

INSPECTION REPORT

ST MARGARET'S C of E PRIMARY SCHOOL

Stoke Golding

LEA area: Leicestershire

Unique reference number: 120200

Headteacher: Mr G Luker

Reporting inspector: Derek G Watts
22092

Dates of inspection: 6 to 9 May 2003

Inspection number: 248111

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

© Crown copyright 2003

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school: Primary School
School category: Voluntary Aided
Age range of pupils: 4 to 11 years
Gender of pupils: Mixed

School address: High Street
Stoke Golding
Nuneaton
Postcode: CV13 6HE
Telephone number: 01455 212393
Fax number: 01455 212393

Appropriate authority: The Governing Body
Name of chair of governors: Reverend C Hebden

Date of previous inspection: 2 to 5 February 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
22092	Derek G Watts	Registered inspector	English Science Design and technology Information and communication technology	What sort of school is it? School's results and achievements How well are the pupils taught? How well is the school led and managed?
1311	Barry Wood	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
20230	Jennifer Clayphan	Team inspector	Foundation stage Art and design Geography Music	
28320	Robert Willey	Team inspector	Educational inclusion Special educational needs Mathematics History Physical education	How good are curricular and other opportunities offered to the pupils?

The inspection contractor was:

Serco QAA

Herringston Barn
Herringston
Dorchester
Dorset
DT2 9PU

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	12
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	14
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	16
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	19
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	20
HOW WELL IS THE SCHOOL LED AND MANAGED?	21
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	24
PART C: SCHOOL DATA AND INDICATORS	25
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	31

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Margaret's Church of England is an average-sized primary school serving the village of Stoke Golding and the surrounding villages of Dadlington, Fenny Drayton and Upton. Some pupils come from further afield. At the time of the inspection, the school had 216 pupils on roll from reception to Year 6. Almost all of the pupils are of White British background. About nine per cent of the school's population have special educational needs and this is below the national average. The proportion of pupils with a Statement of Special Educational Need is also below the national average. The nature of special educational needs is mostly moderate learning difficulties. The number of pupils eligible for free school meals is well below the national average. Children's attainment on entry to the school is broadly average. At the time of the inspection, the headteacher had been in post for one year and the deputy headteacher was seconded as acting headteacher to another school.

HOW GOOD THE SCHOOL IS

St Margaret's is an effective school with strengths in a number of key areas. These include the good quality teaching and pupils' very positive attitudes and very good behaviour. Standards are above average in many subjects and pupils are achieving well. There are some weaknesses in the planning and monitoring of the curriculum particularly in Years 3 to 6. Leadership and management are sound overall. Income per pupil is above average and the school provides satisfactory value for money.

What the school does well

- Standards are well above average in reading by the end of Year 2. Standards are above average by the end of Year 2 in speaking and listening, writing, mathematics, science and geography.
- By the end of Year 6, standards are above average in speaking and listening, reading, mathematics, science, history and physical education (PE).
- Overall, teaching is good and pupils make good gains in their learning.
- Pupils' attitudes, behaviour and relationships are very good because of very good provision for moral and social development.
- The provision for pupils with special educational needs is good and pupils make good progress.
- Attendance is well above the national average.

What could be improved

- Providing more opportunities for pupils to apply and develop writing skills across the curriculum in order to raise standards in writing by the end of Year 6.
- Standards in design and technology (DT) are not as high as they could be by the end of Year 6 because limited learning activities are provided.
- The leadership and management of the whole curriculum so that it is effectively planned, monitored and reviewed to ensure better balance particularly in Years 3 to 6.
- Consistency in the marking of pupils' written work.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in February 1998. After this inspection, the school was given key issues for improvement. One of these was to initiate systems for monitoring and evaluating the curriculum by senior staff, subject co-ordinators and governors. This has not been fully addressed and as a consequence there are weaknesses in the balance of the curriculum and the teaching time for Years 3 to 6 is below recommendations. The sharing of good classroom practice is not fully exploited by the school. The school has established clear procedures for the performance management of teachers. Job descriptions and responsibilities are based on national guidelines. The above average standards that were reported last time have generally been maintained. Standards in mathematics have improved by the end Year 2 and Year 6 but writing by the end of Year 6 has fallen from above average to average. Standards in music have fallen from above average to average in Years 2 and 6. Standards in Year 6 have fallen in DT and geography but have improved in PE. The school has maintained its good teaching although the proportion of very good teaching is less than that reported last time. Provision for pupils with special educational needs has improved and is now good. The school has maintained the very good pupil attitudes and the very good relationships. Behaviour has improved from good to very good. The school has made improvements to its accommodation including a new reception class and a library. Leadership and management and value for money are now sound rather than good. Improvements since the last inspection are satisfactory overall.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	B	C	C	E
mathematics	A	A	B	C
science	A	B	B	C

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

Children in reception are on course to meet the early learning goals in all areas of learning and exceed them in personal, social and emotional development and knowledge and understanding of the world. Children achieve well in these areas of learning and satisfactorily in the others.

In the 2002 National Curriculum tests for Year 2, the school's results were well above the national average in reading and writing and average in mathematics. When compared to similar schools these results were above average in reading and writing and below average in mathematics. Over the last three years, results in reading have been consistently well above average. Writing and mathematics results during the same period have fluctuated from below average to well above average. Writing results improved considerably in 2002 as the school made this a focus for improvement. In the statutory teacher assessments for science in 2002, the proportion of pupils attaining the expected Level 2 or above was very high and in the top five per cent of schools nationally. However, few pupils attained the higher Level 3 in science. In the National Curriculum tests in 2002 for Year 6, the results were above the national average in mathematics and science and average in English. The proportion of pupils who attained the higher than expected Level 5 was above average in English and well above average in mathematics and science. Results have declined in the last few years particularly in English. In 2002, the Year 6 class had a higher than usual number of pupils with special educational needs, including a significant number of pupils who joined the school after the normal starting point. This factor contributed to test results being lower than in previous years. The school sets targets for English and mathematics in consultation

with the local education authority. However, these are not sufficiently matched to the year groups to which they apply. As a result, the school has not met its targets during the past two years.

The findings of the inspection are that by the end of Year 2, pupils' standards are well above average in reading, above average in speaking and listening, mathematics, science and geography. Standards are average in art and design, DT, history, information and communication technology (ICT), music and PE. Overall, pupils in Year 2 are achieving well from their average starting point on entry to the school. By the end of Year 6, standards are above average in speaking and listening, reading, mathematics, science, history and PE. Pupils achieve well in these subjects. Standards are average in writing, art and design, geography, ICT and music. Pupils achieve satisfactorily in these subjects. Standards are below average in DT by the end of Year 6 and pupils are not achieving as well as they could because of limited learning opportunities in Years 5 and 6. Throughout the school, pupils with special educational needs achieve well and make good progress towards the targets set for them.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils like coming to school and they show considerable enthusiasm and interest for the activities on offer.
Behaviour, in and out of classrooms	Very good. Pupils are courteous and friendly. Behaviour is very good in assemblies, in lessons, in the playground and around the school.
Personal development and relationships	Very good. Relationships amongst pupils and between pupils and adults are very good throughout the school. Pupils respond well to the responsibilities they are given.
Attendance	Very good. Attendance rates are well above the national average.

TEACHING AND LEARNING

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

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

The quality of teaching is good overall. Teachers' instructions, demonstrations and explanations are clear. Pupils are attentive and show considerable interest in lessons. They listen well and make good gains in knowledge and understanding. Teachers use questioning effectively to check pupils' understanding. Pupils are managed well and very good relationships have been established.

In the best lessons, teaching is stimulating and lively. There are high expectations and tasks are well matched to the different levels of attainment in the class. This helps to ensure that all pupils including higher attainers and those with special educational needs are suitably challenged. In some subjects such as science and geography there is an overuse of worksheets, some of which are over directed and not always well matched to pupils' differing abilities. They provide few opportunities to develop pupils' writing and require limited pupil response, which restricts pupils' ability to plan and organise their own work. Opportunities for pupils to carry out investigations in science are insufficient particularly in Year 6. The marking of pupils' work is inconsistent. Most work is marked and there are comments of encouragement. However, rarely does marking provide guidance on how pupils can improve. Pupils with special educational needs receive good teaching and effective support from teaching assistants and this enables them to make good progress. Teaching assistants are well deployed and contribute significantly to all pupils' good learning.

The teaching of English and literacy are good. Pupils make good gains in speaking and listening, and reading. Opportunities for pupils to apply and develop writing skills in other subjects are insufficient. The teaching of mathematics is a strength of the school; it is good and sometimes very good. Opportunities for pupils to apply numeracy skills to other subjects are adequate.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall. The teaching time in Years 3 to 6 is below recommendations. DT is under represented in Years 5 and 6. Writing and the use of ICT are not sufficiently well developed across the curriculum. There is a good range of extra-curricular activities and good links with the community and partner institutions. Statutory requirements for the National Curriculum are met.
Provision for pupils with special educational needs	Good. Pupils make good gains in their learning and progress well towards the targets in their individual educational plans. Teaching assistants provide good support and contribute well to learning.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Provision for moral and social development is very good and provision for spiritual and cultural development is good. This contributes to the very good attitudes, behaviour and relationships throughout the school.
How well the school cares for its pupils	Procedures to ensure pupils' health, safety and general well being are good. Assessment systems and the use of assessment to guide future teaching and learning are satisfactory. The setting of pupils' group and individual learning targets is not consistent throughout the school.

The school's partnership with its parents is satisfactory overall. The school has a successful parent teachers association. The quality of information provided is satisfactory.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Sound overall. The headteacher and staff have created a positive ethos to encourage pupils to learn. The role of co-ordinator is not sufficiently developed in a number of subjects.
How well the governors fulfil their responsibilities	The governors are effective and have a good knowledge and understanding of the school's strengths and development areas. Statutory requirements are met.
The school's evaluation of its performance	Satisfactory overall. There are weaknesses in the monitoring of the curriculum. Teaching and learning are monitored well, particularly in English and mathematics. National Curriculum test results are analysed satisfactorily.
The strategic use of resources	Satisfactory. Principles of best value are satisfactorily applied. Procedures for financial monitoring and control are good. The school makes effective use of specific grants for activities such as ICT training and support for special educational needs.

The school has an appropriate number of teachers and support staff. The accommodation is very good. The buildings and grounds are attractive and well maintained. Learning resources are good overall but they are unsatisfactory in DT for Years 5 and 6. The school has a good ICT suite but there are few computers in classrooms and this limits opportunities for pupils to apply ICT skills to other subjects.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The school expects pupils to work hard and achieve their best. • The school is helping pupils to become mature and responsible. • Pupils like school. • Teaching is good. • Pupils make good progress. • The school is approachable. • Behaviour is good. 	<ul style="list-style-type: none"> • The range of activities outside lessons. • The school working more closely with them.

Overall, parents hold positive views about the school. The inspection team agrees with the strengths identified by the parents. The inspection team disagrees with the parents' concerns about the range of activities outside lessons. Extra-curricular activities are judged to be good although most of the clubs are sport focused and are for older pupils. Some parents have expressed concerns about the mixed-aged classes in Years 1 and 2 and the use of projects. Teaching is good in Years 1 and 2 and standards are generally above average by the end of Year 2. However, the school has not been sufficiently clear in explaining to parents the rationale behind the mixed aged classes. Projects provide good opportunities for pupils to develop personal study skills but in some classes parents require more information about what is required and guidance on how they could help their children with them.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children's attainment on entry to the reception class is broadly average. By the end of reception, most children are on course to attain the early learning goals in communication, language and literacy, mathematical development, creative development and physical development. Children receive sound teaching in these areas of learning and are achieving satisfactorily. In personal, social and emotional development and knowledge and understanding of the world, children are on course to exceed the early learning goals. Teaching in this area of learning is good and children are achieving well.
2. In the 2002 National Curriculum tests for Year 2, the school's results were well above the national average in reading and writing. The proportion of pupils who attained the expected Level 2 or above was well above average. The proportion of pupils who attained the higher Level 3 was above average in reading and average in writing. The school's results in mathematics were in line with the national average. The proportion of pupils who attained Level 2 and above was very high and within the top five per cent of schools nationally. The proportion of pupils who attained the higher Level 3 was below average. In the 2002 statutory teacher assessments for science in Year 2, the proportion of pupils who attained the nationally expected Level 2 or above was very high, within the top five per cent of schools. However, the proportion of pupils who attained the higher Level 3 was below the national average.
3. The findings of the inspection are that by the end of Year 2, standards are above average in speaking and listening and writing. Pupils are achieving well in these areas of English because of the good and very good teaching they receive. Standards in reading are well above average by the end of Year 2 and pupils are achieving very well in this subject. A number of factors contribute to the impressive reading standards. The pupils receive good and very good teaching and good reading habits have been established both at school and at home. Pupils demonstrate considerable enthusiasm for books and for reading. Standards in mathematics and science are above average by the end of Year 2 and pupils are achieving well in these subjects.
4. In the 2002 National Curriculum tests for Year 6, the school's results were in line with the national average in English but well below average when compared with similar schools. The proportion of pupils who attained the above-expected standard was above average but the year group had a higher than usual number of pupils with special educational needs who did not attain the expected Level 4. Girls performed better than the boys but this is in line with the national picture. In mathematics and science the school's results were above the national average and average in both subjects when compared with similar schools. The proportion of pupils who attained Level 5 in these subjects was well above average.
5. The findings of the inspection are that by the end of Year 6, standards are above average in speaking and listening and reading and pupils are achieving well from their prior attainment. Pupils are well taught and have good opportunities to develop speaking and listening skills in a range of subjects. Standards in writing are average by the end of Year 6 and achievement is satisfactory. Pupils have insufficient opportunities to apply and develop their writing skills across the curriculum. By the end of Year 6, standards in mathematics are above average and pupils are achieving well. This is because they receive good and very good teaching. Standards in science are above average overall by the end of Year 6. Pupils attain above average standards in the knowledge and understanding of science and they achieve well. However, standards in investigative science are average and pupils' achievement is only sound. This is because pupils in Year 6 have insufficient opportunities to plan and carry out investigations in order to acquire and apply scientific skills.
6. In art and design, standards are average by the end of both Year 2 and Year 6. Pupils are achieving satisfactorily in this subject. Standards in design and technology (DT) are average by the end of Year 2 and pupils are achieving satisfactorily. Standards continue to be average in Years 3

and 4. However, standards are below average by the end of Year 6 and pupils are not achieving as well as they should. This is because in Years 5 and 6 insufficient time is devoted to the subject and opportunities for pupils to work on a variety of projects involving a range of materials, tools and techniques are limited. In addition, learning resources in DT for these year groups are unsatisfactory.

7. In geography, standards are above average by the end of Year 2 and pupils are achieving well. By the end of Year 6, standards are average and pupils are achieving satisfactorily. Standards in history are average by the end of Year 2 and pupils' achievement is satisfactory. By the end of Year 6, standards are above average and pupils are achieving well.
8. Standards in information and communication technology (ICT) are broadly average by the end of Year 2 and 6 and pupils are achieving satisfactorily in the acquisition of ICT skills. Pupils apply their ICT skills satisfactorily to a number of subjects although opportunities are missed particularly in English and science. The lack of computers in classrooms restricts the use of ICT to support teaching and learning in a range of subjects.
9. Standards in music are average by the end of Years 2 and 6. Pupils are achieving satisfactorily across the school. In physical education (PE), standards are average by the end of Year 2 and pupils are achieving satisfactorily. By the end of Year 6, standards are above average and pupils are achieving well. Extra-curricular activities and visiting coaches make a valuable contribution to the above average standards and good achievement.
10. The majority of pupils with special educational needs attain below average standards in most subjects compared with average pupils. However, most of them achieve well and make good progress towards the targets in their individual educational plans. This is because these pupils receive good teaching and good support from teaching assistants.
11. Taking all subjects into account, standards are above average overall by the end of Year 2 and Year 6. Pupils are achieving well because of the good teaching they receive.

Pupils' attitudes, values and personal development

12. Pupils' very good attitudes have been maintained since the last inspection. They are well supported by the school's strong spiritual, moral, social and cultural provision. Pupils enjoy school and are very keen to be involved in lessons, activities and clubs. Their enthusiasm for learning increases as they progress through the school and they want to work hard and concentrate on tasks to produce good outcomes. They respond well to their teachers and are interested and listen well when they engage in discussions. Children in reception show good attitudes early on, which allow them to enjoy the teaching they receive and their learning. Pupils' determination to succeed and their ability to concentrate are positive features in all classes, and pupils develop an increasing pride in their work. They are also proud to be members of the school. Pupils with special educational needs acquire similar attitudes. With adult support they maintain concentration and their learning, so that they make good progress.
13. The school's very good moral provision and the staff's good behaviour management produce very good pupil behaviour overall. Reception children show good behaviour. All classes are calm and productive, as pupils understand the behaviour boundaries. Only occasionally is poorer behaviour observed. This is usually associated with boys in Year 5, but they are skilfully controlled and well included in classroom activities. Behaviour around the school is very good and pupils play together very well. There are a few challenging behaviour incidents involving a small minority of pupils, but bullying, theft and sexism are not issues for the school. The school has not required the use of exclusions in the last three years. Most parents believe that the children behave well in school and this very high level of approval is increasing.
14. The school's very good social provision encourages pupils to develop very good relationships, as was found during the last inspection. Teachers and support staff are positive role models, and all pupils and staff have strong trust and respect for each other in a harmonious, caring and inclusive community. Pupils are confident with each other and work well together in pairs or groups. Higher-

attaining pupils support the learning of lower-attaining pupils if they have difficulties. Pupils appreciate each other's successes, both inside and outside the school, through Celebration Assemblies. They enjoy and respect each other's views and older pupils look after younger pupils well. Boys and girls of all ages get on well together, irrespective of their backgrounds or length of time at the school. Pupils have good manners and are courteous and friendly to visitors.

15. The personal development of all pupils is good, as it was at the time of the last inspection. Children in the reception class quickly gain confidence and show independence. Pupils are sensible and mature, often beyond their years, and this is further enhanced in Year 6 by a range of school responsibilities and duties, which include assisting the teacher in the reception class. Pupils are encouraged to develop inquiring minds to support their learning. The termly project work, although demanding for many pupils, develops their personal study skills. However, the use of pupil targets to give them knowledge of their own learning is insufficient. Some pupils feel frustrated by a lack of challenge in some subjects. Pupils benefit from a school council, which discusses real issues. Pupils gain a wider understanding of caring for others through their help for a range of charities. Older pupils enthusiastically support a good range of sporting clubs and activities, and pupils participate well in inter-school competitions.
16. Overall, the school's attendance figures have been maintained at a very good level since the last inspection. Both authorised and unauthorised absences are below national averages. Holidays taken during term time make up a major part of the absences that do occur. The staff efficiently and courteously call the registers at the beginning of each session.

HOW WELL ARE PUPILS TAUGHT?

17. During the inspection, 44 lessons or part lessons were seen from reception to Year 6. Of these just over half were good and just under a third were satisfactory. The remaining lessons, about one fifth were very good. Teaching is judged to be good overall and is never less than satisfactory. This good teaching contributes to good learning and to pupils' very good attitudes and behaviour. The school has maintained the good teaching that was reported during the last inspection. However, the proportion of very good teaching seen was less this time. During the last inspection, over a third of lessons were very good.
18. Teachers show a secure knowledge and understanding of the subjects they teach. Basic literacy and numeracy skills are taught well in English and mathematics lessons respectively. In the main, lessons are well planned and clear learning objectives are identified. These are effectively shared with the class so that pupils know what they are to learn.
19. Teachers' explanations and instructions are clear and informative. Pupils are attentive, listen well and follow instructions. Teachers use effective questioning to check pupils' understanding. Pupils respond enthusiastically to questions and in most lessons there are good opportunities for pupils to apply and develop speaking and listening skills. Pupils acquire new vocabulary and use this well. The teaching of scientific enquiry and practical investigative science is not consistently good throughout the school. Some classes have far too few opportunities to plan and carry out investigations in order to answer a scientific question or solve a problem. This restricts pupils' ability to apply scientific skills such as predicting, designing tests, carrying out tests and interpreting results. In Years 5 and 6 in DT, opportunities for pupils to work with a range of materials, tool and techniques are limited. This has an adverse effect on the development of their designing, making and evaluative skills.
20. In the best lessons, work and tasks are well matched to pupils' different levels of attainment and needs. This helps to ensure that all pupils, including higher-attainers and those with special educational needs, are appropriately challenged. In some classes there is an over-reliance on worksheets, particularly in geography and science. These lessons are over directed and require minimum input from the pupils. They do not develop pupils' ability to organise and present their own work. In particular, there is a lack of extension work for higher-attaining pupils, because in many cases, the worksheets used do not meet the needs of the ability range within a class. Throughout the school, the management of pupils is good and frequently very good. Very good

relationships have been established between teachers and their class. These very positive relationships are based on mutual respect. In the main, pupils are very well behaved in lessons.

21. Most lessons are well planned and structured and maintain a good pace. Pupils show good levels of concentration and are productive. Teaching assistants are well and very well deployed and contribute significantly to pupils' learning. The teaching of ICT takes place in a computer suite and in here pupils are taught well and have good opportunities to acquire and practise ICT skills. However, there are few computers in classrooms and in the main ICT is not used sufficiently to support teaching and learning across the curriculum, particularly in subjects such as English and science.
22. The marking of pupils' work is inconsistent. The school has a marking policy but this is not implemented across the school. Pupils' work is usually marked with ticks and comments of encouragement are provided, although in some cases work is not marked at all. Rarely does marking provide guidance to pupils on how to improve. Homework is used well to support and extend what has been learned in school. However, some parents and pupils have expressed concerns about the projects, which are set for homework. These offer good opportunities for pupils to acquire and develop personal study skills. In some classes parents and pupils would like more guidance on the projects and parents would like the pupils' work monitored as it progresses.
23. Where teaching is satisfactory rather than good, there are certain reasons for it that recur. These lessons lack pace and challenge. They are too teacher orientated and pupils have insufficient opportunities to participate actively. Work set is not well matched to pupils' different levels of attainment and so not all pupils are sufficiently challenged. In some lessons, where there are two teachers assigned to a class, the additional teacher is not fully effective as the contribution is mainly one of support rather than an equal input.
24. In the reception class, the quality of teaching is predominantly satisfactory and occasionally good. Overall, pupils make satisfactory gains in their learning. Interesting activities are provided and support staff contribute well to children's learning. Activities are not always sufficiently challenging for higher attaining children.
25. Fourteen lessons or part lessons were seen in Years 1 and 2. Of these, over half were good. Three lessons were very good and three were satisfactory. Teaching is judged to be good overall in these year groups and as a consequence pupils make good gains in their learning. Teaching in Years 1 and 2 is good in English, mathematics, science, geography and ICT. Teaching is satisfactory in art and design and PE. No teaching was seen during the inspection of DT, history and music and so judgements cannot be made in these subjects.
26. A very good lesson seen in Year 2 illustrates the main strengths of teaching in the school. Pupils were studying the life and works of Beatrix Potter. The teacher's very good subject knowledge and enthusiasm motivated the pupils and maintained their interest. The pupils were attentive and keen to learn. The teacher's explanations were clear and informative and pupils acquired very good knowledge of where Beatrix Potter was born, where she lived and how her famous stories originated from her letters and drawings. Pupils gained new vocabulary such as 'blurb', 'publisher' and 'National Trust'. High quality learning resources such as photographs, books and illustrations were used to illustrate points and inspire the class. Very good questioning by the teacher challenged the pupils and checked their understanding. Pupils were given good opportunities to express their views about the author and her work. The work was well matched to their prior abilities so all were suitably challenged. The teacher provided very good support to a group of pupils with special educational needs to promote vocabulary and sentence construction. A teaching assistant was effective in supporting other groups. The end of the lesson was used extremely well to review what had been learned and to celebrate and share pupils' work. The teacher used praise well by highlighting interesting words and good sentences as a model to the class. Pupils made very good gains in speaking and writing skills.
27. In Years 3 to 6, 23 lessons or part lessons were seen during the inspection. In over half of these, teaching was good and in just over one fifth it was very good. The remaining four lessons were satisfactory. Teaching was judged to be good overall in these year groups and this led to good

pupil learning in lessons. Teaching in Years 3 to 6 is good in English, mathematics, science and history. Teaching is satisfactory in art and design, ICT, geography, music and PE. No judgement could be made about DT as no lessons were seen but the study of pupils' work indicates that there are weaknesses in the teaching in Years 5 and 6 because the pupils' learning opportunities are not sufficiently broad and there are insufficient learning resources for typical Year 5 and 6 projects.

28. In a very good PE lesson seen in Year 3, pupils were developing catching and throwing skills. After a successful warm-up, the teacher effectively recapped on previous activities before moving the pupils on. The lesson was very well planned and structured. Instructions were clear and crisp and there was very good coaching given on catching technique and an opportunity for pupils to practise individually. For each new activity, the teacher provided very good demonstrations. The pupils responded very well and moved into spaces. They worked co-operatively and displayed excellent attitudes and behaviour. The lesson had a brisk pace and high levels of challenge. Pupils practised skills of catching and throwing and made very good progress in these skills. Praise and the encouragement of individuals motivated the pupils to improve further. Pupils remained on task, applied physical effort and achieved success.
29. A very good mathematics lesson was observed in Year 5. The teacher demonstrated very well to the class how to set out a bar graph. Pupils gained knowledge and understanding of vertical and horizontal axis. They understood the need to label axis and the idea of scale. The teacher was particularly successful in introducing pupils to mathematical vocabulary. Pupils acquired and used terms such as 'mean' and 'frequency'. The pupils were very interested, motivated and sustained concentration. Most pupils made very good gains in the development of graphing skills and vocabulary. The lesson ended with brisk questions in order to review the main learning points of the lesson.

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

30. Overall, the school provides a satisfactory curriculum. The previous inspection reported that the school's curriculum was broad, balanced and met the requirements of the National Curriculum. The previous report expressed concerns about the monitoring and evaluation of the curriculum. These concerns have not been effectively addressed.
31. The school offers a satisfactory curriculum for the children in reception. The pupils are provided with a Foundation Stage Curriculum where all six areas of learning are taught and are given appropriate attention. Children are well prepared for their National Curriculum studies.
32. The curriculum for Years 1 to 6 is broadly based and all National Curriculum subject are taught. Statutory requirements are met. However, there are weaknesses in the balance of the curriculum particularly in Years 3 to 6. The school has adopted the National Literacy and Numeracy Strategies for the teaching of English and mathematics. The school has effective strategies for teaching literacy skills, particularly in English lessons. However, opportunities for pupils to acquire and develop literacy skills across the curriculum are less prominent. Opportunities for extended writing in subjects such as science and geography are missed. Strategies for the teaching of numeracy skills in mathematics lesson are good and frequently very good. Opportunities for pupils to apply and develop numeracy skills across the curriculum are limited.
33. For most other National Curriculum subjects, the school has adopted the recommended national guidelines for its schemes of work. These help to ensure that pupils acquire knowledge, skills and understanding in a steady and systematic way as they move through the school. The overall teaching time for Years 1 and 2 far exceeds the national recommendation. However, taught time for Years 3 to 6 is 35 minutes per week below the recommendations. In addition to this a further 30 minutes is allocated to 'Golden Time' for rewarding positive behaviour. In one 'Golden Time' session seen, the activities were unstructured and the purpose of the session was unclear. Whilst pupils were well behaved, the teaching and learning was limited. The value of 'Golden Time' in Years 3 to 6 where teaching time is already less than normal is questionable.
34. Design and technology (DT) in Years 5 and 6 at present receives insufficient time and attention

and so pupils experience a very limited range of projects. This results in below average standards and unsatisfactory achievement by the end of Year 6. In science, opportunities for pupils to plan and carry out investigations are insufficient particularly in Year 6 and so pupils are missing out on this important element of science. The time allocated for science on the school timetable is below average and so provides insufficient time for investigative work. ICT is taught on a regular basis in the ICT suite. However, opportunities for pupils to apply their ICT skills across the curriculum are insufficient. This is not helped by the fact that few classrooms have computers in them for pupils to use whilst studying other subjects.

35. The school has a co-ordinator for Years 1 and 2 and a co-ordinator for Years 3 to 6. There are also co-ordinators who manage each subject. However, no one person or team has the overview for the whole curriculum. Teachers plan and devise their own timetables. However, these are not monitored and so the breadth and balance of the curriculum cannot be guaranteed. This lack of whole curriculum overview is a significant weakness and results in an imbalance of subjects, elements of subjects receiving insufficient attention and links between subjects being underdeveloped.
36. There is good provision for pupils with special educational needs and they are involved in all the school's activities. Their individual education programmes have specific targets and identify clearly when these have been achieved. Teaching assistants are very familiar with these and work well to ensure pupil success. The school has a register of able and very able pupils. Thirty-eight pupils are listed from Years 3 to 6, predominantly for aptitudes in English and mathematics. Their achievement is monitored and there are good examples of work being well matched to their attainment in English and mathematics. However, specific curriculum enrichment opportunities in other subjects is less evident. The local education authority offers summer schools but places are limited and to date, the school's applications have not been successful. A new co-ordinator has been appointed who is very aware of the need to develop greater opportunities for these pupils.
37. The school promotes equal opportunities well. All pupils regardless of attainment, background, gender or nature of special educational needs have access to the range of learning activities.
38. Provision for health education, sex education and drugs awareness is good. The school uses the latest national guidance to supplement its own framework and links aspects of health and growth with science and environmental issues with geography. A health week is held in November as part of the 'Healthy Schools' project. There is an appropriate sex education programme for Year 6 pupils that is taught by the class teacher and is ably supported by the school nurse. The school nurse is also very involved with delivery of a drugs awareness programme that also has a valued input from the 'Life Education Bus'. Parents are kept fully informed about provision in this area of the curriculum. The current policy has been approved by the school's governors and is reviewed annually.
39. A good range of extra-curricular activities is provided for all pupils in Years 3 to 6. Sport, including football, hockey, cross-country, basketball and rugby, predominates but there are clubs for other areas including cross-stitch, chess and choir. All clubs are open to boys and girls and are well supported. 'Taster opportunities' for some of these are being considered for Year 2 pupils during the summer term as pupils in Years 1 and 2 do not have clubs on a regular basis. These activities make a very good contribution to the development of personal and social skills and contribute significantly to learning particularly in physical education and to the spiritual and cultural aspects of school life.
40. All classes visit places of interest during the year and this is a strong feature of curriculum experience for pupils. Visits relate to drama, history, geography, science and religious education. There is a bi-annual residential visit to Kingswood, which last took place in October 2002. This makes a significant contribution to pupils' social and cultural education as well as promoting their independence and self-confidence. There are a number of visitors into school including drummers to run workshops, visitors from different Christian groups and an Indian dance group. These make a good contribution to the curriculum.
41. The school has good links with the community including local and county clubs for cricket,

basketball, rugby and football. Recently a link has been made with a building firm who are to look at safety with pupils and the headteacher has very recently established a link with Severn Trent Water. The school has very strong and established links with the local church. Pupils sing at homes for the elderly and support a range of national charities.

42. The school has established good links with the other primary schools that feed the local high schools. This group has co-ordinated visits from local sports clubs and has a curriculum development group. It also provides sporting events for pupils in Years 5 and 6, including swimming. There is a link with one high school for work in DT but this is not currently as effective as it has been in the past. Transfer arrangements for Year 6 pupils include visits by staff from the local high schools and pupils spend time visiting them. The Year 6 teacher is on the working party for Hinckley Schools that is updating a transitional bridging project for the current year.
43. The pupils' spiritual, moral, social and cultural development continues as a strength of the school. The school's displays and the use of visitors promote many aspects of the provision well. Since the last inspection, the school has strengthened the moral provision, which is very good, and this is an important factor in the very good attitudes and behaviour. Although still good, cultural provision has declined since the last inspection. The good spiritual provision and the very good social provision are in line with the last inspection. Pupils make good progress physically, intellectually and spiritually throughout their time in school and are developing attitudes and values that will equip them well for secondary school and adult life.
44. Pupils develop a real respect for others within a strong Christian framework. The attractive school site gives them a sense of the awe and wonder of nature. From the Foundation Stage onwards, pupils play an active role in assemblies, where they learn about the Christian faith and gain an awareness of other religions. They are given opportunities to reflect on both religious and non-religious themes, and increase their self-esteem by showing their work, or receiving awards at Celebration Assemblies. In the classroom they learn about the diversity of religious faiths and beliefs and undertake visits to the local church for work on Christianity. In their project work they are encouraged to consider life in other countries or the impact of humanity on the environment. Pupils are given time for reflection, and contribute well when discussing issues. A pupil in a mathematics lesson made a spontaneous connection that 33 was the age at which Jesus died on the cross.
45. Pupils' very good attitudes and behaviour are sustained throughout the school day, both in lessons and in the playground. They are reinforced by the skill of teachers in behaviour management, and often by older pupils who care well for younger pupils. The school's positive approach to behaviour is based on the moral code of Golden Rules. It is consistently applied by teachers, and is well understood by pupils. Only a minority of pupils, mostly in Year 5, are not fully aware of the need for self discipline, but their occasional poor behaviour is positively corrected. Through the house system, pupils learn that their own behaviour will affect their friends and take responsibility for their actions. Pupils develop a strong pride in their school.
46. Very good relationships are a real strength of the school. Staff appreciate and value their pupils. The pupils, in turn, mirror their positive emphasis on care, tolerance and valuing people. Pupils work sensibly and maturely with each other in a variety of groupings, and this contributes well to their learning. Pupils work well together on the school council, where they tackle real issues. Pupils learn that there are people in the world who are less fortunate than themselves through a wide range of charities. All pupils are equally and fairly included in assemblies and clubs.
47. Pupils are given good opportunities to study their own local community and its development through their lessons and a wide range of visitors. Their locality study of a house in 1881 is particularly effective. They have a good awareness of features of living in Victorian times, and study aspects of the Second World War. They are given a good awareness of a variety of authors through a well-stocked library. Pupils listen to music in assemblies, but their exposure to music is not rich and many are subdued when singing. They are given knowledge of artists' styles and the school has an artist in residence. The pupils consider life in other countries, both European and around the world, including St Lucia. The provision for understanding other cultures and of living in the culturally diverse society that is modern Britain is developing but satisfactory. Pupils have a

good knowledge of Christianity, but a more limited understanding of the similarities and differences between world faiths.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

48. The good provision for pupils' support guidance and welfare has been maintained in most aspects since the last inspection. The school has strengthened its health and safety procedures. The headteacher and staff have a thorough knowledge of all pupils, and they conscientiously accept their pastoral role with enthusiasm and dedication. Pupils feel well supported and safe in the inclusive and well-integrated school community, and their trust in the staff is clearly demonstrated. They believe that they are well looked after and in turn many older pupils promote the caring culture and positive ethos of the school with younger pupils.
49. The school has a wide range of support, guidance and welfare policies, which are clearly written and effectively guide its actions. They are systematically updated and consistently implemented, and a staff handbook is in place to further assist new and temporary staff. The school receives a satisfactory level of input from outside education and health agencies to support the pupils on a routine basis, or if there are specific problems. The school nurse supports the school well with routine medical checks and staff training, and assists the delivery of sex education, for which there have been no withdrawals by parents.
50. The school is vigilant towards child protection issues, and procedures comply with local requirements. There has not been recent refresher training for the headteacher and staff but this is planned for the near future. The school receives satisfactory support from outside agencies.
51. The headteacher and a conscientious health and safety governor have produced very good health and safety procedures. They are thorough in their extent and information is effectively recorded. The school site is clean, tidy and safe, as evidenced by the low accident rate, and staff are vigilant about safety issues within the classroom and in their teaching. Risk assessment procedures are effective. Accident procedures are well defined and there are sufficient first-aiders, although the school would benefit from a dedicated medical room. Administrative records are sufficient and updated regularly to support medical emergencies and dispense medication.
52. Procedures for monitoring the personal and social development of all pupils are broadly satisfactory. In the reception class procedures are good and are effective in contributing to pupils' learning. In the rest of the school, procedures are informal but nevertheless effective because teachers know the pupils well and have very good relationships with them. The school has good special educational needs provision, which allows pupils to make good progress through good individual educational plans with attainable targets.
53. The procedures for monitoring and improving attendance are well developed, and help the school to maintain a very good attendance performance. Parents are conscientious in carrying out their legal duty to ensure their children's attendance, and the school telephones parents to obtain reasons for pupils' absence when these are not received. The monitoring of attendance registers and analysis of the data is carried out well on a weekly basis. Pupils' very good attendance performance significantly contributes to their achievement and enjoyment of the school.
54. The procedures for monitoring and promoting behaviour are good, and well founded in a recently developed policy. Teachers have a good understanding of them and are skilled in managing the behaviour of pupils. As a result classes have a purposeful and harmonious atmosphere and pupils achieve well. The moral code of Golden Rules is well displayed around the school and these rules are regularly referred to in the classroom and assemblies. The house system captures pupils' interest and the award of housepoints make a positive contribution to good behaviour, politeness, helpfulness and the consideration of others. Other rewards, which include certificates and a record in the 'Golden Book', raise the self-esteem of pupils and encourage personal responsibility. 'Golden Time' is used in all classes to reward positive attitudes and behaviour and staff report that this contributes to the very positive attitudes and behaviour. Sanctions are well understood by pupils and parents and considered to be fair. The headteacher and staff are vigilant to deal with

any short-term problems between pupils or other challenging behaviour and keep good records of incidents and outcomes.

55. Academic assessment procedures were judged as good after the previous inspection. The present headteacher is clear about the value of detailed assessment and has plans for further improvements. The school uses a good range of formal assessments and these provide valuable information about the overall performance of pupils in the core subjects of English and mathematics. This information is used effectively to identify strengths and weaknesses within these subjects and to modify planning. The information is also used to set group targets within classes, but it has not been translated into short-term individual targets for each pupil to work towards. There is no evidence that the individual targets mentioned in annual school reports are followed up or referred to in the following year. Tracking of pupils' progress and target setting are inconsistent and not sufficiently developed.
56. The progress of a small number of 'typical' pupils has been predicted and tracked in each class for several years, but it has not been done for every pupil as they move through the school. This is not fully effective particularly as a number of pupils join the school after the normal starting time. The headteacher intends to develop procedures so that the likely performance of all pupils is clearly shown and the information shared with class teachers. Already the number of pupils who will attain at and beyond the expected levels in the national tests is starting to be predicted with increasing accuracy. It is too soon to use the information to forecast long-term trends or to establish whether any particular groups of pupils are performing as well as might be expected.
57. Overall, the assessment to show pupils' attainment and progress employed by the school is satisfactory. Assessment is generally better in English and mathematics and assessment information is used well to match work to pupils' different levels of attainment. Assessment data in science is not effectively used to the same extent and assessment systems for ICT are underdeveloped. Assessment in other subjects is brief but adequate, although there is scope to show the steady development of skills more clearly.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

58. The partnership with parents is not yet matching the high levels observed at the last inspection but the headteacher is relatively new and is still building relationships. Parents' views of the school are generally positive. They show particular approval for their children liking the school, their standards of work, and their levels of maturity and good behaviour, improved by the school's values and attitudes. They appreciate the good teaching and that they can approach the school comfortably. They recognise that the headteacher and staff are developing the school well. The relationship between the school and parents, in many cases, contributes well to pupils' achievements and the quality of their learning. Inspectors confirm parents' positive views.
59. A minority of parents have a number of concerns with aspects of the school, and there are two areas of significant dissatisfaction; the range of activities provided outside lessons, and the way the school works closely with parents. Inspectors disagree with the criticisms regarding outside activities, as they judge that extra-curricular activities are at a good level, although clubs are mostly focused on sport and older pupils. The school tries hard to work with parents. However, some parents have been frustrated by mixed-age classes in Years 1 and 2 and other nagging concerns such as the pupil project work, and the relatively new headteacher's relationships and levels of communications are not consistently well established to overcome their concerns. Teaching in Years 1 and 2 is good and standards are generally above average by the end of Year 2. However, the school has not been fully effective in explaining the rationale for the mixed aged classes. The project work provides good opportunities to develop pupils' independent study skills but some parents require more information about what is required and guidance on how they might help their children with the work. The number of written comments from parents received by the team prior to the inspection on the above issues indicates that the headteacher and school have not yet established effective communication systems.
60. The school's aims and policies show that it wants to build a strong partnership with all parents. The effectiveness of the school's links to parents is satisfactory, but links are often new and would

benefit from further review. The school is successful in building a constructive relationship with many parents, as the headteacher and staff are available in meeting parents at either end of the school day. The school wants to operate an open door policy and many parents feel that the school is approachable but has not yet achieved this fully. A minority of parents feel that they have difficulty in communicating with the headteacher, so that both the school and parents would benefit from a review of communications.

61. Parents have a good impact on the work of the school. A number of parents help in the classroom or assist with extra-curricular activities. The parent governors are enthusiastic and have a good knowledge of the school. Many parents attend the weekly Celebration Assemblies and this contributes to the family ethos of the school. The parent teacher association raises large amounts of funding through organising events involving parents and the community. It also helps to develop relationships with the village. They have contributed significantly to the ambience of the school through building an impressive quiet garden area.
62. The quality of information for parents is satisfactory overall. The prospectus and annual governors' report to parents conform to statutory guidelines. There are insufficient notice boards for parents and not enough opportunities for parents to see school policies. Written communications, including the monthly newsletter, are formal in style, but well read by parents. The annual reports to parents have positive features, as they give sound feedback into pupils' attainment and progress in all subjects of the National Curriculum. They specify future targets in English, mathematics and science. Reports provide an opportunity for parents to express their views.
63. Parents make a good contribution to pupils' learning at home and at school. Most sign the home-school agreement and most parents are supporting the school well by ensuring their children attend regularly and on time. Parents have a good view of homework through homework diaries, and many help their children. Many parents help their children complete termly project work; many parents would appreciate more guidance and information from the school to help them do this. They school does not hold any information evenings on the subjects of the National Curriculum or on national tests. However, they are given sufficient time to discuss their children's progress at information evenings which are held twice a year. Parents of children joining the reception class receive satisfactory induction information and this helps them and the children to settle quickly into school routines. The parents of pupils with special educational needs are well involved in developing their individual educational plans with attainable targets that help them provide support at home.

HOW WELL IS THE SCHOOL LED AND MANAGED?

64. The leadership and management of the school are satisfactory overall. There are clear strengths in the headteacher's leadership. Together with all the staff, he has created a positive climate in which all pupils can develop academically and socially. A good partnership with governors and the local community has been established. However, the headteacher has placed insufficient emphasis on the reviewing and developing the whole curriculum. As a result, the curriculum is below recommended teaching time and has weaknesses in DT and investigative science. Opportunities for writing and ICT across the curriculum are insufficient. Furthermore, there is still more work to be done in order to establish effective communication with all parents. The leadership and management by the headteacher are sound. His vision for the school includes raising standards and broadening the range of activities. Leadership and management were judged to be good during the last inspection.

65. The school's mission is 'Progress through Partnership'. This mission is supported by seven aims that are:
- realising the potential of each individual;
 - developing a desire to learn;
 - encouraging self discipline, self esteem and respect for others;
 - providing a stimulating and balanced curriculum;
 - ensuring equal opportunities;
 - providing a safe and secure environment;
 - promoting partnerships between home, school, governors, church and the wider community.
66. The school's mission and aims are generally reflected well in the school's day-to-day work. However, there are some weaknesses in the balance of the curriculum and the partnership with parents is not as strong as it could be. Policies for educational inclusion, racial equality and equality of opportunity are appropriately based on the latest national and local authority recommendations and guidance.
67. Responsibilities are delegated satisfactorily among the staff. At the time of the inspection, the deputy headteacher was seconded to another school as acting headteacher. An acting deputy headteacher has been appointed from within the school. There are co-ordinators for each of the National Curriculum subjects, the Foundation Stage Curriculum and for special educational needs. There is also a co-ordinator who manages Years 1 and 2, and another for Years 3 to 6. A co-ordinator for gifted and talented pupils has recently been appointed so has not had time to develop this area fully. The co-ordinators of English, mathematics and history provide good leadership and management. The special educational need co-ordinator is also the acting deputy headteacher. She has raised her own expertise in this area through various courses. She meets regularly with support staff and keeps them informed of change. She provides good leadership and management. The role of other subject co-ordinators is underdeveloped because there are insufficient opportunities for them to observe teaching and learning and to gain a clear insight of standards and provision in their subjects across the school. Not all co-ordinators view teachers' plans or pupils' work to monitor what is taught and the standards that pupils attain. At present, the overview and responsibility for the whole curriculum is lacking and this is a significant weakness. The teaching time in Years 3 to 6 is below recommendations and subjects such as DT do not receive sufficient attention. Investigative science is not sufficiently covered in Years 5 and 6 and there are insufficient opportunities for applying and developing writing and ICT across the curriculum.
68. The monitoring, evaluation and development of teaching are satisfactory overall. The monitoring of English and mathematics teaching is good. The headteacher, local educational staff and co-ordinators of English and mathematics have observed lessons and provided constructive feedback. The monitoring and evaluation of other subjects has received less attention. The school has begun to formulate a policy for teaching and learning and this is in draft at present. This could have been a higher priority for implementation to achieve greater consistency in teaching issues such as marking, the use of worksheets, target setting and provision of investigative work. Whilst teachers do review their practice through discussion, opportunities for them to observe and share practice with others within the school or to visit other schools are limited. The school has sound procedures for the induction of new staff. The headteacher plans to update the school's staff development policy and to include induction procedures. The school has established clear procedures for the performance management of teachers. Job descriptions and responsibilities are based on national guidelines. Targets and priorities for improvement are appropriately linked to the school development plan.
69. The school has a full governing body with an appropriate range of committees. The governors are effective and supportive and have a good knowledge and understanding of the school's strengths and areas for development. This enables them to play an informed part shaping the direction of the school. Statutory duties are carried out well. However, the governors are not sufficiently challenging on the importance of providing a broad and balanced curriculum. The monitoring and review of the curriculum was a key issue for action after the last inspection. This has not been addressed with sufficient rigour.

70. The school has a clear development plan, which was reviewed in the summer of 2002 after the appointment of the current headteacher. This plan sets out priorities in outline for the next three years. It includes a detailed annual plan setting out targets, action to be taken, responsibilities, resource needs, monitoring, evaluation and timescales. It contains a number of priorities including raising the achievement of boys, developing the teaching of mathematics, raising standards in ICT, developing the roles of governors, provision for special educational needs and improving the buildings and grounds. The school has taken effective action in meeting the targets in these areas. The lack of a thorough audit of the whole curriculum in order to evaluate teaching time, balance and links between subjects reduces the plan's effectiveness. Furthermore, the school has not evaluated the levels of satisfaction of parents and carers so their views can be taken into account. The review of DT and the improvement of learning resources in this subject are priorities in the development plan but have not yet been addressed. With greater emphasis on whole-school curriculum review and development, the school's capacity to improve and succeed is good.
71. The school has an appropriate number of qualified teachers and support staff. The arrangements for deployment of teachers in Years 1 and 2 are not always effective and efficient. The three Year 1 and 2 mixed-aged classes are divided into two large classes of Year 1 and Year 2 for English, mathematics and science. In some lessons there are two teachers in one class. In lessons observed during the inspection, the one teacher took the lead with the other acting as support. Teaching assistants are effectively deployed and make a significant contribution to pupils' learning.
72. Financial planning is sound and is generally linked to the school's priorities in the development plan. Monitoring and control of the budget are good and the school makes good use of the local authority's financial services. Specific grants for areas such as ICT training and special educational provision are used well. Management information systems are used satisfactorily to aid efficiency. The school's financial information shows a larger than usual carry forward of about 20 per cent for 2001/02. Much of this has been used for the recent building improvements. Funding has also been set aside to upgrade the ICT suite, increase the number of computers in the classrooms and further improve the range of books in the library. The shortage of computers in the classroom, and the unsatisfactory learning resources in DT could have been given higher priority. The school's income per pupil is above average. The socio-economic circumstances of the school are also above average. Children's attainment on entry to the school is broadly average. The quality of teaching is good overall and pupils achieve well throughout the school. By the end of Year 6 standards are above average. The quality of the curriculum is satisfactory. The leadership and management of the school are satisfactory. Taking all these factors into account, the school provides sound value for money.
73. The school's accommodation is good. The school has recently improved its accommodation. Two classrooms have been fully refurbished and extended and a third has been built. The library has been refurbished and brought back into use. Some of the classrooms and cloakrooms, such as those of Year 6, are cramped. This is particularly so when there are more than 30 pupils in a class. The grounds are attractive, spacious and very well maintained. A recent garden area set up by the parent teachers association is an attractive feature to the school.
74. Learning resources are good overall. They are good in English, mathematics, science, geography, history, music and PE. However, they are unsatisfactory for DT for Years 5 and 6. The range of components, materials, tools available is inadequate. This has an adverse effect on standards in this subject by the end of Year 6. The school has a good computer suite but there are few computers in the classrooms and this restricts the use of ICT across the curriculum.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to raise standards further and improve the quality of provision, the headteacher, governors and staff should:

- (1) raise standards in writing by the end of Year 6 by providing more opportunities for pupils to apply and develop writing skills across the curriculum;
(paragraphs: 5, 32, 89, 92, 100, 103, 118, 133)
- (2) *raise standards in design and technology (DT) by the end of Year 6 by:
 - providing a wider range of learning activities in Years 5 and 6;
 - improving the range of materials, tools and components in these years.(paragraphs: 6, 19, 34, 74, 113, 116)
- (3) improve the breadth and balance of the curriculum by:
 - strengthening the leadership and management of the curriculum by ensuring that there is someone or a team of senior staff with a clear responsibility for the whole curriculum;
 - considering the revision of the teaching time in Years 3 to 6 so that it is in line with national recommendations;
 - ensuring that all subjects receive appropriate time;
 - developing the role of subject co-ordinators so that they have a whole-school overview of their subject and effectively monitor standards and provision;
 - providing more opportunities for pupils to plan and carry out investigations in science;
 - providing more opportunities for pupils to apply and develop numeracy and ICT skills across the curriculum;
 - monitoring and evaluating the breadth, balance and quality of the whole curriculum on a regular basis;
 - reporting to governors how well this work is done.(paragraphs: 5, 8, 19, 30, 32-35, 64, 67-69, 96, 99-100, 103-105, 115-116, 118, 129, 133, 139)
- (4) *improve consistency in the marking of pupils' written work by:
 - reviewing the marking policy so that it is known and understood by all teachers and consistently implemented;
 - using marking to identify strengths in pupils' learning;
 - using marking to help pupils to improve. (paragraphs: 22, 93, 98, 104, 120, 126)

* The school has already identified these areas for improvement in its development plan.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	44
Number of discussions with staff, governors, other adults and pupils	32

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	8	23	13	0	0	0
Percentage	0	18	52	30	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	216
Number of full-time pupils known to be eligible for free school meals	5

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	19

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	4
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence

	%
School data	3.6
National comparative data	5.4

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	13	15	28

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	12	13
	Girls	15	15	15
	Total	27	27	28
Percentage of pupils at NC level 2 or above	School	96 (92)	96 (80)	100 (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	12	13	13
	Girls	15	14	15
	Total	27	27	28
Percentage of pupils at NC level 2 or above	School	96 (80)	96 (88)	100 (100)
	National	85 (85)	89 (89)	89 (89)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	19	14	33

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	15	16
	Girls	10	11	12
	Total	24	26	28
Percentage of pupils at NC level 4 or above	School	73 (79)	79 (82)	85 (100)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	15	17
	Girls	11	11	12
	Total	26	26	29
Percentage of pupils at NC level 4 or above	School	79 (86)	79 (89)	88 (93)
	National	73 (72)	74 (74)	82 (82)

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	216	0	0
White – Irish	0	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	0	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	0	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 – Y6

Total number of qualified teachers (FTE)	9
Number of pupils per qualified teacher	24.1:1
Average class size	27.1

Education support staff: YR – Y6

Total number of education support staff	10
Total aggregate hours worked per week	186

FTE means full-time equivalent.

Financial information

Financial year	2001-2002
	£
Total income	498112
Total expenditure	470446
Expenditure per pupil	2091
Balance brought forward from previous year	73244
Balance carried forward to next year	100910

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	2
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	216
Number of questionnaires returned	162

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	46	50	4	0	0
My child is making good progress in school.	37	58	3	1	1
Behaviour in the school is good.	34	60	5	0	1
My child gets the right amount of work to do at home.	22	62	13	1	1
The teaching is good.	43	52	2	0	3
I am kept well informed about how my child is getting on.	33	55	9	1	1
I would feel comfortable about approaching the school with questions or a problem.	49	44	7	0	0
The school expects my child to work hard and achieve his or her best.	47	52	0.3	0	0
The school works closely with parents.	25	54	19	2	1
The school is well led and managed.	26	61	7	1	5
The school is helping my child become mature and responsible.	30	67	0.3	0.3	2
The school provides an interesting range of activities outside lessons.	14	48	23	2	12

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

75. Children are admitted to the reception class in the September or January term in which they become five, attending full-time. By the second term the class is large with 32 children with one teacher and one full-time teaching assistant. Nearly all children have received pre-school experience. The school has good links with parents and very good links with the nearby playgroup. Children and parents are welcomed into school for visits that are valuable in helping children to be confident when they join the class.
76. Children enter the reception class with levels of attainment that are in line with those expected for children of this age. Overall they make sound progress, so that by the end of the reception year the majority of them achieve the Early Learning Goals, reaching the expected levels in mathematical, physical and creative development. They attain beyond expected levels in knowledge and understanding of the world, in personal, social and emotional development and in speaking and listening. The development of their reading and early written skills is satisfactory. This represents a slight decline in levels of attainment overall since the previous inspection.
77. The curriculum is satisfactory and provides for all areas of learning. The overall planning is clearly organised with learning objectives for each session, but not enough attention is currently given to ensuring that the tasks are sufficiently challenging for all the children, especially the higher attainers. The outdoor curriculum has been developed since the previous inspection and children are now encouraged to learn both indoors and outside through a sound range of planned activities.
78. The teaching is satisfactory overall and it is good within some areas of learning. Teaching was judged to be good during the last inspection. The teacher provides interesting activities particularly in knowledge and understanding of the world and she and the support staff manage the children well so that relations between adults and children are good. The children are keen to learn and standards of behaviour are good. Support staff work effectively with groups and individual children including those with special educational needs.
79. Satisfactory assessment procedures are used to monitor children's progress. The assessments made at the beginning of children's time in reception are used to identify children who require more support or who have a special educational need. Children's progress is regularly updated during the year using a local assessment system adopted by most schools in the area. However, this does not conform to the current stages of attainment designated in each area of learning. There are plans to adopt a modern assessment scheme by the end of the school year once the local authority has agreed to it.
80. The indoor accommodation has recently been extended and is bright, cheerful and adequate for the number of children. The outdoor accommodation is good and the reception children also make full use of the main school's very good playground facilities. There are enough learning resources and they are of good quality, although the variety of wheeled toys is limited and they are barely adequate for the large number of reception children. Accommodation and learning resources have improved since the last inspection.

Personal, social and emotional development

81. Children make good progress and exceed the Early Learning Goals in this area of learning before the end of the reception year. Through good teaching children are encouraged to take responsibility for themselves and their possessions and they start to take charge of some aspects of their own learning. Adults ensure that there is a calm, welcoming atmosphere that helps children to feel happy, confident and valued in school. All children behave well and are clear about what is expected of them throughout the sessions. They are motivated, maintain good levels of concentration and work hard. During the year they become aware of their own feelings and learn to listen to others in 'sharing' and discussion times.

Communication, language and literacy

82. The teaching of communication and language is good and it is satisfactory for literacy. By the end of the reception year, children achieve the expected levels of attainment overall and make sound progress. Good opportunities are provided to develop children's listening and spoken language. Children enjoy describing small personal incidents and showing their favourite toys to the class using a rich vocabulary and speaking in complete sentences. In turn, they listen carefully for lengthy periods to other children and to adults. Interesting role-play opportunities, such as pretending to be in a rainforest, offer the chance to play and develop spoken language further.
83. Children show an interest in books, both the text and illustrations. By the end of the reception year, the large majority of children recognise many phonic sounds and familiar words. However, the higher attaining children are not given books that truly challenge them. All the children read in school and take books home on a regular basis. They receive good parental support.
84. Children practise their writing in a variety of planned activities, but there are few regular opportunities to write informally, such as lists, letters and books, in lessons that are structured this term on the National Literacy Strategy model. Children learn to form their letters correctly and many are just starting to use them in early writing. Children operate computers to paint and to write, but there is no computer in the classroom and during the inspection their weekly lesson in the computer suite was cancelled due to circumstances beyond the teacher's control.

Mathematical development

85. By the end of the reception year children reach the expected levels in their mathematical development. They enjoy counting in chorus to 100 and are starting to understand the concept of 'one more' or 'one less' using numbers to 7. Teaching is sound, but there is a lack of consistent challenge for the more able children so that, although activities are interesting, children do not have adequate opportunities to extend their knowledge.

Knowledge and understanding of the world

86. Teaching is good in this area of learning and children make good progress, so that by the end of the reception year they have a wide knowledge of their world. They experience the richness of their surroundings and also become aware of the wider world. For example they have studied the weather and wildlife of Antarctica. Children are intrigued by new experiences and photographs record how they were fascinated by different shaped magnets and the way they could be used to create patterns with metal filings. They also show good interest in why things happen and have tested various objects to see whether they sink or float. Children recall their recent experiences. During the inspection, children had great fun using a traffic light and playing on the marked roadways on the playground during a week of activities that heightened their awareness of road safety issues. All children learn about Christianity as part of their own religion and start to become aware of a few items of other religions such as menorah candlesticks. They join in celebrations like Christmas and Mardi Gras.

Physical development

87. Children make sound progress in their physical development and reach levels that are in line with those expected for their age. They have regular access to an outside area and often use the adventure playground where they climb, run and explore. They control their wheeled toys with confidence. In the hall children move with good control and manage the limited space well. Children learn to use tools such as brushes, scissors and pencils and manipulate them with increasingly good control. They show good levels of independence when changing their clothes for physical education. Teaching is satisfactory in this area of learning.

Creative development

88. Children make satisfactory progress so that by the end of the reception year, they reach the Early Learning Goals in this area of learning. Teaching is satisfactory. Children enjoy experimenting with colour when painting and with shapes when drawing. They sing favourite songs and rhymes from memory and beat in time to a rhythm. They did not use instruments or perform dance during the inspection. Their use of imaginative play is well developed and greatly aided by their ability to express their thoughts coherently.

ENGLISH

89. Standards by the end of Year 2 are above average in speaking and listening and writing, and well above average in reading. From their attainment on entry to the school, most pupils including higher-attainers and those with special educational needs are achieving well in speaking and listening and writing. Pupils are achieving very well in reading. By the end of Year 6, standards are above average in speaking and listening and reading. Most pupils are achieving well in these areas of English from their prior attainment in Year 2. Standards in writing are broadly average by the end of Year 6 and pupils are achieving satisfactorily in this area rather than well because there are too few opportunities for pupils to acquire and develop writing skills across the curriculum. During the last inspection, standards were judged to be above average in all areas of English by the end of Year 2 and Year 6.
90. By the end of Year 2, most pupils demonstrate confidence in speaking and listening. For example, pupils in a lesson spoke confidently about the work of Beatrix Potter, after high quality input from the teacher. Higher-attaining pupils asked interesting questions about the life of the famous author. In a Year 2 science lesson, pupils were attentive and keenly interested. They talked clearly about electrical safety and electrical components such as batteries, bulbs and wires. They acquired new vocabulary and used this in describing how to make a lamp light up. In Year 6, higher-attaining and average-attaining pupils talk with confidence and assurance as they discuss their work in school, homework and projects. They use expression well and use a varied vocabulary to sustain the listener's interest.
91. Pupils in Year 2 show considerable interest and enjoyment for books and reading. Very good reading habits have been established at school and at home and these factors contribute to the well above average standards in reading by the end of Year 2. Higher-attaining pupils read a variety of texts with accuracy and fluency. Pupils read independently for long periods. Most pupils read simple passages and demonstrate a clear understanding of the text. They employ a variety of methods such as phonics, graphics and context to establish reading. For example, in a Year 2 lesson seen, most pupils read a passage about Beatrix Potter with accuracy. They expressed their ideas and opinions about the text. Higher-attaining pupils extract useful information in order to write a blurb on the author. By the end of Year 6, most pupils read accurately and fluently. They make reference to the text when expressing their ideas. Higher-attaining pupils show a clear knowledge and understanding of books by authors such as J K Rowling, Jacqueline Wilson and Sir Arthur Conan Doyle. In individual project work, most pupils find and make use of information from books or the Internet. Higher-attaining pupils gather and organise information from a range of sources.
92. In writing, most pupils by the end of Year 2 develop a sequence of sentences. Capital letters and full stops are used correctly. Handwriting shows accurate form and consistent size. Higher-attaining pupils produce a blurb about Beatrix Potter, which is structured and clear. For example one pupil wrote, "Beatrix Potter was born in 1866 and died in 1943. She started writing books when she wrote a letter to Noel. Her first book was called 'The Tale of Peter Rabbit.'" In Year 4, higher-attaining pupils writing is lively and interesting as they use time connectives and similes well. In one lesson seen, a pupil built tension into her writing to good effect. For example, 'I wanted that money. I really wanted it, I felt jealous. I didn't have it. Yet!' With effective help from a teaching assistant, lower-attaining pupils develop their ideas into a sequence of sentences. In Year 6, pupils, using the information provided from tests, produced a report on a new school bag. Higher-attaining pupils chose words well to make the report interesting. Simple and complex sentences were structured into paragraphs. Commas and punctuation were used accurately. The report was

well structured and described clearly how well the bag performed in trials. Pupils edit their work and improve the structure and punctuation. Lower attaining pupils develop their ideas into a sequence of sentences. Common words are correctly spelt. For most pupils handwriting is generally fluent, joined and legible. While there is some example of word processing used to enhance presentation in poetry or for project work, computers are underused in drafting and editing writing. Furthermore, there is little evidence of subjects such as science and geography being used for pupils to apply and develop their writing skills.

93. The quality of teaching is good across the school with examples of very good teaching seen in Years 2 and 3. Lessons are well planned and clear learning objectives are identified. These are effectively shared with pupils so they know what they are to learn. Teachers are good role models as they read text with enthusiasm and expression. This motivates and inspires the class. Effective questioning is used by teachers to check pupils' knowledge and understanding of the text. Pupils are attentive and respond very well to teachers' questions. In most lessons pupils are given good opportunities to express ideas and opinions. However, in some lessons teachers talk too long and provide insufficient chance for pupils to discuss issues. Teachers' instructions and explanations are clear and informative. In a number of lessons, an overhead projector was used very well by the teacher to share a piece of text with the class or to demonstrate skills such as creating sentences, editing and improving punctuation. Pupils gain new knowledge and are given good opportunities to practise these skills. For the main activities, pupils are often organised into groups of similar attainment. Tasks are well matched to pupils' different attainment and needs. This helps to ensure that all pupils are suitably challenged. Pupils with special educational needs receive good or very good support from teaching assistants and so they make good progress in their learning. Pupils show high levels of concentration and are productive. The end of lessons are used well to review learning. However, the marking of pupils' written work varies between teachers because the school's marking policy is not consistently implemented. In particular, marking rarely indicates how pupils can improve their work. The use of ICT to support teaching and learning in English is also underdeveloped.
94. The subject is effectively led and managed by an experienced co-ordinator. The planning of the English curriculum is based on the National Literacy Strategy. The procedures for assessing and recording pupils' attainment are generally good. The co-ordinator has worked closely with the local education authority literacy consultant in developing the subject. The co-ordinator and headteacher have monitored teaching through classroom observation and support. The co-ordinator has also viewed pupils' work in order to review standards and progress. The monitoring and evaluation of literacy, particularly writing across the curriculum, is less effective. Learning resources are good and the school has recently improved the range of reading materials with further development planned.

MATHEMATICS

95. Standards are above average by the end of Year 2 and pupils are achieving well. Standards by the end of Year 6 are also above average and the current Year 6 pupils are achieving well from their average prior attainment in Year 2. Throughout the school, pupils, including those with special educational needs, are achieving well because of the good, and often very good, teaching and the quality of support they receive. Standards have improved since the last inspection as they were judged to be average by the end of both Year 2 and 6.
96. In Year 2, most pupils working with tens and units can calculate which number is half way between two others. Higher-attaining pupils can do this with hundreds, tens and units whilst lower-attaining pupils work confidently with numbers up to twenty. In Year 6, higher attaining pupils were developing their problem solving skills by planning a tour for an imaginary pop group. Having calculated the distances between venues, they then decided which route the group should take. The booster class, operating from March to May for a target group of Year 6 pupils, was calculating the costs involved in building a leisure centre for Stoke Golding and deciding which facilities could be included within the overall budget. Most pupils use mathematical vocabulary well and, in the mental maths starter to lessons, were able to use such terms as 'divisibility', 'digits' and 'prime numbers' correctly. Pupils' use and application of numeracy across the curriculum is

less strong. There is little evidence of numeracy skills being developed in science, DT or geography by the end of Year 6. This is particularly true for the application of data handling skills, graph work and interpretation.

97. The teaching of mathematics is good throughout the school and sometimes very good. As a result, pupils make good gains in knowledge, understanding and skills. The three mixed age classes in Years 1 and 2 are taught as Year 1 and Year 2 groups. The deployment of teachers here is not effective as one fulfils a minor role that is not commensurate with her expertise. The recent introduction of jotting notebooks for pupils in Years 1 and 2 is more effective than the previous over dependence on worksheets. These were limiting the challenge provided, particularly for higher-attaining pupils.
98. Pupils in Years 3 to 6 are arranged and taught in year group classes. Here there is a better balance of work on worksheets and in notebooks. Lessons are well planned and structured as they are firmly based on the National Numeracy Strategy. Clear learning objectives are identified and these are often effectively shared with the pupils so they know what they are to learn. Lessons begin with brisk and challenging mental arithmetic. Pupils participate enthusiastically and make very good gains in applying and consolidating mental skills. Teachers' explanations and demonstrations on how to work out mathematical problems are clear and informative. Pupils listen attentively and apply new knowledge well to solve problems. Teachers use learning resources well to promote and clarify learning. In the main part of the lesson, tasks are usually well matched to pupils' attainment and needs so most pupils are suitably challenged. They are motivated, on task and productive. Pupils with special educational needs receive good support from their teachers and teaching assistants. Lessons maintain a good pace and pupils' interest is sustained. The use of computers to enhance teaching is underdeveloped mainly because the school has few computers in classrooms and limited software. Marking is a weakness as it usually consists of ticks with few comment made about why work is good or how it could be improved.
99. Mathematics is effectively led and managed by the co-coordinator. The school has used the National Numeracy Strategy well to ensure that planning for the mathematics curriculum is good. There is good coverage of work in investigational mathematics, number, shape and measures. Data handling, graph construction and interpretation is well focused in Year 4 but subsequently insufficiently used. Procedures for assessing pupils' attainment are satisfactory and developing. Tracking of pupils' attainment and progress is now in place but group and individual targets for pupils are not consistently in use throughout the school. The acting co-coordinator has conducted a subject audit and identified appropriate strengths and weaknesses as a basis for future focus and development. Learning resources have been much improved since the last inspection and are good except for shortages in computer software.

SCIENCE

100. Standards are above average by the end of Year 2 and Year 6. Most pupils are achieving well, particularly in the acquisition of knowledge and understanding of science. By the end of Year 6, standards in investigative science are average and achievement in the development of scientific skills is satisfactory rather than good because there are insufficient opportunities for pupils to plan, carry out and report investigations. Overall, standards are similar to those reported during the last inspection.
101. Pupils in Year 2 can classify living things into animals and plants. They identify the main parts of a dandelion plant. Higher-attaining pupils give explanations for changes in living things such as the lack of water in plants. Pupils observe materials before and after they are heated. They record their results in teacher-produced charts. Higher-attaining pupils can identify whether changes to materials such as chocolate, bread, egg, candle and wood are reversible or not. Pupils use CD ROMs to find out information on science topics. In a Year 2 lesson seen, pupils were exploring how to make a bulb light up. Pupils knew that household mains electricity could be dangerous but using batteries is safe. Using a battery, bulb and wires, most pupils made a lamp light up. They produced clear drawings of their arrangement. Higher-attaining pupils explained why the lamp does not always work, for example, 'There is a gap in the circuit'.

102. In a Year 3 lesson seen, pupils were investigating whether a big magnet was the strongest. Pupils demonstrated a good knowledge of different types of magnets and an understanding of attraction and repulsion. They made suitable predictions and used a range of equipment to carry out their planned tests. Drawing pins or paper clips were used to measure the strength of different magnets. Pupils made accurate observations and measurements. Most pupils explained their observations and said whether results were as expected. Pupils in Year 4 construct electrical circuits and test which materials conduct electricity and which do not. Pupils investigate how quickly ice cubes melt when wrapped in different materials such as aluminium foil, bubble wrap, or fabric. They weigh each cube at the start and then every ten minutes. They enter their results in a table provided and identify which cube melts the quickest. Higher-attaining pupils give scientific explanations for their results. Pupils apply and develop their numeracy skills reasonably well in measuring time and mass.
103. Pupils, in Year 6, identify parts of a flower such as the petals, stigma, sepal and style. They use biological keys to identify different animals and leaves. Pupils classify materials into solids, liquids and gases. They use scientific vocabulary such as melting and evaporation to describe how materials change state. Higher-attaining pupils demonstrate a greater knowledge and understanding of materials and their properties. In a Year 6 lesson, the class were investigating how to get salt back from a mixture of sand, salt and gravel. Pupils worked in pairs to express their ideas on how to solve the problem. Pupils decided on suitable equipment and methods. Some pairs chose equipment before thinking their investigation through. Most pupils added the mixture to water in order to dissolve the salt. They used filtration to separate the sand and gravel from the salt solution. Most pupils used appropriate scientific vocabulary such as 'dissolve' and 'solution' in their explanations. While this was a good investigative activity, the study of pupils' work clearly indicates that there are too few opportunities like this provided for them. Furthermore, pupils have insufficient opportunities to apply and develop their writing skills in science. There is little evidence of pupils carrying out independent study in science in Years 3 to 6 by using a range of sources such as books and the Internet. Pupils in Year 6 measure time and temperature and mass correctly using appropriate instrument and units. However, over-directed worksheets, where tables and graph outlines are provided, restrict pupils' ability to organise and present their results.
104. The quality of teaching seen during the inspection was mostly good and pupils made good gains in knowledge, skills and understanding. Teaching ranges from satisfactory to good and is judged to be good overall. Teachers' effectively recap on pupils' previous learning before introducing new work. Their introductions and instructions are clear and informative. Pupils are attentive and show a keen interest in science. In a number of lessons pupils had good opportunities to listen and talk about the work. They acquired new vocabulary and applied this well. In some lessons seen, pupils were given good opportunities to plan and carry out an investigation in order to answer a scientific question. Pupils worked co-operatively and presented their ideas well. They acquired and applied skills such as planning, predicting, making tests fair, observing, measuring and explaining results. They selected appropriate equipment, carried out tests and recorded their results. However, the study of pupils' previous work indicates that this approach to science is under used. Teachers manage pupils well and very well. Pupils behave well and there are very good relationships between teachers and pupils and between pupils. Teaching assistants are well deployed and provide good support in lessons particularly to pupils with special educational needs. This enables these pupils to have full access to the activities and they make good progress. The marking of pupils' work is inconsistent. Marking often includes encouraging comments for good work but there is little guidance on how pupils can improve. There is little evidence of ICT being used to support teaching and learning in science.
105. The leadership and management of science are sound. The co-ordinator is currently leading mathematics and science while the deputy headteacher is on secondment. Mathematics has received higher priority. The school has adopted recommended national guidelines for its scheme of work in science. Pupils are taught a full range of units and the pupils' knowledge and understanding of the science is promoted well. Opportunities to develop experimental and investigative skills are less consistent. The monitoring and evaluation of science is not sufficiently rigorous in identifying weaknesses and taking effective action. The assessment and recording of pupils' attainment is satisfactory. Learning resources are good.

ART AND DESIGN

106. Standards are average by the end of Year 2 and Year 6 and most pupils including those with special educational needs are achieving satisfactorily. These judgments are similar to those made at the last inspection. Throughout the school, pupils do not have sufficient opportunities to work with a range of materials and media. Displays around the school indicate that pupils in Years 4, 5 and 6 often work in coloured pencil and crayons but their observational skills are not well developed. Sketchbooks and pictures by pupils in Years 3 and 4 reveal that while some pupils observe and draw at expected levels, many produce very immature work which suggests that less emphasis is paid to this skill now than was the case a few years ago.
107. Pupils in Year 2 have used a satisfactory range of media and studied the work of Picasso and Eric Carle, producing some simple, colourful tissue paper and paint pictures in the style of the latter artist. Pupils remembered that Picasso sometimes painted 'two sides of the same face'. Pupils are becoming highly aware of pattern around the school and have made a wide range of rubbings preparatory to using them to construct houses. Photographic evidence shows that they have also worked in three-dimensions weaving and making twig constructions.
108. Pupils in Year 6 have extended their knowledge of the work of different artists such as Monet and Van Gogh, but in discussion they found it hard to recall any defining characteristics of their work. Pupils have not done any three-dimensional work in Year 6 nor did they recollect ever having used charcoal as a medium. There is however, a selection of pleasing still-life paintings on display where pupils used well-developed skills of observation to good effect. Pupils in Year 3 experiment with clay and have made interesting plaques using slip to attach beading. Pupils in Year 5 have drawn a series of simple but lively matchstick sketches of people moving that show good skills of observation.
109. The quality of teaching and learning was good overall during the inspection. Teachers had planned carefully and used a good mixture of questions and information so that everyone understood their tasks well. Techniques were demonstrated clearly so that pupils were well focused and knew how to proceed. Time was used well and pupils were enthusiastic and made good progress during the lessons. In a lesson where the pupils were starting to make tapestry pictures, teaching was only satisfactory because the teacher omitted to show them examples of finished work or to highlight the skills they would need for the task. Displays around the school indicate that teaching and learning are usually satisfactory.
110. There is sound awareness that art and design can be used to promote other subjects, for example, posters that heighten pupils' awareness of the interests of younger children. Pupils in Year 3 produced colourful repeating patterns that have a basis in mathematics. Pupils in Year 5 made papier mâché pots when they were studying Ancient Greece in history and have sketched many of the instruments they use in music lessons. Pupils are encouraged to practise their speaking skills when they explain what they have been doing in art lessons, but at present opportunities are missed for pupils to develop their literacy skills through writing biographies of artists or descriptions of pictures. Pupils use ICT for research and to make designs. The study of different artists is satisfactory in raising pupils' awareness of European culture and aspects of Aboriginal art, but there is scope to extend this further. Good opportunities are provided for pupils' moral and social development and they respond well to them.
111. Leadership and management of the subject are satisfactory. The co-ordinator has monitored teaching in nearly every class in the past and seen teachers' plans, but has done neither this year. The scheme of work is satisfactory, but at present there is no overview to ensure that teachers are aware that skills are built steadily through the school. Brief, satisfactory assessment is carried out at the end of each unit of work. Learning resources are satisfactory.

DESIGN AND TECHNOLOGY

112. There were no DT lessons timetabled during the week of the inspection so no judgements are made about the quality of teaching. Judgements about standards and provision are based on the study of pupils' work, viewing teachers' planning and discussions with pupils and staff.
113. Standards are broadly average by the end of Year 2 and most pupils are achieving satisfactorily. Standards continue to be average in Years 3 and 4. Standards are below average by the end of Year 6 and pupils are not achieving as well as they should. This is because pupils in Years 5 and 6 have insufficient contact with the subject and opportunities to work on different projects using a range of materials, tools and techniques are limited. Standards have been maintained by the end of Year 2 since the last inspection but have fallen in Year 6 from average to below average.
114. Pupils in Year 1 design and make model playgrounds using construction kits, wood and reclaimed materials. Pupils produce clear drawings in designing a park playground. In Year 2, pupils design and make vehicles of wood, reclaimed materials and construction parts. Wheels and axles are fixed to a firm wooden chassis. The finished models are well constructed and finished well with paint and aluminium foil.
115. In Year 3, pupils design and make moving monsters. The monsters are well designed and constructed and finished in brightly coloured paint. Pneumatics is used effectively to make the monster parts move. Pupils in Year 4 design and make money containers. They produce attractive finished products using different coloured felt. The material is accurately measured and cut and stitching is used well to join the fabric. Pupils in Year 5 explore the making of bread and this is the only project covered so far this year. In Year 6, pupils design and make puppets to use in a performance to four- year- olds. They decide on a theme and sketch out stories. They produce a variety of hand puppets using brightly coloured felt. The felts are well cut and carefully stitched to produce effective joins. However in terms of material and tools and techniques employed used, this work shows little development from the money container project in Year 4. There is no evidence of the current Year 5 and 6 pupils working on projects involving, for example, cams, gears or controllable vehicles. There is no evidence of pupils using ICT to support their learning in DT.
116. A teacher is overseeing the leadership and management of DT on a temporary basis. The school has adopted the national guidance for its schemes of work but these are not fully implemented particularly in Years 5 and 6 where too few units are taught. The monitoring and evaluation of standards and provision are unsatisfactory. The school is developing a photographic record of pupils' work that shows work covered and the standards attained. Learning resources for DT in terms of materials, tools and components are unsatisfactory for pupils in Year 5 and 6 and this is having an adverse effect on standards and achievement.

GEOGRAPHY

117. Standards are above average by the end of Year 2 and pupils are achieving well. By the end of Year 6, standards are average and pupils' achievement is satisfactory. The range of units studied in Year 6 is limited although there are further units planned for the second half of the summer term. The above average standards reported during the last inspection have been maintained in Year 2 but have fallen from above average to average in Year 6.
118. In Year 2, pupils compare life in Stoke Golding with that in Peru and show good knowledge of the Peruvian landscape. They read maps and plans with ease, using simple coordinates and keys. There is an over reliance on worksheets which restricts individual work and thus the use of geography to develop pupils' writing skills. There is no evidence in pupils' folders of the use of ICT to support their learning.
119. By the end of Year 6, pupils have acquired a sound understanding of the factors relating to development and to land use. They acquire a basic knowledge of their local area and of some other countries, such as India and Kenya, and develop further their ability to identify similarities and differences between them. Pupils have some appreciation of the importance of climate and physical features in the development of agriculture and towns, but the extensive use of worksheets

requiring limited pupil response limits the development of knowledge and skills. It also restricts the use of geography to develop their literacy skills. Pupils develop skills relating to weather and mapping but pupils have little knowledge of how development and pollution can damage the environment. Pupils use ICT satisfactorily in order to develop their geographical knowledge and skills. Pupils in Year 5 use their mathematical skills well to understand and describe the effect of water erosion and in Year 3 pupils use graphs and charts well to illustrate which shops their parents visit.

120. During the inspection, three lessons were seen. The quality of these was good but the study of pupils' work indicates that teaching is mostly satisfactory. Lessons proceeded at a purposeful pace. Teachers were knowledgeable and enthused their pupils with the interesting activities they provided. A positive atmosphere for learning was consistently achieved and there were very good relationships between teachers and their pupils. Teaching assistants provided valuable additional backing so that pupils with special educational needs made good progress in their learning. Pupils were managed well and behaviour was very good. In some classes there was an over use of worksheets which lack sufficient levels of challenge. Most work has been ticked but the nature of worksheets limits the degree to which pupils can be challenged and therefore there are few evaluative comments by teachers or suggestions for improvement.
121. The co-ordinator has a good awareness and understanding of her role, but lack of non-teaching time limits her effectiveness. She has observed and supported some lessons and views pupils' work. She checks teachers' planning, but has not developed a whole school overview of the curriculum to help ensure the steady building of pupils' geographical skills. Assessment procedures are satisfactory and these are carried out at the end of units of work. Learning resources are good and are used satisfactorily.

HISTORY

122. Standards are average by the end of Year 2 and pupils are achieving satisfactorily. By the end of Year 6 standards are above average and most pupils are achieving well.
123. As pupils in Years 1 and 2 are taught together, they follow a two-year cycle of topics. Each introduces subject -specific vocabulary as well as developing an awareness of the past and a sense of chronology. Pupils sequence pictures and objects explaining the reasons for their chosen order. They learn about the lives of such famous people as Florence Nightingale and King Alfred and compare these with stories about Robin Hood to establish that not all stories about the past are true.
124. Pupils in Year 6 have a secure understanding of the passage of time and are able to place historical periods in chronological order. They understand and use timelines, for example, and confidently place events from their family histories on a timeline showing national and international events from 1930 to 1980. They can construct family trees and use books, newspapers and CD ROMs for research. The planning sheet given to pupils for the local study of Stoke Golding in 1881 illustrates how cross-curricular links are built into the history syllabus. Map-reading skills, developed in geography, are used to locate particular houses in the village. Pupils sketch the house they are studying whilst on a village trail and later paint this and the family that lived in it at the time. They make models of the houses, creating a link with DT. They also link with science by designing and making a map of the village using electrical circuits and bulbs that light to show the location of the houses they have studied. Finally, pupils use their computing skills to produce a guide to Victorian Stoke Golding that imports pictures using a scanner and a present- day photograph taken with the school's digital camera.
125. Only two history lessons were seen during the inspection, one was in Year 3 and the other in Year 6. The quality of teaching in both lessons was good and enabled pupils to make good gains in their learning. Evidence from these lessons and the study of pupils' work indicates that the quality of history teaching throughout the school is good, as it was at the time of the last inspection. Pupils were then said to respond well to history. They still do as was shown by their interest in the 1881 census and also in another project, finding information about the Egyptians. Lessons seen

were well planned with clear learning objectives that were shared with pupils, giving them a full understanding of what they were to learn. Teachers demonstrate good subject knowledge and question pupils effectively to promote their thinking. Pupils in Year 6 were encouraged to develop theories about the village from the information in the census and the teacher used the photographs on the wall display well to promote discussion about features of present- day housing that would not have been there in 1881. Pupils in Year 3 responded well to the challenge of establishing which statements they were given about the Egyptians were true. They used reference books systematically and supported each other well if reading proved a problem. Their interest was sustained as they moved to the computer suite to use a CD ROM to find information about animals, crops and the working of a shaduf.

126. Folders show a range of recorded work including both worksheets and free writing. Presentation is generally satisfactory, as layout is good and handwriting neat. Particularly with younger classes, there is sometimes an overdependency on worksheets that inhibits opportunities to develop literacy skills. The marking of pupils' work is satisfactory. Marking includes comments of praise for good work but those to help pupils improve their work are less frequent.
127. The criticisms made of curriculum planning at the time of the last inspection have now been addressed. The skills to be developed by pupils in Years 1 and 2 are now clearly identified in the list of topics to be taught. The requirements of the National Curriculum are covered and the school used the latest national subject guidance when reviewing its policy for the subject in 2002. Local history is used well to illustrate wider themes. The use of such sources as the 1881 census in teaching the subject ensures pupils are acquiring the skills of historical enquiry as well as facts about different periods in time. Learning resources are generally good and resource boxes have been gathered for each topic. These contain, where appropriate, CD ROMs, reference books, videos, pictures and artefacts, as well as teachers' notes suggesting ways in which they might be used. Each box also contains contact names and addresses for places that would be suitable for class visits.
128. The leadership and management of the subject are good. The co-ordinator has seen some teaching but does not do so on a regular basis. She does see teachers' planning and, about twice a year, sees samples of pupils' work. As yet there are no formal assessment procedures for the subject in place although points where assessment might happen are indicated in each topic. There is no record of samples of assessed work for the subject to give staff an indication of standards and subject coverage.

INFORMATION AND COMMUNICATION TECHNOLOGY

129. By the end of Year 2 and Year 6, standards are average and pupils are achieving satisfactorily in this subject. The use of ICT by pupils to support their learning is underdeveloped particularly in subjects such as English and science. Standards by the end of Year 2 and Year 6 are similar to those reported during the last inspection.
130. Pupils in Year 2 locate information and answer questions using a CD ROM. They search for information about dinosaurs and sea creatures using button icons. Also in Year 2, pupils describe how they enter instructions to control a roamer, a programmable vehicle that moves across the floor under their control.
131. In a Year 3 lesson seen, pupils were finding information about the Ancient Egyptians on a CD ROM. Most pupils worked in pairs and used menus, indexes and buttons to locate information. They were confident in using a mouse. Pupils found information about how people lived in Ancient Egypt and recorded their findings. Pupils gained knowledge about crops grown, animals kept and shadufs. Pupils in a Year 4 lesson seen, created computer generated pictures in the style of Georges Seurat using a 'paint' type program. Pupils adopted the style of 'pointillism' when images are created using a vast number of coloured dots. Pupils chose different brush sizes and used an eraser tool. They demonstrated good control and patience in producing attractive images, which included butterflies, clowns and a Tyrannosaurus Rex.

132. Pupils in Year 6 load a new spreadsheet. They enter the points that each of the school houses has scored into it and then this data is converted into a bar graph. The spreadsheet and graph are printed and displayed for pupils to see how well their house is progressing. In a Year 6 lesson seen, pupils located information about the Caribbean island of St Lucia using a CD ROM atlas. They used buttons, menus and key words to find essential data. Pupils then began to produce a multimedia presentation of St Lucia. They used text-editing facilities to provide important information. They imported images and cartoons from the computer's bank and added prepared sounds. Pupils were beginning to link screens together. There is no evidence of pupils in Year 6 working with monitoring and control where they use sensors to detect change or the using of inputs to control events.
133. The quality of teaching seen in the ICT suite during the inspection was good and pupils made good gains in acquiring and applying skills. However, ICT is not being used consistently well to support teaching and learning across the curriculum. Lessons in the computer suite are well planned and clear learning objectives are identified and shared with the class so pupils know what they are to learn. Teachers provide clear instructions, explanations and demonstrations. Pupils are interested and attentive as they listen carefully, watch demonstrations and follow instructions very well. When working in the computer suite, pupils generally work in pairs. They work well collaboratively and apply concentration and effort to the task. Pupils use the computers, headphones and software responsibly. Teachers and teaching assistants provide effective support and feedback as they move efficiently between pairs and individuals and this helps pupils to improve. In the best lessons, the end of the session was used well to review what had been learned. For example, in the Year 4 lesson seen, pupils were given good opportunities to move around the suite and see and appraise other pupils' work. This was done in a constructive way and pupils' achievements were celebrated and shared. While there are some good examples of ICT being used to support teaching and learning in other subjects, this is not done consistently throughout the school. Pupils are not using word processing sufficiently to develop writing skills. The power of ICT for drafting and editing is not fully realised.
134. The leadership and management of ICT are sound. The school has adopted the national recommended guidelines for its schemes of work. These help to ensure that pupils acquire and build on knowledge and skills in a steady and systematic way as they move through the school. Using New Opportunities Funding, teachers have received recent training in ICT and this has increased their confidence and expertise. Procedures for assessing and recording pupils' attainment are underdeveloped. The school does not keep a portfolio of assessed samples of pupils' work as a record of standards attained in the National Curriculum units covered. The school has a good ICT suite with 17 computers and a range of printers and other equipment. Teachers have individual laptops and use these well for producing lesson plans and pupils' tasks sheets. However, most classrooms do not have computers and this restricts the opportunities for using ICT to support teaching and learning in many lessons. The school has plans to upgrade computers in the existing suite and to increase the computers available in the classrooms.

MUSIC

135. Pupils' standards of attainment are average at the end of both Year 2 and Year 6 and all pupils, including those with special educational needs, achieve satisfactorily. This represents a slight decline since the previous inspection when music was judged to be above average by the end of Year 2 and Year 6. There were no music lessons in Years 1 and 2 during the inspection so judgements for these years are based on discussions with pupils.
136. By the end of Year 2 pupils report that they enjoy music and use instruments to illustrate stories. They listen to songs and understand the term 'pitch'. Singing in the Year 1 and 2 assembly was clear but not very tuneful or expressive.
137. By the end of Year 6, pupils have developed their singing ability and keep to their own tune in part songs. They have a well-pronounced feeling for rhythm. Pupils used a range of tuned and untuned instruments with good levels of sensitivity to compose music with a 'space' theme. They have written their compositions in a variety of forms in the past. In discussion, pupils reported that they listen to music during lessons, but were unable to name any composers and did not recognise

names like Beethoven, Mozart or Gustav Holst. Music is played at the beginning and end of each assembly, but no mention is made of the composer or the name of the piece. Pupils sing in whole-school assemblies with clear enunciation but lack tone and expression; some of the older pupils do not participate. There is usually a school choir but it is in abeyance at present and therefore did not lead the singing.

138. Only two lessons were observed during the inspection and these were in Years 5 and 6. Of these, one was of good quality and the other was satisfactory. Planning was good in both lessons and teachers had high expectations of pupils' behaviour. In one lesson brisk pace and topics which engaged the pupils' enthusiasm ensured that they made good progress in their learning, but in the other lesson despite the teacher's best efforts several pupils were not really interested and progress was only satisfactory overall. There is little evidence of ICT being used to support teaching and learning in music.
139. Leadership and management of the subject are satisfactory. The co-ordinator has not monitored teaching lately. She is aware that several teachers do not feel confident, but has not had non-teaching time to support teachers in the classroom. Assessment of pupils' attainment is satisfactory. This is carried out at the end of each unit of work. Learning resources are good and are used effectively.

PHYSICAL EDUCATION

140. By the end of Year 2, standards are average and pupils are achieving satisfactorily. These are similar judgements to those made during the last inspection. By the end of Year 6 pupils reach standards that are above average and pupils are achieving well. This represents an improvement since the last inspection when standards were judged to be average. The input of specialist professional coaches in a variety of sports has raised standards in the games element for older pupils. The very good attitudes and behaviour of all pupils make a significant contribution to learning. All are enthusiastic and patient when waiting for their turn to take part in team games. Four of the five lessons seen had full participation by pupils.
141. As they progress through the school, pupils are given a satisfactory range of opportunities to acquire and develop new skills and apply them to their own performances. Pupils in Years 1 and 2 demonstrated good ball control as they walked around the hall balancing balls on bats and when throwing balls into a bin. Their co-ordination is developing well.
142. By Year 6, pupils acquire and develop skills, techniques and ideas through dance, games, gymnastics, cross-country running, athletics and swimming. The school is justly proud of its county long jump champion. In a game of Kwik Cricket in Year 6, both boys and girls bowled over arm, held the bat correctly and demonstrated good catching and throwing techniques. Provision for swimming is good and all pupils in Years 3 to 6 attend lessons at the local swimming pool for half a term each year. The headteacher, who has an appropriate swimming qualification, supports the instructor for lessons in Hinckley pool. The effectiveness of the arrangement is reflected in the fact that almost 95 per cent of pupils achieve the national standard by the end of Year 6. Many pupils exceed this standard and the school participates successfully in the local school annual gala.
143. The quality of teaching is mostly satisfactory and sometimes good or very good. During the inspection only games lessons were seen. Planning for other areas of the physical education curriculum such as dance, gymnastics and athletics indicates full coverage of subject requirements. Teachers' explanations are clear and enable all pupils, including those with special educational needs, to take a full part in all activities. They use praise well to encourage and motivate. They demonstrate the techniques they are teaching, which helps pupils to improve their own performance, although more opportunities could be given for the youngest children to evaluate their own and others' work. Teachers manage the pupils, space and apparatus effectively and pupils work co-operatively, taking due regard for their own and others' safety. Learning resources are good and pupils take care of equipment they are using.
144. Physical education makes a positive contribution to pupils' social, moral and spiritual development. Levels of co-operation and collaboration in lessons are good and the various after-

school sports clubs successfully develop a positive team spirit. Rules are understood by pupils of all ages and followed in a sensible and mature fashion.

145. Leadership and management of the subject are satisfactory. The policy and planning for PE indicates that the requirements of the National Curriculum are met. No monitoring of teaching takes place, which means that best practice is not shared amongst the staff and, as yet, assessment of pupils' skills in the subject is limited and informal.