

INSPECTION REPORT

The Welbourn C of E Primary School

Welbourn

LEA area: Lincolnshire

Unique reference number: 120542

Headteacher: Mr Robin Wilson

Lead inspector: Paul Edwards

Dates of inspection: 23rd – 25th May 2005

Inspection number: 268099

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: Voluntary controlled
Age range of pupils: 4 – 11 years
Gender of pupils: Mixed
Number on roll: 66

School address: High Street
Welbourn
Lincolnshire

Postcode: LN5 0NH

Telephone number: 01400 272798
Fax number: 01400 272798

Appropriate authority: The Governing Body
Name of chair of Mrs Arlene Cooper
governors:

Date of previous 16th July 1999
inspection:

CHARACTERISTICS OF THE SCHOOL

Welbourn is a very small school with 67 boys and girls on roll and the number of pupils has increased steadily over the last five years. The pupils come from a broad range of social backgrounds. The percentage of pupils entitled to free school meals is well below the national average. Attainment on entry to the school is broadly average but varies significantly from year to year due to the small number of pupils in each year group. Almost all of the pupils are of white British background. The proportion of pupils identified by the school as having special educational needs (22.4 per cent) is above average. Two pupils have a statement of special educational needs. There have been a significant number of staff changes during the past two years. At the time of the inspection, the headteacher and another permanent member of staff were absent through ill health.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21069	Paul Edwards	Lead inspector	Foundation Stage, mathematics, art and design, design and technology, music, special educational needs, information and communication technology
32660	Bob Adams	Lay inspector	
32207	Jennifer Thomas	Team inspector	English, science, physical education, history, geography, religious education, personal, social and health education.

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 is providing a **satisfactory standard of education**. Pupils make good progress and achieve well. By the end of Year 6, standards in English and mathematics are well above average. The leadership and management of the school are satisfactory. The school gives satisfactory value for money.

The school's main strengths and weaknesses are:

- Pupils achieve very good standards in English and mathematics by the end of Year 6
- The teachers ensure that lessons are well organised and interesting and the teaching assistants provide good support
- There are inconsistencies in the use of assessment resulting in uneven progress in Years 1 - 4
- There are weaknesses in the co-ordination and coverage of some foundation subjects
- Standards in information and communication technology have improved significantly and are above average by the end of Year 2 and Year 6
- The curriculum is enhanced by a good range of visits and visitors
- Staff training is not used systematically to improve teachers' subject knowledge
- The pupils have positive attitudes, behave very well and their personal development is good

Overall, the school has made satisfactory progress since it was last inspected. The above average standards in English and mathematics at the end of Year 6 have been maintained through good teaching. Good progress has been made in addressing the key issue concerning information and communication technology provision. There is a lack of progress in developing a co-ordinated approach to assessment and the coverage of subjects such as history, geography and religious education lack sufficient depth.

STANDARDS ACHIEVED

The pupils' overall **achievement is good**. Children in the Foundation Stage achieve well and, by the end of reception, most are likely to attain the goals expected of them in each of the areas of learning. In 2004 National Curriculum test results for pupils in Year 2, standards were well above average in reading and mathematics and above average in writing. Inspection evidence shows that, in the current Year 2, standards are average in English and science and above average in mathematics. Caution is needed in interpreting the data from national test results. Because of the very small number of pupils in each year group results can vary widely from year to year.

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

The results in the above table relate to the pupils who were in Year 6 in 2004. These pupils achieved the levels expected of them in the three core subjects but, with fewer than usual

higher attainers in mathematics and science in the year. Inspection evidence confirms that standards in the current Year 6 are well above average in English and mathematics and above average in science. Standards in information and communication technology are above average at the end of Year 2 and Year 6 because of the improved provision. Standards in religious education are in line with expectations at the end of Year 2 and Year 6. Standards in art and design are above average and they are in line with expectations in physical education by the end of Year 2 and Year 6. Across the school, those pupils with special educational needs achieve well.

The pupils' **personal development, including their spiritual, moral, social and cultural development, is good**. They have positive attitudes to school and their behaviour is very good. Attendance and punctuality are good.

QUALITY OF EDUCATION

The school provides a satisfactory quality of education. The teaching is good overall and contributes to the good start made by the children in the Foundation Stage and the pupils' good achievement over time. Teaching is most effective in Years 5 and 6 where it is consistently good. Elsewhere, it is more variable and progress could be more rapid in Years 1 - 4 if assessment was used more effectively to match work to the pupils' varying abilities. The teaching of mathematics is consistently good throughout the school but there is an occasional lack of challenge in literacy in Years 1 – 4. There are good procedures for tracking progress in these subjects but the lack of direction to ensure a consistent approach results in some staff not using the information as effectively as they might. The teachers are well supported by teaching assistants, who make a good contribution to the learning of those pupils with special educational needs.

The school provides a satisfactory curriculum, enhanced by a good range of enrichment activities. Due to the lack of clear direction and lack of opportunity for monitoring, subjects such as history, geography and religious education are not covered in sufficient depth and skills are not taught progressively across the school. The care and welfare of the pupils are effectively managed and they are offered good support and guidance. There are good links with the community and links with other schools and parents are satisfactory.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are satisfactory overall. Whilst monitoring of teaching and learning is undertaken there are weaknesses in using the evaluations to identify future training needs and assessment information is not being used consistently to ensure skills are taught progressively. Information and communication technology has developed well but there is insufficient monitoring of some foundation subjects. The school improvement plan shows a clear vision for strategic planning and the future development of the school. Subject co-ordinators, although leading their areas satisfactorily need the opportunity to develop expertise and leadership of their subjects further. Management of the school is satisfactory and the governors have provided good guidance during a period when staff absences have been high.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Whilst most parents hold the school in high regard a minority have expressed concerns regarding the leadership of the school and of the number of supply staff due to staff absences.. Most indicate that their children like school. They are expected to work hard and are encouraged to become more mature. Parents appreciate the way new children are

welcomed. The pupils are positive about their school, say that they are treated fairly and that their teachers help them.

IMPROVEMENTS NEEDED

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

- Ensure the headteacher monitors curriculum coverage and teaching and learning more effectively
- Develop a more consistent approach to the use of assessment
- Ensure subjects such as history, geography and religious education are taught in sufficient depth
- Improve monitoring of teaching and learning to identify opportunities for staff development

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

The evidence of the inspection confirms that the pupils' achievement is good overall. Standards in English and mathematics are well above average by the end of Year 6 and in science they are above average.

Main strengths and weaknesses

- The good provision in English, mathematics and science means that the pupils achieve well in these key areas
- Standards have improved in information and communication technology and are good overall
- Skills in history, geography and religious education are not developed systematically

Commentary

1. The children's attainment when they join the Reception class covers a broad range and varies considerably from year to year but is above average overall. The good teaching and the broad and balanced foundation stage curriculum mean that the children make good gains in their learning and are achieving well. Most of the children are likely to attain the goals expected of them by the time they enter Year 1 in each of the areas of learning.
2. The pupils make good progress in English, mathematics and science. National test results vary from year to year due to the changing overall ability levels of small year groups. These variations also make it impossible to draw reliable conclusions from year-to-year improvement trends; they are currently below the national pattern for Year 2 and above it for Year 6. The evidence in the pupils' books and discussions with the pupils, together with the evidence gained from the observations of lessons, indicates that the overall achievement of the pupils is good. However, the rate of progress is more variable in Year 1 to 4 when the pupils' assessments are not used carefully enough to plan the next stages of learning.

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

Standards in:	School results	National results
English	30.4 (29.6)	26.9 (26.8)
Mathematics	27.9 (28.7)	27.0 (26.8)
Science	28.7 (32.1)	28.6 (28.6)

There were 7 pupils in the year group. Figures in brackets are for the previous year

3. Inspection evidence confirms that standards are rising by the end of Year 6 and the pupils are achieving well in English, mathematics and science because of the good quality of teaching. The school has worked effectively to provide the pupils with more opportunities to develop their writing skills and are providing them with good

opportunities to write in different styles and for different purposes. By the end of Year 6, standards are well above average in English and mathematics and they are above average in science.

- The school's results in the 2004 National Curriculum tests for pupils in Year 2 were well above average in reading and mathematics and above average in writing when compared with all schools. When compared with those schools in similar circumstances, results were well above average in reading and mathematics and average in writing. The proportion of pupils reaching the higher Level 3 was above average in all three areas. The results over recent years have varied with differences in cohorts but have often been above average or better. Inspectors found that the pupils' achievement in the current Year 2 in mathematics was good and that standards attained were above average. The pupils achieve satisfactorily in reading, writing and science and standards are broadly average.

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

Standards in:	School results	National results
reading	17.8 (18.1)	15.8 (15.7)
writing	15.7 (16.3)	14.6 (14.6)
mathematics	18.0 (16.8)	16.2 (16.3)

There were 12 pupils in the year group. Figures in brackets are for the previous year

- The pupils with special educational needs achieve as well as their classmates and make similar progress. This is because teachers ensure that these pupils receive good additional help in lessons. The school has good procedures to identify problems quickly and to set up support programmes and, as a result, any difficulties are quickly addressed. The teaching assistants have a good impact on the achievement of all pupils, including those with special educational needs.
- The school's focus on raising standards in English and mathematics is reflected in the well above average standards and the good achievement in these subjects. The provision for information and communication technology has also improved. The pupils now have access to a computer suite and good use is made of the facility to develop the pupils' knowledge. By the end of both Year 2 and Year 6, pupils demonstrate above average skills in all aspects of the subject. Although no lessons were seen in religious education in either the infants or the juniors, the pupils' previous work meets the expectations of the Locally Agreed Syllabus. By the end of Year 6, standards are above expectations in art and design and in line with expectations in physical education.

Pupils' attitudes, values and other personal qualities

Behaviour is very good and the pupils are keen to learn. Personal development is good due to the good provision for moral and social development. Attendance and punctuality are good.

Main strengths and weaknesses

- Pupils enjoy their work
- Relationships are very good and allow pupils to show maturity and confidence
- High expectations of behaviour are reflected in very high standards
- Attendance is good because pupils like coming to school

Commentary

7. The provision in this aspect of the school has been maintained since the last inspection. Throughout the school pupils enjoy their lessons. They respond with interest and enthusiasm where teaching is good. The youngest pupils in the Reception class are well motivated, listen well, participate actively and thoroughly enjoy their work. Their positive attitudes continue as pupils progress through the school. Pupils in Years 5 and 6 are particularly well motivated although they say how much they are looking forward to their next stage of education but believe that they will miss many aspects of the school. Pupils shared with inspectors their positive views about the range of visits and visitors to the school and how they appreciate the extra-curricular activities provided.
8. Pupils are friendly and relationships are very good. Older pupils in Years 5 and 6 show good confidence although the school misses the opportunity to capitalise on this by giving them more responsibilities. There are some good opportunities for the pupils to carry out work in the computer suite with limited supervision and the pupils do respond well in these sessions. Pupils' understanding of becoming good citizens is encouraged well, although the School Council meets infrequently and does not have the impact that it could have. Pupils' personal development is enhanced with a satisfactory range of cultural and multi-cultural experiences and the provision of residential visits for pupils in Years 5 and 6. During the inspection a West African visitor worked with pupils in Reception and Years 1 and 2. The school recognises the importance of further developing the multi-cultural provision. As a result of the pupils' excellent response to the Tsunami disaster, when over a £1,000 was raised, links are to be established with a school in Sri Lanka to further develop the pupils' cultural awareness.
9. Members of staff generally have high expectations of behaviour to which the pupils respond very well. Occasionally, where staff are temporary or not as familiar with the pupils, for example in Years 3 and 4, expectations of behaviour are occasionally not as high as they should be and a small number of boys do not reach the same high standards of behaviour as seen amongst the rest of the pupils. The pupils know right from wrong and what to do if squabbles or accidents happen. There is no evidence of any sexist or racist attitudes. A small number of parents show some concerns over bullying but there is no evidence that incidents when they occur are not dealt with effectively. Behaviour in lessons, around the school and at break times is very good. There have been no exclusions in recent times.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	4.2	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.

10. Overall attendance levels have been above the national average for the last four years. This good level of attendance has been maintained in the current year and there have been no unauthorised absences. There are good procedures to monitor and promote attendance, to which parents respond well. Punctuality is good ensuring lessons start promptly and without fuss.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a satisfactory quality of education. Teaching and learning are good and the curriculum is satisfactory. The arrangements for securing the care, welfare, health and safety of the pupils is good. Links with the community are good and there are satisfactory links with parents and other schools.

Teaching and learning

The quality of teaching and learning is **good** and there are **satisfactory** procedures for assessing the pupils' attainment.

Main strengths and weaknesses

- The teaching of literacy and numeracy is strong in Years 5 and 6
- The teachers encourage and challenge the pupils to work hard
- The teaching assistants provide good support
- Marking of pupils' work is inconsistent and insufficient account is taken of pupils' previous work when planning some lesson

Commentary

11. Taking account of the lessons seen, the pupils' previous work, teachers' planning and discussions with pupils and teachers, the quality of teaching and learning is good overall. This has a positive impact on the pupils' achievement and the progress they make, particularly in English and mathematics.

Summary of teaching observed during the inspection in 17 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	0	10	4	3	0	0

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

12. The children in Reception make a good start to their education because they are well taught. Much of the planning has been recently reorganised and is good, taking account of the children's differing needs and experiences, including those of the older Year 1 pupils. The children's independent learning is well promoted through enquiry, exploration and structured play. New assessment procedures are good and the day-to-day observations of the children's progress effectively inform the planning of the next steps in their learning.
13. The teaching of literacy and numeracy is good overall. Particularly strong teaching in Years 5 and 6 in both these subjects ensures that the pupils achieve well by the end of Year 6. The teachers manage the classes very well and pupils respond by showing good attitudes towards the tasks they undertake. Although the teaching of mathematics is consistently good throughout the school, the teaching of literacy is

more variable. In Years 3 and 4, the scrutiny of pupils' work show that teachers move too quickly from one topic to another and this does not give sufficient opportunity for the pupils to consolidate their knowledge and understanding. Unsatisfactory teaching seen during the inspection was due to a temporary teacher not being familiar with the class and not having clear assessment information in some subject areas. In Years 1 and 2, there is an occasionally lack of challenge for the more able pupils, due in part to the teacher concentrating on teaching basic skills which have not been taught systemically until recently. Throughout the school, marking rarely identifies how the pupils might improve their work and the teachers do not insist on sufficiently high standards of presentation. Although the teachers have a good understanding of the national strategies for literacy and numeracy they have not all had the opportunity to observe the best practice or attend further training to improve the quality of their own teaching.

14. The teachers are beginning to make good use of interactive whiteboards for demonstrating lessons and this aspect is helping to maintain the pupils' enthusiasm for their work. There are good opportunities for pupils to discuss their work, at the beginning and end of lessons and as they work. Teachers are particularly good at questioning the pupils to determine what they know and can do. Numeracy lessons are too long, the teachers adhering to the one hour timetable slot.
15. The pupils benefit from good support from teaching assistants. Those with special educational needs receive good additional help in lessons from competent classroom assistants. Almost all support takes place within the class, enabling the pupils to take part in all aspects of the curriculum. The targets contained in the pupils' individual education plans are clear and concise. The teachers and teaching assistants use the individual education plans well when planning their lessons and this ensures work is effectively matched to the pupils' individual needs. Whilst the support staff are often deployed to work with less able pupils, they occasionally work with more able, releasing the teachers to work with other pupils. All pupils benefit from the increased challenge made possible by working in smaller groups and from the good quality of questioning that is provided.
16. The procedures for assessing the pupils' work and progress in English and mathematics are thorough. Day-to-day procedures are effective and founded on good questioning techniques that highlight any misunderstandings and help to provide information that enables the staff to set targets for individual pupils. The teachers keep a close eye on how the pupils are doing and collect useful information that enables the tracking of their progress over time. Temporary staff, employed as a result of staff absences, have not used the assessment information consistently and this results in less effective teaching. Throughout the school there are different approaches to assessment for foundation subjects and individual staff are unsure of what is taking place elsewhere and this ad hoc approach reduces the value of the assessments. A good start has been made in the Reception class and Years 1 and 2 in bringing assessment information together but a common approach, that is known and understood by all staff, has yet to be established.

The curriculum

The curriculum is **satisfactory**. It provides an appropriate range of opportunities to meet the needs of the pupils. This represents unsatisfactory progress since the last inspection when the curriculum was judged to be good.

Main strengths and weaknesses

- Timetabling arrangements lead to some lessons being overlong

- A good range of visits and visitors are organised to support pupils' learning
- Accommodation is good
- Subjects such as history, geography and religious education are taught in insufficient depth

Commentary

17. All subjects of the National Curriculum and religious education are taught and the curriculum is broad and meets the needs of the pupils. Planning follows national guidance which ensures progression in the pupils' learning. Timetabling arrangements need to be reviewed to allow some subjects to be taught in greater depth. Geography, history and religious education are not taught in sufficient depth and the planned curriculum does not ensure that skills are taught progressively. The school is aware of the need to agree systems to record pupils' progress in subjects other than English and maths. The curriculum is made accessible to all pupils. For example, boys and girls compete in mixed teams in sport against other schools.
18. The school organises an extensive range of visits out of school and visitors into school which effectively support pupils' learning. Visits to places such as Lincoln Cathedral helps older pupils learn more about local history and their residential visits to Kingswood and to the Lake District help them to develop their information and communication technology, geographical, physical and social skills. Visits from theatre groups, artists, musicians, clerics and a range of professionals are also much enjoyed by the pupils. For example, a recent visit from an African storyteller enhanced the younger pupils' understanding of African culture and traditions and increased their enthusiasm for listening to stories.
19. The range and frequency of out of school activities is good and the school is well supported by parents and other organisations in providing these. French, a gardening club and musical tuition are currently organised, for the benefit of the pupils.
20. The effective programme for personal, social and health education includes lessons in sex and relationships and the use and misuse of drugs.
21. Accommodation is good and has been considerably enhanced by the recent acquisition of an additional classroom. The school has very attractive grounds to support pupils' physical development and learning, and a small information and communication technology suite which is well used by the pupils. Staff work hard to provide stimulating and attractive displays. The recent addition of a new mobile classroom has released the small hall which can now be used for teaching small groups gymnastics, dance and drama.
22. A sufficient number of appropriately qualified staff have been appointed. The quality and number of resources are satisfactory although there are insufficient atlases, maps and globes for the teaching of geography.

Care, guidance and support

The school provides effectively for the care, safety and welfare of the pupils and the pupils receive good support, advice and guidance. There is satisfactory involvement of pupils through seeking, valuing and acting on their views.

Main strengths and weaknesses

- The school provides good pastoral care
- The pupils believe that there is an adult to turn to when they have a problem
- New pupils are welcomed into the school so that they settle in quickly

Commentary

23. The school has a caring ethos. The staff are very approachable, caring and committed to the children in their charge. Each child has a good and trusting relationship with one or more adults in the school. Child protection procedures are satisfactory and understood by all members of staff. However, there has been no recent training although it is planned for next term. The school's arrangements for pastoral care, for example first aid provision, are satisfactory. Supervision at breaks and lunchtimes is alert and vigilant and the standard of care afforded to the children is good. There are good links with the local pre school group and these links help children to settle quickly when they start school.
24. The governing body take their health and safety responsibilities very seriously. All the required checks and inspections, including risk assessments, are regularly carried out and properly recorded. The teaching assistants provide good support to teachers and pupils and this has a positive impact on their learning.
25. The school council has in the past provided good opportunities for pupils to be actively involved in the work and development of the school. However, pupils indicated that they had not met regularly of late and their impact was not as strong as it could be. Pupils of all ages are listened to by adults and their views are respected and valued.

Partnership with parents, other schools and the community

Links with parents and other schools are satisfactory and there are good links with the community.

Main strengths and weaknesses

- The parents make a positive impact on their children's learning at home and at school
- The quality of information given to parents about their children's progress is good

Commentary

26. Links with parents are satisfactory overall. Whilst the majority of parents consistently express positive views about all aspects of the school, a significant minority have been unhappy with some aspects. They have expressed concern regarding the high number of supply teachers but this aspect is beyond the school's control. A small number of parents felt not all letters intended for them left school and highlighted occasions where they had found out about things by word of mouth in the village rather than by official communication. However, an analysis of recent letters show a good amount of information is sent home. The staff are available to parents at the beginning and end of each day and are very approachable and welcoming. Parents' views are welcomed, respected and listened to and acted upon when appropriate.
27. The parents are very supportive of the school. Some regularly help in the classrooms and with out-of-school activities, including clubs and trips. They provide very good

support for reading and other homework. The Friends of the School Association is very well supported and raises considerable funds for the school as well as organising a number of social functions.

28. The annual progress reports sent to parents at the end of the academic year are good. They are very detailed and clearly state what their children know and can do. Parents are offered the opportunity to attend appropriate consultation evenings each year. Parents reported the home school diaries were used satisfactorily. The temporary head was addressing parents' concerns about homework after the substantive head had sent a questionnaire to parents on the subject.
29. The school makes good use of the local and wider community. The pupils are taken on a good range of visits and are exposed to a range of community visitors, which enriches the curriculum and supports their personal development. Local church groups were visible in school hosting a whole school assembly and offering pupils a summer club in a nearby town. Local residents not otherwise connected with school provide some of the adult supervision for the school walking bus. The school has satisfactory links with local schools being a member of the local partnership although the temporary head has yet to attend his first meeting. The school liaises with secondary schools it feeds ensuring wherever possible pupils have a familiarisation visit. Teachers from these schools also try to visit and take lessons towards the end of each academic year.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are satisfactory and governance of the school is good.

Main strengths and weaknesses

- Monitoring of teaching is not identifying training needs and approaches to school policy are inconsistent
- Insufficient attention is given to ensuring subjects such as history, geography and religious education are taught in sufficient depth
- The governing body has a good awareness of the school's strengths and what needs to be developed and holds the school's leadership to account
- The management of special educational needs is good

Commentary

30. The substantive headteacher has only been in post a relatively short time. Whilst there is evidence of some good initiatives being developed – for example the much improved information and communication technology provision - some aspects are not being followed through and this has been compounded by his absence through illness. For example, staff were unclear about assessment policy and although they could indicate what was happening in some subjects, there was a lack of clarity about whole school assessment and the tracking of pupils' work. This had particular implications for temporary staff. Although monitoring of teaching and learning had been undertaken, there is no evidence that this has had an impact on either standards or on the identification of training opportunities for the staff. There is no strong lead with regard to timetabling and consequently there are missed opportunities for ensuring some of

the foundation subjects are taught in sufficient depth. Whilst the co-ordinators work hard at leading and managing their subjects, the absence of key staff means that have a particularly heavy load and they are maintaining their subjects rather than taking them forward.

31. The Foundation Stage is well led and managed and the children in Reception benefit from the good liaison between the teacher and support staff, which contributes to the good start that they make. The school's provision for those pupils with special educational needs is well organised by the teacher who has recently taken over responsibility. Good support and advice is provided for colleagues and records are maintained to a good standard. This ensures that the school makes good provision for meeting the needs of the pupils identified with special educational needs and those who need extra help. Teaching assistants are occasionally deployed to support and challenge the more able pupils, too, and the impact on their learning is also good.
32. Staff are committed to fostering strong relationships, ensuring that all pupils are included in all activities. As a result, the school has a positive ethos in which the pupils achieve well. The staff present good role models for the pupils. The pupils, in turn, respond to this by behaving very well and maintaining very positive relationships of their own. Consequently, the school is a very orderly and welcoming place. A significant minority of parents feel that the leadership and management of the school are unsatisfactory. Discussions with parents show that this is related to the absence of the headteacher and the high number of supply teachers due to staff absences.
33. The school benefits from the high level of commitment shown by governors and they have made a good contribution to supporting the school during the absence of the headteacher and other staff, taking the lead in the preparation of documents required for the inspection. The governing body fulfils its statutory duties well, providing the staff with encouragement and support, while holding the school to account for the quality of its work. It has a good grasp of the school's strengths and weaknesses, based on the systems they have adopted to gain first hand knowledge of the school's work. Many governors visit classrooms regularly and visits are often organised to focus on specific subjects. The governors and staff make good use of test and other performance data to support the process of self-review, a prime example being the identification that writing has been a relative weakness within literacy. The governors are particularly effective at supporting the planning and spending of the school's budget through prudent financial management. Spending is closely linked to the priorities of the school improvement plan and governors ensure that the school achieves the best possible value in its purchases. Expenditure is monitored carefully and day-to-day financial administration is good. Effective use has been made of finances to improve the information and communication technology facilities.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	184,550
Total expenditure	183,173
Expenditure per pupil	2,734

Balances (£)	
Balance from previous year	1,660
Balance carried forward to the next	1,377

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

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

Main Strengths and weaknesses

- Effectively planned lessons ensure children make good progress and achieve well
- Learning support staff are utilised effectively
- Children show a good understanding of school routines
- Good induction procedures help pupils to settle well
- Assessment information is used well to plan work

Commentary

34. Children enter the school in the Reception class in the September of the year in which they attain their fifth birthday. There were seven children during the inspection period who were part of a mixed Reception, Year 1 and 2 class. Good links with children and their parents before children start full time schooling ensures that they settle in quickly. Attainment on entry covers a wide range but the majority of children have average skills particularly in communication, language and literacy skills and mathematical development. The good provision seen at the time of the previous inspection has been maintained. The quality of teaching and learning is good overall. The children achieve well in literacy and numeracy activities. Lessons are planned effectively and the teachers' knowledge of the children ensures that work offers the right level of challenge for all. Structured play is used effectively in all areas of learning. Good assessment procedures are used well to ensure that work set matches the needs of the children. The teacher and her assistants work together effectively, providing very good role models for the children. Leadership and management of the Foundation Stage are good. By the time they start in Year 1 most children attain or exceed the Early Learning Goals in communication, language and literacy, mathematical development, creative and physical development and personal, social and emotional development.
35. Children achieve well in **personal, social and emotional development**. Children learn quickly from older pupils about class routines, and they soon get used to what is expected of them. The teacher and support staff have high expectations of behaviour and children respond very well. The children quickly learn that they need to take turns and share equipment and that they have to put up their hands when they want to respond to a question. Opportunities to work independently or in groups have a positive effect on developing social skills. Older children in the class are very good at providing role models for the younger children. When they leave Reception, children listen to each other and respond to instructions very well. The personal, social and emotional development of pupils in Year 1 show that good progress is made in this area and that most children are likely to exceed the early learning goals in this aspect. The children have good attitudes to learning and relationships within the class are very good.
36. In **communication, language and literacy**, the staff provide a satisfactory range of activities to develop learning. There is a good emphasis on developing speaking and

listening skills. The teachers encourage the children to respond to questioning with more than simple answers. As a result, their vocabulary improves well. Stories are used effectively to develop an understanding that print has meaning and that pictures provide cues for understanding what has been written. The staff use questions effectively to develop learning. For example, during a discussion on 'The Leopard's Drum' children were encouraged to describe characters and feelings. Whilst the task for some children was quite difficult, they learned from the responses of older pupils in the class. Pupils now in Year 1 are keen to read and all children read simple sentences in books with the more able children showing good awareness of punctuation marks. Speaking and listening skills are well developed. Children speak clearly and listen to others well. Writing skills are at the level expected when they enter Year 1, with most children writing simple words and beginning to punctuate simple sentences correctly. There is insufficient attention paid to correct letter formation and on pencil grip and this results in some children developing inappropriate habits.

37. **Mathematical development** is at a higher than expected level. Children achieve well in their ability to count to 20 and beyond and in their ability to carry out simple addition and subtraction. Good progress is made because the work is challenging and, as with literacy activities, the younger children also learn from older pupils. The classroom assistants work well with the pupils and use appropriate vocabulary when helping them to add and subtract using number lines. The children are given a good introduction to the numeracy lesson at this time of the year and are keen to use number fans to show their answers. Discussion with children show they identify two-dimensional shapes including square, circle and triangle and know how many sides they have. There is a good balance between teacher directed and child chosen activities. For example, water and sand play are used very effectively to develop mathematical skills. The children's previous work clearly shows that they are taught to write numbers correctly and to develop basic mathematical vocabulary such as 'more than', 'less than' 'longer than' and 'shorter than'. There is a lack of space and opportunities for the pupils to develop their mathematical vocabulary further through the use of role-play.
38. Evidence of learning in **knowledge and understanding of the world** shows that children make good progress. There are good opportunities to use construction toys. Very good use is made of computers to develop both information and communications technology skills and hand-eye co-ordination. They use programmable vehicles to help them develop their mathematical skills. As they get older the children are taught alongside older pupils. For example, as part of the Year 1 and 2 history and geography topic the children begin to gain an understanding of different times and places. They show increasing confidence in beginning to read a simple map and to follow direction to locate an object. By the time they enter Year 1, children have simple scientific understanding, for example, that there are healthy and unhealthy foods.
39. The children make good progress in **creative development** and achieve well. The school make good use of parents who have expertise in this area. For example, during the inspection children were introduced to a new modelling material and good guidance was provided by the staff and parents. The children are encouraged to use paints and to experiment with colour mixing. They use a range of simple tools and materials to make things but evidence to show their use of saw and scissors was limited. The children readily join in singing and musical activities.

40. Progress in **physical development** is good and the pupils achieve well. During a physical education lesson with Year 1 and 2 pupils, the children demonstrated improving levels of co-ordination. They moved round the grassed area and playground confidently, following instructions and with good enthusiasm. Planning shows that a satisfactory range of activities are used to develop the children's physical skills. The layout of the school and the distance of the classroom from the playground makes it difficult for the Reception children to take part in physical activities as a group.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**. Standards are similar to those found at the time of the last inspection

Main strengths and weaknesses

- Standards are well above average at the end of Year 6
- Pupils in Years 5 and 6 have good opportunities to practise their writing skills in other subjects such as history and science
- Standards of handwriting and presentation vary in quality across the school

Commentary

41. Standards in reading, writing, speaking and listening are average at the end of Year 2, and are well above average at the end of Year 6.
42. Most pupils are enthusiastic readers. They talk confidently about their favourite authors and express opinions about characters, plots and settings in stories. They use a variety of strategies to identify new words and have a good understanding of what they read. Pupils are encouraged to read regularly at home and their reading diaries keep parents well informed of the progress they are making.
43. Pupils in all year groups are given good support in organising their writing through the use of story frames, visual prompts and shared planning. In some instances, pupils write for a range of purposes in rapid succession rather than having time to identify and practise key features of different genres before moving on to the next. By the end of Year 6, pupils use powerful vocabulary and metaphors and similes to evoke pictures in the mind of the reader and successfully adapt their writing for different purposes and audiences. For example, following a trip to Twycross Zoo, one pupil presented an argument for releasing animals back into the wild, "Twycross Zoo has tried to make the enclosures feel like home for the animals but they do not compare with the jungle," whilst another pupil wrote a factual report about one group of animals.
44. In the lessons seen and in analysis of pupils' work, teaching is consistently good in Years 5 and 6, and these pupils, including those with special educational needs, make accelerated progress. Lesson planning in all year groups is securely based on the National Literacy Strategy. Learning objectives are shared with the pupils at the start of lessons and reviewed at the end. Pupils generally work hard. Whilst good teaching is evident in other classes, it is more variable and not as consistent. In Years 3 and 4, there are too few opportunities for the pupils to develop writing skills in a particular genre. For example, in one week, pupils covered letter writing, diary entries and report writing, providing them with too little opportunity to improve skills in a particular area. In Years 1 and 2, assessment information is not always used to set work for pupils of different abilities. Teachers mark work conscientiously but marking does not always tell pupils in sufficient detail what they need to do next to improve their work and this slows the progress they make. Not all teachers give pupils time to respond to the marking comments that have been made. Sometimes the teachers' expectations of how work should be presented are not high enough with the result that pupils' work is untidy and difficult to read.

45. Standards in speaking and listening are very good at the end of Year 6. Pupils express their views confidently and listen attentively to others. 'Talking partners' are used in some lessons and this enables pupils to successfully rehearse ideas before contributing to class discussion.
46. The co-ordinator is new to the school and is beginning to gain an overview of teaching by monitoring pupils' work, observing some lessons and analysing assessment information. There has been insufficient opportunities for staff to develop their knowledge and this needs to be addressed in order for the provision in the subject to be improved.

Language and literacy across the curriculum

47. Pupils in Years 5 and 6 have good opportunities to write at length in other subjects such as history, geography and science but this is not always the case in other year groups.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards are well above average by the end of Year 6 and the pupils' achievement is good
- Teachers match work well to the pupils' prior attainment
- Leadership and management of the subject are good
- Some lessons are too long

Commentary

48. Standards in mathematics are well above average by the end of Year 6, which is similar to the picture found at the time of the last inspection. At the end of Year 2, standards are above average. The pupils work hard at the subject and, as a result, achieve well. The good teaching and learning, that is evident from the analysis of work seen in all year groups, contributes significantly to the pupils' achievement. The small amount of unsatisfactory teaching was a result of temporary teachers not being sure of what the pupils were capable of achieving. This was due to assessment information not being used effectively. Pupils with special educational needs achieve as well as their classmates. This is because their needs are identified early and they are provided with suitable support. There is no significant difference in the attainment between boys and girls beyond that seen nationally.
49. Teaching and learning are a strength of the subject. The teachers have good subject knowledge and implement the National Numeracy Strategy well. The teachers are very aware of the demands of mixed age classes and plan very effectively, ensuring all pupils are provided with work that is sufficiently challenging. Teachers have high expectations of what the pupils can do and place a strong emphasis on the pupils' personal development. Pupils are given responsibility for their own learning and are expected to work independently when necessary and this enables the teacher to work with small groups of pupils. Even the youngest pupils learn what is expected of them and show very good application in getting on with their work and completing tasks. Whilst lessons have good pace initially, they are occasionally too long and pupils

achieve in seventy minutes what they could achieve in fifty minutes. This is partially because the teachers spend too long in explaining tasks to the pupils. Analysis of the pupils' previous work shows that they cover a good range of work and that all aspects of the subject are covered in depth.

50. The school undertakes a good range of assessment of pupils' learning. In addition to implementing statutory testing, the school also makes effective use of optional testing. The assessment information is used for planning future work and the different ability and year groups are well catered for through the effective use of the information. The assessment information is also used effectively to identify areas of mathematics that have not been covered sufficiently and teachers address these shortcomings well. Information as to how pupils are progressing is shared with parents and their contribution to their children's learning through homework is valued by the school.
51. Leadership and management of mathematics are good. The high standards have been maintained as a result of the systematic monitoring of teaching by the staff. However, too little attention has been given to how the school might improve provision further through staff training and less experienced staff would benefit from such opportunities. Although there are good systems of regular assessments in place, they are not used systematically or consistently throughout the school and this creates difficulties when temporary teachers are employed.

Mathematics across the curriculum

52. Mathematics is promoted well across other areas of the curriculum. An analysis of the pupils' work showed good use of mathematical skills in subjects such as science through the collection of data and completion of graphs and charts. In music there is a good emphasis on counting beats and keeping to a rhythm. Design and technology activities show evidence of accurate measuring and art and design work shows that pupils develop a good understanding of tessellating shapes when making wallpaper prints.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Standards are above average by the end of Year 6
- Teaching is consistently good in Years 5 and 6
- Insufficient emphasis is given to investigative work in some year groups
- Some work is untidily presented

Commentary

53. Standards are average by the end of Year 2 and above average by the end of Year 6. All pupils, including those with special educational needs, make satisfactory progress in Years 1-4 and good progress in Years 5-6.
54. In Years 5 and 6, teaching is consistently good. Sufficient attention is given to scientific enquiry through opportunities to learn from observation and first-hand experiences. For example, Year 5 and 6 pupils dismantle parts of a flower to consolidate their knowledge of reproductive processes. The teacher has good subject knowledge, gives clear explanations and instructions and uses discussion effectively to take pupils forward in their scientific

thinking. Learning objectives are shared with the pupils, frequently referred to during the lesson and used well to assess pupils' progress. Pupils very much enjoy the practical tasks and work hard.

55. By the end of Year 2, pupils describe the basic conditions for plants and animals to survive, the changes to different materials by heating, cooling and bending them and they compare the speed and direction of moving objects. The opportunities they have for investigative work, to understand the principle of fair testing, to make predictions and draw conclusions are limited. By the end of Year 6, pupils have carried out a range of investigative work and have a good knowledge of life processes and living things, materials and their properties and physical processes. For example, they design parachutes to investigate forces, make observations and measurements, compare and evaluate their results and identify patterns.
56. In Years 5 and 6, pupils have good opportunities to record their work independently and to write at length in science. They present their work neatly in different formats. This is not the case in other year groups where handwriting and presentation is frequently untidy. In these year groups, the same worksheets are given to all the pupils. This reduces the challenge for the more able and limits opportunities for all pupils to practise their writing skills and to make decisions about how they will record their work.
57. All teachers mark work conscientiously but generally do not give pupils sufficient information about what they need to do next to improve.
58. The co-ordinator has a clear vision for the development of the subject. She has appropriately recognised the need to improve assessment in science so that pupils who are not making expected progress in their learning and areas of the curriculum that are less well taught than others, can be identified at an early stage.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Standards are good by the end of Years 2 and 6
- Information and communication technology provides effective support for other subjects
- The pupils have very good attitudes towards learning
- Very good improvements have been made since the previous inspection

Commentary

59. Though few observations were made of direct teaching of information and communication technology, computers were seen in regular and productive use by pupils from all classes. From these observations, from a scrutiny of pupils' work and from discussions with both teachers and pupils, the main strengths of the subject are the good levels of skill attained by pupils, the effective support that information and communication technology provides in other subjects and the good resources.
60. The pupils have very good word processing skills and they improve well as the pupils move through the school. Pupils' attainment in this aspect of the subject is above average, as is their ability to use painting and drawing programs. Their use of digital cameras to take photographs of one another and to then digitally enhance them show a good level of expertise. In Years 5 to 6 the pupils' skills in using computers for multi-

media presentations are better than might be expected for pupils of their age. The pupils have already had some good opportunities to use computers to learn about spreadsheets and data-handling and demonstrate an above average understanding of these aspects of the subject.

61. During the inspection, staff demonstrated confidence in using computers and interactive whiteboards to introduce lessons and to develop particular themes. Computers were in regular and effective use
62. There is good development of the pupils' information and communication technology skills through their work in other subjects. In literacy, pupils in Year 2 write poems and then illustrate them by cutting and pasting a picture linked to their poem. Graphs and charts are produced after the pupils have collected data on different types of chocolates and favourite sports. Pupils are introduced to more advanced work in information and communication technology, for example Year 2 pupils have learned how information could be presented using a multi-media program. During the inspection Year 6 pupils showed very good skills in preparing individual pages for their presentation, confidently inserting pictures and using a whole range of strategies for introducing the 'slides'. There are good links with art and design. Individual photographs have been digitally enhanced to produce interesting portraits to be displayed alongside those produced using more traditional methods. Overall, the evidence shows that the pupils are making good progress and attaining standards that are above what might be expected for their age.
63. There is good leadership and management for the subject and there are clear guidelines in place to help teachers to build on the pupils' previous learning. There are good assessment procedures in place that help the teachers and learning support assistants to match the work to the pupils' different needs. This is particularly useful for the sessions where the pupils are taught in small groups in the computer suite and helps the pupils to develop good levels of skills.

HUMANITIES

64. No lessons were seen in geography and only one in history. It is therefore not possible to form a secure judgement about provision in the two subjects.
65. The analysis of the pupils' work and of classroom displays, together with discussions with pupils in Years 2 and 6, show that the work in **geography** is linked appropriately to other subjects, particularly history. By combining the areas of study, the school ensures that the pupils can understand how man has influenced the landscape and why settlements have grown in particular places. Years 5 and 6 pupils compare life in an English village with that in India, France and Spain. They use specialist vocabulary such as industry, climate and employment to describe what they learnt.
66. A similar analysis in **history** indicates that standards are broadly average. Visits and visitors are a regular feature of the work. For example, involvement in a Beacon Arts project enabled the pupils in Year 6 to learn more about the history of local buildings and landmarks such as Tupholme Abbey, Dunstan Pillar and Temple Bruer. An Egyptian day which took place in school enhanced pupils' understanding of life in Ancient Egypt. However, greater emphasis is given to imparting information to pupils about the past rather than to enabling them to find out about the past independently, by using a variety of evidence sources. Years 5 and 6 pupils have good opportunities to practise their writing skills in history.

67. In both subjects, the scrutiny of work shows that although coverage is satisfactory the subjects are not taught in sufficient depth with too attention being devoted to teaching skills that will ensure pupils will build on previous knowledge as they move through the school.
68. The co-ordinators for geography and history have only recently taken on their roles and have yet to develop a clear understanding of the standards achieved and the way that the work develops across the school. They have not yet had sufficient opportunity to monitor standards and progression throughout the school.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Good use is made of visits and visitors to enhance pupils' learning
- Pupils have limited opportunities to practise their writing skills in the subject

Commentary

69. No lessons were observed and as much of the pupils' work particularly in Years 1 and 2 is not recorded, judgements are made on the evidence of discussions with the pupils and an analysis of the limited work available. This evidence indicates that the pupils' achievement is satisfactory and that standards of attainment are in line with the expectations of the locally Agreed Syllabus.
70. The pupils are developing a sound awareness of the beliefs of a range of religions. Year 2 pupils explain the meaning of Christian symbols such as a candle, cross and spire and retell stories from the Bible with enthusiasm. Year 3 and 4 pupils make links between religion and their own lives. They compare what is important to Christians with what is important to them. One pupil wrote, "My diary is important to me because all my thoughts, worries and feelings are included there." Year 6 pupils compare Christian, Hindu and Muslim beliefs and enjoy learning about special foods, clothes and festivals from different religions.
71. Visits to places of worship, such as the local church, and visits from the local clergy, such as the priest from RAF Cranwell, are used well to give the pupils extra opportunities to understand the work they have undertaken in the classroom.
72. The co-ordinator is new to the role. She has a sound knowledge of the subject and understands the requirements of the locally agreed syllabus. However, there has been little opportunity to monitor of the quality of teaching and learning, so that at present there is no whole school overview of the subject. The scrutiny of the pupils' work indicates that coverage is spasmodic and that the pupils do not build systematically on skills as they move through the school.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

73. Insufficient lessons were seen in design and technology and music to make a judgement about the overall provision. However, discussions with the staff and pupils show that these subjects are covered in appropriate depth. There is evidence that in

design and technology the pupils in Years 3 and 4 make good use of their mathematical skills, designing a picture frame, then making it and evaluating how they might improve it. Pupils in Years 1 and 2 design and make cakes, measuring the ingredients required. In **music** all pupils are encouraged to take part in performances, singing in concerts and festivals held at the village hall and church. A good number of pupils receive tuition from peripatetic music teachers, learning to play piano, violin, clarinet and saxophone. The school has recently introduced a new music scheme to support staff who are less confident in teaching the subject.

Art and Design.

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

Main strengths and weaknesses

- Pupils are provided with a range of interesting activities
- The teachers are skilled at teaching the subject
- There are some attractive displays of art and design around the school

Commentary

74. By the end of Year 2 and Year 6 standards in art and design are above average and have been maintained since the previous inspection. The subject is well used across the curriculum. Pupils in Years 1 and 2 develop their design and drawing skills as part of their topic on rainforests and discovery, producing pictures and drawings of animals. Poems and stories are illustrated by pupils in the juniors using computer painting and drawing programs. Pupils in the infants are introduced to three-dimensional modelling using clay-type materials. Modern techniques using digital cameras to take the pupils' photographs and then digitally enhancing them provide the pupils with a good contrast to the more traditional techniques of portrait painting.
75. The teachers have a good knowledge and understanding of the subject and teach skills well. Their skills are supplemented very effectively by the use of parents with particular expertise. For example, pupils have produced very attractive silk prints as part of their work on the rainforests. During the inspection, pupils in Years 3 and 4 learned a range of printing techniques to produce interesting wallpaper designs and in the process improving their knowledge of rotational and reflective symmetry. The pupils learn about and produce work in the style of different artists and designers, for example, William Morris. In the best lessons, the teachers encourage the pupils to think about the life and times of the artists. For example, in a good Year 5 and 6 lesson, the teacher's knowledge of the artist Frida Kahlo enabled her to encourage the pupils to think about the artist's character, her feelings and the political times in which she lived. At the end of the session, the pupils produced some very good 'Retablo' type work.
76. The subject is well led and there is a variety of well displayed work that exemplify various skills such some very good self-portraits that show accurate drawing skills. There is good encouragement of staff to promote links with other subjects. Planning shows a good range of work is covered and the variety ensures pupils enjoy their work.

Physical education

Provision in physical education is **satisfactory**.

Main strengths and weaknesses

- Insufficient time is given to the teaching of gymnastics

- Pupils enjoy PE lessons and work hard

Commentary

77. During the inspection, two lessons were seen in games. The evidence from these lessons, and from discussions with the pupils and teachers, indicates that the standard of the pupils' attainment in games is in line with what is expected of pupils of this age. All pupils, including those with special educational needs, make satisfactory progress. The planning covers the requirements of the National Curriculum but, in recent years, insufficient emphasis has been given to the teaching of gymnastics due to the limited space available at the school. The school reports that, by the end of Year 6, the vast majority of pupils meet or exceed national expectations in swimming.
78. The quality of teaching is satisfactory although one unsatisfactory lesson was seen. Teaching is satisfactory when the lesson begins with a warm up, skills are progressively demonstrated and practised by the pupils, and opportunities are given for pupils to evaluate and improve their work. Teaching is less successful when more attention is given to organising activities and ensuring that the pupils behave well rather than on the learning which is taking place. Consequently, pupils make slower progress.
79. The pupils enjoy their physical education lessons and take part enthusiastically. They work well together in pairs and larger groupings and their behaviour is good in lessons where a brisk pace is maintained.
80. The co-ordinator has had little opportunity to gain an overview of whole school strengths and areas for development by monitoring the teaching and learning. As a result, it is difficult for the co-ordinator to judge standards across the school and to monitor how learning progresses as the pupils move through the school.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

81. Only one lesson was seen in this area. From the evidence of this lesson and discussions with staff and pupils this aspect is covered effectively. The school places a strong emphasis on promoting the pupils' social development. Good behaviour is reinforced during 'Circle Times' where pupils are given the opportunity to voice their concerns and worries and explore ways of resolving issues. The pupils' personal development is enhanced through the responsibilities they are given in school such as helping in the computer suite. Sex education is covered in Years 5 and 6 and the pupils learn about alcohol and drug misuse through their work in science.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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