

INSPECTION REPORT

ORCHARD COMMUNITY PRIMARY SCHOOL

Castle Donington

LEA area: Leicestershire

Unique reference number: 119982

Headteacher: Mrs A Sherwood

Reporting inspector: Mr J Plumb
16930

Dates of inspection: 23rd – 26th June 2003

Inspection number: 24071

Full inspection carried out under Section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Community

Age range of pupils: 4 to 10 years

Gender of pupils: Mixed

School address: Grange Drive
Castle Donington
Derby

Postcode: DE74 2QU

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Appropriate authority: The governing body

Name of chair of governors: Mrs M Graham

Date of previous inspection: October 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
16930	Mr J Plumb	Registered inspector	Educational inclusion, including race equality Special educational needs English as an additional language English Information and communication technology Physical education	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
9056	Ms V Cain	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
11704	Mr P Williman	Team inspector	Mathematics Art and design Music	How good are the curricular and other opportunities offered to pupils?
25779	Ms G Lewendon	Team inspector	Science Design and technology Geography	Pupils' attitudes, values and personal development
31975	Ms K Andrews	Team inspector	Foundation Stage History Religious education	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This is a larger than average primary school for pupils aged four to ten. There are 243 pupils on roll; 146 boys and 97 girls. There is a very significant gender imbalance in Year 4; almost a ratio of two boys to one girl. The pupils come from the village of Castle Donington and the social and economic background of the majority is above the national average, although the school does admit pupils from an estate where there is a degree of social and economic disadvantage. A below average proportion of pupils, 5.7 per cent, is eligible for free school meals. Just under 19 per cent of pupils are included on the school's special educational needs register, a proportion in line with the national average. The proportion of pupils with statements of special educational needs is above the national average. The needs include moderate learning difficulties, emotional and behavioural difficulties, speech and communication difficulties, hearing impairment, physical disability and very complex needs. Few pupils come from minority ethnic backgrounds and at the time of the inspection only one was at an early stage of English acquisition. Attainment on entry is in line with the national average.

HOW GOOD THE SCHOOL IS

Orchard Community Primary School provides a satisfactory standard of education. The leadership of the headteacher is satisfactory. The quality of teaching and learning for the under fives is good. Throughout the rest of the school the quality of teaching and learning is satisfactory except for in Year 5 where it is very good. Pupils make satisfactory progress overall. The school provides satisfactory value for money.

What the school does well

- Standards in speaking and listening, reading, mathematics and science are above the national average by Year 2.
- Standards by Year 5 are above those expected nationally for pupils of that age in English, mathematics and science because of the very good teaching in Year 5.
- The provision for the Foundation Stage is very good.
- The behaviour of pupils in lessons and throughout the school is very good.

What could be improved

- Aspects of leadership and management could be better, particularly the monitoring of teaching and learning.
- There could be a robust action plan to claw back the deficit budget.
- Communication with parents and carers could be improved, particularly the outcome of action taken by the school when parents / carers raise concerns.
- Assessment of foundation subjects could be better.
- More could be done to raise pupils' awareness of cultural diversity.
- The quality of provision for pupils with special educational needs and for those identified as gifted and talented could be better when they are included with their peers in mainstream classes.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

There have been satisfactory improvements since the last inspection in October 1997 and the capacity for further improvement is good. There has been improvement in assessment procedures in the Foundation Stage and in English and mathematics, but there has not been enough improvement in assessment procedures overall. There has been considerable improvement in the implementation of policies and curriculum plans but not enough improvement in the monitoring of the quality of teaching and learning. There has been a significant improvement in the number of problem-solving activities in mathematics. Since the last inspection there has been a significant improvement in standards in English, mathematics and science by Year 5 because of the very good teaching in that year group.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on National Curriculum test results.

Performance in:	compared with				Key
	all schools			similar schools	
	2000	2001	2002	2002	
reading	B	B	B	C	well above average A above average B average C below average D well below average E
writing	C	C	C	E	
mathematics	B	B	B	C	

National Curriculum test results for 2002 show that, by the end of Year 2, pupils attained above average standards in reading and mathematics compared with all schools nationally. Standards in writing in the same year were in line with the national average. Teacher assessments in science in the same year indicated that standards in science were in line when it came to the number of pupils attaining the expected level 2 or better but above for those attaining the higher level 3. Compared with similar schools (determined by the number of pupils eligible for free school meals), standards in reading and mathematics were in line with the national average, but in writing, standards were well below. Test results for 2003 indicate a very significant improvement in writing but the national comparative data for this year has not yet been published. Throughout the Foundation Stage, children make good progress and, by the age of 5, exceed standards expected nationally in all areas of learning except in writing, where standards are average. In the current Year 2, standards are above the national average in reading, mathematics and science and in line in writing. By the end of Year 2, standards of work seen are in line with national expectations in all of the foundation subjects and in religious education standards are in line with the expectations of the locally agreed syllabus. Standards of work seen in Year 5 in English, mathematics and science are above those expected nationally for pupils of that age. In all other subjects, except history and aspects of ICT and physical education (PE), standards in Year 5 are in line with expectations. However in history, data handling in ICT and in swimming standards exceed those usually found for pupils of that age. Standards achieved by pupils with special educational needs (SEN) are satisfactory overall. Higher attaining pupils and those identified as gifted and talented sometimes underachieve throughout the school except in Year 5 where they attain

high standards. The pupil with English as an additional language (EAL) makes good progress and achieves good standards.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are keen to work hard in lessons. They concentrate well and can be trusted to work independently in most lessons.
Behaviour, in and out of classrooms	Behaviour in and out of lessons is very good.
Personal development and relationships	Pupils' personal development is satisfactory. Relationships are good.
Attendance	Good.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 5
Quality of teaching	Good	Satisfactory	Satisfactory

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 and learning in the Foundation Stage is good. In Years 1, 2, 3 and 4 the quality of teaching is satisfactory overall. There is a little unsatisfactory teaching. In Year 5 the quality of teaching and learning is very good and contributes to the above average standards in English, mathematics and science by the end of the year. Overall, the quality of teaching is not as good as that judged at the time of the last inspection, but there are significant strengths in particular year groups. Relationships between teachers and pupils in Year 5 are excellent. Where relationships are sometimes insecure, as for example in one Year 4 class, and behaviour management is weak, the learning of the whole group suffers. The teaching of English, mathematics and science is satisfactory overall but very good in Year 5. Pupils' level of interest, concentration and understanding are very good in the Foundation Stage and in Year 5 because of very good teaching and satisfactory overall in Years 1, 2, 3 and 4. On a few occasions, interest and concentration is poor because the teaching lacks inspiration and energy. The quality of teaching for pupils with SEN is good when they are withdrawn for targeted support but not always good enough when they are included with their peers in mainstream classes because not all teachers make effective use of pupils' individual educational plans to support them. The quality of teaching for higher attaining pupils and those identified as gifted and talented is too often weak, except in Year 5 where it is outstandingly good. The teaching of the one pupil with EAL at an early stage of English is good.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The Foundation Stage curriculum is very good. Throughout the rest of the school the curriculum is satisfactory. The provision for personal, social and health education is satisfactory. Extra-curricular provision is good. The contribution of the community to pupils' learning is good.
Provision for pupils with special educational needs	Satisfactory overall. However, not all class teachers do enough to plan to meet the needs of pupils with special educational needs.
Provision for pupils with English as an additional language	Good, but pupils with English as an additional language must not be placed on the register for SEN unless they definitely have a special educational need.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for pupils' spiritual and cultural development is satisfactory, but insufficient is done to raise pupils' awareness of cultural diversity. Provision for pupils' moral and social development is good.
How well the school cares for its pupils	The school provides good support and pastoral care for its pupils. Effective child protection procedures are in place. Although satisfactory overall, there is scope for improvement in the school's assessment procedures.

Links with parents / carers are satisfactory overall. There is room for better communication with parents.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership of the headteacher is satisfactory. Management is satisfactory overall, but subject co-ordinators are not sufficiently involved in the monitoring of the quality of teaching and learning. The school development plan is good.
How well the governors fulfil their responsibilities	The governing body is supportive. Governors meet their statutory responsibilities well. However, they are not sufficiently involved in whole-school planning.
The school's evaluation of its performance	Reasonable. However, governors and the headteacher have gaps in their knowledge and understanding of the school's performance because subject co-ordinators are not sufficiently involved in monitoring the quality of teaching and learning in their subjects.
The strategic use of resources	The lack of a robust plan to claw back the deficit budget is unsatisfactory. Staff and resources are reasonably well deployed. However, learning support assistants could be more effectively deployed in classes to support pupils with SEN. The application of the principles of best value is satisfactory.

There are sufficient teaching staff and learning support assistants. However, the loss of a member of staff next year who cannot be replaced because of the deficit budget scenario is going to result in mixed-age classes in Years 3 to 5. The noise generated from the open-plan building sometimes interferes with pupils' learning. Resources are satisfactory. The computer suite is good. Although the books in the library are old and a significant number are somewhat tatty, they are well used for learning.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • They like the fact that the school is small, open and friendly. • They appreciate the fact that their children are happy and enjoy school. • They consider that their children are helped to settle into school well. 	<ul style="list-style-type: none"> • Parents consider that communication could be better. • The fact that higher attaining pupils are not sufficiently challenged in all classes. • The fact that not all of their children can take part in extra-curricular activities and have to go on a waiting list.

Inspectors' judgements support parents' / carers' positive views. Evidence gathered by the inspection team indicates that although communication with parents has improved recently it could still be better and that parents are justified about their concern that higher attainers are not always sufficiently challenged in all classes. However, evidence indicates that the provision for extra-curricular activities is very good and the school does all that it can to ensure equality of access to the range of clubs for all pupils.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Baseline assessments and inspection evidence indicate that standards on entry to reception are broadly in line with those usually found. Because of consistently good teaching throughout the Foundation Stage, children make good progress and, by the age of five, exceed standards expected nationally in all areas of learning except in writing, where standards are average. There are shortcomings in the teaching of writing which result in many children at the end of reception not forming clear and legible letters.
2. In 2002, results in the National Curriculum tests for seven-year-olds indicated that, when compared with all schools, standards in reading were above the national average. Compared with similar schools (determined by the number of pupils eligible for free school meals), standards in reading were in line with the national average. Standards seen in reading by Year 2 during the inspection are above the national average. These standards are better than at the time of the last inspection when they were judged to be average.
3. Results for writing in the 2002 national tests indicated that standards were in line with the national average for seven-year-olds. Compared with similar schools, standards were well below the national average. In 2002, there were no level 3 writers, and at the other end of the pupil spectrum the number of pupils working towards level 1 exceeded the national average. This reflects the special educational needs of this cohort. Results from the 2003 national tests indicate a significant improvement in the number of level 3 writers, but no national comparison can yet be made because the national comparative data has not been published. Standards observed during the inspection indicate that writing by Year 2 is in line with the national average, although better than in 2002. However, standards in writing by Year 2 are not high enough due to some shortcomings in the teaching of writing to extend higher attainers and to facilitate targeted support for pupils with special educational needs (SEN) when they are included with their peers in mainstream classes.
4. Teacher assessments for seven-year-olds in speaking and listening in 2002 indicated that standards were above the national average. Inspection evidence supports the suggestion that standards in speaking and listening are above the national average by Year 2.
5. The national test results for 2002 indicated that standards in mathematics were above the national average. Compared with similar schools, standards were in line with the national average. Once again, at the tail end the number of pupils working at level 1 exceeded the national average. Standards of work seen in mathematics by Year 2 are above the national average and this is an improvement since the last inspection when they were judged to be average.
6. Teachers' assessments in science by age seven in 2002 indicated that the number of pupils attaining the expected level 2 or better in all attainment targets was in line with national expectations, and those attaining level 3 or better was above in all attainment targets except for attainment target 1, which was below. Work seen indicates that in all aspects of science, standards are above those expected nationally by Year 2.

7. Over time, standards in the national tests vary from year to year reflecting the special educational needs of the different cohorts in Year 2. Trends using the value added data measured against prior attainment (baseline data) indicate an improvement in standards over time.
8. Inspection evidence indicates that, by the end of Year 2, standards in all of the foundation subjects are in line with national expectations. In religious education, standards are in line with those expected by the locally agreed syllabus for pupils of that age.
9. Standards of work seen in Year 5 in English, mathematics and science are above those expected nationally for pupils of that age and this reflects the very good teaching in Year 5. In art and design, design and technology, geography and music, standards are in line with those expected nationally. In history and aspects of ICT, such as data handling, standards in Year 5 are above those expected nationally for pupils of that age. However, standards overall in ICT are in line with those expected nationally. Although standards in games are in line with those expected nationally for pupils in Year 5 standards in swimming are above because of the excellent provision for swimming within the school. Standards in religious education are in line with those expected by pupils of that age according to the expectations of the locally agreed syllabus.
10. Pupils with SEN make good progress when they are withdrawn for support with their reading and writing because of the good support they receive. However, this rate of progress is not always sustained when these same pupils are included in mainstream classes because not all teachers use their individual education plans (IEPs) to inform their planning and not all match work to pupils' needs. Standards achieved for pupils with SEN are satisfactory overall. Pupils with statements of special educational needs make good progress and achieve high standards because of the quality and targeted support they receive. Pupils with very complex communication needs and severe physical disabilities are included very effectively in rich and appropriate curricular experiences, which enable them to achieve high standards measured against their prior attainment. In a number of subjects across the school, except in Year 5, higher attainers sometimes underachieve because they are not sufficiently challenged and this is a weakness. However, in Year 5, because of very good teaching, pupils make good progress and achieve above average standards. The school is at a very early stage of developing a strategy to support pupils identified as gifted and talented, and it is too early to make a judgement on their progress as a result of the strategy. The one pupil with EAL at an early stage of English acquisition makes good progress and his achievement, particularly in English, is good because of the good support that he receives. The school does not monitor the achievement of minority ethnic pupils by group and recognises that this is an area for development.

Pupils' attitudes, values and personal development

11. Most pupils, including those with special educational needs and those in the Foundation Stage have good attitudes towards school, with a few exceptions among the oldest boys. They are keen to work hard in lessons and to do their best to meet the teachers' expectations. They concentrate well, listen to instructions and persevere with their tasks. They can be trusted to work independently in most lessons and complete their homework conscientiously. Pupils have developed good classroom manners and the vast majority willingly contribute to discussions. As was observed at the last inspection, pupils' standards of behaviour are very good. However, attitudes are now good and personal development and the relationships they have with each other are now only satisfactory.

12. The children in the Foundation Stage are beginning to develop very positive attitudes to the school. They have settled happily into what for many is their first experience of formal education, and respond with enthusiasm and growing confidence to the well-structured lessons. Because of the teachers' very good knowledge of how these growing children learn, lessons are fun and children enjoy their time at school. A good example was seen in the shrieks of delight which accompanied the parachute act, when pupils were running under a parachute to dive for treasure. Children understand how they are expected to behave and try hard to please.
13. Many pupils, including those with special educational needs, have positive attitudes to school. Analysis of the parental questionnaires returned prior to the inspection indicates that almost all parents consider that their children like school. Whilst this evidence represents a relatively small proportion of parents, many pupils comment on how much they like school. Several Year 5 pupils said they will be sad when they leave.
14. Pupils' response to their literacy and numeracy lessons is often good. They particularly enjoy the challenge of mental arithmetic sessions. For example, in an excellent Year 5 numeracy lesson, pupils were very enthusiastic, remained on task and maintained a high level of mental activity.
15. The behaviour of the pupils both in and out of the classroom is very good overall. The pupils are a pleasure to be with; they are polite and cheerful and know the common courtesies. They show respect for property and treat books and equipment with care. There was one fixed-term exclusion during the school year. This measure was only used as a last resort. The pupil has responded to the support given following the exclusion. Behaviour within the school is based on having respect for other people and this becomes second nature to the pupils. This respect and good behaviour leads to an atmosphere within the school which is calm, friendly and non-threatening. Playground behaviour is also good. Pupils take care not to interfere with the activities of others during their play.
16. Pupils' personal development is satisfactory. Relationships between most of the pupils and with their teachers and learning support assistants are good. They work and play together happily and constructively. Pupils have a clear understanding of the impact on their friends of what they do or say. Although no overt bullying was seen during the inspection, pupils know of instances when they or their friends have been unhappy because of the actions of others. They know that it is important to tell someone and, although their teachers help them, the problem is not always resolved.
17. The pupils are keen to take on responsibility, coming in early to sort out registers, staffing the tuck shops, tidying up their classrooms and contributing to the school council, although the latter has not been fully operational this year. However, in lessons, teachers often direct tasks without providing pupils with opportunities to take the initiative or lead, and therefore pupils have limited opportunities to take responsibility for their own learning. Pupils respond positively to opportunities to visit places of educational and cultural interest and to activities involving the local environment. This impacts well on their personal and social development. They take part in charitable fund-raising activities, learning about the lives of those less fortunate than themselves. Pupils are courteous and very friendly to adults.
18. Levels of attendance remain good and are above the national average. The main reasons for absence are illness and some holidays taken within term time. Unauthorised absence is rare. The good levels of attendance have a positive effect on

pupils' learning and attainment. Punctuality to school is generally good and lessons usually start on time.

HOW WELL ARE PUPILS TAUGHT?

19. The quality of teaching is consistently good in the Foundation Stage. In Years 1, 2, 3 and 4 the quality of teaching is satisfactory overall. The weakest teaching occurs in one Year 4 class. In Year 5 the quality of teaching and learning is very good and contributes to the above average standards in English, mathematics and science by the end of Year 5. Overall, the standard of teaching is not as good as that judged at the time of the last inspection, but there are significant strengths in the quality of teaching in particular year groups. In Year 5, pupils are well motivated to learn and they achieve high standards measured against their prior attainment.
20. In the Foundation Stage, the quality of teaching is good so children under five make good progress. The teachers successfully create an environment in which the children are happy and secure in their learning. The teachers plan an impressive range of exciting activities, which capture children's imagination and so children make very good progress in their development of speaking and listening skills and in their creative development. The only weakness in the teaching is that children are introduced to joined up writing too early, before they have had the opportunity to enjoy the experience of purposeful emergent writing or have learned to form letters properly. This has an adverse effect on the quality of their handwriting and even at the end of reception too many children do not write letters that are clearly and legibly formed.
21. Teachers' subject knowledge is satisfactory overall, but some teachers in Years 3 and 4 lack confidence in teaching physical education and this impedes pupils' progress. In music, teachers' limited knowledge and skills sometimes restricts learning. For example, pupils are sometimes not given enough opportunities to improve their performance. The Year 5 teachers have very good subject knowledge and this results in very good learning in English and mathematics. Teachers in Year 5 have an excellent understanding of the needs of pupils with complex special educational needs and so they are extremely well included in lessons, as evidenced in a Year 5 ICT lesson.
22. Although planning is satisfactory overall, there are weaknesses in planning in Years 1, 2, 3 and 4. Short-term planning in these year groups does not always cater sufficiently robustly for pupils with SEN or higher attainers. Because work is not always matched to the needs of the pupils in these year groups they sometimes experience a measure of underachievement. The worst example of lack of challenge was observed in a Year 4 lesson on persuasive writing. In this lesson the lack of challenge, coupled with a pedestrian pace to the teaching, resulted in unsatisfactory learning and boredom on the part of the pupils. On the contrary, very good planning and cracking pace in Year 5 lessons result in very good learning and above average standards in English, mathematics and science even when the subject matter of the lesson is 'stodgy', such as the Year 5 English lesson on the use of connectives.
23. The teaching of literacy and numeracy across subjects is good overall. However, not all teachers in Years 1, 2, 3 and 4 make sufficient use of specific literacy and numeracy targets on IEPs when working in an inclusion model with pupils with SEN. The use of computers to support the teaching of subjects across the curriculum is good, but sometimes teachers experience considerable frustration, as evidenced in a Year 5 science lesson when a teacher could not use the sensors to develop pupils' monitoring skills because the software was not compatible with the programme of study.

24. Relationships between teachers and pupils in Year 5 are excellent and enable pupils to take risks and ask demanding questions, which result in a deepening in understanding on the part of the pupils. In a fascinating lesson on converting explanatory text into imperative text, a Year 5 pupil asked an amazing question about the use of tense. The teacher skilfully and sensitively enabled the pupil to work out the answer for himself. Where relationships are sometimes insecure in one Year 4 class and behaviour management is weak, the learning of the whole group sometimes suffers.
25. The quality of teaching for pupils with SEN is good when pupils are withdrawn for support. However, the crisp targets on their IEPs and the agreed strategies to support them are not robustly implemented by all class teachers when these pupils are included in mainstream classes. This impedes their inclusion experience and also their gains in learning. The quality of teaching for higher attainers and for those pupils identified as gifted and talented is too often weak. The teaching of the one pupil with EAL at an early stage of English is good, but then he is positioned in a Year 5 group where overall the quality of teaching and learning is very good.
26. Pupils' level of interest, concentration and understanding are very good in the Foundation Stage and in Year 5 because of the good and very good teaching these pupils experience, and satisfactory overall in Years 1, 2, 3 and 4. However, on a few occasions, interest and concentration in one Year 4 group is poor because the teaching lacks inspiration and energy. Satisfactory use is made of resources and homework to support teaching across the school to motivate learning. Effective use is made of assessment in English and mathematics to inform planning and raise standards, but this is not the case in all foundation subjects, for example physical education.

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

27. The curriculum in the Foundation Stage is very good. The quality, range and balance of learning opportunities are satisfactory overall in Years 1 to 5. The school's provision meets the requirements of the National Curriculum in all subjects. Provision for religious education is satisfactory; the scheme of work is in line with the locally agreed syllabus, but often the work provided does not build sufficiently on what has gone before to ensure growth of knowledge and understanding in learning.
28. The National Literacy and Numeracy Strategies occupy a large proportion of the timetable. The introduction of the strategies to underpin learning has been successful in developing pupils' basic skills and has contributed significantly to good improvements in pupils' standards in English and mathematics since the last inspection. Pupils, particularly in Years 1 and 2 and in Year 5, are provided with a challenging curriculum, drawn often from the work expected of older age groups in both literacy and numeracy, but this challenging provision is not consistent across classes and between classes of similar age in Years 3 and 4. In these years, opportunities are missed to develop pupils' learning through the full use of their skills, knowledge and understanding across the curriculum. For example, in history and geography, pupils have fewer opportunities to apply their writing skills because a high proportion of the work is addressed through worksheets. The position is better in science where mathematical skills are used when handling data and producing graphs. Provision for speaking and listening is not planned for formally in other subjects. However, in other year groups, and especially in Year 5 where teaching is challenging, it is very much a part of pupils' experience. For example, the expectation of a class to be precise in their use of terminology in mathematics was equally demanded in music.

29. All pupils have equality of access to the curriculum irrespective of their age, ethnicity, social circumstance or prior attainment. The school makes good provision for pupils with English as an additional language who, as a result, work well with their classmates and make good progress. Provision for able and gifted and talented pupils is not well developed, except within the expectation that teaching through ability sets will give sufficient challenge. The curriculum for pupils with special educational needs is satisfactory overall. The pattern of withdrawal of pupils from lessons for additional help supports pupils with special educational needs well, but is sometimes inappropriately planned and can be disruptive to the lessons from which pupils are withdrawn and return. In addition, the work undertaken does not always match or relate to the lesson which is being missed, and this is unsatisfactory. The provision for those pupils who require 'school action' in class is often not effective because the targets of the individual learning plans are not sufficiently taken into account by teachers.
30. Provision for personal, social and health education (PSHE), including citizenship, is satisfactory. Weekly lessons for all classes ensure that all pupils have appropriate experiences in this respect. There is a suitable programme for sex education and drugs awareness.
31. Policies and schemes of work are now in place for all subjects and this is an improvement from the time of the last inspection. The National Literacy and Numeracy Strategies are well embedded in the work of the school. While schemes of work ensure the appropriate statutory curriculum provision is in place and underpins teaching, in some subjects there has not been sufficient analysis of the necessary skills to ensure progression in pupils' learning. This is the case in geography and art and design. Further, where there are classes of mixed-age groups, while what pupils are to learn is planned in rotation over two years, the planning does not always take into account the needs of more able pupils. This was noted, for example, in history for pupils in Years 1 and 2 who have the same work, and this is unsatisfactory. The school has a well-constructed three-year programme to review and develop curricular provision, although financial constraints currently compromise its full potential.
32. The school provides well for activities beyond the taught day. Pupils are very enthusiastic about the range of free clubs offered to them, while a significant number of pupils participate in optional activities such as French for which they must pay. The school continues to successfully enrich the curriculum through a very good range of extra-curricular activities and through ongoing involvement with the community. Pupils enjoy a wide range of clubs during lunchtime and after school. These include drumming, netball, chess, music, football, needlework, cross-stitch and games activities. These clubs and activities are greatly valued by pupils, and well-supported peripatetic music lessons are of good quality and enable pupils to develop early competency with brass and stringed instruments.
33. Pupils have the opportunity to experience a good range of visits and visitors linked to topic work. Good use is made of the local environment for history, geography and art and design. Pupils from Year 3 onwards have a residential experience to broaden their horizons. Collections are made for both local and national charities, heightening pupils' awareness of the needs of others. Inter-schools competitions are popular, with pupils proudly telling the whole school of their success during assemblies. Work experience students successfully support pupils in reading. Several activities are effectively arranged through the 'Family Schools' Group. All of these activities and experiences make a valuable contribution to pupils' learning.

34. Provision for pupils' moral and social development is good. Provision for cultural and spiritual development is satisfactory.
35. Opportunities are taken at assemblies to reflect on issues such as trust, temptation, forgiveness and working together. Assemblies include an act of collective worship and often raise moral or social issues for pupils to consider. For example in a Year 4 class assembly on Conscience, a pupil was asked, "How does it feel when we are thinking, saying or doing right or wrong things?" She replied, "It's like a silent voice inside your head". Religious education provides suitable opportunities for the pupils to reflect upon spiritual as well as moral matters.
36. The school's work on moral development gives pupils a clear understanding of the difference between right and wrong. Each class has a 'circle time' (a group discussion) which is thoughtfully planned to create opportunities for pupils to develop a moral code, self-esteem, respect and awareness of the needs of others. In a Reception class assembly on honesty, a little girl described an incident in which she had told a lie, but later owned up. The school provides some good activities to promote the social development of pupils in Year 5. They are given additional responsibilities, which enable them to contribute to the smooth running of the school, for example they organise the music for assemblies. The school also operates a house system to encourage responsibility and the team ethos. Particular achievements are regularly celebrated and, through positive reinforcement of very good behaviour, the school focuses on developing a sense of worth in all its pupils. This is a very effective and important factor in fostering pupils' enthusiasm for the school. Pupils quickly learn good social skills, and this is shown in their confidence in school and in the courtesy they show to visitors, as well as to each other. Residential trips are valuable in developing the pupils' self-awareness and personal maturity.
37. The school's provision for cultural development is satisfactory and includes a programme of visits and visitors. Pupils extend their understanding of different cultures through religious education, geography and art and design. They hear music from other ages and sometimes from other cultures. They learn about different faiths, beliefs and traditions through religious education. However, there are insufficient opportunities to promote pupils' awareness of cultural diversity across the curriculum as a whole.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

38. The school provides good support and pastoral care for all the pupils. In the previous inspection, this was judged to be very good. Staff know their pupils well and are committed. Parents present at the meeting prior to the inspection agreed overall that their children are helped to achieve because of the good quality of support provided. Pupils interviewed had confidence that staff will help them whenever possible, both with work and with any personal matters. The inspection team agrees with these views. Good use is made of external agencies to support pupils with SEN. The school's partnership with the educational psychologist and the behaviour support teacher from the local education authority (LEA) is good. The advisory teacher for hearing impairment gives high quality support to the school and there is a very good link with the Family Centre. This support makes a very valuable contribution to the provision for pupils with more complex special educational needs.
39. The monitoring of attendance is good. The computerised system for monitoring attendance is used effectively. Registrations take place twice daily and are prompt and generally efficient; routines are known and well established. Parents are aware of the need to inform the school of absences and comply with this request. Parents are

contacted quickly if there are concerns and the education welfare officer (EWO) is used well to support families.

40. The procedures to monitor behaviour are good. There is a comprehensive behaviour policy, school and class rules. Pupils are fully aware of the system of rewards and sanctions. Rewards are keenly sought, with pupils earning stars, stickers, team points and certificates for both good work and positive behaviour. Good strategies are in place for dealing with inappropriate behaviour and challenging situations. All parents have a copy of the comprehensive behaviour policy. During the inspection some inappropriate behaviour was observed, but it was dealt with effectively. Play equipment is successfully used for pupils' enjoyment and to promote social skills.
41. Pupils' personal development is effectively monitored on an informal basis by staff who know pupils' abilities well. The comprehensive PHSE programme aids pupils' personal development satisfactorily. Assemblies are used to celebrate both class and individual achievements. Pupils proudly retain letters and certificates in their personal portfolio.
42. The site is very clean and well maintained. Regular risk assessments take place and there are no health and safety hazards. Regular fire drills and electrical checks are implemented. Pupils' medical needs are well met through trained first aiders. Parents are informed immediately of any concerns the school is aware of.
43. Effective procedures are in place for handling child protection issues. Staff are trained and vigilant. Good use is made of outside agencies for professional advice. Staff ensure that younger pupils are safely handed over to parents/carers at the end of the day. There is a well-established transfer programme in place from Year 4 to ensure the smooth transition of older pupils to their next school. There is an appropriate policy to ensure safety of access to the Internet so that pupils cannot access inappropriate websites. The school's anti-racist policy is satisfactory, but much more could be done to raise pupils' awareness of cultural diversity.
44. There has been some improvement in assessment and recording procedures since the time of the previous inspection, but not enough, and this aspect remains a key issue for the school. There are pockets of good practice in areas across the school where these procedures are now good. The monitoring of pupils' personal and academic progress in the reception classes is exceptionally thorough. Identification of any difficulties starts even before the children start school through the good induction procedures that have been developed. Pupils' progress is carefully and regularly assessed and monitored in all areas of their learning, throughout their time in the reception class, and information gained from this profile is well used to plan work that is at the right level and to set targets for further learning. Similarly, in English and mathematics, the school now has a good picture of how individual pupils are performing year on year. This is because good procedures have recently been put in place to assess and monitor pupils' progress throughout the school and to use this information to place pupils in sets where work is provided at the right level for them. Although this system is not always consistently applied by all teachers, overall it is having a positive impact on the school's efforts to raise standards in these subjects. In ICT, a well-developed assessment scheme has been introduced recently, but this has yet to be fully implemented.
45. The school has yet to draw on these areas of good practice to raise standards in other key areas across the school. In subjects other than English, mathematics and ICT, the school has started to look at assessment procedures and a record is now kept of progress through set units of work in each subject, including science. Although this

provides a good record of work covered, it does not identify the skills pupils have attained or inform teachers' planning so they can show pupils where they need to improve their work. The identification and monitoring of higher attaining pupils is in its infancy and, although the school recognises this as an area for development, it has not moved quickly enough. The school is not monitoring the achievement of minority ethnic pupils and there is insufficient robust identification of the needs of pupils with English as an additional language to ensure there is no confusion between language difficulties and special educational needs. Much effort has been put into the assessment and monitoring of the needs of pupils with special educational needs but, even so, the school is aware that it still has insufficient evidence to show exactly the amount of progress that these pupils are making.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

46. Relationships with parents are presently satisfactory; in the previous report they were judged to be very good. There was a good response to pre-inspection questionnaires (46%) and 24 parents attended the meeting. Whilst the majority of parents supported the school and its work, some parents raised concerns.
47. Parents are pleased that their children are expected to work hard, that they make good progress, that the school is helping pupils to become mature and that teaching is at least satisfactory. The inspection team supports these views. A small number of parents were concerned about leadership and management, usually related to standards of behaviour, about homework and extra-curricular activities. The team's findings are that the management of the school is satisfactory and that there are appropriate systems in place for handling challenging behaviour. Pupils greatly benefit from the many parents who help in school with activities such as swimming and trips and this makes a valuable contribution to their learning. Many parents support their children's learning at home well by hearing them read and helping them with spellings. The majority of parents have signed the home/school agreement. Termly open afternoons encourage parents to become involved in their children's learning.
48. A successful Parents' Association hosts a wide range of both social and fund-raising events throughout the year that are very well supported. A considerable amount of money is raised and the committee ensures that it is used to benefit all pupils. To date, playground markings, outside toys and books have been purchased. Additionally, all pupils were treated to the pantomime.
49. The school strives hard to involve parents in their children's education. Clearly there still remain communication concerns for some parents; the school is acutely aware of this issue. Parents confirm that they find the regular newsletter helpful. Several parents attended the Key Stage 1 and Key Stage 2 meetings to discuss relevant issues. New parents are invited to bring their children into school prior to starting. They are able to look around, receive information and meet the headteacher, who offers information and guidance. Parents' consultation evenings held in the Autumn and Spring are very well attended. Parents have the opportunity to discuss their children's annual reports in July. Parents feel that the school is open and friendly, with very approachable staff. Many parents were seen talking informally to staff at the beginning and end of the day. Parents generally feel that suggestions and concerns are listened to and action taken. Annual reports to parents are good and comply with requirements. Pupils' strengths and weaknesses are identified, targets set and areas for improvement given. Parents praise the parent/teacher consultation evenings; they are very well attended with valued exchange of information. The prospectus and governors' annual report generally comply with requirements but do not give parents enough information.

50. Procedures for involving parents/carers of pupils with SEN in the planning of their IEPs are good. Procedures for involving parents/carers of pupils who have a statement of special educational needs in their annual reviews are also good. Pupils are always invited to attend their annual reviews and this is very good practice.

HOW WELL IS THE SCHOOL LED AND MANAGED?

51. The quality of leadership provided by the headteacher is satisfactory. She has a clear vision which focuses on equality of opportunity for all pupils. However, since coming into post 18 months ago, she has not successfully communicated her vision and sense of direction with all parents and this is a weakness. Not all parents are clear about the direction the school is going in and they do not all have a firm grasp of the aims and values of the school. In her first few months in the post, the headteacher met some resistance from some staff in respect of her emphasis that all teachers must take on the responsibility to plan for and meet the needs of pupils with special educational needs. Although this problem has largely been overcome, she has recently been dogged with a very significant amount of staff absence; this has adversely impacted on school improvement because she has not been able to provide cover for subject co-ordinators to develop their role as she has had to cover teacher absence instead. The previous headteacher, at the time of the last inspection, was not dogged with very significant staff absence and the budget situation was not as dire then as it is now, and so it is not fair to make direct comparisons between the quality of leadership then and now. Overall, the headteacher has won staff over and a shared commitment to creating an all-inclusive school, which celebrates the achievements of all pupils, is beginning to emerge.
52. Management is satisfactory. The senior management team, comprising the headteacher, deputy headteacher and Key Stage 1 manager, work well together, but the deputy headteacher and Key Stage 1 manager are not always clear about their management roles and responsibilities and this is a weakness. The management of special educational needs, although satisfactory overall, has weaknesses. Currently, pupils who are withdrawn from lessons for help with their reading and writing are given good support, but this is not always the case when they are included in mainstream classes. Not all teachers make sufficient use of pupils' individual educational plans to inform their planning and they do not always use the strategies which have been agreed to support these pupils. The management of the provision for pupils identified as gifted and talented has been thwarted by staff illness and absence, but there is a satisfactory plan in place to address the quality of provision for these pupils.
53. In her first months in post the headteacher made the mistake of not robustly consulting with parents about the need to organise Years 1 and 2 pupils into mixed-age classes due to a falling role situation and budget constraints. She has learnt well from this mistake and communication with parents/carers has improved significantly. However, there is not a robust management system to ensure that parents/careers are always given sufficient information about how a concern that they have raised is followed up and what difference has occurred as a result of action taken by the school, and this is a weakness.
54. The school development plan is good. It is an effective tool with which to manage change. It prioritises raising standards, improving and enriching the curriculum and enhancing the quality of the accommodation. All priorities on the plan are costed. However, currently staff and governors are not sufficiently involved in shaping the priorities on the school development plan.

55. There are unfilled vacancies on the governing body. The governing body is supportive of the headteacher and appropriate structures are in place to enable the governors to meet their statutory responsibilities. The governors' knowledge and understanding of the school's strengths and weaknesses are satisfactory overall. However, because of staff absence throughout the current academic year, subject co-ordinators have not had sufficient time to monitor the quality of teaching and learning in their subjects and so have not been in a position to inform governors about specific strengths and weaknesses in the teaching and learning in the subjects for which they have a management responsibility. The special educational needs co-ordinator (SENCO) has not been able to monitor the quality of provision for pupils with individual educational plans when they are included in mainstream classes. This lack of monitoring of the quality of teaching and learning is a weakness. The monitoring of the priorities on the school development plan by the headteacher is satisfactory, and subject co-ordinators have been able to monitor teachers planning and the work in pupils' books and folders, and so monitoring and evaluation is satisfactory overall.
56. Governors are aware of the current shortfall in the school's finances. Staffing changes and improved funding were anticipated to resolve issues in the short term but these have not happened. The headteacher and governors now face a real challenge in planning for financial security. Because of the high proportion and increasing cost of experienced teachers, reduction in pupil numbers and low average income per pupil, the school faces a deficit budget and the need to reduce staff while maintaining the quality of provision. The headteacher and governors have made initial efforts to plan ways to overcome or control the deficit but these plans are not robust enough. These have been submitted to the LEA, but it is not yet known whether it will accept them and support the school as it runs with a deficit budget.
57. The school controls its limited resources well. The headteacher is well supported by her administrative and financial staff to ensure efficiency of procedures. The school's investment in the LEA bursar service contributes significantly to effective financial management. The governing body has recently strengthened the expertise within the finance committee in recognition of the financial challenges faced. They are beginning to apply the principles of best value and have made some investigation of benchmarking to improve decision-making. This has not, as yet, led to a sharp focus on links between levels of expenditure, resources and learning outcomes. Good use has been made of capital expenditure to develop ICT resources and to improve the quality of the school environment. The school makes good efforts to enhance its funding from both fund-raising and charitable sources. For example, funding from the local Rotary club supported the purchase of a digital camera to extend the potential of ICT in the school. The Parents Association makes significant funds available through its work. Considering the above average socio-economic circumstance of the school, the broadly average level of resources and the satisfactory progress pupils make overall, the school represents satisfactory value for money.
58. The school has sufficient, suitably qualified and experienced staff to meet the needs of all pupils. However, there are weaknesses in the work of senior managers and subject co-ordinators because their roles are not sufficiently clear and they are given insufficient time to fulfil their management responsibilities. Induction procedures for new staff are satisfactory. Training to meet the needs of the school and individual staff are also satisfactory. The systems relating to performance management are sound, however, due to the lack of funds, planned action as a result of reviews does not always happen.

59. The financial sums available to most subject co-ordinators for their subject are paltry, even for core subjects. For example, mathematics has a budget of £100. This is insufficient to ensure quality maintenance even before consideration of development. A similar unsatisfactory story applies in most other subjects.
60. The accommodation and learning resources are sufficient generally to meet the needs of the curriculum. However, the semi open-plan layout, consisting of bases and practical areas, frequently restricts the opportunity for effective classwork particularly in Years 3 to 5.
61. Since the previous inspection, the new computer suite is a clear improvement to the learning environment and adds to the enjoyment for pupils. The school is fully aware that the library is poor, is not conducive to learning and is little used. Books are generally outdated and poor. The extensive grounds are well used to support work, for example in science.
62. In ICT, there are some issues concerning compatibility of software and hardware which causes some pupils' learning time to be lost. In design and technology there are not always sufficient tools for all pupils to be purposefully employed. In music, the range of multicultural instruments has been improved recently, which helps raise pupils' awareness of cultural diversity, but in religious education there is still a lack of artefacts and other resources to support pupils learning about major faiths other than Christianity. In history, a recent audit showed a lack of primary sources and this has become a priority for development.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

63. The governors, headteacher and members of the senior leadership team should give attention to the following points to improve further the quality of education provided and raise standards for all pupils.

(1) Improve the quality of leadership and management by:

- (a) reviewing the school's aims and values with staff, governors, pupils and parents so that they have a sense of ownership of them and so that all stakeholders move forward in the same common direction;
- (b) involving all staff and governors in shaping the priorities on the school development plan;
- (c) ensuring that the deputy headteacher and Key Stage 1 manager have very clear job descriptions so that they are clear about their roles and responsibilities;
- (d) introducing a structured and regular meeting for the headteacher, deputy headteacher and Key Stage 1 manager to discuss whole-school issues and to plan together; and
- (e) developing the role of subject co-ordinators to monitor the quality of teaching and learning in their subjects and to plan more cohesively to ensure improved continuity across the key stages and most importantly ensure that time is made available to enable the subject co-ordinators to fulfil this role.

(Paragraph nos: 51, 52, 53, 54, 55, 81, 87, 94, 98, 103, 110, 114, 117, 121, 127 and 131).

(2) Improve the quality of provision for pupils with special educational needs and also for pupils identified as gifted and talented by:

- (a) improving the quality of teaching and learning for pupils with special educational needs when they are included with their peers in mainstream classes by enabling all teachers to have the confidence to use individual education plans;
 - (b) improving teachers' confidence in planning to meet the needs of pupils with SEN and in monitoring their progress;
 - (c) improving the planning for withdrawal to ensure the continuity between what goes on when pupils are withdrawn and what happens when they are included in mainstream classes; and
 - (d) developing the teaching and learning strategies to meet the needs of pupils identified as gifted and talented.
- (Paragraph nos: 10, 25, 29, 45, 51, 52, 74, 79, 81, 84, 104 , 111 and 116).

(3) Produce a robust action plan to claw back the deficit budget by:

- (a) the governors providing a supportive framework to give the headteacher a mandate to make robust and clear decisions; and
- (b) setting up a system whereby all stakeholders are consulted about future developments in the context of a falling school roll due to demographic forecasts in the village served by the school.

(Paragraph nos: 56 and 57)

(4) Improve partnership and communication with parents / carers by:

improving communication through developing and implementing a robust system to ensure that parents receive quality feedback about the impact of actions taken in response to the concerns they raise.

(Paragraph nos: 49 and 51)

(5) Improve the quality of assessment by:

- (a) ensuring that effective assessment procedures are in place in all subjects;
- (b) that assessment is used effectively as a benchmark to monitor pupils progress in all subjects;
- (c) ensuring that the good system for assessment in ICT is implemented;
- (d) ensuring that there are robust criteria to identify clearly the needs of pupils with SEN;
- (e) ensuring that all teachers use the assessment information on pupils with SEN to inform their short-term planning when working with these pupils;
- (f) ensuring that the progress of minority ethnic pupils is monitored more rigorously;
- (g) using the assessment of the needs of pupils identified as gifted and talented to inform planning to raise standards for them.

(Paragraph nos: 44, 45, 52, 103, 110, 114, 117, 122, 127 and 131).

(6) Improve pupils' awareness of cultural diversity by:

- (a) providing in-service training to develop the confidence of staff in planning to raise pupils' awareness of cultural diversity;
- (b) reviewing all schemes of work to ensure that opportunities to build in awareness of cultural diversity are provided;
- (c) auditing the books in the library to ensure that there is a good selection of positive images; and

- (d) providing good information to parents to inform them that an effective school is one which successfully promotes cultural diversity.
(Paragraph nos: 37, 98, 121 and 131)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	58
Number of discussions with staff, governors, other adults and pupils	48

In two lessons observed the teaching was not graded because the lessons were not taught by a teacher

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	4	9	20	21	3	0	0
Percentage	7	16	35	37	5	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 one percentage point.

Information about the school's pupils

Pupils on the school's roll	YR – Y5
Number of pupils on the school's roll (FTE for part-time pupils)	243
Number of full-time pupils known to be eligible for free school meals	14

FTE means full-time equivalent.

Special educational needs	YR – Y5
Number of pupils with statements of special educational needs	8
Number of pupils on the school's special educational needs register	46

English as an additional language	No of pupils
Number of pupils with English as an additional language	2

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	10
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence

	%
School data	5.1

Unauthorised absence

	%
School data	0.1

National comparative data	5.4
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National comparative data	0.5
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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)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2002	23	14	37

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	21	21	21
	Girls	13	13	13
	Total	34	34	34
Percentage of pupils at NC level 2 or above	School	92 (89)	92 (84)	92 (95)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	21	21	22
	Girls	13	13	13
	Total	34	34	35
Percentage of pupils at NC level 2 or above	School	92 (89)	92 (93)	95 (93)
	National	85 (85)	89 (89)	89 (89)

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils**Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	238	1	0
White – Irish	1	0	0
White – any other White background	1	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	1	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	1	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	1	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y5

Total number of qualified teachers (FTE)	11.6
Number of pupils per qualified teacher	20.9
Average class size	24.3

Education support staff: YR – Y5

Total number of education support staff	12
Total aggregate hours worked per week	221

FTE means full-time equivalent.

Financial information

Financial year	2001/2002
	£
Total income	614289
Total expenditure	603082
Expenditure per pupil	2161.6
Balance brought forward from previous year	10732
Balance carried forward to next year	21938.6

Recruitment of teachers

Number of teachers who left the school during the last two years	4
Number of teachers appointed to the school during the last two years	3
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	385
Number of questionnaires returned	179

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	55	40	4	1	0
My child is making good progress in school.	59	39	1	1	0
Behaviour in the school is good.	51	41	3	2	3
My child gets the right amount of work to do at home.	31	51	15	1	2
The teaching is good.	58	39	1	0	2
I am kept well informed about how my child is getting on.	46	42	12	0	0
I would feel comfortable about approaching the school with questions or a problem.	58	34	8	1	0
The school expects my child to work hard and achieve his or her best.	60	39	1	0	1
The school works closely with parents.	35	53	10	1	1
The school is well led and managed.	31	50	10	5	4
The school is helping my child become mature and responsible.	47	49	1	0	4
The school provides an interesting range of activities outside lessons.	47	36	12	2	3

Not all columns add up to 100 because more parents / carers return questionnaires with some questions that are left unanswered

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

64. All children are admitted full time in the September after their fourth birthday. There is no nursery provision in the area, but the vast majority of children have attended local playgroups or private nurseries. Assessments show that children get off to a very good start in the Foundation Stage. They enter the reception classes with average attainment, but at the end of the reception year the attainment of the majority of children is above average in all areas of their learning except writing. This is similar to what was found at the time of the previous inspection. There have been many changes in provision for the Foundation Stage recently, which have all been to the good benefit of children's learning. Staff work as a cohesive team. They are competent and enthusiastic, with very good vision of where they want to improve. The assistant who works with the class is enabled to play a full part in the teaching and learning process. The curriculum has been separated from the National Curriculum and is thoroughly and carefully planned to give good coverage of all six areas of learning for children of this age. It is now interesting and vibrant, with very good quality play experiences, and because children enjoy their work and are fully engaged in their learning, standards are enhanced.
65. Children settle very well into school routines because induction procedures are so good that they are already familiar with them when they start school. Because they are admitted in small groups they have the opportunity to get to know all adults well. Parents are actively encouraged to become involved in their children's learning and to spend time in the classroom. All these things have a very positive impact on children's achievement.
66. From the time children enter school they are carefully monitored and assessed and, as a result, teachers know the children very well. They discuss children's achievement with staff of all pre-school provision and parents, and an initial profile of the children is drawn up. Information gained from this is regularly and thoroughly checked and monitored to ensure that progress through the reception class is as good as it should be, and to place children in sets for literacy and mathematical development where work is provided that is at the right level. Teachers' planning is adapted and new targets for learning are established for individual children, which are regularly reviewed. This is an example of exceptionally thorough practice that has many benefits for children's learning. Teachers are fully committed to the inclusion of all groups of children, including those with special educational needs, and they are fully supported to complete their work properly.

Personal, social and emotional development

67. Children in both reception classes achieve very well in this area because of the very good teaching that they receive and standards are very high. They enter school happily in the morning and leave their parents and carers confidently. There were no latecomers during the inspection. This is because teachers and assistants have prepared a good range of interesting and purposeful play activities for them to do and they are eager to get started. At a set moment, a teacher quietly calls children to be registered and they independently, without any fuss, clear away their games and move to the carpet. Very good relationships are evident between children and all adults, creating a purposeful, friendly and positive atmosphere where achievement can flourish. This aspect is a strength of the reception classes. Children concentrate and

behave exceptionally well because of the good quality experiences that are prepared for them, which ensure that they are interested in their learning. They have a very high degree of independence when undertaking their tasks, and boys and girls work and play very well together. They work very productively in their groups and in pairs, as was shown in one activity where they worked as a cohesive group to extend a parachute and keep it billowing in the air as they took turns to move around underneath it in sequence. Children also benefit from the very good opportunities that are provided for them to discuss their own feelings and begin to develop a sense of right and wrong, as happened in a class assembly.

Communication, language and literacy

68. Teaching and learning in this area are also very good and children are in line to achieve standards in speaking, listening and reading that are above average. Writing skills are developing more slowly and as a result, in this area, children are on line to achieve standards that are broadly average. All children, including those with special educational needs, thoroughly enjoy books and stories and, as a result, they listen very well and are eager to contribute to discussions about events and characters in their stories. Many are able to predict accurately what may happen next. Reading at home is very well established, with all parents taking time to read with their children at home daily, although the amount is variable. This is having a very good impact on literacy development. More able children are already independent readers, with a good bank of familiar words. They know their single sounds and some are just beginning to use this knowledge to attack new words. All children have some familiar words and, with support, can read simple text. They are keen to talk about the characters and events in their stories and many express amusement at the humour contained in them. Opportunities to develop good listening and speaking skills are frequently promoted during the day, for example, in registration where children are encouraged to talk about items from their own life experiences. Writing skills are not as good as they should be by the end of the reception classes; this is not because of any lack of effort from the teachers, who ensure that children write for a good range of purposes. The majority of children enter school at the stage of simple mark making. They are introduced to joined writing immediately, before they have had time to engage in purposeful emergent writing or have learned to form letters properly. This has a detrimental effect on the quality of their handwriting and even at the end of reception, many children do not write letters that are clearly and legibly formed.

Mathematical development

69. Most children start the reception classes with average attainment in mathematical development. They make good progress over the year and the vast majority reaches standards that are above expectations by the end of the year. This is because they are so well taught, their progress is thoroughly checked throughout and they appreciate the praise that they are given for their achievement. It is also because mental work is crisp and moves on at a good pace. More able children easily count on and back to 20. The majority count on in 5's and 10's to 50 and 100. About a half can identify numbers beyond 50 on a number square. Very able children can identify numbers before and back from within 50. Pupils enjoy using their number fans to undertake simple addition and subtraction sums to 10 and the more able can recognise that $4+3$ is the same as $3+4$. They are developing a good understanding of time in their own lives and can describe day and night activities accurately. They are eager to tell the rest of the class what they did yesterday and what they might do tomorrow. In the Chinese restaurant role-play area they confidently create their own shopping lists and their own menus. Teaching is particularly successful in this area because there is so much challenge for

higher attaining children, although all groups of children are very well supported to complete their tasks.

Knowledge and understanding of the world

70. Children enter reception with skills that are average in this area. They make good progress and, by the end of the reception, classes achievement is above average overall. In some areas it is well above average. This is because skills are taught well and teachers carefully build on what children already know. It is also because teachers prepare exciting experiences for the children, ensuring that they are eager to learn and this has a very beneficial impact on standards. For example, in the ICT suite children use a mouse properly to log on to a 'write' program and independently write their own names in upper and lower case. They log off and go to a 'paint' program, where they create good quality paintings of teddy bears. They log off independently. More able children, who finish quickly, are then helped, with minimal support, to log on to an Internet program aimed mainly at developing good mouse skills. These lessons are fun and children enjoy them and, as a result, they have a very good impact on learning. When they hold a 'Teddy Bears Picnic' outside, children thoughtfully measure out the ingredients and make porridge for their bears. They build a 'wood' in a large sand tray from twigs and other materials gathered earlier from the school grounds. They use recyclable materials to design and create different size beds and chairs for their teddies. When they plant hyacinths, they learn the names of parts of the plant and carefully monitor conditions needed for growth. They describe ice as 'cold and slippery' and conclude from their experiments that it will melt in warm water first. In their experiments with light, they are helped to build a 'cave' in the classroom and use torches to find out how difficult it is to see in the dark.

Creative development

71. The quality of teaching and learning in this area is very good. This is because teachers take time to discuss and prepare such interesting activities that are linked well to other parts of the curriculum, and because there is a good emphasis on skill development. Children, therefore, make good progress and by the end of the reception classes a significant majority are attaining standards that are above average. All staff make sure that opportunities to develop this area are fully exploited throughout the school day, for example in registration teachers sing a good morning greeting to each child's name. Children then choose to respond in high or low notes, and in loud or soft notes. This regular practice of skills enhances lessons where children need to use them to create sound pictures to accompany their stories and has a very good impact on standards. During the inspection, children ably added vocal and percussion accompaniment to their Goldilocks story. They enjoy exploring sounds to identify instruments that make, for example, a 'loud crashing sound' to represent the chair breaking and high and low sounds on a glockenspiel to represent the different size bowls. They sing tunefully. They explore a wide range of media in their artwork, such as wax resist, sponge, bubble, and finger printing. They manipulate clay and dough enthusiastically to create interesting teddy bears of different sizes to match the beds they have made. They use leaves and other items gathered from the school grounds, study them closely, and use them to print on clay to make individual plaques. They create their own musical instruments from recyclable materials and thoughtfully discuss the differences in the sounds that they make. Paintings are bold and mature, both on the computer and on paper, and benefit from the good colour mixing skills that children have.

Physical development

72. Children achieve well in this area because they are given many opportunities to engage in rigorous physical activity on wheeled toys and other outside equipment and because, in physical education lessons, teachers' planning is effective due to the good emphasis on skills such as balance, control and co-ordination. Attainment, therefore, is above average by the end of the reception classes. Children have good dexterity because they have many opportunities to handle tools and other construction materials, for example when they use cooking implements appropriately to make porridge for their teddy bears. They enthusiastically engage in tasks that help them to control large and small-scale movements, for example when they work co-operatively to keep a parachute in the air and dive under it, in turn, to retrieve the 'treasure'. They benefit from the many very good opportunities to work collaboratively, and from the teachers' constant efforts to challenge them to work 'even harder'. They respond with awe and wonder to the pleasure and fun of the activity, and thoroughly enjoy participating. They understand the need for a rigorous warm-up before physical activity and are eager to develop further their skills of throwing and catching beanbags and balls. Most children can throw and catch a beanbag with both hands and about half can do so with one hand. They display confidence in their ability and are eager to show off their skills to visitors. About half can skip and most hop well. They have good spatial awareness, are able to change direction quickly and work well to chase and tag a partner. Children with special educational needs are fully included in lessons and are just as keen to participate, although their skills are sometimes less well developed than those of other children.

ENGLISH

73. In the 2002 National Curriculum tests, pupils in Year 2 attained standards in reading above the national average and in line in writing. Compared with similar schools (as determined by the number of pupils eligible for free school meals) standards were in line with the national average in reading and well below in writing. Results in the national tests in 2003 are much better in writing, particularly in the number of pupils attaining the higher level 3, but these results cannot be compared with the national picture because comparative data has not yet been published. Inspection findings indicate that standards in speaking, listening and reading are above average in Year 2, but that standards in writing are in line with the national average, even though there are more level 3 writers than in last year's Year 2. Standards in speaking and listening, and reading and writing, are above those expected for pupils by Year 5. This is due to the very good teaching in Year 5. This indicates a very significant improvement in standards since the last inspection.
74. Although pupils with SEN attain standards below the national average because of their learning difficulties, they make good progress in reading and writing when they are withdrawn from their mainstream lessons for focused support. In one withdrawal session, Year 5 pupils made rapid gains in their reading as a result of a strategy which encouraged them to sound out the phonemes at the beginning of the words in the sentences they read and also the helpful advice to read on when stuck and then come back and try to work out the word using contextual clues. However, these strategies are not used consistently by all teachers when pupils with SEN are included with their peers in the mainstream classroom situations and consequently the progress they make overall is satisfactory. Those pupils who are gifted make satisfactory progress in literacy overall. In Years 1 to 4 they are not always sufficiently challenged but, because of the very good teaching based on high expectations in Year 5, they make rapid progress in that year. The pupils with EAL make good progress in English because of

the targeted support they are given, but it is inappropriate that they are positioned on the SEN register.

75. Standards in speaking and listening are above the national average in the current Year 2 and Year 5 classes. Speaking and listening skills are of a high order in all subjects across the curriculum. For example, in geography in Year 5, pupils speak at length and with interest on important environmental issues such as recycling water. Discussions on the differences between living in Castle Donington and St Lucia make a valuable contribution to raising pupils' awareness of cultural diversity. Pupils, when given the opportunity, are very keen to answer questions and debate issues, and they listen sensitively and attentively to the views of others. When asked to contribute in a lesson, almost all pupils talk confidently about their work and what they are attempting to achieve. The grasp of technical subject language is very good and even very young pupils can find the right word to explain what they want to say. In Year 2, pupils can explain the ways in which they work out their answers in mathematics with confidence and in history they can describe in good detail lots of anecdotes from the diary of Pepys. In Year 5, pupils make mature responses to biblical texts and ably discuss moral issues as they apply to their own lives. A Year 5 pupil spoke with confidence in the junior assembly about a particular achievement award he had received, and the listening of the pupils in the hall at the time was so attentive that one could have heard a pin drop.
76. Standards in reading are above the national average by Year 2 and also by Year 5. Pupils read a wide range of fiction and non-fiction texts. They have a love for books and show levels of comprehension, which are well above average. With enthusiasm they are able to recall stories and characters in books that they have particularly enjoyed. Higher attainers at the beginning of Year 3 have developed high order skills for finding the meanings of quite complex words in a dictionary. Pupils just starting out in Year 1 use their good grasp of phonics to tackle a new word with confidence. By Year 5, many pupils have developed the skill of skimming and scanning and so can answer focused questions on texts. Inspectors listening to pupils read discovered that many pupils in Year 5 can infer and deduce from texts. The inspection coincided with the publication of the new 'Harry Potter' book and three Year 5 pupils interviewed had finished the book over the weekend!!
77. Observed standards in writing are in line with the national average by Year 2, but above by Year 5, because of the very good teaching pupils receive in that year. Most pupils demonstrate an acceptable style of handwriting in Year 2, but the ascenders and descenders are not always clear in the writing of the highest attainers. Although there is an improvement since the last inspection, the writing of a significant number of pupils in Year 2 is sometimes untidy. On the whole, most work is legible and completed carefully, but it is a concern that even some higher attaining pupils in Year 2 do not always join up their letters when writing a story. Spelling is above average and pupils make satisfactory progress because of practice through regular testing of prepared lists and also as a result of being encouraged to 'have a go,' rather than merely asking the teacher for the correct spelling. The use of grammar and punctuation are average in Year 2, but above average in Year 5. Because of the very good teaching in Year 5, pupils have a very good grasp of how to use the possessive apostrophe and their use of connectives in their writing is very good. They are able to change explanatory text into imperative text with confidence. Pupils with SEN in Year 2 do not always make sufficient progress with their writing in lessons because teachers do not always make consistent use of the literacy targets on their IEPs to assist them with their writing. Higher attainers in Year 2 do not make sufficient use of a wide range of adjectives in their writing, which sometimes lacks detail and is not well punctuated. In Year 5, pupils

use a good range of interesting and imaginative words in their story writing and in their poems. There is evidence of some very lovely endings to stories. In this year group there is a very good range of writing for different purposes and audiences because of the very good teaching of writing in Year 5. Pupils write stories at considerable length and they are adept at retelling myths and legends in their own words. All pupils have writing targets in the front of their literacy books but they are not always sharp and specific.

78. Pupils' have a very positive attitude to learning in most of their literacy lessons which they find to be fun and enjoyable. Because of the positive ethos and very good behaviour, pupils are interested in even the most tedious aspects of the literacy scheme, such as the correct use of the possessive apostrophe as evidenced in a Year 5 lesson, and so make good progress in their grasp of grammar.
79. The quality of teaching is satisfactory overall throughout the school, but very good in Year 5. This is why pupils in Year 5 make very good progress with their writing and attain above average standards. Teaching ranges from unsatisfactory to excellent. The best teaching in Year 5 is delivered at a cracking pace and challenges all pupils to reach their full potential. In these lessons the management of behaviour is excellent and pupils make excellent gains in all aspects of English. Effective strategies are used to gain the interest of pupils at the start of the lesson; relationships are so secure that pupils are prepared to take risks and learn from making mistakes and, above all, activities are timed to move the lesson along briskly and tasks are well matched to need. In these lessons, the lowest attainers are fully included and make good progress and the highest attainers are challenged to produce written work of a high standard. In an excellent Year 5 lesson, a pupil asked, 'How could an explanatory piece of text be in the past tense?' and then went on to work out that it was because it referred to washing clothes in Victorian England'. Where teaching on persuasive writing in Year 4 is unsatisfactory, the pace of the teaching is so pedestrian pupils lose interest, become bored and restless and this has a very negative effect on their learning and the standard of their work. Also the content of the teaching does little to grasp the imagination of the pupils because it is not relevant to them and certainly is not age appropriate. Although teaching is always at least satisfactory in Years 1 and 2, pupils with SEN are not always given the support they need and, on occasions, higher attaining pupils are not always sufficiently challenged.
80. Pupils use their literacy skills effectively across the curriculum. In history, pupils make very good use of powerful adjectives to describe life in Tudor times. However, in music, pupils are not always given sufficient opportunities to talk about the quality of their efforts and this impedes their learning. There are many examples of good writing in science and history in Year 5 and pupils are able to take notes. Reading, speaking and listening are developed well in most subjects
81. The co-ordination of English is satisfactory. However, the co-ordinator does not have quality non-contact time to monitor the quality of teaching and learning in literacy across the school. The stock of books in the library is somewhat old and is getting tatty, but nonetheless is used well by the pupils. Continuity between withdrawal experiences for pupils with SEN and the support they receive with their literacy when included in mainstream classes is not always as good as it could be, particularly in Years 1 and 2, and the SENCO does not have time to monitor the provision for pupils with SEN in their literacy lessons.

MATHEMATICS

82. In the 2002 National Curriculum tests, pupils in Year 2 attained standards above the national average. Compared with similar schools, standards are in line with the national average. Standards have improved since the time of the last inspection and are above average in Year 2 and by Year 5. This is the result of improvement in the consistency of planning from the adoption of the National Numeracy Strategy and the fact that some teaching in Years 1 and 2, and particularly in Year 5, raises the pace of pupils' learning and challenges them to do their best. Inspection evidence confirms that pupils attain above the national average by the end of Year 2. The latter has been consistent over four years.
83. More than half the pupils in Year 1 have progressed steadily to working successfully on the work expected at Year 2. These pupils, for example, can write and order numbers to 100 successfully and are well on the way to knowing what each number is worth up to 1000. They have the confidence to demonstrate why. Lower attaining pupils generally achieve at least satisfactorily. Higher attaining pupils are beginning to understand halving and doubling as a means to short cut mental calculations. Pupils in Years 3 to 5 achieve satisfactorily over time, but make fastest progress in Year 5 because of the high quality of teaching they receive then. As a result, pupils consistently attain well in all areas of mathematics. In a discussion, Year 5 pupils could demonstrate knowledge appropriate to their ability in every aspect of the subject. Over 50 per cent of pupils in Year 5 are working successfully and with confidence on work expected at Year 6. Pupils think constructively and are very versatile in choosing their methods. For example, given 96×78 , four pupils selected a different means to make the calculation in their heads, but knew of each other's chosen method. Pupils make some use of ICT, but not extensively.
84. Pupils with English as an additional language are enabled to make similar progress to classmates through well-targeted support. Pupils with special educational needs generally make the progress expected of them, although some pupils who are identified for extra support in the classroom do not progress as fast as they could because their specific learning needs are not always met. For example, a Year 2 pupil spent a third of a lesson struggling with a task beyond her capability without help.
85. The quality of teaching is satisfactory overall. However, it is variable in quality, ranging from unsatisfactory to excellent and is often not consistent across classes in a year group. As a result, the rate of progress of learning is inconsistent. Pupils in Year 5 receive consistently good teaching and often experience exemplary lessons. In Year 5, lessons are very well structured, questioning is challenging at each pupil's level and no time is wasted. For example, having taught a skill of calculation and the means to check accuracy, a teacher did not labour the next calculation but asked pupils to demonstrate straight away that they had the right answer. Further, very good use is made of adequate resources to enable high levels of pupil participation and this promotes learning for all. Where teaching is weaker, the pace of the lesson is too slow and explanations of concepts are insufficient to enable some pupils to work confidently or be able to record adequately.
86. The placing of pupils in ability sets and the practice of regularly exchanging the teacher of those sets spreads both good practice and extends the benefit of better teaching to more learners. This leads to good and often very good achievement. Many pupils are articulate and this is further encouraged when pupils are asked to explain their thinking as a matter of course. Pupils, overall, are very well behaved in class. They settle to

their individual work well, concentrate and try hard. However, where teaching lacks pace, explanations are not engaging, questioning is not stimulating, and activities for the more able are not sufficiently challenging. As a result, pupils are often distracted and passive in their attitudes. This slows their learning.

87. The co-ordinator has very good knowledge of the subject and demonstrates exemplary skills in teaching. She has clearly influenced the teaching of the subject through leading in-school training and supports her year group well. However, she has insufficient opportunity to monitor and evaluate teaching across the school. She puts the school's comprehensive assessment and tracking system to good use, and analyses results well to bring about improvement. The open plan design of the school is often disruptive to learning, for example pupils in a Year 5 lesson could not hear and share classmates' explanations because of a steady bubble of working noise from an adjacent classroom bay.

SCIENCE

88. Teacher assessments in 2002 placed standards in line with the national average by the end of Year 2. The proportion of pupils who attained the higher level 3 was above the national average in all of the attainment targets except target 1. Observed standards of attainment in science are above average by the end of Years 2 and 5. Pupils are achieving well. This is an improvement on the previous inspection, when standards were average in Years 2 and 5. A substantial amount of pupils' learning is gained through experiments and investigations. This enlivens their learning and stimulates their interest, allowing them to develop a good understanding of the requirements of a fair test.
89. Pupils in Years 1 and 2 are developing good skills of scientific enquiry. They know the difference between living and non-living things, and that living things grow and reproduce. They discuss the difference between animals and plants and recognise that human beings are animals. Pupils make clear and careful observational drawings of plants and label their parts accurately. Work in Years 1 and 2 books shows that pupils are developing a satisfactory understanding of materials and their properties, and a good understanding of how the forces of push and pull can be used to make things move in different ways. For example, in a Year 1 lesson on investigating which toy car would travel the furthest, they were given a very good range of learning methods and resources, including constructing models and group discussion. Pupils use a good range of methods to record their science work, including charts and tables. They are beginning to make links between cause and effect, and are able to write simple statements about what they have found out from their investigations.
90. Pupils in Years 3 to 5 made good gains in their learning. When pupils in Year 3 investigated which soils allow most water to flow through, they demonstrated their ability to predict and hypothesise and were able to list results and reasons for their findings. In a Year 4 lesson, pupils understood the relationship between habitats and food chains. Year 5 pupils observed the effects of heating water to boiling point. They were able to plot the rise in temperature on a graph and understood what was happening to the water as it boiled. Although pupils cover similar areas of learning in all three year groups, the work is at appropriate levels and meets their needs.
91. Achievement in the skills of scientific enquiry is good overall. Pupils make predictions and then plan a fair test to carry out an investigation. They record work in a variety of ways, including charts, tables and line graphs. They state what they have found out and often go beyond this when identifying and planning patterns and evaluating their work.

92. Teaching is satisfactory throughout the school, with very good teaching in Year 5 where teachers plan their lessons well, with clear learning objectives which the pupils understand. They relate new ideas to previous learning and effectively reinforce them at the end of lessons. In these lessons their good subject knowledge, effective use of questioning and overall enthusiasm promote good learning by creating interest and curiosity. In mixed-age classes, the planning tends to be targeted at an average level for older pupils and all do the same tasks. This effectively challenges the younger pupils, but the higher attaining and some average attaining pupils in the older age range are not provided with sufficiently challenging activities on a regular basis. This is especially the case in the teaching of scientific enquiry skills in mixed Years 1 and 2 classes. Pupils with special educational needs make good progress because of the effective support systems within the school. Pupils' achievements in scientific knowledge and understanding are assessed at the end of each unit of work, although this does not apply so much to their scientific enquiry skills. Assessment is not used well to improve pupils' achievement, for example marking does not reinforce learning or correct misunderstandings. Pupils' work in their books shows a good variation in styles of recording. Worksheets are used appropriately, either as a framework to guide pupils on how to record findings or as a method for reviewing what they have learned. Overall, pupils have many opportunities to record work in their own way, using pictures, charts, tables and different styles of writing. Effective use is made of visits to add interest to the subject, for example a Year 4 visit to Outwoods when studying the differences between local habitats and a Year 5 visit to the Jodrell Bank telescope when studying light and sound.
93. Resources for the subject are good. Pupils use ICT well to explore different methods of recording the results of investigations, for example in different types of graphs and tables. They also use the Internet effectively for their research.
94. The science co-ordinator provides good leadership and is continually improving the scheme of work in order to raise standards. To ensure that pupils in classes containing more than one age group do not miss or repeat work, the curriculum is effectively structured into a two-year cycle that gives coverage of all areas of knowledge and understanding over six terms. This planning is based on a nationally accredited scheme, but it is thoughtfully adapted and enriched by the school to make it more relevant to its own pupils. Monitoring of teaching and learning is supportive, but it is not rigorous enough to bring about improvement. There is still no system of recording pupils' attainment.

ART AND DESIGN

95. Standards are very similar to those reported in the previous inspection and are in line with national expectations with some strengths, particularly at Year 5. Pupils develop generally appropriate skills and knowledge across the range of the curriculum, but there is some inconsistency in the quality of their work in its different aspects. This is because, although the school has adopted a new policy and scheme of work based on national guidelines in response to the last inspection report, there is insufficient detail to inform teachers' planning for the progression of specific skills.
96. Pupils' skills of observation are very well developed. Pupils in Year 2 demonstrate good progress in the quality of their representation of detail in drawing flowers. They look closely and try hard with line and texturing to capture in their picture what they see. By Year 5, pupils are drawing trainer shoes, initially from memory and then from still life. The quality of the former stimulates closer observation, resulting in observed images of

character, sensitivity and individual style. Opportunities to record observation through painting equally produce some evocative outcomes, for example the velvety texture and rich violet colour of a flower painting produced by a Year 5 pupil. However, pupils' achievements across the range of skills do not always show the same rates of progress. This is because teaching does not always provide for the systematic learning of skills. Pupils in Year 2 experiment with colour, but do not have the expected knowledge of colour mixing. By Year 5, although pupils blend colours in crayon and with watercolour washes with some good effects, they are still not secure in their understanding of colour mixing. For example, pupils created atmospheric shades in images of planets using crayon, but could not describe how to make colour tones efficiently using paints. Pupils are engaged in designing artefacts and three-dimensional models in clay and flexible materials, but their knowledge and progress in this work is not always consolidated. Pupils through the school are beginning to use graphic images created through ICT to good effect.

97. The quality of teaching is at least satisfactory overall, with some good and very good teaching. In the good lessons, when questioning and explanations are clearly pointed out as effective ways to approach the work, pupils make good progress. Pupils apply themselves well and make careful decisions about their work. In a Year 4 class, pupils researched images of chairs from books and sketched details to inform their designs of chairs to suit imaginary characters. In Year 5, a pupil imitated the line, colour and pattern of the sky in the Van Gogh 'Wheatfield with Cypress' using coloured wools, while another used a book of cartoons to help draw a character in a collage of the trials of Heracles. Pupils respond well to the teaching they receive and are often animated by the tasks. They co-operate well when necessary and older pupils especially show very good levels of concentration. Sometimes teachers give pupils copied designs in other subjects and this results in missed opportunities for pupils to be creative and imaginative. Teachers are beginning to use the curriculum guidelines in their work effectively but need further support to ensure that skills are taught progressively and systematically. Although some portfolios of work are maintained, there is no means for assessing and recording pupils' achievement. Displays in classrooms and public areas are of variable quality and this is an aspect which requires attention.
98. The co-ordinator is not a specialist and has received insufficient training to enable her to carry out her role and she has had insufficient opportunity to monitor teaching to identify areas for improvement. She has made a good effort to revise the policy and to use some of the inadequate budget to acquire illustrations of a wider range of artistic styles and traditions.

DESIGN AND TECHNOLOGY

99. Pupils' attainment is in line with national expectations at the end of both Year 2 and Year 5, with pupils' designs of their work being good and a particular strength. This is the same picture as found at the time of the last inspection. Only one design and technology lesson was observed during the period of the inspection. Design and technology is blocked with art and design, and this was the time when art was the focus. Judgements about standards are supplemented by discussion with pupils, viewing examples of their work, a review of the documentation and the schemes of work, including a portfolio. All pupils, including those with special educational needs, make satisfactory progress overall, which is similar to the situation at the time of the last inspection.
100. Teachers in Years 1 and 2 plan effectively so that designing, making and evaluating are taught in conjunction with one another. In consequence, all pupils improve their skills

and knowledge satisfactorily in all classes. By the end of Year 2, pupils have developed a good understanding of the need to plan before making. For example, when designing toys, they first labelled the parts and the materials needed. In Year 3, pupils successfully designed and made a variety of moving models, which involved all stages of the process. Pupils brainstormed ideas, such as 'What is it for?', 'Which parts are going to move?' and so on. Pupils also wrote detailed instructions on how to make a monster and drew detailed designs for their work.

101. Teaching is satisfactory overall. The quality of teaching in the one Year 5 lesson observed was good. The teacher had good knowledge of the subject and made the subject meaningful by explaining in detail the characteristics of a cam mechanism and discussing important design criteria, such as the use of a cereal box, asking pupils to think carefully of the function and visual quality of the product. This meant that the pupils had very positive attitudes to learning, concentrating hard on their annotated diagrams and written instructions on how to make a toy.
102. Analysis of pupils' previous work reveals that there is greater emphasis on the designs rather than the construction in the pupils' evaluations. This lessens the opportunities for pupils to work independently, to try things out or to make their own decisions. The evaluations show few thoughts on how pupils could improve their products.
103. The subject co-ordinator monitors attainment and progress informally, although she has commenced structured interviews for pupils of different abilities. The curriculum for design and technology is broad and balanced. National guidance supports teachers successfully in their lesson planning. There are good opportunities for pupils to develop their literacy and numeracy skills, for example pupils in Year 5, when investigating biscuits, described the appearance and texture of their biscuit and they included dimensions in their plans. Currently, the co-ordinator has no opportunity to monitor what is happening in other classes, which limits her ability to support teachers and share good practice. Assessment sheets have recently been introduced to keep track of pupils' knowledge and understanding, but there is no system of records to ensure future learning builds on previous attainment.

GEOGRAPHY

104. By Year 2 and Year 5, pupils reach the standards that are expected nationally for pupils of their ages. Overall, this reflects the judgements of the previous inspection. Pupils make satisfactory progress and there is no difference between the attainment of boys and girls. Pupils with special educational needs make good progress because of the effective support systems in the school. However, the needs of the more able are not always successfully met because they often do the same work as less able pupils. This means that the work they are given is not always sufficiently challenging and, as a result, the achievement of these pupils is not high enough.
105. Pupils in Years 1 and 2 are aware of where they live in relation to the school and know some familiar roads. They locate these on a map of the area and, using stories as a base, learn about places on different scales. They understand that maps can be presented in various ways and begin to use a map key. They fill in a map of an imaginary island, showing physical and human features such as river, pier and hotel, and use Barnaby Bear to help them study the places they visit.
106. In Years 3 and 4, pupils enjoy learning about how they spend their time on work, leisure and recreation. They identify the streets where leisure events take place on a map of Castle Donington. Year 5 pupils consider the factors they need to take into account

when planning a survey of traffic and the problems created by traffic in the area surrounding the school. They have a sound understanding of the term 'pedestrianisation'. By the end of Year 5, pupils have a more extensive knowledge of their own and other countries, and learn to use an Ordnance Survey map of the village. They also understand some of the factors which influence the life of someone living in St Lucia and draw physical and other features, such as mountains and land use, on a map, as well as describing the differences between living in Castle Donington and St Lucia. The topic on St Lucia helps develop pupils' awareness of other cultures. Pupils locate on a map and name countries of the world, the Caribbean Sea and the oceans.

107. No lessons were observed in Years 1 and 2, but evidence from teachers' planning, examples of pupils' work and discussions with pupils indicate that pupils make satisfactory gains in their learning. The quality of teaching and learning is satisfactory overall.
108. The quality of teaching is satisfactory in Years 3 to 5, although there were examples of good and very good teaching during the week of the inspection. In a very good lesson in Year 5 on recycling water, the teacher moved the lesson along at a swift pace. Pupils worked in small groups to make a water filter, choosing materials such as cotton wool, gravel and small stones. There were plenty of learning opportunities as they took risks, reflected on their decisions and the choices they made. For example, in one group the water seeped out very slowly and pupils explained to the teacher about why they had chosen the types of materials and the order in which they were layered.
109. The pupils enjoy the lessons in which they are actively involved and show interest when they are learning about the area they live in. They are less enthusiastic about those lessons in which they are passive learners and their opportunities for research and working independently are limited. The use of ICT is satisfactory for both research and recording information, and is improving.
110. The quality of leadership and management is satisfactory. The co-ordinator has a secure knowledge of the subject. There are appropriate resources to support teaching and learning. Procedures for assessment are not yet implemented effectively to record the development of pupils' skills. There are good links made with subjects such as history. Literacy and numeracy are promoted well through planned activities. For example in Year 4, pupils used their speaking skills well to give detailed comparisons of living in a village in St Lucia with living in Castle Donington. There is no current programme in place to monitor and evaluate teaching and learning in geography. As a result, some areas remain underdeveloped and opportunities to build upon the examples of effective teaching in Year 5 are not identified.

HISTORY

111. By the end of Year 2, pupils attain standards that are in line with those expected nationally. Standards are satisfactory through Years 3 and 4, but by Year 5, the majority of pupils attain standards that are above those expected nationally for pupils of that age. This is much the same as was found at the time of the previous inspection. Overall, pupils of all abilities, including those with special educational needs, make satisfactory progress as they move through the school, until in Year 5 where progress is good. This is not always the case for higher attaining pupils, as much of their work lacks challenge, except in Year 5. In the mixed-age classes of Years 1 and 2, for example, pupils are often given identical work to do, without any extension work for those older, more able pupils who are capable of doing it. There is insufficient progression as a result and this has an adverse effect on their learning. No lessons were seen in Years 3

to 5, and overall judgements have been made from talking to pupils and scrutiny of their recorded work.

112. The quality of teaching and learning in Years 1 and 2 is satisfactory overall. Teachers plan interesting topics that engage and motivate pupils well and, as a result, they really enjoy their work, behave very well in lessons and are keen to learn. They happily and confidently describe recent work, helping each other to map out events. By the end of Year 2, pupils have a satisfactory knowledge of famous people such as Florence Nightingale and Mary Seacole. They empathise with the injuries and the treatment that people received in hospitals of the period and the contribution of these people to improving patients' medical conditions. After learning about Louis Braille, they describe how they tried Braille writing and empathise with the difficulties of blind people. Their recall of famous events, such as the Fire of London, is good. They enthusiastically describe in good detail lots of anecdotes from the diary of Pepys and understand that they can learn about events in the past from a range of different sources, such as books, diaries and photographs. In their seaside topic, they thoughtfully compare what a seaside holiday was like long ago with now, and study photographs carefully to see if they depict scenes from then or now. They begin to link important events in history as they use time lines to illustrate the passage of time.
113. The quality of teaching and learning is satisfactory in Years 3 to 4, but in Year 5 it is good. In each year group teachers' planning successfully covers a wide range of historical work and this has a good impact on standards. Recorded work shows that pupils have benefited from opportunities to engage in personal research, for example to find out more about the Romans. Work is very well presented, with some good examples of extended thoughtful writing, where pupils express their own views and ideas, enabling them to make good gains in their learning. One pupil in Year 4, in an art lesson, painted a sarcophagus and described his painting thus – 'the dark blue represents the loneliness of the body's soul'. When they actively engage in role play at a local Roman museum, or when drama groups visit the school, for example, enabling them to participate in Tudor role play, this has a good impact on the development of speaking and listening and social skills. However, many opportunities to learn in this way are missed in Years 3 and 4. This is because pupils are often given limiting worksheets that demand little of them, particularly the higher attaining pupils. In Year 5, however, all pupils make good progress because teaching is lively and imaginative and work is particularly well planned through other subjects of the curriculum, which helps bring history to life. This is why they enjoy their learning and why standards improve so much. In geography, for example, they study maps to find out exactly where ancient Greece is and do Greek 'sums' in mathematics. In art they study pottery of the period and enthusiastically describe in detail the stories of Greek life that are depicted. Their recorded work shows a good knowledge of Greek myths and legends, and because pupils have looked at sources, interpreted evidence and given reasons for their conclusions, this has a good impact on their literacy development. Pupils' ICT development benefits from personal research with both computers and books, to find out more about famous people of the Victorian period, such as Livingstone and Stephenson. In all these instances, because work is so thoughtfully and well planned, and because pupils are so enthusiastic, they are able to work conscientiously and make good gains in their learning.
114. Leadership and management of the subject is satisfactory overall. The co-ordinator is enthusiastic and knowledgeable, and has a clear idea of where she wants the subject to be. She has some knowledge of where standards across the school are, because she has monitored pupils' work. She has not had the opportunity to monitor teaching and learning, and there is no formal assessment to show teachers where pupils'

standards lie. She has recently audited history resources and found there to be a deficiency in primary sources and to remedy this is now a priority.

INFORMATION AND COMMUNICATION TECHNOLOGY

115. By the end of Year 2, pupils attain standards in line with those expected nationally. By Year 5, pupils attain standards in some aspects of ICT, such as the use of computers for data analysis and word processing, which exceed the standards expected from pupils of that age. However, standards overall by Year 5 are in line with those expected. In certain aspects, such as the development of monitoring skills, attainment is not as high as it could be because of the incompatibility between the software available in the school and what is required to be taught in the programme of study. This impedes pupils' progress. For example, in a Year 5 science lesson, pupils could not use sensors to measure temperature because they were in fahrenheit and centigrade was needed. Overall, the standards found at the time of the last inspection have been maintained. By Year 2, pupils control a mouse to move the cursor round the screen on the computer, click to enter different parts of programs and have a reasonable level of confidence in using the keyboard. At the end of lessons most pupils in Year 2 can save their work to their individual floppy discs independently, exit programs and close down the computer correctly. They can give sequenced instructions to a Roamer, enabling it to turn a corner at a right angle and so successfully draw a square on a large piece of paper. However, in the lesson observed where this was the focused activity, the progress of some pupils was impeded by the fact that they were given a rough and damp surface on which to work on the task outside the classroom. Not surprisingly, the Roamer did not always comply with the pupils' control instructions because it was knocked off course by the bumpy playground surface on which these pupils were working. The pupils who worked on the carpet inside the classroom experienced a much better level of success with the activity.
116. By Year 5, pupils build systematically on their knowledge and understanding of ICT to support their learning in literacy and history when writing imaginative stories about Victorian life. They make good use of drawing programs on the computer to illustrate their topic work in history. They use computers well to extend their sequencing of instructions when modelling real-life situations in design and technology and science. In Year 5, pupils use the Internet to research information in geography, history and science. In science, pupils use ICT well to explore different methods of recording results of investigations, for example using different types of graphs and tables. Apart from monitoring skills, standards in Year 5 exceed those expected by pupils of that age because of the very good teaching in that year group. Teachers in Year 5 are frustrated by the incompatibility between the software and the requirements of the programme of study, and are concerned about the fact that this inhibits their teaching of effective monitoring skills. The quality of teaching and learning is satisfactory in Years 1 and 2, and good in Years 3 and 4. In Year 5, it is very good and contributes to the above age expectations in many aspects of ICT by the end of the year. Although the teaching is satisfactory overall in Years 1 and 2, some higher attaining pupils are not always sufficiently challenged by the activities and some pupils with SEN are left for too long to work on the computer by themselves when they are struggling. This results in them losing confidence which in turn impedes their progress. Overall, however, the majority of pupils in Years 1 and 2 develop satisfactory ICT skills. The quality of teaching in Year 4 is good and pupils successfully investigate the Internet to gather information about their science work on habitats. There is a robust policy to ensure that no inappropriate sites are accessed by pupils on the Internet. In the Year 4 lesson observed, the learning support assistant was effectively deployed to fully include a pupil with hearing impairment in the same activity as the rest of the class. In Year 5, very

good teaching, delivered at a cracking pace and based on very secure subject knowledge, resulted in almost all pupils successfully analysing data collected as a homework exercise and then presenting the data on water consumption in their houses in the form of graphs. Careful and skilful planning in this lesson resulted in a pupil with complex SEN being fully included in a meaningful experience using the computer even though she could not do the same work as the rest of the class. She made good progress in writing her name independently using the computer. The very good behaviour and positive attitudes to collaborative learning in Year 5 resulted in these pupils helping each other in small groups to successfully change the presentation of data from a spreadsheet to a more illustrative mode of presentation, using graphs. Because of the quite superb atmosphere for learning, some graphs of a high quality were produced using the computer.

117. The leadership and management of the subject is satisfactory. Planning is sound and the computer suite is a very good resource. This is a significant improvement since the time of the last inspection. Assessment procedures are good, but have not yet been implemented. The co-ordinator does not have non-contact time to monitor the quality of teaching and learning.

MUSIC

118. Standards in music are in line with national expectations by Year 2 and by Year 5. This is a similar judgement to that of the previous inspection. All pupils, regardless of gender, ethnicity, social background or physical disability, make satisfactory progress. This is because, despite the absence of a subject specialist, teachers make every effort to engage all pupils fully in lessons.
119. In Years 1 and 2, the good quality and the range of instruments enable the majority of pupils to develop appropriate knowledge and simple skills with percussion instruments. They are aware of how sounds can be changed through their length, loudness and speed of playing. They experiment with tuned instruments to good effect. They make their own simple compositions in small groups and perform generally well together. They listen to each other's playing, but are sometimes given too few opportunities to talk about the quality of their efforts and this slows the progress of learning. They are beginning to know that playing is guided by music by responding to words and pictures as stimuli. Pupils make steady progress and by Year 5, almost all pupils attain good knowledge and appropriate skills. For example, they are able to create a tune and play simple melodies from music on a recorder, using a small range of notes. They use simple musical terminology correctly. They understand how music is formally written. They can, for example, draw and explain a treble clef on a staff. Pupils perform appropriately as a class and in small groups. Older pupils to use their skills effectively to interpret ideas into music. For example, a Year 4 class experimented with illustrating pictures of creatures from a study of the environment musically. Pupils' skills in singing are satisfactory, but underdeveloped. This is because teachers miss some opportunities to give pupils enough practice in controlling their voices and in improving their performances.
120. The quality of teaching is satisfactory overall with some lessons of good quality. Teachers promote both equal opportunity and progress of learning by ensuring that all pupils are given similar experiences and practice. Teachers have good levels of confidence and are brave in what they attempt, for example 25 pupils playing a variety of instruments in a confined space! They manage this well and, together with pupils' respect for instruments, lessons are orderly. Teachers' limited knowledge and skills, however, sometimes restricts learning. For example, pupils are not always given

enough opportunities to improve their performances. In addition, work is insufficiently planned for different abilities in classes of mixed ages. Pupils enjoy their lessons and behave very well. This has a positive impact on their learning.

121. The co-ordinator is relatively new to the responsibility, but has risen to the challenge with enthusiasm. She has insufficient opportunity to evaluate teaching in order to address issues and improve standards. Careful purchasing with very limited funding has extended the range of instruments from other than western cultures, but there is insufficient funding for longer-term maintenance of the stock. Pupils have good opportunities to learn the electric piano, stringed and brass instruments through the LEA's peripatetic service.

PHYSICAL EDUCATION

122. By the end of Year 2, standards attained in gymnastics and games are in line with national expectations, which is the same as at the time of the previous inspection. In a Year 1/2 lesson, pupils made very good progress in passing a ball during a games lesson because the teacher was able to give very good advice on how they could improve their passing skills whilst travelling with a ball. They also made very good gains working collaboratively as a team and the fact that they got their hearts pumping contributed to improving their level of fitness. No dance was seen during the inspection and, because the school does not keep any photographic evidence, a judgement on standards in dance cannot be made.
123. By Year 5, standards are in line with expectations in games for pupils of that age and in swimming standards are above. No gymnastics or dance were seen and, because the school does not keep records in these aspects of physical education, a judgement on standards cannot be made. The standards in swimming are better than at the time of the last inspection.
124. Year 2 pupils perform a good range of jumps in gymnastics and have good control on landing. They are becoming more independent and the majority of pupils are beginning to use their own initiative to perform a series of movements in unison. They have well-developed games skills and have a very good understanding of the importance of exercise for a healthy lifestyle. By Year 5, pupils have satisfactory games skills. They are able to catch, throw and retrieve a ball with a reasonable level of confidence. Because of the excellent provision for swimming, pupils in Year 5 attain standards well above those expected for pupils of that age; almost all can swim further than 25 metres using a range of well-developed strokes and with very good breathing technique.
125. Pupils in the Years 1/2 classes make good progress because they are taught by a specialist with good subject knowledge. Pupils in Years 3 to 5 make satisfactory progress in their development of games skills and excellent progress in swimming. Pupils with complex special educational needs in Year 5 make very good progress in swimming because they are successfully included with their peers and so gain enormously in confidence in the water. The very effective deployment of a learning support assistant in a Year 1 lesson resulted in excellent information being recorded about how well a pupil with EAL was able to follow instructions given by the teacher. The information gathered from this useful exercise was then used to direct specific questions at this pupil in her next physical education lesson and so ensure that she was fully included and made better progress.
126. The quality of teaching and learning in Years 1 and 2 is good overall because the Years 1/2 classes are taught by the co-ordinator, who is a physical education specialist.

Overall, in Years 3 and 5, the quality of teaching and learning is satisfactory. In Year 5, the quality of teaching is very good and the teaching of swimming, co-ordinated by the headteacher, is excellent. The teaching of swimming is better than at the time of the last inspection. Because of the good teaching in Years 1 and 2, based on good subject knowledge, good behaviour management and a brisk pace, the quality of learning skills is also good. The good teaching skilfully builds the confidence of the pupils. Good interventions by the teacher to challenge pupils and to offer practical tips enables pupils to improve their skills and technique in gymnastics and games activities. Teaching ensures that pupils understand the importance of warming up before an activity and cooling down afterwards. There is a good emphasis on the importance of having a healthy body and good teaching results in all pupils in the Years 1/2 classes getting their hearts to pump faster through physical exercise. In the Years 1/2 lesson observed all pupils broke into a sweat. Teaching makes a valuable contribution to pupils' personal development. Although the quality of teaching and learning is satisfactory in Years 3 and 4, the teachers of these classes are not so confident in their ability and skills to teach the subject. The co-ordinator has been frustrated in not having the opportunity to go into these classes to demonstrate good practice.

127. The co-ordination of the subject is satisfactory. Planning is sound and the co-ordinator gives helpful advice to teachers about resources. However, she has not had non-contact time to monitor the quality of teaching and learning. Assessment procedures are unsatisfactory, as there is no whole-school consistent system to assess how pupils progress and so no information to inform subsequent planning to raise standards. The co-ordinator is aware of this problem, but has not been given the time or a mandate to sort it out.

RELIGIOUS EDUCATION

128. Pupils' attainment in religious education meets the requirements of the locally agreed syllabus by Year 2 and Year 5. Pupils of all ages and abilities, including those with special educational needs and pupils with English as an additional language, make satisfactory progress. This is much the same as was found at the time of the previous inspection. The school is strongly committed to the inclusion of study of all the faiths represented in Britain in the programme of work and is successful in doing this. These faiths include Christianity, Buddhism, Islam, Hinduism, Judaism and Sikhism. Religious education makes a satisfactory contribution to the spiritual, moral, social and cultural provision across the school.
129. The quality of teaching and learning of religious education is satisfactory across the school and there are some strengths. The vast majority of pupils behave very well in lessons. Pupils throughout the school are eager to talk about their work in this subject and, although their recall is sometimes patchy, they have a good idea of some of the major celebrations, special books and aspects of worship of the different religions that they have studied. Pupils in Year 2, for example, describe how, after talking about the different ways that people pray, tried to think of a special place where they might like to pray. One boy suggested a secret passage at home where he could be quiet and peaceful. Pupils demonstrate good understanding of the power of meditation for Buddhists, a time of 'quiet thinking'. In Year 3, when pupils engage in a purposeful discussion about how Abraham was motivated by his faith in God, some pupils begin to question why this was. Some good teaching and learning is evident in Year 5 when pupils ponder on issues of morality, for example the message in Luke Chapter 6 'do unto others In this instance, when pupils engage in purposeful role-play to see how this moral applies to their own lives, they are highly motivated and their responses are mature. Behaviour is very good and pupils co-operate well together, sharing ideas

thoughtfully. This is because the lesson was so well planned and relevant and, as a result, pupils were eager to participate in the very practical activities. They make good gains in their learning and standards are high.

130. There are, however, some shortcomings in teaching that impact on the quality of pupils' learning. Sometimes the learning objectives for lessons are uninspiring and the teachers talk for too long, giving few opportunities for pupils to express their own ideas and views or to interpret evidence and investigate aspects of a faith for themselves. When this happens, pupils start to go off task and this has an adverse effect on their learning. In Years 3 to 5, much of pupils' recorded work is scattered through pupils' literacy books. Much of the work is not dated. In this form it is very difficult for teachers to assess whether pupils are making sufficient progress in religious education and to gauge where standards are for different groups of pupils across the school.
131. Co-ordination of religious education is satisfactory overall. The co-ordinator has monitored provision across the school through sampling pupils' work and she has a good idea of coverage of the curriculum for each year group; from this she has built up exemplar samples of work to support teachers' planning. She has not as yet had an opportunity to monitor teaching and learning and therefore has less idea about where standards lie across the school. In particular, monitoring of the progress of different groups of pupils, such as higher attaining pupils, those with special educational needs and minority ethnic pupils, has not yet happened. She has been successful in encouraging the inclusion of different faiths as this is a high priority for the school and she is trying to build up a bank of resources to support work in this area. Currently, the school has to borrow resources from a local resource centre.