

INSPECTION REPORT

SCALFORD CE PRIMARY SCHOOL

Scalford

Melton Mowbray

LEA area: Leicestershire

Unique reference number: 120156

Headteacher: Mrs. J. Gibson

Reporting inspector: Mike Capper
23239

Dates of inspection: September 10th – 12th 2001

Inspection number: 197651

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary Controlled
Age range of pupils:	4 – 11
Gender of pupils:	Mixed
School address:	School Lane Scalford Melton Mowbray Leicestershire
Postcode:	LE14 4DT
Telephone number:	01664 444282
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs. E. Bryan
Date of previous inspection:	September 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Mike Capper Registered inspector Original Inspector Number (OIN) 223239	English Art and Design Design and Technology Information and Communication Technology Geography Areas of learning for children in the Foundation Stage	What sort of school is it? How high are standards? Pupils' attitudes, values and personal development How well is the school led and managed? What should the school do to improve further?
Roger Williams Lay inspector OIN 9895		How well does the school care for its pupils? How well does the school work in partnership with parents?
Alison Cartlidge Team inspector OIN 23609	Mathematics Science Religious Education Physical Education History Music Equal opportunities Special Educational Needs	How well are pupils taught? How good are curricular opportunities?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Scalford CE Primary School is located in the village of Scalford, near Melton Mowbray in Leicestershire. Pupils are admitted between the ages of 4 to 11. There are 65 pupils on roll and they are taught in three classes, a reception/Year 1/2 class, a Year 2/3/4 class and a Year 5/6 class. At the time of inspection, there were five reception children in school, attending for mornings only. About 50% of pupils are from the local villages, with other pupils coming to the school from outside the catchment area because of specific parental choice. There is a high turnover of pupils from year to year, with a significant percentage of pupils who are admitted after the start of each school year having special educational needs. Most pupils come from favourable home backgrounds with the number of pupils eligible for free school meals being well below the national average. There are 13 pupils on the special needs register. This is slightly below the national average. However, pupils with special educational need are not distributed equally amongst year groups with some having none and others a high percentage. Three pupils currently have statements of special educational need. This is a higher number than average. Test results show that pupils' attainment on entering school is broadly average. There are no pupils with English as an additional language.

The headteacher was appointed in January 1999. Only one full-time and one part-time teacher remain from the time of the previous inspection.

HOW GOOD THE SCHOOL IS

This is a good school that has established itself at the heart of the local community. Good teaching helps pupils to make good progress, overall. The school is well led and members of staff work hard to support each other. The cost per pupil is well above average, even for this type of school. This means that, overall the school provides sound value for money.

What the school does well

- Pupils achieve above average standards in reading, speaking and listening throughout the school and in mathematics by the end of Key Stage 2
- The headteacher has been very successful in maintaining a strong caring ethos, whilst fostering a good team spirit and a commitment to further school improvement.
- Teaching is good, overall throughout the school
- The school provides good support and guidance for its pupils and effectively promotes their welfare, health and safety
- There is a very good partnership between parents and the school
- Pupils are taught good values and they learn to care for each other and to consider other people's needs

What could be improved

- The opportunities for purposeful writing in subjects other than English in order to improve the quality of pupils' writing and spelling
- The balance of the curriculum in Key Stage 2
- The match of work to pupils' abilities in religious education, geography and history

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good progress since the last inspection in 1997. Pupils continue to achieve well, overall and weaknesses identified at that time have been fully addressed. The slow progress of pupils in Years 3 and 4 is no longer evident because of the better quality of teaching in these year groups. The school has worked hard to improve teachers' long and medium term planning and procedures are now in place to ensure that pupils develop skills systematically. Since the last inspection, the school has developed a new mission statement, *'in the heart of your community, a good school'*, which is reflected fully in the school's work. The headteacher has a clear vision for the future development of the school, which is shared by members of staff and governors. This means that the school is in a good position to improve further.

STANDARDS

The table showing the standards achieved by pupils at the end of Year 6 based on National Curriculum tests has been omitted because of the small number of pupils taking the tests in each year.

Pupils' standards of attainment vary significantly from year to year because of the size of the year group and the variations in the number of pupils with special educational needs in each class. However, inspection findings are that pupils make good progress, overall, throughout the school. They achieve well in relation to their attainment on entry in reception class and in Key Stages 1 and 2.

By the end of the reception year, children exceed expectations for their age in personal, social and emotional development. In communication, language and literacy, children have good reading, speaking and listening skills, though their writing is less well developed because of the limited opportunities given to pupils to use their skills across the curriculum. In the other areas of learning, standards are in line with the expectations for children by the end of the reception year.

By the end of Year 2, pupils' attainment is in line with national averages in mathematics and science. In English, pupils' attainment is above the national average in reading and in line with the national average in writing. Pupils continue to make good progress in Key Stage 2 and by the end of Year 6, attainment is above average, overall, in English and mathematics and average in science.

Throughout the school, reading is a significant strength of pupils' attainment in English. Pupils achieve lower standards in writing, though they are broadly average. In science, pupils have a good knowledge of scientific facts, but they are less skilled in using this knowledge to explain the findings of investigations.

Pupils' attainment is above national expectations in physical education by the end of Year 2 and Year 6, and in line with expectations, overall, in all other subjects.

The school meets statutory requirements to set targets in English and mathematics for pupils at the end of Year 6. These are based on a good knowledge of pupils' prior learning and are realistically challenging given the capability of different year groups.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Satisfactory, overall. Most pupils are enthusiastic about school and the work they are given. However, some boys in Key Stage 2 show less positive attitudes towards learning and do not take a full part in discussions.
Behaviour, in and out of classrooms	Good. Pupils behave sensibly in class and when playing on the very cramped playground.
Personal development and relationships	Satisfactory. Relationships between pupils are good and they get on well together. In Key Stage 2, girls show a greater willingness to take responsibility than boys of the same age.
Attendance	Good. Attendance rates are above the national average.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	Good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

The quality of teaching is good overall throughout the school with no unsatisfactory teaching being observed. Teaching is consistently good in mathematics, reading and physical education. In these subjects, teachers demonstrate particularly good subject knowledge and have high expectations of what can be achieved, enabling all pupils to make good progress.

Teaching for children in the reception year is good. The nursery nurse provides effective support for these children ensuring that their individual needs are met.

Throughout the school, teachers explain clearly to pupils what they are expected to learn. Effective use is made of interesting educational resources to help hold pupils' attention. Teachers provide a good range of interesting teaching methods within the constraints of the small classrooms. Teachers use praise effectively to raise pupils' self-esteem. They work hard to encourage pupils to be fully involved in all activities but are not totally successful in this. Although expectations are the same for boys and girls, some older boys are less keen to become involved in class discussions and do not show enough initiative in their learning. This is most evident during whole class work at the start and end of lessons

Effective use is made of pupils' numeracy skills in subjects other than mathematics. However, teachers make insufficient use of pupils' literacy skills in history, geography and religious education when pupils often copy the teachers' writing, fill in worksheets or record their findings by drawing.

Teachers' lesson planning is clear and closely linked with new schemes of work. However, in some lessons, work is not planned to meet the differing needs of all pupils. This is addressed better in English and mathematics. In these subjects, additional support is provided for pupils with special educational needs and lower attaining pupils and teachers expect more from higher attaining pupils. In subjects such as history, geography and religious education, pupils are often given the same work whatever their ability or age. This slows the pace of learning of some pupils.

Learning support assistants give good support to groups and individuals with special educational needs.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory, overall. The curriculum is carefully planned. The length of the school day for pupils in Key Stage 2 is below national recommendations and a lack of time means that in subjects such as religious education, geography and history pupils' learning is sometimes superficial.
Provision for pupils with special educational needs	Good. Pupils are well supported and make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Assemblies make a particularly good contribution to pupils' development. Good moral teaching occurs during personal and social education lessons. However, there are insufficient opportunities for pupils to take responsibility.
How well the school cares for its pupils	Good. Pupils are given good support and their personal and academic development are monitored effectively.

The school is careful to listen to parents' views and encourages them to become involved in both their children's learning and the general life of the school community. The school's good reputation in the district has influenced parental choice significantly. As a result, the links with parents are very effective.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher and senior teacher have established a very effective working relationship, and have worked together to establish a clear direction for the work of the school. They have a good understanding of the school's strengths and weaknesses but this is not always reflected in the school development plan.
How well the governors fulfil their responsibilities	Good. The governors fulfil their statutory duties and are fully involved in school development.
The school's evaluation of its performance	Good. Teaching and learning are monitored effectively to identify areas for further development.
The strategic use of resources	Good. Financial planning by the headteacher and governing body is thorough and spending is clearly targeted on raising standards. The school uses specific grants appropriately to support professional development and school improvement.

The day-to-day management of finances by the headteacher, governors and bursar is very good. Various budget options are clearly presented at the start of each financial year and are discussed in detail by governors in order to come to the best decision for the school. This careful budgeting, as well as the care taken to obtain quotations before large items of expenditure, means that the school is successfully applying the principles of 'best value'.

Staffing levels are satisfactory and the school is well resourced. However, accommodation is unsatisfactory. Although the school works hard to overcome the problems caused by the lack of space within the school, the limitations of accommodation do have a negative impact on learning. It is also unsatisfactory that there is no medical room and no separate area for teachers and other members of staff to meet together.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The quality of teaching • Pupils are taught good values • The leadership of the headteacher • Pupils are happy and secure at school • Parents feel comfortable approaching members of staff 	<ul style="list-style-type: none"> • The quality of information provided by the school • More encouragement for parents to be involved in school life

The inspection team agrees with parents' positive comments and feels that the school makes good efforts to involve all parents in school life and provides them with good quality information.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Pupils' standards of attainment vary significantly from year to year because of the size of the cohort and the variations in the number of pupils with special educational needs in each year group. However, inspection findings are that pupils make good progress, overall, throughout the school. They achieve well for their age and in relation to their attainment on entry in the reception year, as well as Key Stages 1 and 2. Pupils' progress is more even than at the time of the last inspection, with weaknesses in Years 3 and 4 now fully rectified.
2. Children's attainment on starting school in the reception year is broadly average. This is confirmed by teacher assessments made in the children's first few weeks at school. Inspection findings show that children exceed expectations for their age in personal, social and emotional development. There is a strong focus on developing skills in this area of the curriculum and this helps children to become confident and secure individuals who show good independence and work well. In communication, language and literacy, children have good reading, speaking and listening skills, though their writing is less well developed because of the limited number of opportunities given to pupils to use their skills across the curriculum. In the other areas of learning, standards are in line with the expectations for the end of the reception year. This is similar to the findings of the last inspection.
3. By the end of Year 2, pupils' attainment is in line with national averages in mathematics and science. In English, pupils' attainment is above the national average in reading and in line with the national average in writing. Pupils continue to make good progress in Key Stage 2, and by the end of Year 6, attainment is above average, overall, in English and mathematics and average in science. Reading is a significant strength of attainment in English, with writing less well developed though still satisfactory. In science, pupils have a good knowledge of basic concepts, but they are less skilled in using this knowledge to explain the findings of investigations.
4. When compared with standards at the time of the last inspection, there are some changes. These are largely explained by differences in the various year groups, with the number of pupils with special educational needs varying significantly from year to year. Standards are lower in mathematics in Key Stage 1 but are higher in English at Key Stage 2. Lower standards in history, geography and religious education are explained by the limited amount of time now available for the teaching of those subjects. Similarly, the high amount of time allocated to physical education has had a good impact on standards of attainment, which have risen. In other subjects at both key stages, standards of attainment are similar to those found at the time of the last inspection.
5. The small number of pupils in each year group mean that National Curriculum test results are not reliable predictors of overall standards of attainment from year to year. They are particularly affected by the variations in the number of pupils with special educational needs in each year group. In 2000, test results at the end of Key Stage 1 were above average in reading, writing and mathematics when compared with all schools and average when compared with similar schools. In Key Stage 2, test results showed that standards of pupils' attainment were well above average in mathematics when compared with all schools, and average when compared with similar schools. In English and science, standards of attainment were average when compared with all schools but below average when compared with similar school.
6. National Curriculum test results for 2001, when there were a higher number of pupils with special educational needs in Year 2, confirm inspection findings. The low number of pupils attaining the higher levels in writing (Level 3 at the end of Key Stage 1 or Level 5 at the end of Key Stage 2) continue to be a weakness in overall attainment. In contrast a very high number of pupils achieved Level 5 in reading in tests at the end of Key Stage 2 in 2001.

7. Test data shows that there is no significant difference between the attainment of boys and girls. However, in lessons in Key Stage 2, there is a significant difference in the attitude towards learning of boys and girls in Key Stage 2. In general, boys are less involved in activities than girls and are less willing to volunteer answers or take part in discussions. This has a negative impact on standards, with boys being less confident speakers than the girls are, even though standards in speaking and listening are above average, overall, by the end of both key stages.
8. Standards of literacy are satisfactory overall in both key stages. Pupils have good reading skills. They read confidently and develop positive attitudes towards books. However, throughout the school, spelling skills are not as good as they could be. Whilst pupils perform well in spelling tests, they do not always use these skills successfully when writing without adult support. They make careless errors in spelling commonly used words and do not accurately apply their knowledge of spelling rules. The limited opportunities given to pupils to write in different subjects means that the development of writing skills is slower than it should be.
9. In numeracy, pupils achieve good standards in both key stages. Pupils are particularly good at explaining the methods they have used when completing a sum. They find it more difficult to solve a practical mathematical problem.
10. Standards of attainment are above national expectations in physical education. In all other subjects, pupils' standards of attainment are in line with national expectations at the end of Year 2 and Year 6. The amount of time allocated to subjects such as geography, history and religious education has an adverse effect on the rate at which pupils learn new skills and leads to pupils having only a superficial knowledge of topics that they have studied.
11. In information and communication technology (ICT), there was limited evidence of pupils using their skills during the inspection period. However, discussions with pupils indicated that pupils' ability to use ICT to present their work is good. They also have a good knowledge of the many applications of information and communication technology and understand that it involves more than just working on the computer. Pupils understand that the internet can be used to find information, and they do this well. Pupils confidently use e-mail as an everyday form of communication.
12. Pupils who have been identified as having special educational needs receive good quality support from learning support assistants, and they make good progress overall. Detailed individual education plans help to ensure that pupils' needs are met. More able or gifted pupils are given good opportunities to receive extra support both in school and through a range of local authority courses.
13. The school makes good use of assessments of pupils' work to help set targets for individual pupils as well as year groups. These are based on a good knowledge of pupils' prior learning and are realistically challenging given the capability of different year groups. The school successfully exceeded the targets set for 2001.

Pupils' attitudes, values and personal development

14. The school has maintained the overall sound standards of pupils' attitudes, values and personal development that were found at the time of the last inspection.
15. Pupils' attendance continues to be good. Attendance rates are above the national average for primary schools, and pupils are keen to attend school. They arrive punctually for the start of each school day.
16. The attitudes of pupils towards their learning are satisfactory, overall. Pupils enjoy school, and younger pupils, in particular, work hard on nearly all occasions. Children in the reception year behave well and develop good attitudes to their work. They settle well in to school life, becoming happy and confident. Children are enthusiastic about their schoolwork, try hard in activities and learn to co-operate with each other. Children show respect for property, as well

as care and concern for each other and develop a good understanding of the difference between right and wrong. Children in the reception year have good relationships with adults in the class. However as pupils get older there are changes in their attitudes towards learning. In some lessons in Key Stage 2, there were a few boys who were not keen to join in and participate fully when asked to make a contribution to a discussion. They showed an unsatisfactory attitude towards their work on these occasions.

17. Behaviour at the school is good. This was also a feature of the last inspection. Pupils are polite and considerate and they appreciate the way all members of staff apply the school's behaviour and anti-bullying policies fairly and consistently. On visits out of school, for example to the swimming pool, pupils behave sensibly. The school has not excluded any pupils in the recent past.
18. Relationships are good throughout the school. The way in which pupils are sensitive to others, especially those who are vulnerable or who have special needs, is very evident. There is a good community spirit and older pupils help younger ones as a matter of course. The policy of the school to ensure that all pupils are included in activities works well. Generally, pupils co-operate well. In the case of older boys, this is particularly evident when they are given the opportunity to apply practical skills. For example, in a design and technology lesson in Years 5 and 6, when they were set the challenge of designing a trolley to show different 'cam' movements, the whole class became committed to problem solving, helping each other and sharing equipment and tools in the process. However, although pupils' overall personal development is satisfactory, they are given few opportunities to take on extra duties within their school community, in order to prepare them for responsible citizenship. Where they are given responsibility in Key Stage 2, girls are more willing to take on tasks around school, and they generally show greater initiative and higher levels of confidence than boys of the same age.
19. A good feature of pupils' personal development is the way the school is involving pupils in setting their own targets. This is helping pupils to show greater responsibility for their learning and increasing their own knowledge of how they could improve in the future.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

20. The quality of teaching is good, overall, throughout the school with no unsatisfactory teaching being observed. Nearly three quarters of lessons are good or better with one in ten lessons being very good. Teaching is consistently good in mathematics, reading and physical education. In these subjects, teachers demonstrate good subject knowledge and have high expectations of what can be achieved, enabling all pupils to make good progress.
21. The quality of teaching has improved considerably since the time of the last inspection when 1 in 5 lessons were found to be unsatisfactory and only 1 in 3 were found to be good. Most parents are positive about the quality of teaching and have noticed an improvement since the last inspection. Ninety-four per cent of parents who returned the pre-inspection questionnaire think the quality of teaching at the school is good.
22. In all lessons, teachers explain clearly to pupils what they are expected to learn, helping pupils to become more involved in their education. The quality of teachers' explanations has improved since the last inspection when some were confused and difficult for pupils to understand. Effective use is made of interesting educational resources to help hold pupils' attention. For example, in a religious education lesson the teacher showed younger pupils a Christening gown and a candle to help explain the significance of infant baptism to Christians. Most pupils respond well to the teachers' friendly but firm approach to behaviour management and there is a relaxed and calm atmosphere in lessons making it easy for pupils to concentrate and to co-operate with the teacher and each other. Teachers use praise effectively to raise pupils' self-esteem and to try to encourage them to become more involved.

23. Teachers provide a good range of interesting teaching methods within the constraints of the small classrooms. For example, learning was made fun in one mathematics lesson by involving pupils in a game to improve their understanding of place value.
24. The nursery nurse provides effective support for children in the reception year who are taught in the same class as pupils in Years 1 and 2. Throughout the school, learning support assistants make a valuable contribution to the learning of pupils with special educational needs. They enable them to take a full part in lessons and to make good progress towards the targets set in their detailed individual education plans. All members of staff help with the planning for these pupils by providing teachers with information about what has been achieved, making suggestions about activities and helping to make specific resources.
25. Effective use is made of pupils' numeracy skills in subjects other than mathematics. For example, younger pupils learn a range of number rhymes in music lessons and older pupils take measurements and draw graphs during science investigations. However, teachers make insufficient use of pupils' literacy skills in subjects such as history, geography and religious education when pupils often copy the teachers' writing, fill in worksheets or record their findings by drawing. This often happens when there is insufficient time for pupils to carry out in depth studies of topics. In addition, pupils are allowed to make careless spelling errors when they do write findings in their own words and the work of lower attaining pupils can be untidy.
26. During the inspection little use was made of ICT to support pupils' learning. Although the school is well resourced, ICT was used only rarely in lessons. This meant that there was insufficient evidence to make an overall judgement on the quality of teaching. Nevertheless, a scrutiny of previous work indicates that ICT skills are taught effectively and pupils are given good opportunities to apply these skills in different curriculum areas. For example, in a design and technology lesson, good use was made of the internet to show pupils the various uses of a 'cam'. This use of ICT helped to extend pupils' learning.
27. A small number of parents expressed a concern that teachers expected less from boys than from girls. Inspection findings are that whilst teachers expect girls and boys to achieve well, some older boys are less keen to become involved in class discussions and do not take the initiative in their learning. This is most evident during whole class work at the start and end of lessons. When pupils are working in small groups or individually, most are sensible and work at a steady rate.
28. The quality of teachers' marking has recently been developed and teachers now include some helpful comments enabling pupils to improve their work. The quality of teachers' lesson planning has improved since the last inspection when lessons for pupils in Years 3 and 4 were found to be poorly planned. Teachers' lesson planning is now clear and closely linked with the new schemes of work. However, in some lessons work is not planned to meet the differing needs of all pupils. This is less of a problem in English and mathematics lessons because additional support is provided for pupils with special educational needs and lower attaining pupils and teachers expect more from higher attaining pupils. The difference in work in history, geography and religious education is less obvious, with worksheets often being the same whatever pupils' ability, prior attainment or age. This adversely affects the learning of different groups of pupils according to the level at which the work has been set.
29. Homework continues to make a good contribution to the learning of older pupils in particular. It is regularly marked and discussed with pupils, although parents receive little feedback on what has been achieved.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS OR STUDENTS?

30. The quality and range of learning opportunities are satisfactory overall and there is an appropriate statutory curriculum in place. Strengths in the curriculum are the effective use of numeracy to support learning in subjects other than mathematics and the good provision for pupils with special educational needs. The school also provides a good range of

extracurricular activities for a school of this size. A weakness is the shortage of teaching time for older pupils. As at time of the last inspection, the school day for pupils in Key Stage 2 is below national recommendations. The lack of time has a particular impact on the extension of pupils' skills in history, geography and religious education and in the development of pupils' own ideas and use of reasoning during scientific investigations. Pupils are not given enough opportunity to use their writing skills in subjects other than English. This slows learning in this area of the curriculum. Nevertheless, parents feel that the school provides a balanced curriculum with appropriate attention being given to all subjects.

31. Since the last inspection, there have been good improvements in the way the curriculum is planned. There are suitable schemes of work for all subjects and helpful local authority guidelines support teachers when planning lessons to meet the needs of classes containing pupils with more than one age group. Suitable provision is made for the small number of children in the reception year so that they follow a curriculum suited to their specific needs.
32. The school ensures that pupils of differing abilities, including those with special educational needs, are given equal access to the curriculum. Individual education plans are very well written with specific targets set for each pupil. Effective use is made of learning support assistants to provide additional support for pupils with special educational needs and lower attaining pupils both during lessons and in separate group support sessions. Higher attaining and gifted and talented pupils are given good opportunities to extend their learning, especially in English and mathematics. The school makes effective links with the schools to provide additional opportunities for gifted and talented pupils.
33. Members of staff work hard to provide pupils with a choice of activities outside lessons. Clubs, competitions and visits are well attended and greatly appreciated by the pupils. A few parents expressed concern that activities are largely targeted at girls. Inspection findings are that whilst activities are particularly popular amongst girls, there are opportunities for all pupils to become involved.
34. Pupils are given good opportunities to develop their personal, social and health education. Individual records are kept to support and improve the personal development of pupils who are particularly vulnerable due to their backgrounds.
35. The school has maintained the strong links with the local community, which existed at the time of the last inspection. The school, the church and the community hall are at the hub of this close knit village, and good links result from this. All the functions and village events involve the school, and the headteacher, governors and members of staff are personally involved with these occasions. The Friends Association plays a major part in the social life of the village. Good use is made of the environment and locality for science, history and geography studies, and a range of visits are undertaken to enhance the curriculum. The school utilises a good range of visitors to contribute to pupils' curriculum needs also, including some multi-cultural input.
36. The headteacher is an active member of the Melton and Belvoir group of schools and there are good links with the local pre-school play group and liaison with a nearby nursery. There are strong curricular links with the secondary school, which include, use of their sports hall and minibus, a modern language input, and sharing their design and technology resources. This valuable co-operation benefits pupils at the school considerably.
37. There is good provision for pupils' spiritual and moral development and these areas have been improved since the last inspection. Parents are particularly pleased with the attitudes and values that the school promotes. Assemblies make a particularly good contribution to pupils' personal development. A well-planned programme helps teachers discuss with topics such as 'belonging' with the pupils. Well-chosen hymns and songs and thoughtful prayers also relate to the theme of the week. The school has good links with churches in the village and pupils often take part in church services. A strong Christian ethos is evident in the day to day life of the school with pupils being encouraged to consider other peoples needs. Good moral teaching occurs during short, personal and social education lessons when pupils

discuss topics such as *'what it means to be a good friend'*. Pupils are encouraged to support people in the local community, for example by donating food to the nursing home at harvest.

38. The provision for pupils' social and cultural development are satisfactory. There is good support for pupils in developing good relationships with each other and with members of staff. However, there are insufficient opportunities for pupils to take responsibility. Whilst older pupils are often asked to volunteer to help with certain tasks, not all pupils are keen to respond and responsibility often falls on girls. There are some good opportunities for pupils to learn about their own and other cultures. However a shortage of time for subjects such as geography and religious education limits pupils' knowledge and understanding. Pupils have limited opportunities to meet people from cultures other than their own, although there are some visits from people from different ethnic backgrounds and last year older pupils went on a residential visit in France.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

39. The levels of care given to the school's pupils is good and is still a strength of the school, as it was at the time of the last inspection. Parents are very appreciative of the individual care and attention their children receive and many have chosen to send their children to the school for this reason.
40. Procedures for child protection and general health and safety are good and members of staff are very well trained in both these aspects. Great care is taken to cater for individual children's personal needs and they are well supported. There is a wealth of expertise devoted to health and safety matters. Regular risk assessments are carried out, and governors and staff work effectively together to ensure pupils are safe whilst at school. However, accommodation constraints prevent the provision of some facilities, such as a medical room for use in emergencies. The lack of a staff room or other spare space means that visitors such as the speech therapist have to meet in the school office. This is disruptive to the work of the school.
41. Attendance is carefully monitored, and the school quickly follows up any absences. The school ensures that parents and carers are aware of the importance of punctuality and regular attendance, and strives to further improve the already good levels of pupil attendance.
42. Procedures for monitoring and promoting good behaviour are also good. The school policy is clear and uncomplicated. Pupils know the school rules and follow them. Achievement and unselfish behaviour is rewarded and all staff have been recently trained in behaviour management. Bullying is not tolerated, and parents and all pupils know what they must do if bullying is suspected. When occasional instances of bullying do occur, effective action is taken.
43. Pupils' academic performance and their personal development are well monitored by the school. Pupils are involved in setting their own targets, and the school carries out periodical surveys of their views. Individual pupil performance is carefully tracked and good records are kept of their progress. This sometimes leads to a change of class to cater for an individual need. This information is used satisfactorily to guide curricular planning. Much of the assessment data currently available is based on recent initiatives and it has not yet been in place long enough to have a significant impact on standards.
44. Pupils are encouraged to get involved with events outside their school and they participate in a variety of local education authority initiatives and courses, such as those for more able children, and sporting events. Pupils from the school were runners up in the Children's Parliament competition in the county, and they regularly raise substantial sums of money for local and national charities.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

45. Parents and carers have very positive views of the school and this is a significant strength. The last inspection also commented on the very strong links with parents.
46. The school is careful to listen to parents' views and encourages them to become involved in both their children's learning, and the general life of the school community. The school's good reputation in the district has influenced parental choice significantly. As a result, the links with parents are very effective. There is a regular group of parents who help in the classrooms and during school visits. For example, during the inspection, four parents accompanied pupils to the swimming pool and helped teachers to supervise and support the lesson.
47. There is a very active and supportive Friends' Association, which raises large sums of money for the school. They have bought carpets and furniture, musical instruments and other resources for the school. They also organise purely social events, which help to cement community relations and ensure the school is a focal point in the village. The premises officer at the school is also an important contributor to school funds, through her regular initiatives in organising village events.
48. Parents are well informed about their children's education and progress. They are made aware of pupils' targets, and annual reports are informative and well written. Parents of pupils with special needs are fully involved in their individual educational plans.
49. Letters are sent out each Friday giving further information on school issues and there is a great deal of informal teacher parent contact on a day to day basis. Parents value this intimate and informal contact greatly. The school website forms another source of information and contact with the school and it is used by pupils and parents, as well as the wider community. All parents and carers subscribe to the home school agreement and it is referred to by the school to emphasise important issues, when necessary.
50. The school uses homework effectively to help parents to support their children, especially in Key Stage 2 where it makes a good contribution to learning.

HOW WELL IS THE SCHOOL LED AND MANAGED?

51. The school is well led and managed by the headteacher, senior teacher and governing body. The quality of leadership and management has improved significantly since the last inspection and this has helped the school to make good progress since then. The weaknesses in the management of the school have been fully addressed. The headteacher has been very successful in maintaining a strong caring ethos. Almost all parents are very happy with the leadership of the school and feel that the school has improved since the appointment of the current headteacher.
52. The headteacher and senior teacher have established a very effective working relationship, and have worked together to establish a clear direction to the work of the school. The management of subjects is effective and there is a very strong commitment to further improving the school. The school has significantly improved its strategies for monitoring its work since the last inspection. National Curriculum test results are carefully analysed to look at the progress made by individual pupils. Detailed records of individual pupil's progress are kept and these are used effectively to set targets for improving pupils' attainment. Whilst standards of attainment vary significantly from year to year, both the headteacher and governing body have a good understanding of why this is, based on a good knowledge of the potential of different year groups.
53. The school has well-developed strategies for managing teachers' performance. Teachers' work is regularly monitored and information gained from observation and discussion is used effectively to set realistic targets for teachers for further development. The headteacher has successfully extended this process to other members of staff and this has helped to reinforce the team spirit within the school. At the time of the last inspection, members of staff had few opportunities to attend training courses. This is no longer the case and there is a strong commitment to professional development throughout the school.

54. The involvement of the governing body has improved significantly since the last inspection. Governors have developed a good relationship with the headteacher. They share her commitment to developing the school. There are several committees or working parties that meet regularly and perform useful roles. Governors regularly visit school to monitor its work. The governing body fulfils its statutory duties. A noteworthy feature of the improvement in the governing body is the way they have initiated their own training programme. This has helped them to extend their knowledge of their own role and the work of the school and national initiatives.
55. The school development plan is satisfactory. Since the last inspection, the headteacher has worked with the governing body to develop the school's long-term planning. Both the headteacher and governing body have a good understanding of the school's strengths and weaknesses but this is not always reflected in the school development plan. It sets a clear agenda for school improvement in both the short and long term. Its format has recently been revised so that it sets a more realistic number of targets for school improvement in one year. The targets for the current year are satisfactory, although, with the exception of ICT, they are insufficiently focused on further raising standards in Key Stages 1 or 2. For example, it does not include any plans for improving the attitude of boys toward their learning, even though discussions with the headteacher and other members of staff show that this is an ongoing concern for the school.
56. The day-to-day management of finances by the headteacher, governors and bursar is very good. Financial planning by the headteacher and governing body is thorough and spending is clearly targeted on raising standards. The school maintains an appropriate amount in its budget to cover for emergencies and other situations where a contingency fund would be helpful.
57. The school uses specific grants appropriately to support school improvement or teachers' professional development. For example, the element of the budget allocated to special needs is used effectively to provide additional staffing. Parents make a significant contribution to the financial security of the school. The money they raise is spent well to improve resources, furniture or accommodation. Various budget options are clearly presented to the governing body each year and are discussed in detail in order to come to the best decision for the school. This careful budgeting as well as the care taken to obtain quotes before large items of expenditure means that the school is successfully applying the principles of 'best value'.
58. Staffing levels are satisfactory. Good use is made of teachers' subject specialisms in subjects such as ICT and music, with teachers swapping classes where appropriate. There are an appropriate number of teachers and support staff, although most support staff time is directly allocated to working with those pupils who have a statement of special educational needs. Learning support assistants make a good contribution to the learning of these pupils.
59. Accommodation is unsatisfactory. Although the school works hard to overcome the problems caused by the lack of space within the school, the limitations of accommodation have a negative impact on learning. The need to use the village hall and a sports hall at a local secondary school mean that teaching time is lost. The cloakroom is cramped and there is insufficient space in the reception classroom to set up a full range of activities. The library is located in a classroom and this limits its usefulness for pupils in Key Stage 1 or Years 3 and 4. It is also unsatisfactory that the headteacher has to work in an office alongside the school's bursar and that there is no separate area for teachers to meet together at playtime or lunchtime.
60. Resources have improved since the last inspection and are now good. Weaknesses identified in the last inspection in music and mathematics have been rectified. Resources for children in the reception class have improved as have the range and quality of resources in information and communication technology. Good use is made of the local community to help pupils in their work. A good range of visits and visitors make a significant contribution to the work of the school.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

To further raise standards of achievement, the governors, headteacher and staff should:

- Raise standards of pupils' writing and spelling by
 - Giving pupils more opportunity to use their writing skills across the curriculum;
 - Make less use of worksheets so that pupils are encouraged to write more.

(Paragraphs 3, 8, 23, 28, 71, 85, 86, 101)

- Improve the balance of the curriculum in Key Stage 2 by
 - Reviewing the length of the school day for pupils in Key Stage 2;
 - Reviewing the amount of time available for each curriculum area;
 - Looking at planning for each term to ensure that new topics are taught in sufficient detail.

(Paragraphs 4, 10, 23, 28, 102, 115, 122, 147)

- Ensure that the work consistently meets the needs of all pupils in religious education, geography and history

(Paragraphs 26, 28, 113, 120, 146)

In addition, the following areas for improvement should be considered for inclusion in the action plan. These refer to weaknesses identified in paragraphs: 16, 25, 36, 57, 83, 96, 105, 142 and 147.

- Continue to work on strategies to improve the attitude towards their learning of boys in Key Stage 2
- Work with relevant local bodies to find ways of improving the quality of accommodation.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	22
Number of discussions with staff, governors, other adults and pupils	18

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	2	14	6	0	0	0
Percentage	0	9	64	27	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than four percentage points.

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	65
Number of full-time pupils known to be eligible for free school meals	1
Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	13
English as an additional language	No of pupils
Number of pupils with English as an additional language	0
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	7

Attendance

Authorised absence

	%
School data	3.7
National comparative data	5.2

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	6	6	12

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	11	10	11
Percentage of pupils at NC level 2 or above	School	92	83	92
	National	84	86	91

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total		11	12
Percentage of pupils at NC level 2 or above	School		92	100
	National	85	89	89

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	6	6	12

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	9	8	11
Percentage of pupils at NC level 4 or above	School	84	75	92
	National	75	71	87

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	9	8	11
Percentage of pupils at NC level 4 or above	School	84	75	92
	National	72	74	82

* The breakdown of attainment in for all pupils in 2000 and for boys/ girls in 2001 has been omitted because of the small size of the groups

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	59
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	3.4
Number of pupils per qualified teacher	20.5
Average class size	23.4

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	54

FTE means full-time equivalent.

Financial information

Financial year	2000-2001
	£
Total income	159028
Total expenditure	167486
Expenditure per pupil	2538

Recruitment of teachers

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	1
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	67
Number of questionnaires returned	34

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62	35	3	0	0
My child is making good progress in school.	50	47	3	0	0
Behaviour in the school is good.	38	47	9	3	3
My child gets the right amount of work to do at home.	47	44	6	0	3
The teaching is good.	79	15	3	0	3
I am kept well informed about how my child is getting on.	53	32	12	3	0
I would feel comfortable about approaching the school with questions or a problem.	76	18	6	0	0
The school expects my child to work hard and achieve his or her best.	62	35	0	2	0
The school works closely with parents.	56	29	15	0	0
The school is well led and managed.	76	18	0	6	0
The school is helping my child become mature and responsible.	59	32	3	3	3
The school provides an interesting range of activities outside lessons.	41	41	3	6	9

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

61. At the time of inspection, the five children in the reception year (foundation stage) had just started school and were attending for mornings only. They are taught in a mixed age class including reception, Year 1 and Year 2 pupils. Judgements on attainment have been made by looking at the work of these children as well as those who had just started in Year 1.
62. As at the time of the last inspection, the quality of provision for children in their first year at school is good. The curriculum has been developed in the light of national initiatives, and the good teaching seen during the inspection is having a positive impact on children's learning.
63. Children's attainment on starting school in the reception year is broadly average. This is confirmed by teacher assessments made in the children's first few weeks at school. Inspection findings show that children in the reception year make good progress and achieve well in relation to their prior attainment. Children exceed expectations for their age in personal, social and emotional development. In communication, language and literacy, children have good reading and speaking and listening skills, though their writing is less well developed, with few children on target to exceed the expectations of the early learning goals by the end of the year. In mathematics, knowledge and understanding of the world, creative development and physical development, standards are in line with the expectations for children of the same age.
64. The curriculum for children in the reception class is satisfactory. It is carefully planned and takes full account of the needs of all pupils. Planning is based on the nationally recommended 'Early Learning Goals' and, where appropriate, the expectations of the National Curriculum. The teacher and nursery nurse work hard to ensure that children's learning is not adversely affected by the poor quality of accommodation. For example, they plan an outdoor time each day when there is an opportunity to promote physical development through the use of large toys and play equipment. However, the lack of space in the classroom means that it is difficult to set up a full range of activities at any one time and children get few opportunities to make choices about where they are going to work. Role-play activities are not fully utilised because the noise from children working in these areas might be distracting for older pupils in the class.
65. The teacher's assessment of children's attainment and progress is satisfactory. Assessments are made when children start school, and this information is used effectively to identify what individual children need to learn next. The teacher keeps appropriate records of children's progress, and uses this information successfully in order to ensure that activities build on children's previous learning. The nursery nurse gives good support in the ongoing assessment of children's learning.
66. There is good liaison between the school and home when children start school. Parents are welcomed into school at any time to discuss concerns, and new children spend time in the class before they are due to start. These activities help them to settle into school quickly.

Personal, social and emotional development

67. The quality of teaching in this area of learning is good. The teacher and nursery nurse work hard to overcome the limitations of the accommodation which makes it difficult to give children opportunities to make choices about where they are going to work or what they are going to do.
68. The teacher and nursery nurse are calm, caring and patient, and have a good knowledge of both the social and educational needs of individual children, even though at the time of inspection they had only recently started school. Children's behaviour is well managed. Good use is made of praise to develop self-esteem and children are successfully encouraged

to become independent, relate well to each other and behave sensibly. Times when children talk together are used effectively to encourage them to think about things that affect them and to talk about the needs of others.

69. Children are enthusiastic about school and try hard in all their activities. They show respect for property, as well as care and concern for each other and develop a good understanding of the difference between right and wrong. Children are often expected to get resources out without adult help and they happily tidy away at the end of an activity. As a result, levels of independence in the reception year are good.
70. Teaching is effective because both the teacher and nursery nurse have high expectations about how children should work. They expect children to think for themselves about how they are going to work, giving them support when necessary. This was seen to good effect when children were using play dough to make a story map. The nursery nurse had prepared resources but once children had started work she successfully encouraged children to think of different ways that they could use the play dough to make models that represented trees, water and mud. The children responded well to this support, using their own ideas to produce good quality work.

Communication, language and literacy

71. There is a good emphasis on developing children's language skills in all activities, which helps children to make good progress, overall, in this area of learning. Speaking and listening skills are well developed. Children are given many opportunities to take part in discussions and talk about their lives, so they become confident in talking to large or small groups as well as to individuals. For example, in a religious education lesson, children talked about their own experiences as they learnt how babies grew up.
72. Reading skills are taught effectively, with elements of the literacy hour used appropriately to ensure that there is sufficient challenge for higher attaining children. The teacher and the nursery nurse assistant have high expectations of what children should achieve. Stories are read well, and children enjoy listening to them. Although only in school for a few days, children are beginning to respond appropriately, joining in with the teacher when they recognise a text. By the end of the reception year, most children are beginning to read simple texts and can talk accurately about the events in the story. They have a good knowledge of the sounds that letters make and use this to help them read unknown words. There is a very clear structure to the teaching of these skills, with good use made of a commercial reading scheme. This leads to even lower attaining children showing good confidence about sounding out how to read new words.
73. The teaching of writing is satisfactory, overall. Children are enthusiastic and always willing to record their ideas. They often use recognisable words or letters when writing on paper or white boards. Supplies of paper, pens and pencils are always available, and children readily use them. However, few children write at levels above the expectations of the early learning goals and, on occasions, children are not given enough opportunity to write purposefully. A scrutiny of work shows that an overuse of worksheets means that children are given insufficient opportunities to use their writing skills for a range of purpose and this slows progress, especially of potentially higher attaining children.
74. Homework is well planned and makes a sound contribution to children's learning, especially in the development of reading skills.

Mathematical development

75. Children make sound progress in developing mathematical skills. By the end of the reception year, most children recognise numbers to ten, with some higher attaining children recognising higher numbers. When working orally, higher attaining children can work out 'one more than' a given number. Children enjoy playing simple number games on the computer, and confidently use appropriate mathematical language, such as 'bigger than' and 'smaller than'.

76. Teaching is satisfactory with careful planning meaning that the needs of all children are met. Appropriate use is made of a commercial scheme of work to support the teacher and nursery nurse in their lesson planning. In the one lesson observed, children made sound progress at learning how to write the number 3. There was an appropriate mix of practical and formal activities, with children encouraged to practise writing the number, as well as counting up to three using different objects.

Knowledge and understanding of the world

77. Pupils make sound progress in this area of learning, developing a satisfactory range of skills and knowledge. Children describe the life cycle of different plants and animals and can identify different habitats around school. They successfully name the different parts of a flower, and understand what plants need to help them grow. Work on faiths such as Judaism helps children to understand that not everyone is the same or believes in the same things.
78. There is insufficient evidence to make a judgement on the quality of teaching in this area of learning. However, a scrutiny of previous work shows that activities are carefully planned around different topics, with good use made of visits to stimulate learning. For example, following a recent visit, children produced an interesting range of work about different sorts of habitats.
79. Children show appropriate skills when using the computer. They read simple text on the computer and confidently use the keyboard and 'mouse' to write out words or draw pictures. The teacher effectively encourages this by making sure that the computer is readily available for everyday use in the classroom and allowing appropriate time for the teaching of specific skills.

Physical development

80. Children develop an appropriate range of physical skills. They have regular opportunities to work outside, and their learning is also enhanced by regularly timetabled physical education lessons. The quality of teaching in the one lesson that was timetabled was good. Careful planning helped to ensure that all the children were fully involved in activities, with good links made with an earlier literacy lesson. Children listened carefully to instructions from the teacher or a tape. They responded sensitively to different types of music, using their body to show different types of moods. The teacher allowed sufficient time in the lesson for the teaching of specific skills, but also gave children time to 'experiment' with their own ideas. The teacher gave good support to individual children, especially those who have special educational needs. This helps to ensure that the needs of children with differing prior attainment are fully met. Children were encouraged to develop their own ideas and then effectively helped them to produce a final 'performance' when they put all of their movements together. This helped to ensure that learning was purposeful and progress was good.
81. The curriculum for children's physical development is adversely affected by the limitations of the accommodation, although the school has worked hard to overcome these, for example by planning in a regular outdoor session each day. This means that children have some opportunity to work outside each day. Nevertheless, this is less than would normally be found in a reception class, because there is no direct access to a secure outside play area. There is not enough room in the classroom to set up a full range of physical activities, which means that opportunities to consolidate skills learnt outside are limited.

Creative development

82. There is insufficient evidence to make a judgement on the quality of teaching in this area of learning. A scrutiny of previous work shows that children make satisfactory progress. Children draw and paint confidently, with increasing control of a range of tools, for example when using play dough to make models. Children enjoy singing and join in with enthusiasm when making music in the classroom or in assembly.

ENGLISH

83. By the end of Year 2, pupils are achieving well for their age and in relation to their attainment on entry. Their attainment is above the national average in reading and in line with the national average in writing. Pupils continue to make good progress in Key Stage 2 and by the end of Year 6, attainment is above average in English, overall, with reading a significant strength.
84. National Curriculum test results vary significantly from year to year because of the size of the cohort and the variations in the number of pupils with special educational needs in each year group. In 2000, test results at the end of Key Stage 1 were above average in reading and writing when compared with all schools and average when compared with similar schools. In Key Stage 2, test results were average when compared with all schools, but below average when compared with similar schools. Test results for 2001, when there was a higher number of pupils with special educational needs in Year 2, confirm inspection findings, with the low number of pupils attaining the higher levels (Level 3 at the end of Key Stage 1 or Level 5 at the end of Key Stage 2) in writing continuing to be the weakness in overall attainment. In contrast a very high number of pupils achieved Level 5 in reading in tests at the end of Key Stage 2 in 2001.
85. Test data shows that there is no significant difference between the attainment of boys and girls. However, in lessons in Key Stage 2, boys are less involved in activities than girls and occasionally show negative attitudes towards learning. In general, girls are more willing to volunteer answers and to take part in discussions. This has a negative impact on standards, with boys being less confident speakers than the girls are, even though standards in speaking and listening are above average, overall, by the end of both key stages.
86. Pupils develop good reading skills because the teaching of reading is good throughout the school. Teachers make good use of a commercial reading scheme to ensure that skills are developed systematically. Pupils are encouraged to use their knowledge of letter sounds to work out how to read new words, and do this confidently from an early age. Where appropriate, pupils are taught to use other strategies to improve their reading effectiveness. In both key stages, pupils are given good opportunities during group reading sessions to share books and to read to each other and to an adult. They do this confidently, using an appropriate range of strategies to read unknown words. For example, they look at the pictures and try to work out what the word is from the context of the sentence. Pupils enjoy talking about the books they are reading. Higher attaining pupils explain clearly why they enjoy particular types of books. In Key Stage 2, pupils explain clear preferences for authors or types of books. Teachers ensure that pupils are given purposeful reading tasks, which helps pupils to improve the range of their reading.
87. Pupils make satisfactory progress in writing. In Key Stage 1, pupils develop a good knowledge of the basic skills of writing. They have an appropriate understanding of basic punctuation rules, and they generally present work neatly, although few confidently use a joined handwriting style in their everyday work. In Key Stage 2, pupils improve the structure of their sentences and begin to use punctuation more accurately. Although pupils have a good vocabulary when speaking, this is less apparent in their writing. Their lack of confidence in spelling means that they are not adventurous in their use of language and exciting vocabulary. Attainment in writing is adversely affected by the limited opportunities given to pupils in both key stages to write for a range of purposes outside English lessons. Too often, their learning is recorded through worksheets or drawings, and opportunities to extend pupils' literacy skills are missed in subjects such as science, history, geography and religious education.
88. Throughout the school, pupils' spelling skills are weaker than they should be. Whilst pupils perform well in spelling tests, they do not always successfully use these skills when writing without adult support. They make careless errors in spelling commonly used words, and do not consistently apply their knowledge of spelling rules. The school has recently reviewed procedures for the teaching of spelling, but these have not yet been effective in raising standards.

89. The quality of teaching is satisfactory, overall, with examples of good and very good teaching in the teaching of reading. Teaching in Years 3 and 4, which was identified as a weakness at the time of the last inspection is now never less than satisfactory. A strength of teaching throughout the school is the teachers' subject knowledge and their enthusiasm when talking about the subject. These factors help to motivate and inspire most pupils. Teachers give clear instructions and explanations so pupils understand what is expected of them. Teachers have high expectations and plan work carefully. Books are carefully chosen so that they are suitable for the different ages and abilities within each class and resources are used very effectively to help pupils to work independently. In the very good lesson in Years 5 and 6, a good range of dictionaries helped pupils to work appropriately at their own level, according to their prior attainment. Weaknesses throughout the school are the failure to fully motivate boys in Key Stage 2 to take part in class activities and the limited opportunities that are given to pupils in both key stages to use their literacy skills in different curriculum areas.
90. A good feature of teaching throughout the school is the support given by learning support assistants, who are extremely valuable members of the teaching team. They are well trained and well informed. They often work with pupils who have special educational needs and, when this is the case, such pupils in both key stages often make particularly good progress. Detailed individual education plans are written for all pupils on the special educational needs register and these are used effectively to help teachers meet the needs of the pupils.
91. Good use is made of homework, especially in Key Stage 2, to support pupils in their learning. Pupils regularly take home various English activities, which are normally linked, to their work in class. This helps to involve parents in their children's work and extends skills taught in the classroom.
92. Procedures for assessing pupils' attainment and progress have improved since the last inspection and are now are good. The school makes good use of a range of assessments to monitor pupils' learning from year to year and to set targets for the end of each year. The quality of marking has been a recent focus of school development and, as a result, has improved significantly. It is now effective in supporting pupils in their learning, identifying clearly what pupils have done well or how they could improve.
93. Management of the subject has been effective in improving provision since the last inspection. The work of teachers has been monitored, and areas for individual improvement identified as a result. Good use is made of test data to measure the progress of individual pupils. An analysis of trends in attainment over time show that in reading there has been a steady fall in standards over the last 3 years. This pattern has been maintained in 2001. This is not reflected in the school development plan. The national literacy strategy is firmly embedded in the school's provision, and teachers plan work carefully using the literacy framework. This helps to ensure that the curriculum is broad and balanced but sufficient account is not yet taken of the need to develop literacy across the curriculum.
94. Resources are good and have been improved significantly since the last inspection. The lack of space within the school means that the well-resourced library is located in a classroom. This limits its usefulness as a resource, particularly for pupils in Years 1 to 4, who do not have easy access. However, to compensate for these books are prominently displayed in all classrooms. A scrutiny of pupils' previous work shows that good use is made of information and communication technology to support the development of pupils' literacy skills. For example, pupils combine literacy and ICT skills when preparing presentations, word-processing their work or carrying out research on the internet.

MATHEMATICS

95. National Curriculum test results in 2000 were above average at the end of Year 2 and well above average at the end of Year 6. Results for 2001 for which there are no national

comparisons indicate that attainment was lower at the end of Year 2 but remained well above average at the end of Year 6.

96. Inspection findings are that most pupils in the present Year 2 are on target to attain the expected Level 2 at the end of the year although only a few are likely to attain the higher Level 3. Pupils in Year 6 are on target to attain above average results overall. Throughout the school all pupils, including those with special educational needs, achieve well and make good progress from the time they start school. The good progress made in Years 1 and 2 has been maintained since the time of the last inspection and pupils now also make good progress in other year groups. Pupils are particularly good at explaining the methods they have used when completing a sum such as looking for 'doubles' and 'near doubles'. They find it more difficult to solve a practical mathematical problem.
97. The quality of teaching is consistently good throughout the school. Teaching has improved since the last inspection when it was satisfactory overall but with shortcomings in Years 3 and 4. There is no longer a lack of challenge for higher attaining and gifted pupils and their needs are now met well. Teachers have high expectations of what pupils should achieve and ask probing questions. Teachers' lesson plans show clearly what pupils are expected to learn and these objectives are successfully shared with the pupils. Teachers make effective use of their own mathematical knowledge by giving clear explanations when teaching new skills or strategies and they are successful in encouraging pupils to look for patterns in their number work. Teachers and learning support assistants are friendly but firm and use praise effectively to develop pupils' self-esteem and willingness to learn. Pupils enjoy mathematics, listen carefully, behave well and present their work neatly. During group work, pupils are able to concentrate sensibly without adult support and they co-operate well with each other when working as a team or pair.
98. The school has recently discussed ways of improving teachers' marking and some helpful comments are now being made on pupils' work. Pupils with special educational needs are supported effectively in most lessons although occasionally the work set for some lower attaining pupils is too difficult and at these times they lose interest and complete insufficient work in the time available. The pace at the start of some lessons is a little slow when pupils are not encouraged to answer quickly and not all pupils are encouraged to present an answer. Pupils respond more enthusiastically when the task has an element of competition or challenge. For example, older pupils enjoyed trying to generate the largest decimals from randomly chosen digit cards. Effective use is made of time at the end of lessons to check and revise what pupils have learnt. Good quality resources are used well by teachers to support learning and to make lessons fun. For example, pupils show confidence when using the colourful number 'wands', 'number squares' and 'place value cards' to help with their calculations. Resources have been significantly improved since the last inspection when they were found to be in poor condition.
99. The curriculum for mathematics is broad and balanced and the subject is well led and managed. The national numeracy strategy has been implemented successfully and teachers make good use of pupils' numeracy skills to support learning in other subjects. A good system for assessing what pupils have learnt has been recently introduced although this has not been in place long enough to provide teachers with sufficient information to help with future planning.
100. A scrutiny of pupils' previous work shows that they make appropriate use of ICT to support their work, for example, using the computer to help generate graphs or analyse data. In one lesson, the teacher made effective use of an overhead projector calculator to remind pupils how to divide or multiply a given number.

SCIENCE

101. In most years, National Curriculum tests and teachers' assessments show that pupils' attainment is broadly average by the end of Years 2 and 6. Inspection findings confirm this. They indicate that all pupils, including those with special educational needs, make satisfactory progress, overall, throughout the school and are on target to attain average

results at the end of the year. A strength in pupils' attainment is their good knowledge of scientific facts. Pupils are less skilled in using this knowledge to help explain findings of investigations. Higher attaining pupils make good progress in developing their knowledge but insufficient progress in improving their investigative skills. Standards of attainment have been maintained since the last inspection.

102. It was not possible to form a judgement on the quality of teaching for pupils in Years 1 and 2 because there were no lessons on the timetable during the inspection. The quality of teaching is satisfactory in Years 3,4,5 and 6. This is an improvement from the time of the last inspection when some teaching was found to be unsatisfactory. Teachers are enthusiastic about the subject, are careful to teach the correct scientific vocabulary and manage pupils' behaviour effectively. They give pupils good guidance in making predictions about what might happen during an investigation and encourage them to make careful observations. Teachers do not always make clear how investigations can be of benefit to everyday life and the apparent lack of purpose in some activities may be the reason why pupils, particularly some of the boys, can be slow in becoming involved in some tasks they are given. For example, in one lesson pupils were learning to use new equipment but the opportunity was missed to make this part of a real investigation.
103. Good use is made of pupils' numeracy when taking measurements during tests and when plotting findings on graphs. For example, in Years 5 and 6 pupils read scales on force-meters accurately and pupils in Years 3 and 4 help measure the height of a plant. However, teachers make insufficient use of pupils' literacy skills by providing too many worksheets or asking pupils to record what they have learnt in drawings. As a result, when pupils do write about their findings there are often careless spelling mistakes and some work is not presented neatly because the loose sheets can easily become lost or damaged. Teachers often provide similar work for pupils of differing abilities and this provides insufficient scope for pupils to devise their own investigations, choose their own equipment and their own methods for recording findings. This has a negative impact on the learning of higher attaining pupils, particularly in the development of investigative skills. The severe shortage of space in the classrooms makes it difficult for teachers to allow this freedom of choice. The school has recently reviewed the use of teacher's marking to support pupils in improving their work but this has not been in place long enough to have a significant impact on learning.
104. Whilst the curriculum for science is broad and balanced within the subject, some lessons are too short and this means that pupils have insufficient time to consider the possible scientific reasons for their findings. At the time of the last inspection, teachers' planning did not help pupils build on what they already knew. This is no longer the case. The school has improved planning systems and uses a nationally recommended scheme of work as a basis for lesson planning. There are good, newly developed procedures for assessing pupils' attainment and progress. These have not been in place long enough to help plan future learning. There are suitable educational resources to support pupils in their learning and ICT is used appropriately by using graphs and spreadsheets to show the findings of experiments.

ART AND DESIGN

105. Pupils attain standards that are in line with national expectations by the end of Year 2 and Year 6. This is similar to the findings of the last inspection. Pupils, including those with special educational needs, develop a sound range of skills as well as an understanding of the work of different artists. In Year 2 pupils make collages in the style of Monet. They paint and draw using a range of media, such as pencils, crayons and paint. When producing self-portraits, pupils observe carefully and experiment successfully with different techniques. Older pupils develop a wider range of skills and begin to produce more accurate paintings and drawings. In Years 3 and 4, pupils successfully experiment with different colour papers in order to make a collage. Pupils chose colours that complemented each other and then extended and improved their designs by trying out different ideas and deciding which looked best.
106. The quality of teaching is satisfactory, overall with an example of good teaching in Years 1 and 2. In that lesson, the work was carefully linked to previous work on artists such as

Gainsborough and Picasso. Pupils were questioned effectively to encourage to look at the different styles of portraits they were being shown. They responded well to this, making interesting comments such as, *'She looks sad because she is holding the dove very carefully'*. The teacher had good expectations and asked probing questions, for example *'How can we draw accurate self portraits?'* The questioning enabled pupils to think about the ways that they could work accurately and helped them to improve their work. In Years 3 and 4, good use is made of volunteer help to support pupils' learning. Work is carefully planned and pupils are encouraged to try out techniques for themselves. Behaviour is managed effectively and pupils show good levels of concentration although the pace of work from some boys is slower than it should be. This affects the rate at which they learn new skills. Good support is offered to individual pupils, with the teacher having a good knowledge of what each pupil is capable of achieving. This helps to ensure that most pupils produce work of sufficiently good quality. Pupils with special educational needs are integrated well into lessons and are offered good support from both teachers and learning support assistants.

107. The curriculum is planned carefully using a recommended scheme of work. Appropriate records are kept of what each pupil has achieved over time. The school works hard to overcome the problems caused by the accommodation. However, the lack of space means that it is difficult to set up a full range of art activities at any one time. This limits pupils' learning in developing painting skills, little evidence of which was supplied by the school.
108. Pupils are given appropriate opportunities to link learning in art with their work in ICT. For example, pupils use a range of art programmes to produce paintings and carry out research about different artists using the internet or CD-ROMS.

DESIGN AND TECHNOLOGY

109. Only one design and technology lesson in Key Stage 2 was timetabled during the inspection. Judgements on attainment have been made by scrutinising pupils' work and teachers' planning and by talking to pupils.
110. Pupils' standards of attainment are in line with national expectations by the end of Year 2 and Year 6. This is similar to the findings at the time of the last inspection. In Key Stage 1, pupils learn to experiment with materials and ideas, for example when making models of different sorts of habitats. They work carefully with various materials such as paper, card, fabrics, and natural ingredients such as food. By the end of Key Stage 2, pupils have further developed their skills of making and designing. Pupils in Year 3 and 4 design and make interesting models of chairs. This work includes useful studies of different types of chairs to decide which design is best. Older pupils make working models using a wider range of skills and ideas. During the inspection, they were working on models of vehicles that included an 'up and down' movement. This helped them to develop a good understanding of the workings of a 'cam'.
111. The quality of teaching in the one lesson timetabled during the inspection was good. The teacher skilfully managed an activity that was well planned to build on previous learning. Good use was made of ICT, with pupils looking on the internet, with the help of the teacher, to find working examples of a 'cam'. Learning was made purposeful and, as a result, pupils were well motivated in the lesson. They made sensible choices about resources and tools and handled both safely and sensibly. The classroom was well organised so that pupils could work independently and pupils were encouraged to think about what skills they were going to use. There was no difference in the behaviour or attitude of boys or girls, with all pupils becoming very involved in their work and behaving well. The teacher gave appropriate individual support to pupils based on a good knowledge of what they have already achieved and what they are capable of. Pupils were given good opportunities to evaluate their work and share their ideas. This led to high levels of co-operation in the lesson.
112. Good use is made of a nationally recommended scheme of work to support teachers in their planning. All teachers are following new assessment procedures based on the scheme of work. These provide helpful information to help teachers decide what needs to be taught next. The curriculum has improved since the last inspection, with weaknesses identified at

that time now rectified. The curriculum now takes full account of all the National Curriculum programmes of study and is broad and balanced.

113. The local community is used effectively to support pupils' learning. For example, a group of Year 6 girls recently won a competition organised by a local community group which involved designing a model to show what the world would be like in 2010. Activities such as this help to make activities purposeful and learning exciting.

GEOGRAPHY

114. The standards of attainment achieved by the pupils at the end of Year 2 and Year 6 are in line with national expectations. Although pupils make satisfactory progress, it is limited by the amount of time available for the teaching of the subject. This means that in Key Stage 2, in particular, topics are not studied in sufficient depth and some learning is superficial and could be extended further.
115. By the end of Year 2, pupils are beginning to develop a sound understanding of where they live and they understand the difference between different sorts of settlements. They know that not all places are the same and can explain why water is important if people are to live comfortably. After hearing a story 'We're all going on a bear hunt', pupils in Year 2 produce simple maps showing the route taken on the journey. By the end of Year 6, pupils' understanding of the difference between contrasting locations within the United Kingdom. For example, they understand how seaside locations differ from those that are inland. They identify on maps the countries in the United Kingdom and continents in the world. However, there is no evidence of more advanced mapping skills being used nor of detailed studies of locations outside the United Kingdom.
116. Only one geography lesson in Key Stage 1 was timetabled during the inspection. The quality of teaching in that lesson was good. The teacher had planned an interesting activity, which effectively developed pupils' understanding of how maps are used to describe a route. The teacher managed pupils' behaviour well and because the work was purposeful they were well motivated and worked hard. A good feature of the lessons was the way that the teacher linked earlier work in literacy with the geographical task. In contrast, a scrutiny of work in Key Stage 2 indicates that pupils get too few opportunities to use their literacy skills to support their learning. An overuse of worksheets means that pupils are not encouraged to write purposefully. In addition, pupils are often given the same work whatever their ability. This means that learning is uneven, with the needs of all pupils not consistently being met. As a result, higher attaining pupils do not always learn as quickly as they should.
117. Teachers' planning indicates that good use is made of local resources and visits. There are also good planned opportunities for links between geography, numeracy and information and communication technology through the production of graphs and by research on the internet about different locations.
118. Since the last inspection, the school has significantly improved the quality of planning to ensure that skills are learnt progressively. Good use is made of a nationally recommended scheme of work to support teachers in their planning. Effective assessment procedures are linked to this scheme of work. Geography is taught regularly, but the amount of time allowed for the study of different subjects is insufficient for them to be covered in sufficient detail. This means that, overall, the curriculum lacks breadth and balance.
119. Work in geography makes a sound contribution to pupils' cultural development by extending their knowledge of the world and its peoples. However, the lack of detail in the study at Key Stage 2 means that some opportunities for cultural development are missed.
120. A scrutiny of pupils' work shows that older pupils make appropriate use of ICT to support their learning. For example, they research different locations in Wales using the internet.

HISTORY

121. No history lessons were observed during the inspection. Judgements on attainment and progress have been made by scrutinising pupils' work and talking to some of the older pupils.
122. Pupils' attainment is in line with national expectations by the end of Year 2 and Year 6 and all pupils, including those with special educational needs, make satisfactory progress overall, throughout the school. Standards are not as high as at the time of the last inspection when they were found to be good. This fall can be largely explained by the lack of teaching time allowed for the subject. This negates against detailed study of the various topics included in the school's curriculum planning. Pupils discuss key features of the various periods in history they have studied. However, their knowledge in some topics is rather superficial. They have a clear understanding that information about the past can be collected from a variety of sources and they know that significant changes have occurred throughout our history effecting our lives.
123. There is insufficient evidence to make a judgement on the quality of teaching. At the time of the last inspection, the quality of teaching was satisfactory with a lack of challenge for pupils in Years 3 and 4 and limited ways for pupils to present their work. Teachers throughout the school continue to make insufficient use of pupils' literacy skills by providing too many worksheets and drawing activities for pupils to show what they have learnt. When pupils write using their own words they often include careless spelling mistakes. A scrutiny of work shows that pupils often do the same activity whatever their age or prior learning. This means that all pupils are not consistently challenged. As a result, higher attaining pupils do not always learn as quickly as they should.
124. The school has recently improved assessment procedures to include some helpful comments on pupils' work and assessments of pupils' attainment and progress at the end of topics. These procedures have not been in place long enough to help teachers to identify strengths and weaknesses so that they can improve pupils' attainment in the subject.
125. Whilst the curriculum is broad, insufficient time is allowed for the subject and too many topics are covered in insufficient depth. This has a negative impact on pupils' learning.
126. Good use is made of visits and visitors to make learning enjoyable and purposeful. For example, a recent visit by actors in Victorian dress made a valuable contribution towards understanding of life in Victorian times. Pupils use ICT to help them discover more facts about the topics that they are studying.

INFORMATION AND COMMUNICATION TECHNOLOGY

127. During the inspection, the school's ICT resources were used on only a small number of occasions in lessons. Judgements on attainment have been made by observing available ICT activities, looking at previous work and teachers' planning and through discussions with a small number of Year 6 pupils.
128. Pupils' standards of attainment are in line with national expectations by the end of Year 2 and Year 6. Pupils with special educational needs achieve standards appropriate to their prior attainment and make good progress in developing basic skills. Although standards of work seen during the inspection are similar to those found at the time of the last inspection, there have been significant improvements since that time. The school has improved resources, developed teacher confidence and introduced a suitable scheme of work to support pupils' learning. This has had a positive impact on standards, with pupils achieving well in some areas of the curriculum.
129. Throughout the school, pupils have a good knowledge of the many applications of ICT and understand that it involves more than just working on the computer. Even the youngest pupils confidently use tape recorders and understand how ICT can be used in everyday life. Pupils understand that the Internet can be used to find information, and they do this confidently. For example, pupils in Years 5 and 6 used the internet to find maps of different places and to carry out research into Islam. Pupils confidently use e-mail as an everyday form of communication.

130. By the end of Year 2, pupils are becoming familiar with the layout of a keyboard and confidently type simple texts. They successfully play a range of language and mathematical games using the keyboard and mouse. By the end of Year 6, pupils have a wide a range of skills. When word-processing they change font-type, colour and size of their text, and present their work in a way that is attractive to an audience. They understand how computers can be used to present information in different ways. Pupils successfully use clip-art to make their writing interesting or to produce greeting cards and book covers. They produce graphs, and use the school's laptops to produce 'multi-media' displays. For example, two Year 6 pupils were able to explain how they had developed a 'power-point' presentation on children who were leaving school at the end of the last academic year.
131. There is insufficient evidence to make a judgement on the quality of teaching. A scrutiny of teachers' planning indicates that that teachers ensure that the use of ICT is built into all curriculum areas, with specific time allowed for the teaching of new skills. However, this was not evident during the week of inspection, with computers used only infrequently to support learning. The school has a good range of resources. The purchase of new hardware and software has considerably improved the profile of the subject throughout the school, and pupils are benefiting from these new resources. They include a number of laptops, which are used by groups of pupils to support their learning.
132. The curriculum is broad and balanced and assessment procedures are satisfactory. These are linked to the school's scheme of work and provide appropriate information on pupils' achievements and their progress over time.
133. A well attended computer club supports pupils' learning, helping them to develop new skills and consolidate skills learnt in lessons. The school is well supported in this by a technician who is employed on a part time basis.

MUSIC

134. Judgements on pupils' attainment and progress have been made by observing available lessons and other musical activities such as assemblies and clubs.
135. Pupils' attainment is in line with national expectations by the end of Year 2 and Year 6 and throughout the school all pupils, including those with special educational needs, make at least satisfactory progress. Gifted and talented pupils are given good opportunities to further develop their musical skills in recorder and guitar clubs. Standards have been maintained since the time of the last inspection. Pupils sing sweetly and tunefully without accompaniment and keep time well.
136. The quality of teaching is satisfactory. Teachers have a good knowledge of the subject and are careful to use the correct musical terminology. They explain the purpose of lessons clearly and manage pupils' behaviour successfully. However, they are not always successful in gaining the interest of some older boys who can be inattentive in lessons. Younger pupils listen very well and join in enthusiastically during singing lessons.
137. A large number of older pupils, including both boys and girls, learn to play the guitar and recorder and this makes a good contribution to their musical knowledge and expertise. Pupils in Years 3 and 4 are given suitable opportunities to improve their knowledge of music when playing simple tunes using the pentatonic scale.
138. The curriculum is broad and balanced and there are good opportunities for pupils to learn instruments outside lessons and to perform for an audience. Weaknesses at the time of the last inspection in the amount of time allowed for the subject and teachers' subject knowledge are no longer evident. Effective links are made with literacy and numeracy. For example, younger pupils enjoy singing various number rhymes and songs about well-known stories such as 'Goldilocks and the Three Bears'. Older pupils discuss the different words of songs written in non-standard English.

139. Good procedures for monitoring pupils' attainment and progress have not been in place long enough to help teachers plan future work. There are good quality resources to support learning. This is an improvement since the last inspection. Visiting musicians such as an Indian music workshop add to the quality of provision. The unsatisfactory accommodation has a negative effect on learning. Classrooms are very cramped and there is no hall or music room for performances. The lack of space makes it difficult to set up a full range of activities and the noise from a lesson can disturb other classes. However, the school makes effective use of facilities in the village for concerts to overcome this problem as much as it can

PHYSICAL EDUCATION

140. Pupils' attainment is above national expectations by the end of Year 2 and Year 6 and all pupils, including those with special educational needs make good progress throughout the school. Standards have improved since the time of the last inspection when they were satisfactory overall. Pupils show good control when playing ball games and are particularly good at swimming with many pupils of all ages swimming confidently with some style.
141. The quality of teaching is good overall, with an example of very good teaching of swimming. Teachers have a good knowledge of the subject and are successful in helping pupils to develop a range of skills and strategies by providing good demonstrations. For example, Year 1 were given good guidance in using their body movements to show various moods and reactions, Years 3 and 4 were shown how to aim and throw a ball over-arm accurately and Years 5 and 6 were helped effectively to develop strategies for attack and defence. Teachers have high expectations of pupils' behaviour and levels of participation.
142. Throughout the school, pupils are keen to take part in lessons; they try hard and behave well most of the time, although occasionally some boys can become a little over excited by the sudden availability of open spaces. Pupils are quick to respond to the teachers' clear instructions and are given good opportunities to improve their ability to work together co-operatively in pairs or small teams. For example, a quick game of indoor 'rounders' at the end of one lesson provided the right level of competition to encourage pupils to effectively apply the catching skills they had been practising. In the very good swimming lesson, the teacher demonstrated her specialist knowledge and encouraged pupils to succeed well and make very good progress by maintaining a very quick pace and co-ordinating the efficient use of additional instructors.
143. Pupils with special educational needs are given effective support enabling them to take a full part in all activities up to their physical capabilities.
144. The curriculum is broad and balanced and a suitable scheme of work guides teachers' lesson planning. Effective links are made with literacy for younger pupils when they create dramatic dances for a story they have learnt in English lessons. Effective procedures for monitoring pupils' attainment and progress have not been in place long enough to help improve provision further.
145. As at the time of the last inspection, there is no hall or outdoor area suitable for games and gymnastics. The school makes use of facilities in the area but transportation to and from the gymnastics hall and swimming pool means that the subject is allocated a higher percentage of time than is recommended. There are good resources for the subject enabling all pupils to remain active during lessons.
146. An after school netball club is well attended by older girls and makes a good contribution to their development of ball skills. A large number of girls devised intricate dance routines as part of an end of term 'talent show' and were confident when performing these in public. The school takes very good advantage of professional sports' coaching and local competitions. For example, members of a local football team recently visited the school and worked with the teachers and pupils. On another occasion, pupils enjoyed playing 'tag rugby' at a professional rugby club in nearby city as well as in the nearby town of Melton Mowbray.

RELIGIOUS EDUCATION

147. Pupils' attainment is in line with the expectations of the agreed syllabus by the end of Year 2 and Year 6 and all pupils make satisfactory progress overall. Standards are not as high as at the time of the last inspection. Pupils develop a wide range of facts about the faiths they study and explore issues such as friendship and the value of home-life. However, they have less understanding about why people hold certain beliefs.
148. The quality of teaching is satisfactory, overall, with an example of a good lesson being observed. In the good lesson, on infant baptism, the teacher made the discussion interesting and relevant by sharing pupils' personal photographs, artefacts and anecdotes enabling them to share and expand their knowledge about this aspect of Christian life. She asked effective and probing questions such as '*why is the baby signed with a cross?*' and '*what does 'God shows us the way' mean?*' These questions enabled the younger pupils to explore successfully the symbolism involved in the service of baptism and consider deep spiritual beliefs. Older pupils, particularly some of the boys, show less enthusiasm in lessons and are slow to volunteer answers to questions. Throughout the school, teachers are successful in encouraging pupils to behave well and to be kind and considerate towards each other. The quality of teaching is similar to that found at the time of the last inspection.
149. Teachers have a good knowledge of the subject and facts are successfully shared with the pupils. However, they make insufficient use of pupils' literacy skills by providing too many worksheets and drawing activities for pupils to show what they have learnt. There is very little evidence of pupils' written work in the subject and some remains unfinished or carelessly spelt. Lower attaining pupils and those with special educational needs are given appropriate support in most lessons, although on some occasions the worksheet provided is too difficult.
150. The curriculum covers an appropriate range of major faiths and topics but there is insufficient time allowed for older pupils to carry out studies in depth. ICT is used effectively to extend the school's resources. For example, the internet is used to show pupils around a virtual Mosque. A visit to the school from a Muslim helped pupils to collect first-hand evidence about this faith. The school has maintained good quality resources from the time of the last inspection. Assemblies provide good opportunities for pupils to extend their knowledge of stories from the Bible.
151. The school has recently developed good assessment procedures although these have not been in place long enough to help teachers identify strengths and weaknesses in provision.