrative support allows the headteacher to focus her efforts on raising standards further.

Financial information**Financial information for the year April 2003 to March 2004**

Income and expenditure (£)	
Total income	528 139
Total expenditure	521 178
Expenditure per pupil	2 470

Balances (£)	
Balance from previous year	24 400
Balance carried forward to the next	6 691

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

39. The children are taught in a part-time nursery, where there are currently 18 pupils and a reception with 17 full-time pupils. The teaching is good and particularly strong in the reception class. Leadership of the Foundation Stage is satisfactory. The co-ordinator sets a good example and she and the part-time nursery teacher work well together, providing good continuity between the two classes. Outdoor equipment and resources are much improved. They are plentiful and of a good quality.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Routines are soon established and there are high expectations of behaviour
- Independence is fostered effectively

Commentary

40. Many children have difficulty separating from their parents when they first start school in the nursery. The teachers are sensitive to individual needs and show patience and understanding, establishing clear rules and expectations. As a result, the children soon learn to feel safe and secure and settle happily into the daily routines. They are encouraged to be independent and show respect for themselves and others and their belongings. Children learn to co-operate, sharing the attention of adults and negotiating turns with equipment and resources. Adults emphasise the importance of listening and taking turns. Children achieve well because of consistently good teaching in this area. By the time they are ready to move into Year 1, the children respect the rules and conventions of the classroom. They choose their own activities with growing independence and reach standards in line with those expected.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- The children good progress in speaking and listening
- There are good systems for assessing children's development

Commentary

41. While some children are articulate and confident speakers when they start in the nursery, others are shy and reluctant to talk. They lack confidence, have a limited vocabulary and their speech is often unclear. There are well planned opportunities in both the nursery and reception to develop speaking and listening skills. Adults work hard to encourage children to talk and explain their thoughts through timely interventions during activities. Through expressive story reading and the good provision of resources, children develop a lively interest and enthusiasm for books and stories. The basic skills of reading are well taught and children make good progress in

developing their knowledge of letters and sounds. They participate in a wide range of interesting and relevant activities and begin to write for real purposes, such as making shopping lists and taking orders during stimulating and exciting role-play activities. The teachers and assistants set clear targets and make effective use of assessment procedures to plan thoughtfully for the next stage in children's learning. By the end of reception, standards are in line with those expected.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- A good variety of purposeful and relevant practical mathematical activities aid progress
- Teaching assistants reinforce learning well

Commentary

42. In the nursery, children enjoy singing number rhymes and participating in a wide variety of practical counting, sorting and matching activities, both indoors and out. When they play hopscotch, they learn to recognise and order numbers and begin to understand the principles of subtraction during action songs. Achievement is good. By the end of reception most children count and order numbers to ten and the most able add and subtract with a growing knowledge of simple number bonds. They use vocabulary, such as 'more' or 'less' and 'longer' and 'shorter' and have a secure knowledge of basic shapes, including, for the more able, a hexagon. In a well thought out lesson in reception, children of all abilities made significant progress in the recognition of coins. They grew increasing confident and relished using real money during practical shopping activities. The teachers make good use of assistants who develop mathematical vocabulary to a good extent and involve children effectively through focused and challenging questioning to develop thinking skills. The teaching is good.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- An interesting variety of stimulating activities, visits and resources promote learning effectively

Commentary

43. Children in the nursery come to school with mostly limited levels of knowledge and understanding of the world, often lacking the vocabulary to describe everyday objects. The teachers provide good opportunities to investigate and explore objects and materials in the world around them through a range of worthwhile well-planned directed activities. Children show high levels of interest and curiosity when they experiment with materials such as sand, water, dough and construction equipment in the nursery. In reception, they record weather patterns and investigate melting ice and how to change milk to butter. They plant seeds and dig for worms, growing in knowledge and understanding of living things. Adults involve themselves purposefully in children's play, asking questions to promote enquiry and thinking and encouraging delight in the environment, such as the softly falling snow. Many visits and visitors enhance the provision and help to develop children's cultural understanding. Children learn about

Chinese customs through stimulating role-play and the good use of good quality resources. Teaching and learning are good and children achieve well.

PHYSICAL DEVELOPMENT

Provision for physical development is **good**.

Main strengths and weaknesses

- The teachers create planned opportunities for purposeful physical activities

Commentary

44. The recently enhanced outdoor area provides a safe, secure and inviting environment. Children in the nursery participate in a wide variety of purposeful physical activities on both hard and soft surfaces. They run over and around obstacles with increasing confidence and control; they climb over tyres, throw balls and bowl hoops. Children show awareness of others when they have the opportunity to pedal and manoeuvre a good range of wheeled toys. They learn to handle and manipulate small construction equipment, scissors, brushes and writing tools with increasing control. Fine motor skills are developed well during pouring activities in the nursery and children show high levels of co-ordination. As a result of good challenge and guidance from adults, children in reception learn to improve their skills of throwing and catching to a very good extent. Individuals kick balls accurately to one another and through targets. Teaching is good and children achieve well.

CREATIVE DEVELOPMENT

Provision for creative development is **good**.

Main strengths and weaknesses

- The children have frequent opportunities to experiment with materials and media
- They enjoy taking part in role play activities and show imagination

Commentary

45. There are good opportunities in both the nursery and reception for children to experiment with colour, texture and shape through a wide range of interesting painting and craft activities. Children express their ideas with confidence and imagination, producing a variety of lively drawings, patterns, models and paintings. They confidently participate in role-play activities such as a Chinese restaurant and a very well resourced village shop. Reception children are engrossed in assisting shoppers and giving receipts according to their chosen roles. Adults provide good resources and guidance, knowing when it is appropriate to intervene in children's play to ensure good progress. Teaching and learning are good and children achieve well because of the provision of relevant and well-integrated activities across many different areas of learning.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision for English is **satisfactory**.

Main strengths and weaknesses

- The standard of writing is improving but is not yet high enough
- The development of pupils' speaking and listening is good
- Expectations of the presentation of the pupils' work are too low
- The quality of teaching is strong in Years 2, 5 and 6

Commentary

46. The emphasis placed on raising standards in English is bearing fruit. In Years 2 and 6 standards in speaking and listening and reading are now broadly average. More pupils are likely to reach the higher levels because of increasing levels of challenge in teaching. Standards in writing are improving but remain below average because progress is still inconsistent as the pupils move through the school. Effective intervention strategies have already raised standards of reading and spelling and their impact is becoming evident in writing. Inspectors saw examples of very good teaching in Years 5 and 6 where pupils often achieve at a rapid rate. Overall, achievement is satisfactory.

47. The teachers and the teaching assistants place considerable emphasis on developing speaking and listening skills. In many lessons, the pupils are successfully encouraged to listen respectfully to adults and one another. By the end of Year 2, pupils are confident to communicate their ideas to adults and one another individually and in pairs and groups. The pupils make very good progress in Years 5 and 6, where good relationships, lively and challenging questioning and opportunities for discussion encourage pupils to respond thoughtfully and present their answers coherently. Pupils of all abilities communicate with confidence and enthusiasm, the more able using complex sentences and descriptive language. They achieve well and reach satisfactory standards by the end of Year 6. The teaching of speaking and listening is satisfactory overall. The teachers make good use of questioning and drama and this leads to increased confidence, but in some lessons teachers' introductions are over long, which reduces opportunities for pupils to contribute.

48. The school promotes reading well. In the last two years, there has been a more cohesive approach to reading. New and improved intervention strategies, including regular and frequent reading to adults, a buddy system, reorganisation of the reading scheme and refurbishment of the attractive library have contributed to improved standards. The majority of pupils enjoy reading a suitable range of books that are well matched to their levels of ability. By the end of Year 2, pupils have an increasing awareness of sounds, blends and rhymes. They mostly read with enthusiasm and accuracy, taking appropriate account of punctuation and print conventions. Pupils use a range of strategies to successfully decode unfamiliar and difficult words. Their understanding of vocabulary is more limited. An increasing number of pupils reach the higher levels, reading with expression and understanding and empathising with characters to a good extent. Pupils make good progress in Years 4 and 5 and, by the end of Year 6, are independent and competent readers. They reach average standards but, for some less able pupils, poor command of spoken English leads to stilted reading and a lack of fluency. Teaching of reading is good overall, with pupils achieving well.

49. Standards of writing are below average at the end of Years 2 and 6. There is comprehensive coverage of skills through the National Literacy Strategy and, by the end of Year 6, pupils show good knowledge and understanding of language. In Years 5 and 6, there is an interesting and stimulating variety of language activities to promote and develop skills for relevant purposes. Pupils write letters, play scripts and poems; they record interviews, arguments and make lists. However, these are often in the form of short and isolated exercises, too often using inappropriate work sheets. The appropriate concentration on pupils' oral skills often leads to insufficient time being spent on writing within lessons. Teachers in some year groups do not pay enough attention to the application or consolidation of these skills through relevant and purposeful activities across the curriculum. Opportunities to write imaginatively at length using pupils' developing skills are limited. Work is not often matched closely enough to pupils' prior attainment and the pupils continue to make grammatical errors in basic sentence construction. There are good and improving standards of spelling. Pupils learn groups of words in a systematic and thorough manner, revisiting their errors through good individual support from teaching assistants. Good standards in pupils' handwriting books are not reflected in their everyday writing.
50. The quality of teaching and learning is satisfactory overall. Lessons are well planned and structured to provide an interesting variety of activities. The teachers make learning objectives clear and explicit. In the best lessons, in Years 2, 5 and 6, teachers use challenging questions in very good lessons to stimulate pupils to think creatively, using their growing knowledge of language to develop imaginative independent stories. However, there are still inconsistencies. Pupils' books show that pupils in other year groups do not build sufficiently well on their previous learning. In spite of a new marking policy teachers sometimes have low expectations of the accuracy of basic grammatical skills and of the presentation of work.
51. Pupils with special educational needs make good progress towards the targets in their individual education plans because they are well supported by learning support assistants.
52. English has a temporary co-ordinator with a permanent teacher taking over the reins at the start of next term. Sustained and influential leadership is now required to consolidate and extend improvements, particularly in writing. Systems for target setting are providing a clear focus for writing. However, monitoring does not achieve a precise enough measure of the impact of improvement activities on the standards the pupils attain.

Language and literacy across the curriculum

53. Pupils have growing opportunities to reinforce and extend their spoken language skills in other areas of the curriculum. In Years 1 and 2, pupils develop their speaking and listening when they plan and record questions to put to a visiting paramedic. However, though there are some instances of good opportunities for pupils to write in other areas of the curriculum, for example, pupils in Years 1 and 2 produce 'eye-witness' accounts of the Fire of London, overall there are too few opportunities for writing in other areas, in some subjects because worksheets are overused.

MATHEMATICS

Provision for mathematics is **good**.

Main strengths and weaknesses

- Standards are improving and the pupils are achieving well
- The teaching is good
- Marking does not tell the children how to improve their work
- Teachers make effective use of ICT and other resources to motivate learning

Commentary

55. At the time of the last inspection standards were judged to be average and, although most pupils in Years 2 and 6 reached the expected levels, very few pupils exceeded them. The results of national tests fell sharply in 2003 but recovered in 2004. The current Year 6 pupils are achieving well and on track to build on these improvements. Standards in mathematics continue to improve throughout the school and most pupils are achieving well because much of the teaching is consistently good.
56. The teachers have good subject knowledge, plan their lessons well, use resources effectively and match tasks to the needs and abilities of the pupils. The more able pupils are challenged and interested. In the best lessons the teachers move pupils swiftly through a series of challenging tasks. They question, prompt and explore, giving the pupils the opportunity to think, discuss and hypothesise. For example, in a Year 5 lesson children examined polygons and were able to hypothesise on their properties, measure angles and draw lines of symmetry on regular and irregular shapes. The teachers have high expectations of their pupils' behaviour and concentration but they pay too little attention to standards of presentation. Relationships are very good; pupils respond to a secure, warm atmosphere that encourages them to take risks and attempt answers. They become confident and articulate and, as a consequence, are able to extend their knowledge and understanding.
57. Learning is generally good because the work is stimulating and well paced and there is an expectation that children will use mathematical thinking to solve problems for themselves. In Years 5 and 6 the pupils enjoy unpicking mathematical problems and debate and explain their ideas in small and large groups. For example, Year 6 pupils can select the best methods of calculating the area of a compound shape. A project on a barn conversion in Year 6 generated a wide range of mathematical investigations, which included calculation of areas of the garden for the creation of a lawn and areas for pets and calculation of the number of bricks and tiles required.
58. Teaching assistants make an effective contribution to lessons by helping the pupils to maintain their concentration and by supporting the less able. They also contribute to intervention strategies such as Springboard. Here they demonstrate good teaching of small groups.
59. In all year groups pupils of all abilities achieve well in lessons. Work in books shows progression but presentation in some year groups is untidy and impedes the setting out of calculations. Teachers assess pupils within lessons through probing questions and the use of the whiteboard. The pupils are generally aware of what they are about to learn because the objectives for the lessons are shared. However, pupils are not given the opportunity to assess their own learning and marking does not always inform them about how well they are doing or what they need to do to improve their work.
60. Throughout the school staff and pupils use ICT effectively. One class has an interactive whiteboard and others use well prepared presentations. For example, in Year 2 the teacher captured the imagination of her class when she used the technology to model the creation of a graph. The large screen image was then labelled by the pupils, who quickly grasped the concept of presenting and analysing data in this way. In Year 5 the pupils enjoy using the interactive whiteboard to, for example, rotate shapes or complete calculations.
61. There has been good improvement in mathematics since the last inspection. A new subject leader has laid a solid foundation for the management and further improvement of mathematics.

He has identified strengths and weaknesses in the curriculum and provides a strong lead in the subject through modelling effective teaching. He has a secure understanding of the standards within the school and ensures that pupils' progress is tracked systematically. He has a good oversight of the subject across the school and understands what needs to be done to improve maths still further.

Mathematics across the curriculum

62. Mathematical work is more successfully incorporated into other areas of the curriculum in some year groups than others. For example, in Year 2 the pupils have created pictograms in science and in Years 2 a geography project on litter in school allows the pupils to create and interpret graphs from the data they collected.

SCIENCE

Provision for science is **satisfactory**.

Main strengths and weaknesses

- Standards have risen but are still not high enough
- Investigative skills are not taught systematically
- Content and knowledge is often well taught

Commentary

63. The overall provision for science has improved since the last inspection. The school now ensures that sufficient curriculum time is devoted to the subject and the pupils study an appropriate range of topics. As a result standards have risen. The results of last year's national tests were higher than at any point in the last five years with far more pupils reaching the higher level, but overall they remained well below average. Inspection evidence suggests that standards are continuing to rise although they are not yet as high as they should be. The pupils are achieving satisfactorily but their progress is not rapid because the skills of investigative science are not taught systematically.

64. Scrutiny of the pupils' work shows that their skills of making predictions, testing ideas, observation, measurement and recording, using graphs and charts, evaluating methods and explaining results are taught and used without sufficient consideration of their previous experiences. For example, the type, sophistication and accuracy of the graphs and charts used by the pupils do not develop as they move through the school, nor do the demands to analyse and interpret them. Similarly, the manner in which they record and present experiments does not build on their previous learning. In Year 2, the more able pupils are beginning to make an independent record of experiments but in both Years 4 and 6 pupils are routinely using pro-forma and frameworks. This not only limits their progress in science but also misses an opportunity for the pupils to practise and extend their writing skills in a purposeful context.

65. The teaching in the lessons seen was good overall and better than the satisfactory picture created by the work in the pupils' books. In Year 2 the pupils were investigating how objects move. The lesson was well organised and managed and engaged the pupils purposefully in an investigation which led them to draw conclusions about forces. In Year 4, despite a mid lesson lull, the teacher made good use of ICT to develop the pupils' understanding of how shadows are formed. In Year 5 strong teacher knowledge and stimulating activities engaged the pupils so they made good gains in their

knowledge of food webs. While the teachers have high expectations in many areas, they do not demand enough of the pupils' in the way they present their work. The quality of marking varies considerably, with too few instances of where the teachers' comments help the pupils to improve their work.

66. The co-ordinator has been successful in bringing about improvements in the curriculum. Detailed analysis of assessment data has provided a very useful guide to gaps in the pupils' knowledge, which have subsequently been addressed. The priority now is, rightly, to improve the pupils' skills in experimental and investigative science.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- The pupils develop their ICT skills effectively
- The teaching is good

Commentary

67. Standards have been maintained and the provision developed since the last inspection. At the end of both Year 2 and Year 6 the pupils are reaching the standards expected of them. They develop good levels of confidence and competence. As they move through the school their skills develop well so that by Year 6 they are independent in their use of a computer. Logging on to the network, opening applications, locating files and saving to their allotted folders are well established routines for all pupils.
68. The use of word processing is reasonably well embedded into the curriculum and examples of the pupils' work illustrate well how they progress from making labels and producing short pieces in Year 2 to letters about environmental issues in Year 5. Discussion with some older pupils show that they have successfully used spreadsheets to produce a range of graphs, the best examples being those used to present their finding from a science investigation. The pupils also speak knowledgeably about websites they have used to aid their research.
69. The teaching is good overall. In the lessons seen, for example in Year 2, the teacher made good use of a programmable toy and software to develop the pupils' ability to give sequential instructions. The more able pupils created a series of instructions to recreate shapes using forward, backwards and 90 degree turns. The less able pupils confidently navigated their way around an on screen plan to aid their understanding of direction and turn. In Year 5 and 6 teachers' good knowledge of software is used well to teach the pupils how to create hyperlinks in presentation software. Discussion with older pupils shows they have a good understanding of how this type of software can be used and they illustrated this well with the presentations they have made about the Second World War. However, they have yet to consider how they might adapt their presentations for different audiences. In both lessons seen in Years 5 and 6 good comparisons were made between accessing information in a book and using ICT.
70. The leadership of the subject has been effective in extending and improving the quality of learning and teaching with ICT. The pupils say they enjoy using ICT and feel they learn effectively in lessons where it used by the teachers.

Information and communication technology across the curriculum

71. The teachers now make good use of projectors and the interactive whiteboard to aid learning. Good examples were seen in number of lessons to support, for example, mathematics and science. In a dance lesson the teacher made good use of a video camera to help the pupils to evaluate and improve their performance. There are good examples of ICT being used by the pupils in geography and history. In science, the pupils occasionally create graphs but software is not exploited effectively to help the pupils to record, present and analyse their findings in investigative science.

HUMANITIES

72. During the inspection one religious education lesson and two history lessons were observed. No geography lessons were observed. In all three subjects the pupils' work was inspected and in religious education a discussion was held with a group of Year 6 pupils.
73. The **religious education** curriculum is not taught in sufficient depth, particularly in Years 3 to 6. Discussions with Year 6 pupils show they do not have an appropriate knowledge or understanding of the key features of Christianity or other world faiths for their age. Not only is their knowledge limited but their attitudes have not benefited from opportunities to understand the importance of the beliefs of others. Standards are not as high as those reported at the time of the last inspection.
74. Following a review of the subject, a new plan for work across the school, incorporating the expectations of the locally agreed syllabus, has recently been introduced. This new scheme of work began in January 2005 and is not yet fully embedded into the curriculum. Consequently, pupils have not been taught about Christianity or other major world faiths in the depth or to an adequate level and are therefore unable to describe key events, key features and important leaders in world religions. Although plans are available as well as high quality resources to support learning, it is too soon to see an impact on children's knowledge and understanding. To begin to engender broader attitudes and understanding a recent art week was given a multicultural focus to provide pupils with the opportunity to begin to develop an awareness of other faiths. The school has also recently re-kindled a beneficial link with the local church and the local vicar now visits to take assemblies. The Year 1 pupils have visited the local church and have begun to develop an awareness of important places. They have also written sensitive prayers.
75. During the inspection one poor lesson was observed. The quality of the experience offered to the pupils did not enhance their understanding of the circumstances, events and meaning of the Easter story. In this lesson there was an over-reliance on worksheets, which did not match the needs or abilities of the pupils. Lack of opportunity for pupils to explore ideas or discuss the meaning of Easter resulted in little learning taking place.
76. The **history** curriculum is well planned and often imaginatively delivered. Resources are good and artefacts support the pupils' learning well. For example, real gas masks and ration books stimulate interest and heighten awareness of daily life in the Second World War.

77. The teachers provide the pupils with a range of opportunities to develop their historical skills, empathy and understanding. They use first hand experiences, such as visits to the Eden Camp and local museums, to bring learning to life. Links to other curriculum areas such as ICT and literacy enhance learning. The younger pupils learn about the Great Fire of London, using 'eye witness' accounts. Older pupils video imagined interviews with evacuee children at the end of the war and write moving eye witness accounts about the experience of leaving an Anderson shelter after an air raid.
78. There is a range of opportunities for pupils to develop geographical skills and further their knowledge of their own and other localities. There is good use of first hand experience to support learning throughout the school. The work in the pupils' books shows that standards are in line with expectations at the end of Year 2 and Year 6. The **geography** curriculum provides the pupils in Years 1 and 2 with opportunities to work in the school environment and the immediate locality. They develop an awareness of other localities through, for example, work on the Island of Struay from the Katie Morag story. In Year 5 and 6 the pupils compare key features of Old Leake and Boston. A Year 5 field trip to Snipe Dales allowed the pupils to explore the depth and flow of a river, collect materials from the riverbed, record information and interpret data they collected. The teachers provide a range of opportunities to use skills learned in other curriculum areas, for example, they use graph work to present information, use the Internet for personal research and ICT skills to record notes of field trips. In Year 5 pupils used their knowledge of how to present a reasoned argument to write a letter to President Putin about the development of hydro-electricity.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

79. One lesson was observed in art and design and one in music. No design and technology lessons were seen. One games and two dance lessons were seen in physical education but there is insufficient evidence to make a judgement about the overall quality of provision for the subject.
80. In **art and design** the standards of pupils' work in sketchbooks, displays around the school and portfolios is broadly in line with expectations and the pupils' achievement is satisfactory. The Year 1 sketchbooks are particularly well used and show that there is emphasis on the development of early skills in sketching and printing. Work on display includes sensitive sketching of historical artefacts in Years 5 and 6.
81. Some good examples of pupils' work resulted from the art week earlier this year. This gave the pupils the opportunity to work on a multicultural theme and to work with different adults in the school as well as visiting artists. There are delicate watercolour and pastel landscapes from Year 3 and a range of exciting collages with a particularly colourful wall hanging depicting Rangoli patterns and Hindu gods. The co-ordinator is continuing to raise the profile of art and design and increase the range of opportunities for the pupils to find out about the work of artists and explore the different styles and techniques they use.
82. The **design and technology** curriculum is planned on a two-year rolling programme. The teachers are beginning to work in teams and their planning incorporates assessment opportunities. The pupils make a good start in Years 1 and 2, building on good practice in the reception class. They follow a programme of skill development and produce moving pictures based on familiar stories, such as 'The Three Pigs'. Examples show evidence of pupils experiencing a wide range of tools, equipment, materials and techniques to make imaginative and individual models of some complexity. Very good progress was made in Years 5 and 6 through a very good project on building shelters, pupils initially gathered information from the Internet. Photographs show pupils

investigating possible locations for their shelter, using digital cameras. They decided their own criteria for design and then used a variety of construction kits to model their own designs. They systematically examined different ways of joining, using straws and pipe cleaners. Year 5 pupils proudly show the resulting purpose built willow shelter in the school grounds. They explained how it was constructed and the problems they experienced in tying the fronds together, demonstrating good evaluation skills to a good extent.

83. The co-ordinator's expertise and enthusiasm have a considerable impact on the curriculum. He provides examples of good practice to motivate staff. However, his developments have not yet made a full impact on all year groups and the subject is not consistently established throughout the school.
84. The school has improved the **music** curriculum and arrangements for both class teaching and instrumental tuition since the last inspection. Although these improvements are having a positive impact on standards, there is some way to go for the pupils to reach the expected levels in all aspects of the music curriculum. The recent appointments of a co-ordinator and a part time music specialist have already made a considerable contribution to raising the profile of music and to improving pupils' confidence in singing. On two days each week, the specialist teacher teaches singing to the whole school and guitar lessons and recorders to small groups of Years 4, 5 and 6 on a rotational basis. Pupils enjoy singing a growing repertoire of songs and hymns tunefully. They sing with clear diction, good timing and enthusiasm. Pupils respond well to guitar music and enjoy listening to songs from the 1960's, played by their teacher. They are keen to add to their own skills in guitar playing and benefit from his expertise and enthusiasm in this particular genre. Pupils gain a good awareness of rhythm and enjoy performing. They learn to play chords and change key and develop a good knowledge and understanding of notation and musical terms.
85. The pupils in Year 1, as part of the recently introduced scheme of work, effectively add to their understanding of pitch. In this satisfactory lesson they listened carefully to a sequence of songs and indicated higher and lower pitch with both hand and body movements. The pupils co-operated well and followed the teacher's directions. During assemblies the pupils gain knowledge of composers from Mozart to McCartney as they listen to selections of music as they enter and leave the hall.
86. The co-ordinator, who has recently taken over the role, does not have specialist knowledge. Nevertheless, she has evaluated the provision and recognised the need for a new scheme of work to support the non-specialist teachers. This has only been in place for just over a term and has not yet had an impact on standards throughout the school. There is provision for assessment within the commercial scheme but its recent introduction has not provided sufficient time for pupils to build on their prior knowledge and skills in music. Pupils with special educational needs participate fully in lessons with good levels of support from both teachers and learning support assistants and consequently make satisfactory progress.
87. In **physical education** the pupils have a good range of opportunities both within the school day and outside it. The school competes in athletic events, runs after school clubs in, for example, tag rugby, organises lunchtime fitness activities and participates in local dance festivals. In a Year 1 games lesson too many lulls and periods of inactivity reduced the impact of an otherwise well structured lesson. Nevertheless, the pupils made satisfactory progress in their skills of throwing and catching. A Year 3 dance lesson was similarly punctuated but the teacher used the pupils' evaluations well

to stimulate improvements and by the end of the lesson they had composed sensitive dances incorporating a good range of movements. There was no time for inactivity in an energetic dance lesson in Year 6. Very lively and enthusiastic teaching encouraged the pupils and instilled confidence to perform at a high level by the end of the lesson. Very good use of peer evaluation and teacher coaching were central to the considerable achievement in this lesson.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

88. Only one **personal, social and health education** lesson was observed. In this lesson, in Year 6, the teacher very confidently led an interesting discussion about the community focussing on the school community. The teacher provided good opportunities for the pupils to reflect on how they could make a contribution to the community. As a result the pupils made good gains in their moral as well as their social development.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	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	4
Attendance	4
Attitudes	4
Behaviour, including the extent of exclusions	4
Pupils' spiritual, moral, social and cultural development	4
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	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 headteacher	3
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).