

# INSPECTION REPORT

## **THYTHORN FIELD COMMUNITY PRIMARY SCHOOL**

Wigston, Leicestershire

LEA area: Leicestershire

Unique reference number: 119993

Headteacher: Mr D Gaydon

Lead inspector: Mr Sean O'Toole

Dates of inspection: 3<sup>rd</sup> – 6<sup>th</sup> May 2005

Inspection number: 268125

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school:	Primary
School category:	Community
Age range of pupils:	4 – 10 years
Gender of pupils:	Mixed
Number on roll:	123
School address:	Bideford Close Little Hill Estate Wigston Leicestershire
Postcode:	LE18 2QU
Telephone number:	0116 2889040
Fax number:	0116 2887424
Appropriate authority:	The governing body
Name of chair of governors:	Mrs Karen Marriott
Date of previous inspection:	12 <sup>th</sup> October 1998

## **CHARACTERISTICS OF THE SCHOOL**

Located in Wigston, this school is smaller than most primary schools. Almost all of the 123 pupils (56 girls and 67 boys) are from white UK heritage backgrounds. Socio-economically, the area in which pupils live is about average. A high proportion of pupils come from outside the school's normal catchment area. A below average percentage of pupils are eligible for free school meals. The percentage of pupils with special educational needs is below the national average and those with statements are above average. Attainment on admission to the school varies from year to year but is generally average. The number of pupils attending the school has fallen steadily in recent years. There have been significant staff changes including a recently appointed headteacher. Turbulence in staffing has significantly disrupted the quality of education of the current Year 5.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20891	Sean O'Toole	Lead inspector	Foundation Stage; Mathematics; Information and communication technology (ICT); Art and design; Design and technology; Personal, social and health education and citizenship.
14178	Patricia Willman	Lay inspector	
21858	John Pryor	Team inspector	Special educational needs; English; Science; Geography; History; Music; Physical education; Religious education.

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

Following a period of decline, the school now provides a **good quality of education**. Teaching, learning and pupils' achievement are mostly good. Standards are at least average overall and above average at the end of Year 2. Recent changes in leadership have enabled the school to overcome factors that have impeded the school's progress since the last inspection. Leadership and management are good. The school provides good value for money.

#### The school's main strengths and weaknesses are:

- Pupils in the Foundation Stage (4+ class) benefit from very good teaching and achieve very well
- Pupils' attitudes, behaviour and relationships are very good
- Though standards in English and mathematics are above average by the end of Year 2 more able pupils are not always challenged sufficiently in these subjects
- The headteacher provides strong and determined leadership
- Some lessons lack sufficient pace
- Assessment and target setting are inconsistent
- Achievement in art and design, music and religious education is good throughout the school
- The curriculum is good and enriched through a wide range of activities

Until recently, improvement since the last inspection in October 1998 had been unsatisfactory, but rapid and good improvements have been made since the appointment of the headteacher... Financial planning, staff development and pupils' achievement have been improved but insufficient headway has been made in improving assessment. There is a strong vision for the future and early evidence suggests that recent initiatives are taking effect. There is a higher proportion of good teaching than at the time of the previous inspection. Change is brisk and there is good potential for the school to build on its recent success.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 2, compared with:	All schools			Similar schools
	2002	2003	2004	2004
Reading	A	B	C	C
Writing	A	A	A	A
Mathematics	A	A	C	C

*Key: A – well above average; B – above average; C – average; D – below average; E – well below average  
Similar schools are those with similar percentages of pupils eligible for free school meals*

**Achievement is good overall.** Variations in the size and make up of cohorts have had an impact on performance in national tests from year to year. The trend in improvement in reading, writing and mathematics has been above the national average at the end of Year 2. The dip in standards in reading and mathematics in 2004 was due to particular learning difficulties among several pupils. Inspection evidence shows that standards are currently above average in reading, writing and mathematics at the end of Year 2. Children in the Foundation Stage attain the expected goals for their age in personal, social and emotional development, communication, language and literacy, mathematical and creative

development. About half of these children are working at levels which are in advance of those expected for their age. Achievement in the Foundation Stage is very good.

The school's data and inspection evidence shows that attainment for Year 5 pupils varies from year to year. Currently, standards in English, mathematics and science are average. These pupils have had their education disrupted over the last three years by staff changes and their achievement has been satisfactory. Improved teaching is raising the rate of pupils' progress. Achievement is now mostly good in Years 3 to 5. Pupils in Years 3 and 4 are working at levels which are above those expected for their age. More able pupils are not always given sufficient challenge in English and mathematics and could do better. Analysis of trends show that girls are slightly more successful than boys in English but the converse is true in mathematics. Pupils with special educational needs are accurately identified and achieve satisfactorily. The school has recently changed its provision for these pupils and this is beginning to make a positive impact. Standards in ICT are average, although limited resources hamper pupils' progress in applying computer skills across the curriculum. Pupils attain above average standards in religious education, art and design and music.

The pupils' very good attitudes and behaviour contribute much to the school's positive ethos and help to create a happy and effective learning environment. There have been no exclusions. Pupils enjoy school and their attendance and punctuality are good. **The staff make very good provision for the pupils' spiritual, moral, social and cultural development.** The school has a vibrant and purposeful ethos, reflecting the enthusiasm and hard work of staff.

#### **QUALITY OF EDUCATION**

**The quality of education is good. Teaching and learning are good.** Assessment and target setting are inconsistent and lead to some lack of challenge, especially for more able pupils in English and mathematics. Teaching in the Foundation Stage is very good. In Years 1 to 5 the majority of lessons seen were good or better. Strengths throughout the school include behaviour management, relationships, homework and the use of resources to make lessons interesting. Support staff have a beneficial impact on learning. Skills in English and mathematics are taught at least satisfactorily but some of these lessons in Years 3 to 5 are slow paced and this restricts opportunities for pupils to develop their skills. Pupils are enthusiastic and hard working; they have very positive and collaborative attitudes. The good curriculum is enriched through a wide range of visits and visitors and very good extra-curricular activities. Staff make good links between several subjects and this enhances learning. The curriculum in the Foundation Stage is very good. The school has good accommodation but inadequate resources in some subjects especially ICT.

#### **LEADERSHIP AND MANAGEMENT**

**Leadership and management are good overall.** Good leadership by the new headteacher has raised morale and improved systems and consistency, although more remains to be done. Subject leadership has lacked development although staff have recently reviewed the curriculum to good effect. Management is now good. Analysis of data is in its infancy and target setting is underdeveloped; these aspects are high priorities in the school's good strategic plan. The school has made significant advances in improving its monitoring systems. The headteacher, staff and governing body have clearly identified the most significant areas for development and have produced a mostly accurate evaluation of the school's strengths and weaknesses. Governance is good. All statutory requirements are met. Good improvements have been made to financial management. Best value principles underpin the school's work.

#### **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

The parents are very pleased with the school, especially recent improvements. They are involved in supporting the school financially and through helping in lessons. The pupils are very positive about the school and take part enthusiastically in the rich vein of opportunities provided.

### **IMPROVEMENTS NEEDED**

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

- Accelerate the progress of more able pupils in Years 3 to 5 in English and mathematics
- Improve some aspects of teaching by increasing the pace of lessons and by providing more challenge
- Establish consistent approaches to assessment and target setting through more effective use of data



## **PART B: COMMENTARY ON THE INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

#### **Standards achieved in areas of learning and subjects**

Overall, achievement is good and reflects improved teaching and learning since the previous inspection. There has been an upturn in the overall trend in performance in national tests. By the end of Year 2 standards are above average in reading, writing and mathematics although they are average by the end of Year 5.

#### **Main strengths and weaknesses**

- Children in the Foundation Stage (4+ class) achieve very well in most of the areas of learning
- The more able pupils in Years 3 to 5 could do better in some aspects of English and mathematics
- Throughout the school, standards are above average in art and design, music and religious education

#### **Commentary**

1. Children start school with broadly average attainment for their age. In the Reception class (4+ class) they make rapid gains in all aspects of the curriculum and achieve very well. By the time they start in Year 1 almost all have attained the early learning goals in all of the areas of learning and many are working at a level which exceeds expectations for their age. There is particularly strong improvement in personal, social and emotional development and this prepares the children very well for the next stage of their education. The children are confident learners who speak with good levels of competence. Their progress in reading and writing is very effective and they acquire good mathematical understanding.
2. These successful foundations are successfully developed in Years 1 and 2. National test results over a period of time show that the pupils make good progress in reading, writing and mathematics and the trend in improvement has been above the national average. There are some annual differences because of the small number taking the tests and the variation in the percentage of pupils with special educational needs in each cohort. The test results show that girls are slightly more successful than boys in English and the converse is true in mathematics. These variations are not significant. In 2004, the results of national tests and comparisons with similar schools showed that pupils attained well above average standards in writing and average levels in reading and mathematics. Inspection evidence shows that standards in reading, writing and mathematics are above average. The school has placed increased emphasis on developing reading and basic mathematics and this has helped to raise standards. Pupils in Years 1 and 2 achieve well and make good progress. Those with special educational needs achieve well, benefiting from additional support from classroom assistants. More able pupils are given sufficient challenge.

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

Standards in:	School results	National results
Reading	16.3 (16.9)	15.8 (15.7)
Writing	16.2 (16.5)	14.6 (14.6)
Mathematics	16.6 (17.7)	16.2 (16.3)

- Achievement in Years 3 to 5 has been satisfactory but is now good due to much more focused intervention by the headteacher, a revised curriculum and a more stable staff. The current Year 5 had their education disrupted by several staff changes and this has contributed to some erratic progress. Currently, progress is mostly good although in Years 3 to 5 the more able could do better in English and mathematics if the lessons were better paced and more effective use was made of assessment to plan activities. Inspectors found that standards at the end of Year 5 are average in English, mathematics and science. Pupils in Years 3 and 4 are generally working at above average levels in these subjects. Currently, the school does not set targets for the performance of the oldest pupils but the planned introduction of targets is part of the school's on-going development in sharpening up teaching and learning.
- Throughout the school pupils have good speaking and listening skills. They are articulate and confident, and readily engage in purposeful conversation and debate. By the end of Years 2 and 5 standards in art and design, music and religious education are above those expected and pupils achieve well in these subjects. Pupils have average skills in ICT and design and technology. Examples of work in physical education, history and geography indicate that standards are average. Standards have generally improved since the previous inspection and recent developments in the curriculum have contributed to this success.

### **Pupils' attitudes, values and other personal qualities**

Pupils have very good attitudes to their learning. They enjoy all aspects of their school life and respond with enthusiasm to the very good spiritual, moral, social and cultural values promoted by the school. Attendance is good and pupils arrive at school on time.

### **Main strengths and weaknesses**

- Pupils are lively and inquisitive learners who listen carefully to their teachers
- Pupils are polite, friendly and confident
- Relationships at all levels in the school are very good
- The school provides pupils with a very good range of opportunities personal development
- Children in the Foundation Stage have very good attitudes to school, they behave and achieve very well

### **Commentary**

- Provision for spiritual and cultural development has improved since the last inspection and now makes a very good contribution to pupils' very positive attitudes to school. Some very good opportunities are created for pupils to gain an awareness of the spiritual element within their learning. For example, in the 4+ class, children watch the metamorphosis of caterpillars into butterflies with complete fascination and not a little impatience. Pupils sing with enthusiasm and joy in assemblies and listen carefully to poetry and music. Artwork, displayed around the school, shows careful observation and obvious delight and pride in creating something visually pleasing. The unexpected outcomes of scientific experiments and the extra dimension which the interactive whiteboards bring to some of their lessons all help to make learning fun. Pupils have opportunities to take part in a very good range of visits out of school which support their

cultural development. A recent visit to the Bosworth Battlefield gave pupils a good insight into early Tudor history. Pupils have visited places of worship in Leicester in support of their religious education studies and have gained a good insight into the lives and faiths of others. The celebration of Divali was thoroughly enjoyed by the majority of pupils who took part. As a result pupils are developing an understanding and tolerance of other cultures.

6. Because all staff actively promote consistent moral and social values and have high expectations of behaviour, most pupils happily conform to the rules and routines of the school. They are praised for working hard and for showing good personal qualities. Every week in assembly those who have done particularly well are recognised and their efforts applauded by their peers. Pupils say that they try hard to be chosen to receive this recognition. They are very positive about Golden Time and comment that it is very effective in motivating them to behave well and work hard. The award given by the Premises Officer for tidiness is hotly sought after and pupils learn the benefits of working together to achieve group recognition. Pupils have few concerns about bullying. They acknowledge that it sometimes happens, but they clearly understand the need to tell someone and are confident that their teachers will help them if they are unhappy. Through the School Council pupils are involved in decision-making and empowered to initiate change. This effectively develops a sense of responsibility and a growth in self-confidence.
7. During their time in the 4 + class, the children achieve standards that are well above those expected for their age in their personal, social and emotional development. They are happy and involved learners who quickly settle into the routines of the classroom and enjoy the very good range of interesting activities provided. They respond with enthusiasm and try hard to please their teachers.
8. Primarily because of long term illness, a very small number of pupils have been absent from school for long periods this year. As a result, the attendance statistic has dropped from the high level of 2003/2004. The majority of pupils attend regularly and there is very little unauthorised absence, most of which relates to extended holiday. The headteacher regularly monitors and follows-up individual attendance problems. Parents take their responsibility to ensure that their children attend regularly seriously and the majority advise the school of reasons for absence promptly.

## Attendance

### *Attendance in the latest complete reporting year (%)*

Authorised absence		Unauthorised absence	
School data	3.7	School data	0.2
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.*

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The much improved and good curriculum linked to effective teaching and learning enables the school to provide a good quality of education.

### Teaching and learning

Teaching and learning are good overall. Assessment is inconsistent and leads to some lack of challenge for more able pupils.

## **Main strengths and weaknesses**

- Teaching in the Foundation Stage is very good
- Throughout the school, pupils are enthusiastic about learning
- Some lessons lack sufficient pace and are not challenging enough
- Teaching is especially effective in art and design, music and religious education
- Assessment is not sharp enough in identifying pupils' strengths and weaknesses

## **Commentary**

9. Teaching and learning are better than at the time of the previous inspection. In the past there was little guidance and monitoring of lessons and pupils' work but recent improvements in leadership and management have led to greater consistency between classes. Nevertheless, more needs to be done to improve the use of assessment to set challenging work especially for the more able in English and mathematics.
10. In the 4+ class the children benefit from highly skilled teaching and support staff. Teaching and learning are very good. Lessons are planned thoroughly to provide a balance between direct teaching and opportunities for the children to experiment and engage in purposeful play. Skilful intervention ensures that children are successfully moved on at a good pace and they thrive in a positive and challenging atmosphere. The contribution of parent helpers is a significant factor in the children's success. At the start of most sessions the Reception children work alongside Year 1 and the teacher skilfully meets the needs of all, through focused questions. Careful observation and much support ensure that the children take a full part in lessons. This was seen to very good effect in a mathematics lesson in the hall where both age groups worked together on quick methods of calculating by playing a variety of games; the buzz of excitement stimulated brisk and purposeful learning. Basic skills in reading and writing are taught very well and the children have a wide range of opportunities and resources to help them learn.
11. Teaching and learning in Years 1 and 2 range between good and excellent and are good overall. Staff have a very good knowledge of subjects and how pupils learn, and they plan interesting lessons which stimulate a desire to learn. Thorough preparation and planning include opportunities for effective links to be made between subjects. This was seen in an excellent ICT lesson in Year 1 where the teacher used the pupils' knowledge of English to enhance understanding of making a poster for a specific purpose incorporating a wide variety of fonts. The teaching of basic skills in English and mathematics is good. Lessons have good pace and thought is given to setting the right level of challenge for pupils of different abilities.
12. Teaching and learning in Years 3 to 5 range between very good and satisfactory and are good overall. Teachers have good subject knowledge and plan well. Lessons have a balance between instruction and opportunities for the pupils to work on their own or in groups. However, in some cases, especially English and mathematics, teachers' explanations are overlong and this results in limited time for pupils to complete their work. The teaching of English and mathematics is at least satisfactory but the scrutiny of pupils' work shows that productivity levels and presentation could be better. Teachers hold the attention of pupils very well and the pupils respond enthusiastically. In a very good lesson in art and design in Year 5 the teacher gave brief and effective instructions and part way through the lesson reviewed the pupils' progress. The pupils responded very well to suggestions and continued to produce work of very good quality.

13. There are several good features in teaching throughout the school. The staff have a good knowledge of the pupils' personal needs and have correctly identified any learning problems. The new system of teaching pupils with special educational needs works well and support staff are briefed effectively on their role. A particular strength is the use of questions by all staff. Relationships between staff and pupils are very strong and there is a mutual respect which contributes to purposeful learning. Behaviour management is very good and any minor misdemeanours are dealt with quickly and efficiently without spoiling the flow of lessons. Teachers help pupils in difficulties, coming alongside them and using praise and reward effectively. Marking is accurate and often includes positive comments. There are few instances of specific guidance in the marking to guide pupils on how they might improve.

**Summary of teaching observed during the inspection in 38 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (3%)	9 (24%)	22 (58%)	6 (16%)	0(0%)	0(0%)	0(0%)

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

**The curriculum**

The good curriculum includes very good opportunities for enrichment. The accommodation is spacious although resources are rather limited. Staffing levels are appropriate for the size of school.

**Main strengths and weaknesses**

- The curriculum for the Foundation Stage is very good
- Staff make good links between subjects

**Commentary**

14. The curriculum meets statutory requirements and provides well for the pupils' academic and personal, social and emotional needs. In the Foundation Stage the staff achieve an effective balance between all of the areas of learning which enable the children to grow in confidence and achieve well. There have been several substantial improvements to the curriculum, especially in planning links between subjects. The school makes good use of the national strategies for English and mathematics and national guidance for the other subjects. The rearrangement of the school day has proved very successful in extending the time available for lessons and in ensuring that all subjects are covered in sufficient depth. Suitable policies and schemes of work contribute to consistency between classes.

15. The curriculum is enriched very effectively and pupils speak fondly of the very good extra-curricular activities and opportunities for visits. Regular visitors and special events add much to the pupils' understanding and appreciation of life in a culturally diverse society. The curriculum for religious education is enriched through visits by local church members in explaining Christian signs, symbols and traditions. An art club is well attended and contributes to good standards in the subject. Other clubs including sport, music and chess add much value to the quality of pupils' education. Staff place good emphasis on pupils' personal, social and emotional development and there is a good programme of circle times when pupils share ideas and worries. There is good teaching

about the positive and harmful effects of drugs. Older pupils are given effective lessons in growth and relationships.

16. The school provides equal opportunities and has good policies and practice in dealing with race equality and disability. Recently the school has changed its provision for pupils with special educational needs. This has meant class teachers taking more responsibility for the provision rather than a designated teacher working with the pupils. It is working effectively and there is evidence of teachers' planning work which takes account of an individual's learning difficulties. The school is committed to inclusion and works with a local special school on integration. Pupils with major health problems are valued members of the school.
17. The good accommodation is used well and contributes effectively to pupils' physical development and environmental awareness. There is good indoor and outdoor accommodation for the Foundation Stage. Staff are well organised and make good use of the building. It is a tribute to staff and pupils that there is rarely any disruption to lessons caused by the open plan structure. The caretaker contributes much to making the school a safe and clean environment. Staffing levels are adequate and all staff contribute to learning effectively. Much improved arrangements for training and professional development have had a beneficial impact this year. The school's resources vary in quantity and quality and are barely adequate in some subjects. There are not enough computers and many resources have to be borrowed from other schools. Teachers and other staff are good at providing their own resources and these are often of high quality and contribute much to learning.

### **Care, guidance and support**

The school makes good provision for the personal care and welfare of pupils. Because of the weaknesses in the systems for assessment and target setting, the educational support, advice and guidance for each pupil are only satisfactory. Pupils are involved well in decision making.

### **Main strengths and weaknesses**

- The provision for child protection is very good
- All staff have a strong commitment to the welfare of the those in their care
- Pupils trust their teachers to help them
- Targets for improvement lack specific focus and challenge, particularly for the more able

### **Commentary**

18. There is a good awareness of health and safety issues and regular checks of the premises are carried out to ensure that the school is a healthy and safe environment. Risk assessments are completed and recorded for visits out of school. The premises officer makes a very effective contribution to the maintenance, cleanliness and general tidiness of the school. Fire drills are carried out regularly and there is good provision for first aid. The headteacher is responsible for child protection issues and has a very good awareness of this aspect of care. All staff have recently received in-house training and they follow recognised guidelines for child protection. Pupils learn about the benefits of good hygiene and a healthy diet through their science lessons and they are taught

about aspects of personal safety during circle time. Visitors from the community also talk to them about ways to keep themselves safe. Supervision during the mid-day break is good and pupils have a good understanding of what is expected of them.

19. Because of the very good relationships throughout the school, pupils know that any of the adults in the school will try to help them if they are unhappy. This encourages open communication and allows minor issues to be dealt with before they escalate to become bigger problems. Pupils' behaviour and attendance are monitored well and the systems for motivating improvement are very effective. Pupils clearly understand what is expected of them and disapprove of those who misbehave. Because the systems for assessment are inconsistent, the academic needs of pupils are not always effectively met. The good induction procedures for new arrivals enable parents to be confident that their children will be cared for. The school council meets regularly to discuss and plan events in the school and has a high profile in classes. It provides a very good forum for pupils to express their views, confident that the staff and governors take note of their ideas.

### **Partnership with parents, other schools and the community**

The school has a good partnership with parents and with other schools. Links with the community are satisfactory.

### **Main strengths and weaknesses**

- Most parents have very positive views about the work of the school and value the educational and personal opportunities provided
- The school provides a good range of information to enable parents to be involved in the learning of their children
- There are, good, mutually beneficial links established with other schools

### **Commentary**

20. Although most parents have very positive views about the school, there were a few concerns expressed about bullying. Evidence shows that the school works very hard to eradicate this type of anti-social behaviour and to find long-term solutions to any incidents that occur. Pupils acknowledge that there is some unkind behaviour at times and they thoroughly disapprove of those that perpetrate it.
21. There is a good range of information available for parents about the school and they are kept up to date with events and activities through the newsletter. Details of what the children will be learning are provided to enable them to help their children at home more effectively. This is of particularly good quality for parents of children in Year 3. Consultation evenings are well attended and targets are shared with parents at this time. The end-of-year reports are satisfactory. They tell parents what their children have done, but there is insufficient focus on how well they have done it. Targets for improvement are not always included within these reports.
22. Most parents help their children at home with their homework and evidence from a recent consultation shows that they support the school's policy on homework. There are a small number of parents who help regularly in school and parents willingly give their time for special events. The parents' organisation plans a range of successful activities which are well supported. They raise significant funds which are used to provide extra

resources for the children. The school has good procedures to deal with parents' concerns and complaints.

23. The school has established links with places of worship in the local area which facilitate visits in support of the children's learning. Children visit local amenities and specialist visitors come into school in support of the curriculum. There are strong links with other schools. For example, two pupils from a nearby special school visit regularly and both they and the other children benefit from the contact. The transfer of pupils to secondary education is managed very well.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are good. Leadership has a good grip on what needs to be done to improve. Governance is effective. The school is well managed.

### **Main strengths and weaknesses**

- All staff show strong commitment to school improvement
- The use of data to identify and set targets is underdeveloped
- The headteacher leads with vision and determination and is backed fully by the staff
- Governors have a good understanding of the school's strengths and weaknesses

### **Commentary**

24. Leadership and management have made good strides in improving the quality of education in recent months. Following a period when issues from the previous inspection were not tackled effectively there has been good recent improvement. The headteacher's most important successes have been in raising staff morale, creating an effective team, improving consistency in teaching and improving the curriculum. Some challenges still remain including improving assessment and raising the achievement of more able pupils.

25. The school has a positive ethos and shared by all staff and governors. The headteacher has clearly identified the school's strengths and weaknesses and the strategic plan is well focused and agreed by all staff. The school's priorities have been set against demanding timescales and the leadership are beginning to use performance data to measure success. More remains to be done to use test data to set challenging targets for the more able and to raise expectation of overall performance, especially in English and mathematics. Staff responsibilities for curriculum development have been defined and have resulted in good improvements in developing skills, knowledge and understanding consistently. Subject leadership is at an early stage of development but good teamwork has meant that important aspects of school life now work effectively. Improvements to the management of the provision for special educational needs are beginning to take effect. The leadership and management of the Foundation Stage are particularly successful.

26. Staff are now clear about their responsibilities and systems are in place to support effective management. The school is well organised and the administration works efficiently. The governing body have ensured that performance management is operating well and the headteacher has established a programme of professional discussions with staff which have raised morale and made clear the school's objectives. Financial management is good. The issues raised in the last audit report have now been addressed. The headteacher and governing body have made judicious choices about staffing levels and have good plans to use the school's small surplus to ensure that class sizes are kept small. Much consideration has been given to the longer term future



of the school and there are good plans to cope with the falling numbers of pupils. Financial decisions are linked carefully to the school's educational priorities. There is good practice in using best value principles reflected in restructuring the provision for special educational needs and changing the curriculum to provide a good balance in the teaching of the subjects.

27. The governing body has a good range of experience and expertise and through training opportunities successfully involves new governors. They have a secure knowledge of the school's strengths and weaknesses and are good ambassadors for the school, seeking to raise its profile in the community. They have ensured that all statutory requirements are met. The policies for race equality, disability and equal opportunities are good. The governors have been involved in decisions about the proposed changes in the school day and the restructuring of the curriculum. Their role in monitoring the school's work is satisfactory and developing rapidly under the guidance of the headteacher.

### Financial information

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

Income and expenditure (£)	
Total income	360,798
Total expenditure	327,499
Expenditure per pupil	2,620

Balances (£)	
Balance from previous year	15,800
Balance carried forward to the next	33,299

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

### **AREAS OF LEARNING IN THE FOUNDATION STAGE**

28. The school makes very good provision for children in the Foundation Stage (4+ class). The provision has been strengthened since the previous inspection and meets the needs of boys and girls of different abilities effectively. The curriculum is well planned. There is an effective balance between working with pupils in Year 1 and opportunities for the children to work on the Foundation Stage curriculum. Staff forge good links between the areas of learning and are especially effective in promoting the children's personal, social and emotional development. The staff keep careful track of the children's progress and use the information to plan challenging and interesting activities which stimulate learning. The bright and attractive accommodation and good outdoor provision enhance learning. There are very good standards of care and effective identification of the needs of individuals mean that all children are well prepared for the next stage of their education.
29. Attainment on admission to the school is broadly average. Teaching and learning are very good. By the end of the Reception year almost all children attain the early learning goals in each of the areas of learning. Their achievement is very good and progress is consistent. More able children are presented with good challenge and make better than expected progress. Most of these children are working at levels which are in advance of their age. The provision is led and managed very well and results in effective learning.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

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

#### **Main strengths and weaknesses**

- The children make very good progress and most exceed the expected goals for their age by the end of the Reception year
- Teaching and learning are very good
- This area of learning is led and managed very effectively

#### **Commentary**

30. The children grow in confidence during their time in the Reception class and are prepared very well for the next stage of their education. Right from starting school, well organised routines are used very well to help children feel secure. Staff provide very good role models and encourage the children to form good friendships and relationships. Children work happily together and their behaviour is very good. The stimulating curriculum fires the children's enthusiasms and they learn to work well on their own and in groups of different sizes. Through praise and reward the staff provide encouragement and the children are keen to please the adults who work with them. Valuing others is at the heart of the provision and the children show much care and appreciation of each other. In a very good lesson about belonging the children learned much about Christianity as they took part in a "Baptismal Service" showing a sense of awe and wonder.

### **COMMUNICATION, LANGUAGE AND LITERACY**

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

## **Main strengths and weaknesses**

- Children are taught very well and make very good progress
- Standards are above average by the end of the Reception year
- The area of learning is led and managed well

## **Commentary**

31. The children make rapid gains in all aspects of communication, language and literacy and thoroughly enjoy reading and writing because the activities are made interesting. Staff are very skilful in building up the children's competence. Through a well structured programme of story telling, opportunities to practise the names and sounds of letters and to write about real life experiences the children learn to love reading and take great pride in their written work. The staff set challenging tasks and provide individual support so that boys and girls are able to achieve their potential. Very good opportunities to take part in role play such as in the "garden centre" provide much stimulus to learning new words and to promoting imaginative language.

## **MATHEMATICAL DEVELOPMENT**

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

### **Main strengths and weaknesses**

- The children achieve very well and most exceed the early learning goals by the start of Year 1
- Teaching and learning are very good
- The area is well led

### **Commentary**

32. Learning is rooted in practical work. There are daily opportunities to practise counting, sorting and matching using a good range of apparatus. Number rhymes, songs and games reinforce the children's knowledge of sequencing. Most children count competently beyond 20 and understand the value of the numbers. In a very good lesson, working alongside Year 1 pupils in the hall, the children excitedly counted forwards and backwards and then at the call of the teacher formed groups of different sizes. They made very good gains in learning because of the skilful questioning and intervention of the teacher who moved learning on well to include simple addition.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

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

### **Main strengths and weaknesses**

- Teaching and learning are good
- Children achieve well and most attain the early learning goals by the time they start in Year 1

### **Commentary**

33. The children are very confident and skilful when using computers and make a variety of pictures showing good control of the mouse. They make good progress in using a variety of construction toys to make recognisable models have many opportunities to make models and maintain good levels of concentration, showing a willingness to modify and improve their models. Progress in scientific discovery is made easy by the use of materials from around the school. Using a collection of plants, flowers and other

natural materials the teacher encouraged the children to make careful observations. The children are very interested in the natural world and the staff stimulate their enthusiasm by sharing the joys of discovering taste, smell and sight. There is very good teaching of new vocabulary and the children quickly latch on to it. They record their observations drawing accurate pictures of animals and plants and are keen to find out more. The teacher uses her knowledge well to stretch the children by incorporating matching and sorting games to introduce the concept of categorisation. Knowledge and understanding of the world is enhanced by regular trips out of the classroom and visitors into school. Parental involvement in lessons also contributes much to effective learning.

## **PHYSICAL DEVELOPMENT**

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

### **Main strengths and weaknesses**

- The children make good progress and achieve well
- By the end of the Reception standards are above those expected for the age of the children
- Teaching and learning are very good

### **Commentary**

34. The children quickly become confident in moving around sensibly and in lessons in the hall they learn how to use their bodies to express mood and emotion through simple dance. In outdoor play they run, climb and balance on the good large apparatus and are good at taking turns. Children have a wide range of opportunities to develop their physical skills through play activities as well as regular physical development sessions in the hall. In the classroom, the children mix their own paint, take responsibility for selecting and clearing away apparatus and show dexterity in using paint brushes, scissors and pencils. Lessons are planned effectively and staff make sure that each session is prepared thoroughly to allow the children to develop particular skills and also to have opportunities to explore on their own. In a very good lesson the teacher skilfully encouraged friendly competition in a team game using soft balls. The children thoroughly enjoyed the lesson and learned much about playing together and collaborating. They clearly understood the rules and kept them.

## **CREATIVE DEVELOPMENT**

Provision in creative development is **good**.

### **Main strengths and weaknesses**

- Good links are made with other areas of learning
- The children achieve well and exceed the goals expected of them by the end of the Reception year
- Teaching and learning are good

### **Commentary**

35. The staff provide a good range of stimulating experiences for the children to enjoy. Opportunities to paint and draw are an integral part of daily activities and skilful intervention by the staff ensures that learning moves on at a good pace. Skills and techniques are taught effectively and the children then apply them creatively. This was seen to good effect in the children's attractive paintings of sunflowers in the style of Van Gogh. The children successfully experiment when mixing paints, making pictures and using modelling materials. Communication, language and literacy are promoted well in

creative play. Adult involvement enhances the range of vocabulary used and also helps the children to appreciate the links between the areas of learning. Children know a good range of songs and rhymes and show a good sense of rhythm.

## **SUBJECTS IN KEY STAGES 1 AND 2**

### **ENGLISH**

Provision in English is **good**.

#### **Main strengths and weaknesses**

- Standards by the end of Year 2 are above average and pupils achieve well
- Some lessons lack sufficient pace and result in lower level challenge for some older and more able pupils
- Literacy skills are used well across the curriculum
- Standards in speaking and listening are good
- Assessment is not used consistently to help pupils improve their work

#### **Commentary**

36. National tests results at the end of Year 2 show some variation from year to year due to the small cohorts. Generally the trend in improvement has been good although pupils have not been as successful in reading as in writing. The very good results in writing are due to the school's emphasis on this aspect and the good links made with other subjects. The slight difference between the performance of boys and girls is not statistically significant. In all classes those pupils with special educational needs receive support and make satisfactory progress.
37. Throughout Years 1 and 2 pupils achieve well in all areas of English, but particularly in writing. By the end of Year 2 they write imaginative stories and poems and make notes from reading for information. Spelling is usually correct or a sensible attempt at unfamiliar words. Pupils speak clearly using connected phrases and sentences. They listen carefully and recall information well; they discuss ideas and plans with one another not only in English lessons but in other subjects in the curriculum. They retell stories and talk sensitively about the deeds and feelings of the characters in them. Reading skills are average.
38. Pupils in Years 3 to 5 make satisfactory progress and attain average standards. Some of the older higher attaining pupils are not sufficiently challenged and do not achieve as well as they should. In classes where there have been a number of staff changes, teachers have analysed the resulting problems and are taking steps to improve standards in the quality, quantity and presentation of both written and oral work. This has been accomplished by increasing the pace of lessons and assessing the pupils' needs more closely. Where the assessment is less secure the pace of progress is slowed and achievement is not so good. The pupils' speaking skills are improved by activities such as a model class election in which candidates used persuasive speaking, with others questioning them. Pupils edit letters, showing good awareness of clarity and style. Standards in reading are average and pupils' use these skills to support their work in other subjects. Overall, the quality of provision has improved since the previous inspection.
39. Most of the lessons observed in English during the inspection were good. Evidence in pupils' work indicates that teaching has improved in recent months and ranges from satisfactory to very good. Teachers have a good understanding of the subject and plan

the work using nationally recommended materials. In some cases, these plans are not adapted sufficiently to match the level of work to pupils' skills and interests and to draw their best work from them. Basic skills are taught thoroughly although there is some inconsistency in pupils' use of joined script in presenting their work. The assessment of English and its use in lesson planning is better in some classes than in others. Throughout the school pupils are interested in their work; they behave well in class and cooperate effectively. In most classes good use is made of the supportive teaching assistants and other helpers to extend the range of help available for the pupils. Marking is accurate and there are very good examples in Year 4 where the teacher links marking to targets. In most classes teachers do not use marking to guide pupils on how they might improve.

40. The day to day management of the subject is good and leadership is satisfactory and improving. Analysis of data to set targets has begun and this is proving successful in raising the quality of teaching and learning. Resources for English are sufficient in quantity and quality to meet the needs of the current curriculum. There is a need for the development of information and communication technology resources to further support work in English.

### **Language and literacy across the curriculum**

41. English is used well to support other subjects such as in historical writing where the mood of past times is captured, and for writing about the lives of artists or musicians. Historical writing is imaginative and captures the mood of the period especially in Year 3 when pupils produce accounts of life in the Second World War. Pupils also write lyrics for songs they compose. Reading skills are sufficiently advanced to enable pupils to use appropriate sources of information.

## **MATHEMATICS**

Provision in mathematics is **good**.

### **Main strengths and weaknesses**

- Standards are above average by the end of Year 2
- The achievement of more able pupils could be better
- Assessment lacks a sufficiently sharp edge

### **Commentary**

42. The school has maintained its provision since the previous inspection. Although standards dipped to average in the national tests in 2004 the school's improvement in mathematics at the end of Year 2 has at least kept pace with the national rising trend. Boys tend to attain slightly higher results than girls in tests but there is little significant difference given the small numbers involved. Progress is mostly good in Years 1 and 2, although in Years 3 to 5 progress is more uneven. Pupils with special educational needs make good progress, benefiting from good support. The more able older pupils do not always make sufficient progress as the pace of some lessons is slow and the work set is, on occasion, not demanding enough.
43. Pupils have a good grasp of number, shape, space and measures and data handling by the end of Year 2. They also solve simple problems and have a good grasp of mathematical vocabulary. By the end of Year 5 standards are average in most aspects of mathematics and above average in number. This cohort has had a disrupted education since Year 2 and has not made as much progress as expected. Improved

teaching in the last few months has raised the pupils' performance. Overall, pupils in Year 5 are now attaining satisfactory standards; where there has been more consistent teaching, as in Year 4, the standards are above average.

44. Teaching and learning vary between satisfactory and very good and are sound overall. In the lessons seen, teachers planned and prepared thoroughly and made good use of apparatus to clarify new concepts and strategies. This was seen to good effect in a Year 4 lesson where the teacher used a magnetic board and apparatus to illustrate place value to two decimal places. Teachers have secure subject knowledge and several have benefited from extended courses in mathematics. In Years 1 and 2, the teachers structure lessons well to provide a balance between activity, direct teaching and opportunities to practise skills. Lessons are usually brisk and challenging and include quick fire questions, physical activity and the good use of repetition. As a result, the pupils make good progress. Throughout the school teachers involve support staff in the learning and this proves especially successful in helping pupils with special educational needs. All teachers are quick to pick up on any problems that pupils experience and give good guidance and support. They follow up any misunderstandings and use questions effectively to check on understanding. Marking is accurate and often includes positive comments but rarely offers pupils guidance on how they might improve. Most pupils are unsure of their targets. Teaching in Years 3 to 5 is at least satisfactory and has good features. However, in some lessons the teachers talk too much and explanations are over elaborate resulting in limited time for pupils to practise what they been taught. Although staff provide different work for the variety of abilities in each class this work could be more challenging especially for the brightest pupils. The presentation of work in some classes is unacceptably untidy.
45. The subject is led and managed satisfactorily. Recent analysis of test data has been used to identify strengths and weaknesses in performance. There has been little monitoring of pupils' work due to changes in responsibility. Assessment is underdeveloped and teachers record their pupils' progress and attainment in different ways which makes the task of evaluating progress difficult.

### **Mathematics across the curriculum**

46. Numeracy skills are used satisfactorily to support pupils' work in other subjects. In design and technology, pupils take good care in measuring before cutting and shaping their model vehicles. There is good pattern work in art and design through the school and this is especially effective in Years 1 and 2 in helping pupils to understand symmetry. Some data handling linked to scientific experiments is presented well although the use of graphs to present data is limited.

## **SCIENCE**

Provision in science is **good**.

### **Main strengths and weaknesses**

- Pupils are good at scientific investigation
- Standards are above average at the end of Year 2
- Too many worksheets are used for recording in some classes
- Good links are made between science and other subjects on the curriculum
- The use of assessment to set targets varies too much between classes

### **Commentary**

47. By the end of Year 2 the standards are above average, especially in experimental work. The pupils have a good grounding in devising experiments, planning how to carry them out and recording the results. This is continued and developed as they progress through the school. They limit the variable elements in experiments, such as those involved in finding out whether plants grow better in sunlight or darkness, or in sunlight or electric light. They learn to think through questions such as what is meant by “grow better” and in doing so their understanding of science is markedly increased. By the end of Year 5 standards are average and pupils achieve well. The older pupils continue to develop their skills in devising fair tests and in recording the results of their experiments, such as investigating which materials conduct electricity and which are insulators.
48. A very good feature of the science programme in the school is the way in which science links with other subjects. One very good example is the use of the experiments on conductivity and insulation to assist in the designing and making of electric torches in Year 4. In Year 3 pupils use the analysis of foodstuffs to support work on healthy eating as part of the school’s personal, social and health education programme. Good use is also made of English and mathematical skills to record results, while information and communication technology is increasingly used to support science. The integration of subjects within the curriculum increases the pupils’ achievements across the board because it deepens their understanding of the full range of subjects. Pupils are challenged to explain how and why they devise experiments in the way that they do, this not only deepens their scientific understanding, but makes their speaking more precise.
49. The teaching of science throughout the school is generally good and never less than satisfactory. In some classes teachers spend too much time explaining what the pupils are to do leaving them too little time to complete the work set. In most classes, as a result of the imaginative lessons, the pupils’ attitudes to science are good and they work hard. The rate of work achieved by the pupils is usually good. Where, however, the pace of the lesson is slower their rate of progress declines and the quality and quantity of work they achieve is less. The marking of pupils work is accurate but rarely includes specific targets to guide pupils on how they might improve. This is especially the case with the older and higher attaining pupils. Pupils with special educational needs are supported by the conscientious teaching assistants and make satisfactory progress and achieve well.
50. The leadership of the subject is sound, though hampered by the current lack of time and opportunity for the monitoring of teaching and learning. The management of the subject is good and contributes to the effective planning and imaginative delivery of science in the school. It has also contributed to the good level of improvement since the previous inspection. Assessment varies in quality between classes and is satisfactory overall. The close links between science and other subjects in the curriculum also contributes to the good impact the subject has on the provision for the pupils’ personal and spiritual development. They describe their feelings about aspects of the subjects they are studying, such as the enormous distances involved in the study of space in Year 5. In the same way the use of expressive language by the younger pupils heightens the sense of wonder when they discuss the growth of seeds.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- Standards are average and achievement satisfactory
- Limited resources hamper the application of skills across the curriculum



## Commentary

51. By the end of Years 2 and 5, pupils are working at levels expected for their age. The school makes appropriate use of national guidelines for ICT and as a result boys and girls make consistent and satisfactory progress in learning basic skills. Pupils have a secure understanding of word processing and its advantages and disadvantages when compared with manual methods of recording. They understand how to control programmable toys and the need to frame questions specifically to ensure that devices operate in the way they anticipate. Older pupils have a satisfactory grasp of data handling and create simple spreadsheets. Communication skills are more limited as few of the school's computers have access to the Internet, although older pupils know how to send and receive electronic mail.
52. In the lessons seen, the teaching varied between satisfactory and excellent and is sound overall. Teachers have a secure grasp of basic skills and engage the pupils through using a variety of techniques and examples that make learning effective. In a good Year 5 lesson the pupils wrote a program to control actions and acted out their plans gaining an appreciation of how to frame instructions. Pupils are very attentive in lessons and work hard. They willingly try out new skills and explore the potential in a variety of programs. Teachers plan well and work hard to maximise opportunities for the pupils to have time on computers but the limited number of machines restricts some activities. Introductions to lessons clearly outline the tasks but teachers often talk for too long and this restricts the time available for pupils to practise their new skills. Teachers successfully encourage the pupils to make good use of technical vocabulary. They also draw on pupils' experiences of computers at home to enhance their learning. Spellbinding teaching in Year 1, at a blistering pace, enabled pupils to make very rapid gains in changing fonts and using them to create a poster. The lesson was impressive in extending pupils' literacy skills.
53. There is a good strategic plan to improve the provision and the subject leader has a good understanding of what to do to raise standards. Leadership and management are satisfactory. However, there is inconsistency in the way in which pupils' progress and attainment are recorded which leads to some uneven progress. The school has maintained the quality of its provision since the previous inspection.

## Information and communication technology across the curriculum

54. Although pupils have a secure grasp of basic computer skills the outdated and rather limited equipment hamper their application of these skills across a range of subjects. Overall the use of ICT in other subjects is satisfactory. There are pockets of good work in art and design, linking digital imaging to portraits in Year 4. Pupils in Year 1 use painting software to create pictures linked to their topic on transport. Throughout the school there are appropriate opportunities to use word processing. There is some historical research using the Internet but this is limited by the school's equipment.

## HUMANITIES

55. Inspectors observed five lessons in religious education, one in history but none in geography. In addition, inspectors analysed planning and talked to the teachers and pupils about the subjects. They examined a variety of pupils' work. The planning for all the subjects meets the requirements of the National Curriculum.
56. The **history** programme is well planned to ensure a good cover of skills and topics drawn from the National Curriculum. Good use is made of a range of visits to such

places as Bosworth Field and Leicester Museum. Visitors also share their experiences of life during World War 2. The pupils in Years 1 and 2 were introduced to the history of air travel, as part of their study of the chronology of transport, with a video followed by a teacher acting as an aerial pioneer and again as the designer of the Spitfire. This wide range of teaching techniques ensures that the subject is brought to life and that pupils' learning is well grounded in experience. The subject is soundly led and well managed and contributes effectively to the provision for the pupils' personal, spiritual, moral, social and cultural development. For example, some Year 4 pupils discussed Henry VIII's treatment of his wives with some sophistication, especially in the matter of needing a male heir. The resources for history are adequate to the needs of the curriculum and the use of computers for research is being developed in all the classes.

57. Pupils' work shows that standards in **geography** by the end of Years 2 and 5 are average. Good use is made of the locality to develop the geographical skills of the younger pupils in the school. As with history, topics are sometimes dealt with initially by teachers working together with two year groups and then going their separate ways with the follow-up tasks. The quality of learning is usually enhanced by this tactic. Over each year the balance between the provision for history and for geography in the curriculum is maintained. This ensures a steady development of geographical skills and understanding. Pupils in Year 5 have a good understanding of interpreting and using maps to explore places and to find their way. They explained the differences between Sherringham in Norfolk, where they went for their residential visit, and Wigston. Pupils have a limited knowledge of places overseas; they had written verse in the Caribbean style, but were unsure where it came from. The resources for geography are sufficient for the needs of the current curriculum but there is room for further development, especially in the use of ICT to extend the pupils' vision of the wider world. The leadership and management of the subject are satisfactory

### **Religious education**

Provision in religious education is **good**.

#### **Main strengths and weaknesses**

- Standards throughout the school are better than those identified in the local Agreed Syllabus
- Good teaching inspires the pupils to do well
- The subject is well led and managed
- There is a strong emphasis on understanding religious ideas as well as knowing about religions
- The school has a limited range of its own resources.

#### **Commentary**

58. Pupils in Years 1 to 5 achieve well and attain standards in religious education which are higher than those expected of pupils of a similar age. Their understanding of religious ideas and their capacity to relate them to their own lives and experience are particularly strong. Pupils talk with confidence about the religions they have studied and begin to relate the beliefs and practices of for example Judaism to those of Christianity in looking at a Seder meal.
59. The teaching of religious education is never less than good and in some lessons very good. It is carefully planned using both the local Agreed Syllabus with support from other national sources suitably adapted to the needs of the pupils. The teachers are careful to match the work to the pupils' understanding as when a teacher imaginatively

used a short session to find out how much the pupils in Year 3 understood about faith before embarking on a series of lessons about that topic. Teaching is brisk and well focused. Teachers make good use of skills from other subjects to support the work in religious education, for example skills used in editing letters in a literacy lesson are used to highlight the important information to be recorded from the story of Abraham. Pupils' learning is enhanced by the good use made of visitors with special knowledge and skills, such as the local church worker who described and illustrated with a doll for the younger pupils what happens in a Christian baptism. In the same way good use is made of visits to places of religious interest to give relevance to the studies of other faiths. As a result of this careful planning and preparation of the pupils they show a good level of respect for the beliefs and practices of different faiths. This is very evident when they discuss the use of religious objects, many of which are borrowed, from the variety of faiths studied in the school. These also figure in the good quality displays around the school which add to understanding of the subject. Pupils of all levels of attainment achieve well and those with special needs are appropriately cared for.

60. Religious education is well managed by competent teachers who share their knowledge and understanding, as well as resources, of the subject generously with each other. Subject leadership is at an early stage of development.

### **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

61. Inspectors observed three lessons in music, two in each of design and technology, art and design, and one in each of physical education and history. In addition, inspectors analysed planning and talked to the teachers and pupils about the subjects. They examined a variety of pupils' work. The planning for all the subjects meets the requirements of the National Curriculum.
62. From the evidence available, standards in **physical education** throughout the school are average. This is true for gymnastics, games, athletics and swimming. Outdoor and adventurous activities are also of a good standard. They are catered for in the residential visit the pupils make to a centre in Norfolk. Here, as one Year 5 pupil put it they "faced their fears" and recognised how they had developed and matured as a result. Other pupils said how it was helping them to face the challenge of moving to a much larger strange school at the end of the summer holidays. The school makes good provision for swimming so that by the time pupils reach the end of Year 5 almost all will expect to swim at least 25 metres. The school has good facilities for outdoor games and athletics on the spacious field. Good indoor and outdoor space enables a large number of pupils to be engaged in different sorts of physical activity at the same time without being crowded. The small equipment for physical education is adequate for the current curriculum. The curriculum is suitably broadened through the provision of after-school clubs and games sessions with other schools in the neighbourhood. The pupils enjoy these occasions which provide opportunities for both boys and girls. Physical education provides a good support for the pupils' spiritual, moral, social and cultural development through its range of challenging activities and the notions of sporting values which are promoted by games. There is a good link maintained between music and dance, and between them both and the topics around which other subject areas are gathered. Similarly there is a good link between science and the issues of healthy living, such as warming up before, and down after, physical exercise.

### **Art and design**

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

## **Main strengths and weaknesses**

- Boys and girls of all abilities make good progress and achieve well
- Teaching and learning are good
- There are good links between art and design and other subjects
- Extra-curricular activities contribute much to pupils' appreciation of art and design

## **Commentary**

63. The pupils benefit from a rich vein of activities which provide opportunities to develop new skills and techniques and skills and to express themselves imaginatively. Good links with English and ICT promote pupils' understanding of the life and work of famous artists and contribute effectively to pupils' spiritual and cultural development. Standards throughout the school are above average and boys and girls are equally successful. Pupils with special educational needs are fully engaged in lessons and attain similar standards to their peers. The provision has improved since the previous inspection.
64. Teaching is imaginative, brisk and purposeful and staff have high expectations. The pupils respond enthusiastically and many say that art and design is their favourite subject. They work hard and apply their skills and techniques showing high levels of concentration. They collaborate effectively on larger projects and show much appreciation for their own and others' efforts. Lessons are planned thoroughly and good use is made of national guidelines and teachers' interests to enhance learning. A visiting artist adds much to the provision for the younger pupils and they produce good work using pastels to create a vista through the classroom window. In Year 4, pupils make good use of digital imaging to learn how to enlarge portraits. Teachers achieve a good balance between teaching techniques and creativity. The effective practising of skills in sketchbooks provide a useful reference point for further learning.
65. The subject is led and managed effectively. The curriculum is broad and interesting and enhanced through the art club. Monitoring of pupils' work is done on an informal basis and the school has a variety of methods of recording the pupils' achievements.

## **Design and technology**

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

## **Main strengths and weaknesses**

- Progress and achievement in Years 1 and 2 are good and standards are above average
- Pupils are good at evaluating their work

## **Commentary**

66. Progress through the school for boys and girls is satisfactory overall. Pupils of all abilities have equal opportunities in designing and making models as the school makes appropriate use of national guidelines which enable pupils to grow in confidence and competence in using a variety of skills and techniques. By the end of Year 5 standards are average. Achievement is satisfactory overall, although pupils in Years 1 and 2 make good progress because of skilful and challenging teaching. A particular success in the subject is the way in which pupils of all ages develop critical skills in evaluating their own and other's work. The school has maintained its provision since the previous inspection.
67. Teaching is at least satisfactory and good in Years 1 and 2 where there are high levels of challenge. The pupils are keen and hard working and pay good attention to detail.

Teachers provide good guidance in the development of basic skills and techniques and they allow the pupils to experiment and explore with a wide variety of tools and materials. This is especially the case in Year 2 where pupils have produced good quality model vehicles based on their own designs. Pupils studiously design their models and add detailed plans, often written well, and include labelled diagrams. They are encouraged to use correct technical terms. Teachers offer encouragement and positive criticism and this enables the pupils to improve. Pupils in Year 3 have a secure knowledge of food types and competently follow a recipe. They make evaluative comments about foodstuffs and this links well with their work in personal, social and health education and healthy eating.

68. The subject is led and managed satisfactorily. All classes follow nationally agreed guidelines and this leads to consistency in developing skills, knowledge and understanding. Assessment is at an early stage of development.

## **Music**

Provision in music is **good**.

### **Main strengths and weaknesses**

- Progress and achievement are good throughout the school
- Standards are above average and singing is a particular strength
- Teaching and learning are good
- The subject is well led and managed

### **Commentary**

69. Music plays a very full part in the life of the school and in the very good provision made for the pupils' personal, spiritual, social and cultural development. Pupils are successfully encouraged to learn instruments and to pursue these interests outside school. Within the well planned lessons they compose the music and lyrics for their own songs and then perform them with skill and evident enjoyment. They understand the rudiments of musical notation and recognise the characteristics of musical performance such as texture and rhythm. Standards achieved in each year group are higher than those expected nationally both in music making and musical understanding.
70. Singing is a strength of the school. In collective worship all the pupils sing enthusiastically, tunefully and with considerable skill. They sing in parts confidently holding their own line and with a careful use of expression so that the experience adds considerably to the spiritual and social dimension of the occasion for singers and hearers alike. The pupils' enthusiasm leads to even higher achievement in performance.
71. As a result of challenging and skilful teaching the younger children play a variety of instruments making a tune out of a word or phrase they choose. These become the lyrics of the song which they practise playing and singing together in three parts very effectively and confidently. When the school learns a new song for collective worship Year 5 unaffectedly act as a choir to help the rest of the pupils to learn more quickly. Lessons are carefully planned, so that pupils develop not only personal skills but also knowledge about music which they confidently discuss using the correct terms. The teaching overall is effective and is supported by a visiting specialist. The resources for music are good and the school also has the advantage of a studio room for specialist teaching. The subject is well led and managed and the quality of provision has improved since the previous inspection.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

72. The school has developed its provision for **personal, social and health education** since the previous inspection. Pupils are involved in making decisions about the school through their council. In a good lesson in Year 5, the pupils used their skills in persuasion in debating relevant “political” issues. The debate was lively and interesting and involved the pupils in framing challenging questions to the candidates. Much good learning took place and pupils grew in knowledge of the democratic process through voting. In a circle time in Year 3, the pupils discussed issues around friendship and care and showed much kindness in making positive statements about their classmates.
73. The school is making satisfactory strides in developing pupils’ awareness of a healthy lifestyle. Links with science and design and technology guide pupils on healthy eating and the physical education curriculum and extra-curricular activities provide opportunities for pupils to understand the importance of exercise. Pupils have a good understanding of hygiene and this is reinforced in lessons in food technology.
74. The pupils are given good advice and guidance about the positive and harmful effects of drugs. There is a good programme of lessons about growth and relationships and parents are consulted before any programme of study. Other aspects of relationships are developed well. Pupils are given clear teaching about responsibility and care for others. They understand the reason for rules and obey them. This is reflected in the very good behaviour and attitudes found in the school. The wide ranging curriculum for religious education and assembly topics do much to prepare the pupils effectively for life in a culturally diverse society.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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