

INSPECTION REPORT

MANORFIELD CE PRIMARY SCHOOL

Stoney Stanton

LEA area: Leicestershire

Unique reference number: 120161

Headteacher: Mr S Palmer

Lead inspector: Mr R Burgess

Dates of inspection: 12th – 15th January 2004

Inspection number: 256842

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Controlled
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
Number on roll:	360
School address:	Station Road Stoney Stanton Leicester
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Appropriate authority:	Governing body
Name of chair of governors:	Mr M Holland
Date of previous inspection:	27 th April 1998

CHARACTERISTICS OF THE SCHOOL

The school is situated in Stoney Stanton, north east of Hinckley. It is bigger than most primary schools, with 357 pupils on roll, aged between four and eleven years. The school serves the immediate community but also admits pupils from a wider area. The pupils come from a range of socio-economic backgrounds. The proportion of boys and girls varies significantly in different year groups. There are three mixed-age classes for Years 3 and 4 and two classes for all other year groups. The school admits children to the reception class in the September or January after their fourth birthday. Children's attainment on entry is broadly average. Virtually all pupils are from white ethnic backgrounds. There are no pupils with English as an additional language. Twenty-two per cent of pupils have special educational needs, which is similar to the average. Four children have a statement of special educational need, which is below the national average. The number of pupils in receipt of free school meals is below average. Since the last inspection in 1998 the school has received Schools Achievement Awards in 2000 and 2001. It also achieved Investor in People status in 2000.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school. The leadership and management of the headteacher, senior staff and governing body are good. Teaching and learning are good throughout the school, with some very good features resulting in good learning in classrooms. Pupils achieve well throughout the school. Standards in mathematics are well above national averages and above national averages in English and science by the end of Year 6. The school provides good value for money.

The school's main strengths and weaknesses are:

- Pupils achieve well and make good progress because of the effective teaching.
- The school makes good provision for pupils' personal development, and relationships are very good between adults and pupils.
- The promotion of equality of opportunity for all pupils is very good.
- Provision for pupils with learning difficulties and their achievement is very good.
- There is insufficient identification of opportunities for pupils to use their literacy and information and communication technology (ICT) skills in other subjects of the curriculum.
- Provision for outdoor activities for children in the reception year is unsatisfactory.
- There is insufficient provision for seeking pupils' views about their school.

The school was last inspected in April 1998 and has made a good improvement since then, effectively addressing all the issues raised. Parents agree that behaviour and personal development have improved significantly. There is now a clear and comprehensive school development plan. A new senior management structure is providing effective leadership and management.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	C	E	A	C
Mathematics	B	C	A	C
Science	A	B	A	C

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average
Similar schools are those whose pupils attained similarly at the end of Year 2.*

Achievement is good throughout the school. Pupils with learning difficulties achieve very well. Standards in the reception classes are around the expected level. They are good in personal, social and emotional development and in mathematical development. Children in these classes are achieving well because of good teaching. Throughout the school pupils achieve well in most subjects. In Year 2, standards are well above those expected in mathematics and above standards expected in English, science and art and design. They are average in all other subjects including ICT and religious education. In Year 6, standards are well above those expected in mathematics and above standards expected in English, science, music and physical education. They are around the expected levels in all other subjects.

Pupils' personal development is good. The provision for their moral, social and cultural development is good. The provision for their spiritual development is satisfactory. Attitudes and behaviour are good. Pupils behave well in class and have positive attitudes to school. The staff have high expectations of the pupils' behaviour and teach the differences between right and wrong well. The pupils like coming to school. They are punctual. Attendance is satisfactory.

QUALITY OF EDUCATION

The quality of education provided is good. Teaching and learning are good with some very good features throughout the school particularly in mathematics. The good quality teaching is resulting in good learning and improved standards throughout the school. Particularly strong features are:

- Staff treat all pupils equally and provide very well for their individual needs.
- Pupils with learning difficulties are all supported very well and make very good progress.
- Pupils feel their teachers help them to understand how they can improve their work.

The quality and range of the curriculum are good throughout the school. Pupils with potential difficulties are identified early and given very good levels of support. Pupils are well cared for and receive good guidance from adults in the school. Health and safety provision is fully in place, along with child protection. Links with parents are good. Parents are supportive of the school and recognise the improvements in behaviour and in leadership and management of the school.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The headteacher shows good leadership and is well supported by the senior staff and governing body. Management is good; there is a shared vision and determination throughout the school to improve standards and the quality of educational provision. The governance of the school is good. Governors give strong support to the work of the staff as they strive to improve the school. All statutory requirements are met. There is a continuing review of the way the school is heading and all aspects of the work of the school are kept under constant assessment. It has satisfactory resources, which are used effectively for the benefit of all its pupils.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Questionnaires and comments received from parents were positive and supportive of the school. Responses from pupils indicate a high level of pride in their school. They feel they are given good opportunities for taking responsibilities; they are given very good help in understanding how they can improve and they feel they are listened to by staff, but the school does not consult with them formally about how to improve the school further.

IMPROVEMENTS NEEDED

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

- Identify and provide appropriate opportunities to use and develop literacy and ICT skills across the curriculum.*
- Ensure appropriate provision for outdoor activities for children in the reception classes.
- Develop more formal procedures for seeking pupils' views about their school. *

* These are areas already identified for improvement in the school's development plan.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils of all abilities achieve well throughout the school. Those with special educational needs achieve very well. Standards throughout the school are **well above average** in mathematics, **above average** in English and science and **average** in ICT.

Main strengths and weaknesses

- Pupils achieve well throughout the school, and those with special educational needs achieve very well.
- There has been good improvement in standards in English, mathematics and science since the last inspection.
- Standards in mathematics are well above average by the end of Year 2 and Year 6 and pupils achieve well overall and very well in Years 1 and 2.
- A significant number of pupils attain the higher levels in the national tests in English and mathematics at the end of Year 2 and in English, mathematics and science at end of Year 6.

Commentary

- 1 Children enter the reception classes with wide-ranging levels of attainment, but overall standards are broadly average except in mathematical skills where they are above average. Children achieve well and the majority of children attain the expected goals in all areas of learning by the end of the reception year and a few exceed them. Many children exceed the goals expected for their age in mathematical skills. The consistently good teaching and the good provision contribute positively to this good achievement.

Standards in national tests at the end of Year 2 – average point scores in 2003

Standards in:	School results	National results
Reading	17.6 (17.9)	15.7 (15.8)
Writing	17.2 (15.5)	14.6 (14.4)
Mathematics	18.1 (18.3)	16.3 (16.5)

There were 50 pupils in the year group. Figures in brackets are for the previous year.

- 2 The table above shows that standards in the national tests in 2003 were well above average in reading, writing and mathematics compared with pupils in other schools nationally and with pupils in similar schools. Pupils' standards in writing were significantly higher than in the previous year as a result of the effective initiatives and strategies teachers put in place to raise standards. Good teaching of the basic skills required for reading and writing means that pupils achieve well in both subjects. Overall, the rate of improvement in standards over the past three years is above the national trend.

Standards in national tests at the end of Year 6 – average point scores in 2003

Standards in:	School results	National results
English	28.7 (25.4)	26.8(27.0)
Mathematics	28.7 (27.4)	26.8 (26.7)
Science	30.1 (29.5)	28.6 (28.3)

There were 46 pupils in the year group. Figures in brackets are for the previous year.

- 3 The table above indicates that standards in national tests at the end of Year 6 in 2003 were well above average in English, mathematics and science compared with pupils in other schools nationally. Standards were above average in tests in English and mathematics and average in science in comparison with similar schools. Overall pupils do better in reading than in writing. Following careful analysis of tests and assessments, teachers have successfully put in place several initiatives to improve pupils' performance in writing, especially non-fiction writing. The varying numbers of pupils with special educational needs result in fluctuations in test results from year to year. Overall the rate of improvement in standards is broadly in line with the national trend.
- 4 Pupils of all abilities and those with special educational needs achieve very well because of the consistently good teaching. This has led to a significant rise in standards from the last inspection in 1998 when standards at the end of Year 2 and Year 6 were average in English, mathematics and science and progress was satisfactory. Teachers have implemented new strategies well and plan challenging work for all pupils. The school has an effective system to track the attainment of all pupils and set targets for their potential achievement. Teachers use test and assessment information effectively to monitor the progress of pupils towards their targets. Effective strategies are put in place to ensure that pupils achieve well. Girls and boys achieve equally well because teachers plan work to take into account different learning styles.
- 5 Pupils with special educational needs achieve very well. Their needs are identified as soon as possible and their progress towards their targets is very well monitored. There is good liaison with parents who are regularly involved in their child's progress. The very knowledgeable and enthusiastic special educational needs co-ordinator provides very good leadership and management and ensures that very good tracking systems are in place and pupils are given very good support.
- 6 Standards in mathematics are well above average at the end of Year 2 and Year 6. Overall pupils achieve well, but in Years 1 and 2 they achieve very well. This is a significant improvement from the last inspection when standards were average throughout the school and pupils made satisfactory progress. This rise in standards and achievement is due to the very good teaching overall, the successful implementation of the National Numeracy Strategy and the very good leadership and management of the subject, particularly by the co-ordinator.
- 7 A significant number of pupils obtain the higher levels in national tests because their needs are clearly identified and teachers give them challenging work. At the end of Year 2 the percentage of pupils gaining the higher levels is very high in writing and science and well above average in reading and mathematics in comparison with all schools. At the end of Year 6 the percentage of pupils achieving the higher levels is well above average in English and mathematics and above average in science.

Pupils' attitudes, values and other personal qualities

Attendance is **satisfactory** and punctuality is **good**. Pupils' attitudes and behaviour are **good**. Personal development is also **good**, particularly pupils' moral, social and cultural development. Their spiritual development is **satisfactory**.

Main strengths and weaknesses

- The relationships between staff and pupils are very good.
- The way in which the school promotes attitudes and behaviour is good.
- The moral, social and cultural provision is good.
- The systems for monitoring and improving attendance are not sufficiently rigorous.

Commentary

- 8 A recurring theme in a number of the lessons observed was the strength of the relationships between staff and pupils. For example, in a Year 5 mathematics lesson the positive feedback which pupils received from their teacher encouraged them to 'have a go' at answering questions and as a result they showed high levels of enthusiasm. In a Year 2 mathematics lesson the relationship with pupils was very good. As a result they responded enthusiastically and showed a willingness to contribute. Also in a Year 2 English lesson the relationship between teacher and pupils was very positive, resulting in good behaviour.
- 9 Of those returning the pupils' questionnaire, 97 per cent said that they liked the school. The vast majority arrive on time allowing for a smooth start to the day. In lessons across the age ranges there were many examples of pupils showing enjoyment in their work with hands raised eagerly to answer questions. Behaviour is also good. In most lessons observed, behaviour was good or better. This marks an improvement on the last inspection when some concerns were raised about behaviour. The school has addressed those concerns by reviewing its Behaviour Code, applying it more consistently and shifting the emphasis to promoting the positive.
- 10 Improvements in behaviour have also resulted from the strong moral and social code. For example, when pupils misbehave they are encouraged to reflect on what they have done and to consider the consequences of their actions. Within each class pupils get the opportunity not only to set their own class rules but also to establish basic rights. This helps them to develop an understanding of right and wrong. From a social perspective pupils are expected to take care of one another and there are informal links between older and younger pupils and between more and less able. Supporting charities also gives them an appreciation of the importance of making a contribution to society. Pupils are given numerous opportunities to study their local culture. For example, as part of their study on Remembrance, pupils in Year 2 visited the local churchyard to learn about the families who have lived in the village. Religious education is used well to promote an understanding of cultures other than their own with studies of all the major religions. The headteacher is keen to build on this by arranging for visits to religious sites in Leicester.

Attendance

- 11 Attendance for the autumn term just completed was 94.6 per cent which is below the national average. This is also a fall on the previous year when it stood at 95.2 per cent. For the most part parents are keen for their children to attend and they are also good at informing the school when their children are absent. There is currently no system for following up absences on the day they occur, nor are there any incentives to encourage good attendance and emphasise the importance of the need to attend regularly.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.7	School data	0.1
National data	5.4	National data	0.5

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Exclusions

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	322	1	1
White – any other White background	4	0	0
Mixed – White and Black Caribbean	4	0	0
Mixed – any other mixed background	3	0	0
Asian or Asian British – Indian	1	0	0
Black or Black British - Caribbean	2	0	0
Parent/pupil preferred not to say	2	0	0

The table gives the number of exclusions, which may be different from the number of pupils excluded.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided is good. Pupils reach very good standards in mathematics and good standards in English and science as a result of good and sometimes very good teaching. In ICT standards are average but could be better. The promotion of equality of opportunity for all pupils is very good. Provision for pupils with specific learning needs is very good. The breadth and balance of the curriculum are good. There is good provision for pupils' support, care and guidance. Links with parents are good. The school's links with the community are good.

Teaching and learning

Teaching is good. Pupils told inspectors they are given a clear understanding of what they need to do to improve their learning. Very good support is given to pupils with special needs. Assessment is good and used well. These factors contribute effectively to the **good learning**.

Main strengths and weaknesses

- Staff have very good knowledge of pupils and understand their individual needs.
- Staff expect pupils to work hard and achieve their best.
- Pupils are well motivated and want to learn.
- The school has developed good procedures for collecting information on pupils' progress, particularly in English, mathematics and science.
- The school has a well-established and well-managed assessment system for tracking pupils' progress over time.
- Behaviour is managed well and relationships are very good.

Commentary

Summary of teaching observed during the inspection in 43 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	15 (35%)	19 (44%)	9 (21%)	0	0	0

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

- 12 Teachers have a good knowledge and understanding of the individual pupils' abilities and needs, appropriate challenges are set and marking is mostly used very well to inform pupils what they need to do to improve further. As a result pupils make good progress and achieve well. The needs of gifted and talented pupils are clearly identified and well provided for within lessons.
- 13 When teachers offer challenging and interesting lessons, pupils respond very well. They work well alone or in groups as required. A very good example of this was seen in a Year 3/4 physical education lesson where pupils worked together in pairs or small groups to develop movement and dance to reflect the emotions generated by a piece of music. Teachers have benefited from training in mathematics and demonstrate good subject knowledge. As a result, teachers provide guidance and support of a very high quality for pupils of all abilities which results in the very high standard of work at the end of Year 2 and Year 6.
- 14 The results of statutory tests together with end of year tests throughout the school are carefully analysed and this information is used well to raise standards, in particular in the core subjects of English, mathematics and science. Throughout the school pupils are identified and target groups are formed to support learning. The school also monitors closely where pupils are doing well and where there are gaps from one year to the next. Individual targets are agreed. The guidance that pupils receive is good and offers encouragement and ideas for improvement. The use of well-matched and focused comments and questions develops knowledge and understanding and specific learning objectives. This helps pupils develop a better understanding of their own learning and become more aware of their own targets
- 15 Behaviour is managed well; as a result pupils sustain good levels of concentration which contribute positively to the good achievement. The support given to pupils with learning difficulties is very effective and enables them to be fully included in all lessons.

The curriculum

Curriculum provision is **good**. The range of activities outside of lessons is good. Accommodation and resources are satisfactory.

Main strengths and weaknesses

- The curriculum is equally accessible to all pupils and meets their needs very well.
- The school prepares pupils well for the next stages of education.
- Provision for pupils with special education needs is very good.
- Provision for pupils' personal, social and health education is very good.
- The school's participation in the arts, sport and other activities is good.
- Pupils do not have enough opportunities to practise the skills they have learned in English and ICT in other subjects of the curriculum.

Commentary

- 16 The school has a good curriculum with a wide range of planned activities that meets pupils' needs. There are interesting opportunities for pupils to enrich their learning and development through a good range of educational visits and school clubs. The teachers and support staff are able to meet the requirements of the National Curriculum, and the accommodation and learning resources are satisfactory.
- 17 The curriculum meets statutory requirements and gives appropriate time to all the required subjects and activities. Through their careful planning of the curriculum and day-to-day arrangements, teachers ensure all pupils, whatever their abilities, are given the same

opportunity to make the progress of which they might be capable and the school's provision to ensure this happens is very good.

- 18 An annual summer term meeting for parents of six year old pupils is well attended. This provides an opportunity for parents to learn about the new routines and activities their children will be experiencing during their time in a Year 2 class. In the term prior to their transfer to one of the high schools pupils spend two separate days in their new school. High school co-ordinators also make visits to the school to familiarise Manorfield pupils with new requirements. A bridging project is arranged so that pupils from different schools are carrying out similar work before they transfer. As a result pupils say they feel confident and secure about entering the next stages in their education.
- 19 Provision for personal, social and health education is very good. Teachers provide high quality lessons focusing on pupils' social and health development. For example, pupils learn to deal with dilemmas or how to cope with awkward situations. Teachers provide a range of approaches during lessons so that pupils can all engage with the variety of themes. These include role-play, discussions in small groups or in a whole-class situation, and 'brainstorming'. Pupils learn effectively about the harmful nature of smoking and taking drugs, and powerful initiatives they can adopt to avoid them. The school provides sex education in the context of family life and loving relationships.
- 20 Curriculum provision for pupils with special educational needs is very good and supports the learning targets identified in individual education plans. Individual education plans are very carefully drawn up under the guidance of the special educational needs co-ordinator who involves both parents and pupils. They are consulted when progress and achievements are regularly reviewed and new targets are set and agreed. There are well-established procedures in place for identifying pupils with special educational needs. More able pupils are also identified to enable teachers to closely match the planned work to meet their particular needs. The member of staff with responsibility for the more able pupils throughout the school works very closely with the special educational needs co-ordinator and teachers in order that all pupils are fully challenged.
- 21 The school ensures that all pupils receive equal access to the curriculum. Pupils with special educational needs make very good progress because the very good support they receive effectively prepares them to fully access the whole curriculum. Classroom assistants work very well alongside class teachers to provide very good support for pupils with special educational needs. Very good use is made of individual education plan information to plan pupils' work, particularly in literacy and numeracy where specific activities are based upon the identified targets. Pupils with special educational needs have very good attitudes towards their learning. They enjoy activities undertaken because these are usually very well matched to their needs and interests. Most pupils work co-operatively and help each other. There are no pupils with English as an additional language identified within school.
- 22 The school provides good opportunities for pupils to participate in activities involving the arts, sport and other activities. Arrangements are made for theatre groups to visit the school to perform interesting short plays; an artist makes regular visits to work with pupils in making artistic products and a musician supports small groups of pupils to make music using autoharps. In addition, the school arranges a range of educational visits to museums and buildings of historical interest. Sports coaches visit the school to improve pupils' basketball, tennis and football skills. Arrangements are made for pupils to participate in inter-school sporting activities such as cross-country runs, netball, five-a-side football, swimming galas and athletics meetings. The school also supports a variety of charities enthusiastically and encourages pupils to think of others less fortunate than themselves.
- 23 Pupils do not have sufficient opportunities to practise the skills they have learned during English and ICT lessons in a range of subjects across the curriculum. The relevance of the skills they have been learning is thus diminished because they do not use them in a range of different contexts. Although the content of the school's curriculum is wide and interesting for pupils,

teachers do not plan with the above factor in mind. There are no consistent procedures whereby teachers can identify opportunities in other subjects to practise newly acquired literacy skills.

Care, guidance and support

The school is **good** at caring for its pupils. It has effective procedures to ensure their welfare and safety. Staff know pupils well and provide **good** support when required. The way in which the school seeks and acts upon pupils' views is **satisfactory**. Pupils feel they are listened to and receive good guidance but there are few formal procedures for gaining pupils' views of their school

Main strengths and weaknesses

- The relationships between staff and pupils, enabling pupils to develop confidence, are very good.
- The arrangements for health and safety are good.
- There is a lack of any formal arrangements for seeking and acting upon pupils' views.
- The induction procedures for children new to the school are very good.

Commentary

- 24 Staff have developed very good relationships with their pupils. Fairness is a particular trait and acts as a powerful motivator for the children. The results can be seen in the confidence which many pupils demonstrate in lessons and, as they pass through the school, in their willingness to take on responsibilities. For example, at the midweek celebration assembly a girl in Year 6 was invited to address the whole school about a forthcoming bring and buy sale which she had initiated and was organising in aid of the Blue Peter appeal.
- 25 The way in which the school manages its health and safety responsibilities is good. The headteacher is recognised as having ultimate authority and he is well supported by health and safety representatives on both the staff and the governing body. The staff representative has been trained and uses staff meetings to disseminate relevant changes to legislation. Together with the health and safety governor she also carries out audits of the premises on an annual basis and it is during these audits that risks are identified and documented. The school has good provision for first aid with five qualified first aiders and has also analysed accidents which occur on the premises. Through this process they identified that a number of adults using the swimming pool were slipping when climbing out of the pool. An investigation indicated that the handrails were designed specifically for children. They were changed to accommodate both adults and children with a corresponding fall in the number of accidents.
- 26 Pupils get the opportunity to make a contribution to their life in school by setting their own class rules at the beginning of each year and through completing a county-wide questionnaire covering how they view their school. Older pupils also have some involvement in setting their academic targets. There remains a gap in terms of a formal mechanism through which their views, on the day-to-day issues affecting their lives, can be heard. The school is aware of this and its school development plan identifies the creation of a school council as a stated aim.
- 27 Arrangements for the induction of new children are good. Children are well prepared by the school before their admission to the reception class. Children visit their prospective classroom on two occasions before they are admitted to the school to familiarise them with class procedures and the Foundation Stage environment. Before children start parents are invited to open evenings at which the headteacher addresses them on all aspects of the school. Following these evenings there are individual interviews with parents about their child. Pupils who join the school partway through their education are always interviewed by the headteacher and given a tour of the school. When they start they are assigned a class buddy who looks after them until such time as they are settled into the routines of the school and have made new friends.

Partnership with parents, other schools and the community

The school has established **good** links with parents, the local community and local schools.

Main strengths and weaknesses

- The good relationship with the majority of parents and good quality information.
- The good way in which the school encourages parents to take part in its work.
- The strong local cluster and involvement with the local community.
- The lack of information in school reports relating to the level of attainment, resulting in some parents not knowing how well their child is doing.

Commentary

- 28 The links which the school promotes with its parents are good. The parents' questionnaire was very supportive of the way in which the school is run, a view which was confirmed at the parents meeting and in interviews with parents during the week of the inspection. These good links are fostered in a number of ways. The headteacher makes himself available in the playground at the start of the day to meet parents. There are monthly newsletters together with termly curriculum topic sheets. Parents evenings are held twice a year, in the autumn and spring terms, and the attendance generally exceeds 95 per cent. On an annual basis the school sends out a questionnaire to canvass parents' views. Following one such questionnaire a number of concerns were raised about homework and these were addressed by revising the homework policy and issuing a copy to parents.
- 29 The school is good at encouraging parents to take an active role in its day-to-day activities. As a consequence there are a number of parents who provide help with mathematics, reading, cooking, swimming and on school visits. There is a very active Parent Teacher Association which organises a range of social and fund-raising events. The money raised is significant and has been used to purchase a basketball post in the playground, wet play games and floats for swimming lessons, together with regular donations to the school library fund. The Parent Teacher Association also took the lead role in applying for a lottery grant to fund the environmental studies area.
- 30 Manorfield is part of a strong local cluster of schools which is called the Hinckley Development Group. Through this forum there are monthly meetings for the headteachers and governors. It also serves as the focus for curriculum support groups in English, for joint training days and for inter-school sports matches. There are also good links with the feeder schools of Heathfield High School and William Bradford Community College with reciprocal visits between staff, and work experience placements for secondary pupils interested in a possible career in teaching. The school enjoys good links with its local community. There are good links with the local church, with children attending services there during the year and also using it as a learning resource in religious education. Being a village community centre, groups including the Guides, Brownies, swimming groups, and the local football team make good use of the school's facilities.
- 31 Although annual reports to parents are good, they do not give enough information on the level at which each child is working and whether this is appropriate to their age. As a result parents do not have a clear enough idea of how well their child is doing or the targets in mathematics, English and science for the coming year. Parents indicated that they would like this information to be included, as well as more specific targets within mathematics, English and science. Inspectors support this view.

LEADERSHIP AND MANAGEMENT

The quality of leadership and management is good. The headteacher and senior management team are effective in driving forward school improvement. Overall, subject co-ordinators lead their subjects very well and this has resulted in high standards across the school. The governing body fulfils its statutory duties well and governors are very supportive of the school.

Main strengths and weaknesses

- Leadership of the curriculum and teaching by key staff are very good.
- Management of recruitment, retention, deployment and work load of staff, along with the continuing professional development of staff, is very effective.
- Governors understand the strengths and weaknesses of the school very well.
- The governing body challenges and supports the headteacher and senior managers very well.
- There is insufficient planned time available to all managers to carry out their responsibilities fully.

Commentary

- 32 Leadership and management are both significantly better than reported in the last inspection, where the leadership of staff development, management and efficiency were said to require some improvement. The headteacher has been successful in building a senior management team which represents the whole school. There is a greater sharing of responsibilities although the headteacher has overall responsibility for the direction of the school. Staff have experienced increasing levels of responsibility and influence in improving leadership and management across the school as their roles have developed. They contribute fully towards the school development plan and liaise closely with subject managers and all other staff. Their roles are clearly defined for efficiency and effectiveness. Whilst roles and responsibilities develop very well, there is insufficient provision for key managers to be released from the classroom. The headteacher recognises their opportunities to meet with colleagues and pupils, monitor school improvement or subject development are therefore restricted. This is more marked within Years 3 to 6 where several staffing organisational changes have been made this year. In Year 3/4 staff are well placed to develop a consistency in planning work, routines and organisation to share their good ideas and practice. The headteacher knows members of the senior management team are diligent workers and he is very sensitive to their willingness to undertake an increased work load. As a team they work very well together to the benefit of all pupils within the school.
- 33 Staff induction is good whilst all staff benefit from very good ongoing support and professional development opportunities. The headteacher has enabled certain teachers to have responsibility for different year groups within Years 3 to 6, so that colleagues can not only share good practice and expertise but also experience new challenges and professional development opportunities. There are good working relationships between the headteacher and his colleagues, and along with senior staff they provide very good role models for all other staff and pupils. They all work well together which results in staff confidently leading their subjects and playing a key role in the good quality of teaching and learning and the high standards of pupils' work seen across the school. Subject managers, alongside senior managers, play an important role in monitoring and evaluating the school's work. In mathematics and English in particular, test results and other data are carefully analysed to identify where weaknesses may lie. Effective strategies are then put into place to tackle these weaknesses in order that progress and improvement can be monitored, standards raised further or, where they are already very high, be securely maintained.
- 34 Provision for pupils with special educational needs is a strength of the school. It is very well led and managed by an experienced, knowledgeable and caring co-ordinator. She has recently conducted a review and established new systems to support the very effective provision for special educational needs. She remains actively engaged in working closely alongside all

persons involved in order that pupils identified in need of additional support are able to achieve very well.

- 35 The management of pupils' behaviour has improved since the last inspection, which is recognised and appreciated by the governing body. The relatively inexperienced governing body is committed to continuous school improvement. It now serves the school well as a 'critical friend' and is supportive of the school and its staff. The governors' increasing interest and involvement in school life and very good understanding of the school's strengths and weaknesses are very much appreciated by teachers. The relatively new committee structure within the governing body works well although governors recognise its overall effectiveness is continuing to grow. Each committee makes a significant contribution to school improvement, in particular the 'outcomes' committee, which has a specific input into the school development plan. It is key in its role to monitor the development of subject performance, progress across the school and other academic issues. There are effective links between individual committees, such as 'resources' and 'outcome', in order to help the governors and staff to move the school forward.
- 36 Finances are well managed. Due to reduced funding, as a consequence of national changes, governors have undertaken an agreement with the local authority this year to operate and manage a deficit budget. There are clear and coherent plans to adjust to the new levels of funding over forthcoming years in order to maintain good value for money, whilst developing the school further.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	763136	Balance from previous year	47267
Total expenditure	777365	Balance carried forward to the next	33038
Expenditure per pupil	2177		

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

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

Main strengths and weaknesses

- Standards have been maintained at a high level, teaching is consistently good and planning is very good so children achieve well.
- There is no secure outdoor area where staff can provide children with continuous access to activities for all areas of learning.
- Children settle quickly into school because of the very good induction arrangements.
- There is an effective partnership between staff and parents.

Commentary

- 37 Many of the good features found in the last inspection are still strengths. The Foundation Stage co-ordinator provides good leadership and management. Together with the other staff in the Foundation Stage she has recently carried out a very detailed self-evaluation. This has enabled her to identify areas to develop and she has successfully implemented some changes.
- 38 Children achieve well because there is consistently good teaching across all areas of learning. The planning is very good and staff give children interesting activities. There is good teamwork between the teachers and the support assistants, and children benefit from individual attention in small groups. Adults regularly observe the children and check what they can do so they know what children need to work on next. All children, including those with special educational needs and the more able children, achieve well.
- 39 Resources in the Foundation Stage classes are satisfactory though some require to be replaced. Teachers plan purposeful activities for the playground and the garden area outside. However, in spite of the extensive grounds around the school, children in the Foundation Stage do not have continuous access to a secure outside area to further develop all areas of learning. This is unsatisfactory.
- 40 Children start full-time in the reception class either at the beginning of the autumn term or the beginning of the spring term, depending on their age. They settle into school quickly because of the very good induction arrangements. The Foundation Stage co-ordinator visits the children at their playgroups before they start school and children also visit the school. Staff develop a good partnership with parents by meeting them individually before children start in the reception class. Other meetings take place during the year. Parents come into the classrooms at the beginning and end of the day to collect their children and are encouraged to talk to the staff about their children's learning. Teachers give parents good written information about the routines of school and how they can help their children.
- 41 Although there is a very wide range of ability when children start school, most of them are at levels expected for their age, except in mathematical development where the level is above average for many children. Children achieve well so that by the end of the reception year almost all children reach the goals in each area of learning and some children will exceed these goals. In mathematical development many children will exceed the levels expected for their age.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

The provision for personal, social and emotional development is **good**. Children's behaviour and attitudes to learning are **good** overall and sometimes **very good**. Good teaching and learning mean that children achieve well and most children will reach the levels expected for their age by the end of the reception year and some will exceed them.

Main strengths and weaknesses

- Very good relationships and very high expectations of behaviour by all staff mean that children behave well, work hard and enjoy learning.
- Adults give children plenty of help but encourage them to be independent and also to share, take turns and work together.

Commentary

42 Staff create a calm, secure environment with well-established routines so children know what they have to do and what is expected of them. For example, the children who have recently started school settle quickly with a book when they come into the classroom. They know they have to sit quietly when the teacher is saying the names on the register. All staff have very high expectations of behaviour so children behave well. For example, older children listen carefully, follow instructions and join in enthusiastically and safely when they go into the hall for lessons. Effective reminders and good use of praise encourage children to help one another. Children hold the doors open for their friends when they go into the main school building for assemblies and lessons in the hall. Adults give children just the right amount of help, for example when they change their clothes for physical education lessons, but also encourage them to be independent. As a result children choose activities independently and, for example, cover the floor with newspaper before using the water wheel. Adults give the children interesting things to do, such as making pigs from play dough and using instruments to illustrate the story of the Three Little Pigs, so children work hard and concentrate well.

COMMUNICATION, LANGUAGE AND LITERACY

The provision for communication, language and literacy is **good**. Good teaching and learning mean that children achieve well and most children will reach the levels expected for their age by the end of the reception year and some will exceed them.

Main strengths and weaknesses

- Teachers and other adults provide good opportunities for children to listen and talk to other children and adults, so children talk clearly and listen attentively.
- Good attention to handwriting and letter sounds means that children achieve well in reading and writing.

Commentary

43 Adults explain very clearly what children have to do and encourage children to talk about their experiences through the effective use of questions and prompts. For example, when a child starts counting a row of bricks the classroom assistant asks, "Do you think the middle is the best place to start counting?" They listen respectfully to what children have to say, so children listen to each other and adults. Children take turns when answering questions in a class session and listen to each other in imaginative play situations. For example, when children sat down on a row of chairs which they had made into a bus one child said, "Brm, brm. I'm just warming the engine up. Go to the back and off we go."

- 44 The teaching of reading and writing is particularly successful in the Foundation Stage. There is a good emphasis on teaching basic skills and many children use their knowledge of sounds when they read and write. There is just the right balance between teaching the skills needed for writing, and encouraging children to experiment with letters so that they become confident writers. Teachers provide good opportunities for children to write independently. They encourage them to use sounds when writing and older children do this successfully. Good information in letters, meetings and reading diaries means that parents are well informed and their support helps children to make good progress.

MATHEMATICAL DEVELOPMENT

Provision for mathematical development is **good**. Good teaching and learning help children to achieve well and many children will exceed the goals expected for them at the end of the reception year.

Main strengths and weaknesses

- Children make good progress in developing their mathematical skills because adults take every opportunity to count and talk about numbers.
- Adults provide good opportunities for children to learn and use mathematical language.

Commentary

- 45 In whole-class sessions in the reception classes, children practise accurate counting skills. Children who have just started in the reception class learn to count backwards and forwards by singing number rhymes, such as Ten Green Bottles, and the teacher checks that the children know how many are left as she takes each bottle away. More able younger children can count reliably to at least 20 and recognise symbols to 10. Most of the older children in the reception class can say which number is one more than a number to 10, and some can say one more than a number to 20.
- 46 Teachers provide good opportunities for children to learn mathematical language when, for example, they ask children the shapes of the counting blocks, and which letter comes first, last and in the middle of a word. Children are beginning to use mathematical language correctly because adults use this language when they talk to the children about their work. Older children recognise squares, triangles and circles and younger children can say which is the largest, middle sized and smallest bear.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision for knowledge and understanding of the world is **good**. Children achieve well and most will reach the expected goals for their age because of the good teaching.

Main strengths and weaknesses

- A good range of first hand opportunities successfully extends children's knowledge and understanding of the world.

Commentary

- 47 Children have good opportunities to play with natural materials such as water, finding out which objects float and which sink. They plant bulbs in the outside flowerbed measuring carefully to make sure they put the bulbs at the correct depth. They make soup from the vegetables, such as potatoes and carrots, which they grow from seeds. Children take part in discussions to raise awareness of their own traditions and those of other cultures. They celebrate Christmas and other festivals such as Chinese New Year. Visits to a local farm and zoo successfully extend

children's knowledge of the world. The children have satisfactory access to computers and use programs that develop most areas of learning. For example, they use the mouse confidently when they draw pictures and, with support, find the letters on the keyboard when they write about their pictures.

PHYSICAL DEVELOPMENT

Provision for physical development is **good**. Because of the good teaching most children will reach the expected levels for their age by the end of the reception year.

Main strengths and weaknesses

- Children's physical development is good because the teachers plan a good range of activities in the classroom, hall and swimming pool.
- When outside sessions take place they are purposeful and well structured, but there is no continuous access to the outdoor area, so opportunities for development are limited.

Commentary

48 There are good opportunities for children to develop skills such as cutting, manipulating materials and using tools such as paintbrushes, pencils and glue sticks. For example, children showed good dexterity when they rolled and moulded dough to make models of the Three Little Pigs and used construction toys to make a home for the pigs. Many children hold pencils correctly and form recognisable letters. Children know the importance of exercise, and in a lesson in the hall they correctly identified changes to their breathing and heartbeat when they exercised. Teachers provide a weekly session for children when they use equipment such as scooters and bikes on the playground, but this did not take place during the inspection. However, children do not have continuous access to a secure outside area and this restricts their opportunities for further physical development.

CREATIVE DEVELOPMENT

Provision for creative development is **good**. Children reach the expected levels for their age by the end of the reception year because of the good teaching.

Main strengths and weaknesses

- Adults provide good opportunities for role-play.
- Children enjoy the music sessions because teachers give them good opportunities to create their own music and sing.
- The activities teachers give children for art are sometimes not sufficiently varied.

Commentary

49 The role-play areas successfully stimulate children's imagination and provide good opportunities for them to develop their language skills. For example, children used the props they had made well to create a petrol station, and successfully took on the roles of cashier, petrol pump attendant, car driver and passenger. After the petrol pump attendant filled up the car with the petrol the cashier reminded the driver that he had to pay for the petrol. When the passenger asked the driver, "Where are we going?" the driver replied, "You have to sit down before we go anywhere." Children sang tunefully and the children who started school at the beginning of term enthusiastically joined in the actions and words of a few songs. Older children choose suitable instruments to represent the characters from the story of The Three Pigs and events in the story. For example, some children used drums to represent the house falling down and other children joined in by clapping and shouting. Though there are continuous

activities such as painting and drawing these are not sufficiently varied to fully develop children's imagination.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- The quality of teaching is good and has enabled pupils to achieve well.
- Standards amongst the seven year olds are well above average in reading and above average in writing.
- The subject is well led and managed by the literacy co-ordinator.

Commentary

- 50 The reading standards of seven year old pupils are high. Most read fluently and can self-correct if they make a mistake when reading aloud by using the meaning of the sentence they are reading. They have been taught well and as a result understand clearly what they are reading. Higher attaining readers can express opinions about the book they are reading and make reference to the text to substantiate their views. Pupils thoroughly enjoy reading and the best readers demonstrate their pleasure by providing different voices for each character in the story when reading aloud. The school's strategy of involving parents with their children's reading is very successful. Reading diaries provide a good means of communication between parents and the class teacher and enable successful joint support for individual pupils. Pupils are also extended in their writing skills resulting in above average standards. Year 2 teachers encourage pupils of average ability consistently to write more complex and longer sentences using connective words. Such good strategies enable pupils to reach higher levels of writing attainment. Lower attaining pupils are supported very well in their reading and writing by skilful classroom assistants either in the classroom or when they are withdrawn from literacy lessons for more individual attention.
- 51 English standards are above average for the school's eleven year olds. Almost all of the pupils read appropriate books fluently and with good understanding. Their reading standards are well above average. They are able to read 'between the lines' and make inferences and deductions about the author's intentions in the plot. They retrieve information from reference books in the library efficiently and have good indexing skills to locate the data they require quickly. They have favourite writers and seek out these books avidly, showing clearly that they derive much satisfaction from reading fiction. Guided reading sessions in Year 5 are very helpful to pupils and enable them to develop an even stronger foundation to their reading skills that have been provided by Year 3/4 class teachers. Teachers constantly check on pupils' understanding of vocabulary and ask questions to find out if pupils can make inferences from the text. Pupils produce a wide variety of writing in literacy lessons including their personal responses to poems, stories, reports and instructions. Their spelling standards are high due to good systematic teaching of spellings with similar letter groupings. Pupils' written sentences are organised into paragraphs and they employ commas, apostrophes, inverted commas and a range of other punctuation correctly. Words are chosen with care and used precisely in their writing.
- 52 The quality of teaching is good in both infant and junior classes and has enabled pupils to achieve well. Teachers recognise the link between speaking and listening on the one hand and reading and writing on the other. As a result they place a good emphasis on speaking and listening, organising activities during lessons that involve pupil discussions in groups of two, role-play sessions, larger group discussions and whole-class debates. Teachers encourage pupils to listen respectfully to the views of others and day by day develop their skills in

explaining concisely and arguing their case clearly. This has a good impact on reading and writing skills because vocabulary and clarity of expression have been developed successfully. Writing tasks always have a clear focus and pupils know which skill has been targeted in each planned activity. Teachers use such targets to develop pupils' familiarity with writing techniques such as imagery, metaphor, alliteration, assonance, similes and personification. Even in Key Stage 1 pupils have clear targets aimed at the next steps in their learning. More able Year 2 pupils, for example, are encouraged to use similes in their poetry writing and to use linking words such as 'first', 'then', 'after' and 'finally' when writing instructions. Lower attaining pupils and those with special educational needs are supported well by teachers and classroom assistants and work is planned according to the assessment outcomes or their individual education plans. Teachers assess each pupil's work carefully when marking their work, during class lessons when they ask probing questions and through testing to find out how well new ideas have been understood. The results of these activities are used to match the work planned with the next necessary step in pupils' learning.

- 53 The co-ordinator and other key staff work very hard to ensure that initiatives decided by the whole staff are applied consistently in every classroom. Target setting for individual pupils, marking of pupils' work and lesson planning are all monitored regularly. They monitor lessons regularly, examine samples of pupils' work and ensure that planning covers the required content of the curriculum. In addition, they analyse pupils' answers in the annual national tests and in the interim tests for Years 3, 4 and 5. Using these analyses they are able to identify areas in reading and writing of which pupils have a less secure grasp. The findings are shared with the staff and governors and plans are drawn up so that these generally weaker areas for pupils are addressed and improved. Using these approaches the co-ordinator has ensured that standards have improved and the achievements of pupils are good.

Language and literacy across the curriculum

- 54 Although pupils are asked to write during a number of subjects across the curriculum they do not have sufficient opportunities to practise directly the skills they have learned during English lessons in different subjects. The relevance of the skills they have been learning is thus diminished because they do not use them in a range of different contexts. Although the content of the school's curriculum is wide and interesting for pupils, teachers do not plan for pupils to use newly acquired knowledge and skills in lessons other than literacy. There are no consistent procedures whereby teachers can identify opportunities in other subjects to practise newly acquired literacy skills. Opportunities are missed, for example, for pupils to write imaginatively about scientific phenomena, to write make-believe persuasive letters to historical figures for or against the actions they took or to write instructions whilst practising the use of connective words in geography.
- 55 Pupils are provided with frequent chances to participate in class or small group discussions and are able to practise articulating their thoughts and presenting their views clearly. For instance, in a very good quality lesson, pupils spoke very openly about times when they had experienced conflict and were able to recognise the existence of varying opinions. Pupils use the library regularly to locate information in a wide range of subjects and are given tasks for homework that involve reading a variety of texts.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Teaching and learning are good; as a result all pupils achieve well so that standards are well above average.
- Leadership and management are very good.

- Pupils' attitudes towards the subject are very good.
- The use of ICT is underdeveloped.
- Display does not consistently celebrate pupils' efforts and achievements.

Commentary

- 56 Teaching and learning in the school have improved since the last inspection. During this inspection there were several examples of very good teaching. The school has fully introduced and uses national guidance for the subject and the pupils enjoy a full and wide range of mathematical experiences. The school is aware that opportunities for using pupils' problem-solving skills, although improving, are yet not sufficiently well developed across the school. Teachers have benefited from increased training opportunities in the subject and demonstrate good subject knowledge. Teachers provide guidance and support of a very high quality for pupils of all abilities which results in the very high standard of work at the end of Year 2 and Year 6. In some lessons classroom assistants contribute very well to support lower ability pupils in mathematics. Teachers' planning and organisation ensure that pupils with special educational needs are well prepared for in lessons, are fully included and maintain very good concentration in the classroom. Lessons are well planned to match work to the needs of different ability groups and mathematics resources are very well used to enhance teaching and learning so that pupils are challenged and their mathematical thinking extended. However, the use of ICT in mathematics by teachers to support their lessons has not yet been developed consistently across the school.
- 57 Where teaching is very good, lessons are very well organised and managed, which enables all pupils to have a clear knowledge and understanding of what they are to learn and to be fully challenged. The quality of learning is helped by the very good attitudes and behaviour shown by pupils. Relations in lessons are very good and pupils respond very well to questions and instructions. Most pupils are keen and very willing to answer and contribute when the teacher creates a pleasant yet purposeful learning environment.
- 58 The determination and capacity of the school to consistently achieve very high standards are shown by the ways in which the co-ordinator and other key staff introduce effective strategies to support a systematic approach to aspects of monitoring and evaluation of the subject. Inspection evidence in Year 6 indicates pupils have made at least good progress since the end of Year 2 although Year 6 pupils say they do not know their own individual targets in mathematics. They know which aspects of the subject curriculum they are to learn each term and these are shared with parents. A new marking policy has been introduced since the last inspection, which has resulted in an improvement in marking overall. However, it is not consistently well used across the whole school, in order to inform pupils how they can move to the next stage of their learning or to extend their mathematical thinking.
- 59 Subject leadership and management are very effective. They have successfully contributed towards raising standards since the last inspection and moved the subject forward. The co-ordinator analyses assessment information and aspects of the mathematics curriculum to identify areas of most concern, and initiatives to rectify weaknesses are implemented promptly. The school is committed to provide the best for all its pupils. The co-ordinator recognises the quality and range of display of pupils' work do not yet consistently reflect their efforts and abilities. The use of display is underdeveloped to raise the profile of the subject across the school and celebrate pupils' achievements.

Mathematics across the curriculum

- 60 Mathematical skills are developed well enough through some of the other subjects. For example, in Year 2 art work on patterns, pupils recognise symmetrical patterns and the shape of snow flakes. In a Year 2 mathematics lesson observed, the teacher introduced pupils to the main activity by drawing upon pupils' previous learning in ICT. Pupils recognise line and reflective symmetry of familiar shapes as they further develop their mathematical

understanding of shape and measure. Year 3/4 pupils gather holiday information which is represented in bar charts and pie charts using the computer, which makes effective use of mathematical skills, knowledge and understanding.

SCIENCE

The provision for science is **good**.

Main strengths and weaknesses

- There has been good improvement in standards throughout the school since the last inspection.
- Pupils achieve well as a result of the good teaching throughout the school.
- A clear focus on investigating and experimentation during lessons enables pupils to have a good understanding of scientific ideas.

Commentary

- 61 At the last inspection standards matched the national expectations at the end of Year 2 and Year 6. Pupils now reach above average standards at the end of Year 2 and Year 6. Throughout the school pupils, including the more able, achieve well. Teachers give pupils with special educational needs just the right amount of support so they achieve very well. The good improvement in standards throughout the school is due mainly to the good improvement in teaching. Teaching is now good overall with some very good teaching. The very enthusiastic and knowledgeable co-ordinator leads the subject very well although there is insufficient provision for him to monitor the work in other classes. He knows the strengths in the subject and has clearly identified areas for development to raise standards even further. He correctly identified investigative and experimental science as an area for development, and the clear focus on this aspect of work has helped to raise standards. He promotes science very well throughout the school and was instrumental in drawing up plans and obtaining funding for the recently completed environmental area that will further enhance the science curriculum.
- 62 The quality of teaching and learning is good. This is because teachers concentrate very clearly on enabling pupils to understand scientific ideas. Throughout the school, teachers use national guidance for planning well. This ensures they teach all aspects of the curriculum, and pupils build their knowledge and skills progressively. In the most effective lessons teachers provide the right balance between direct teaching and opportunities for pupils to experiment and try out their ideas in investigations. They question pupils skilfully so that pupils' understanding of new ideas is drawn from their existing knowledge. This helps them to retain new knowledge. For example, pupils in a Year 3 and 4 class knew that the circuit with wires touching would still light up the bulb because they had found out which materials were good conductors and insulators the previous term. One pupil explained, "Plastic is a good insulator so the electricity doesn't escape." Teachers use precise scientific terms when they explain the work to pupils so pupils begin to use these words when they talk about their work. For example, pupils used words such as 'insulated' and 'filament' when talking about circuits. Teachers give pupils challenging tasks so they all become engrossed, behave very well and work very hard.
- 63 Teachers place a good emphasis on investigative work so that pupils can understand new scientific concepts at first hand. Pupils develop their investigative skills well because they are taught these skills progressively. For example, Year 2 pupils predict what will happen to ice cubes when they put them in different temperatures and some pupils give reasons for their predictions. The more able pupils explained that the ice cubes had to be the same size when they tested where ice cubes would melt the quickest to make it a fair test. By Year 6 pupils carry out their investigations independently. They make hypotheses based on their previous knowledge, such as their knowledge of friction. They know how to make sure their tests are fair and valid, and can record their results in different ways using, for example, tables and graphs.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

Provision in ICT is **satisfactory**.

Main strengths and weaknesses

- There are insufficient opportunities for pupils to use their ICT skills in other subjects of the curriculum.
- The provision has improved since the last inspection because the major weaknesses identified have been addressed successfully.

Commentary

- 64 Judgements on ICT during the last inspection showed that control technology, handling information and working with simulations were all weaknesses. Since that time, pupils have been provided with activities that gave experience of controlling devices using computer technology. For example, they are now able to write a simple control program that makes a light flash a specific number of times with two-second delays between flashes. They now use data handling programs satisfactorily to search databases for the information they require. For instance, they learn how to use the filter function to filter out the information they do not require in order to discover what kind of habitat the school pond should have in order to attract flying insects. Pupils have also been provided with opportunities to use simulations, mainly in history lessons when they are able to experience vicariously life in different times.
- 65 The quality of teaching is satisfactory, enabling pupils to achieve adequately. Infant and junior pupils have covered the requirements of the National Curriculum in ICT but do not have enough opportunities to consolidate the skills they have learned. Learning is being greatly enhanced due to the recent establishment of a suite of laptop computers. This has provided the school with good teaching and learning resources. The development of ICT is a priority in the school development plan. Issues concerning equipment, the extension of pupils' skills, the recording of assessments of pupils' progress and wider use of ICT are clearly identified. Teachers need the support of clearer planning by all subject co-ordinators so that ICT is used more regularly as a tool for learning.

Information and communication technology across the curriculum

- 66 The inclusion of ICT in lessons is satisfactory although it is variable and inconsistent through the school. ICT is used to access relevant information using Internet facilities and to communicate and exchange messages with a Spanish school in Vilafranca. Pupils use computers to draw bar graphs and pie charts to illustrate their investigation findings, such as the amount of cash raised by each class in aid of a local hospice, or predictions and actual times it took different ice shapes to melt, in mathematics and science lessons. Year 2 pupils used an ICT art program to produce interesting designs in the styles of Jackson Pollock and Mondrian. Word processing is used extensively in some English lessons. Pupils usually take advantage of being able to type in their stories, reports or poems and amend and improve their work in the process. Year 6 pupils produced a good quality single edition of a newspaper to practise writing in a journalistic style. This enabled them to construct an authentic-looking product by varying the column widths, font sizes and colour of print.

HUMANITIES

- 67 It is not possible to make overall judgements on provision in geography and history, as inspectors did not see any geography lessons and observed only two history lessons. However, inspectors examined teachers' planning and pupils' work, and talked to pupils and teachers. Teachers make good use of national guidance to plan the work for the pupils in both geography and history and successfully adapt it to make it relevant for the school. The planning

enables pupils to build on work they have learnt before. Both co-ordinators work hard to promote the subjects throughout the school and to raise standards.

Geography

- 68 Throughout the school, pupils' skills and knowledge develop well. Pupils in Year 2 are developing a good understanding of geographical vocabulary. They talk very enthusiastically about their work. Older pupils study different areas of the world and compare them with the local area. They study the local area and suggest improvements. For example, pupils in Year 5 completed a survey of traffic in the village and concluded that the traffic flow could be eased in the morning if more pupils walked to school. Pupils in Year 6 show a good understanding of their work in geography, which is well illustrated by their own maps and drawings.
- 69 Individual teachers have made very good links with other subjects. For example, pupils in Year 2 write about Katie Morag, make puppets of the characters in design and technology, and create a family tree for Katie Morag as part of their history work. They use the Internet to find out about different tartans and then draw their own tartans using a computer program.

History

- 70 Inspectors saw only two lessons in history. In these lessons teachers planned work that was at just the right level for pupils so they achieved well. They explain new work very clearly and use questions well to check pupils' understanding and make them think about their work. Pupils behave well and work hard because the work is interesting. Teachers develop pupils' skills of evaluating evidence well. For example, pupils in Year 2 explained what they had found out about a dinosaur by looking at a picture of its skeleton. One pupil said, "It's a carnivore because it has sharp teeth for cutting raw meat." Another pupil said, "It has long back legs and short front legs so it probably walked on its back legs." Pupils in Year 6 use their knowledge of the Greek origins of words well to help them explain the definitions of other words. For example, because they know that the suffix 'geo' means earth, they explained the definitions of geography, geology, geologist and geometry.
- 71 Pupils in Year 2 and Year 6 talk enthusiastically about their work in history. Year 2 pupils can clearly explain the importance of Remembrance Day and why people wear poppies. They know the main events of the Gunpowder Plot. Pupils in Year 6 have a good understanding of life in Ancient Greece though some were unsure about when the Ancient Greeks lived and could not put the Greeks, Anglo-Saxons and Romans in correct chronological order.
- 72 The history co-ordinator provides colleagues with very good guidance on planning, and also useful information on aspects of the subject such as different website addresses. She used the results of a teachers' questionnaire very well to prepare a good detailed action plan for raising standards.

Religious education

Provision for religious education is **good**.

Main strengths and weaknesses

- Pupils respect the values and beliefs of others.
- Pupils understand the importance of festivals and celebrations.

Commentary

- 73 Pupils achieve well and make good progress. The very good relationships give pupils the security to discuss the values of other faiths and religions. The quality of teaching and learning is good. As a result standards improve, being in line with expectation for pupils in Year 2 and above expectations for pupils in Year 6.
- 74 Pupils show respect for the values and beliefs of others. This is reflected in the displays around the school and in the ways that pupils positively value the contributions of others. They are able to talk about festivals and celebrations such as Christmas, Hanukkah and Diwali meaningfully.
- 75 The quality of teaching is good. Teachers help pupils to apply their understanding of religious education beyond the subject. In personal, social and health education, pupils consider important issues such as truth and honesty. They consider the problems that occur when different religious beliefs come into conflict. The subject makes a very positive contribution to pupils' personal development and extends their moral and cultural understanding.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Design and technology

- 76 One design and technology lesson was seen during the inspection and a relatively small amount of pupils' work was available for scrutiny. Therefore it is not possible to make secure judgements on the quality of teaching and learning or on standards of work in the subject. Pupils' work seen in Years 2, 5 and 6 indicates there is an appropriate range of experiences and tasks made available by the school. The pupils also have opportunities to make their own choices and evaluate their own and the work of others within the design and making process, which is seen to be taught in a consistent way.

Art and design

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

Main strengths and weaknesses

- Some teaching, particularly for younger pupils, inspires them to try hard to achieve good standards.
- The school provides an attractive, welcoming environment with colourfully presented displays in communal areas and some classrooms.
- Art and design is used to support teaching and learning in many other subjects.
- There are limited opportunities for pupils, particularly in Years 3 to 6, to fully develop a range of artistic skills.

Commentary

- 77 Based upon a small number of lesson observations and the quality of pupils' work displayed around the school, it is possible to make a judgement that pupils achieve above average standards by the end of Year 2 and that, currently, pupils by the end of Year 6 achieve average standards.
- 78 In each of the lessons seen during the inspection where the teaching was very good, pupils learned very well and made very good progress. Teachers demonstrated very good subject knowledge and lessons were very well resourced to enable all pupils to enjoy success. Pupils were encouraged to discuss and explore ideas, made their own decisions within clearly explained tasks and developed their artistic skills with increasing confidence. Pupils overall demonstrate a very good attitude towards their activities and are seen to take pride in their work. Work in Year 2 is linked to other subjects in a meaningful way. For example, small groups of pupils who choose two colours of paint and a textured block know they are making their own prints for a dinosaur's collage in their history topic. ICT supported learning in Year 2 as pupils looked at 'Broadway Boogie Woogie' by Piet Mondrian. They used pencil and straight line tools on the computer to draw their own pictures. The theme of 'patterns' was carefully and thoughtfully displayed to link music, mathematics and science to art. Year 6 pupils say how much they enjoy designing, drawing and painting their Greek pots and masks to link with their history study of Ancient Greece. Art skills and techniques are widely used in other subjects to present work in books.
- 79 Well-presented displays celebrate pupils' efforts and achievements, such as in Year 5 where pupils carefully experiment with pastel crayons to depict urban landscapes in different parts of the world. These also include the work of pupils learning Spanish which relate to such artists as Picasso. Year 6 pupils when interviewed said opportunities for them to develop skills with three-dimensional art work were generally limited; inspectors' judgement supports this view. The newly appointed co-ordinator has already identified the need to extend opportunities for older pupils to be creative and to develop a wider range of artistic skills.

PHYSICAL EDUCATION

Provision for physical education is **very good**.

Main strengths and weaknesses

- Pupils do well to attain standards that are above average in all aspects of the physical education curriculum by the end of Year 6.
- The standard of teaching in physical education is good.
- All pupils benefit greatly from regular swimming lessons.

Commentary

- 80 The good teaching in physical education enables all pupils to make good progress and to attain standards that are above average by the end of Year 6.
- 81 Lessons are well planned and instructions are clear, enabling pupils to achieve well. Pupils have access to all aspects of the physical education curriculum and enter into all activities with enthusiasm and enjoyment. When asked to, they work together sensibly, take turns, play together effectively and form teams quickly. Pupils are aware of safety issues and move and use equipment safely. In the lessons seen, there was appropriate time for practice and the development of skills.
- 82 All pupils have opportunities to engage in all areas of the curriculum including swimming and outdoor and adventurous activities. The breadth and quality of experiences that pupils receive in

physical education contribute well to their personal development. The school ensure all pupils benefit from the very good provision on site which includes a swimming pool which enables all pupils to receive regular swimming lessons. This facility is also used by the wider community out of school time. As a result standards in swimming are very good with all pupils exceeding the expected levels in recent years and several joining local clubs to further develop their ability and performance.

MUSIC

Provision in music is **good**.

Main strengths and weaknesses

- Pupils are provided with a good range of musical opportunities and achieve well as a result.
- The music co-ordinator has worked hard to develop the subject successfully since the last inspection, enabling the standard at the end of Key Stage 2 to improve.

Commentary

- 83 The attainment of eleven year olds is above the level expected for their age but no judgement on seven year olds was possible because no music lessons were observed in Key Stage 1. The quality of teaching in Key Stage 2 is good.
- 84 The specialist music teaching provided for the eleven year old pupils has been beneficial. They are provided with a variety of musical activities that have enabled them to make good progress in their learning. The music co-ordinator provides expertise that often challenges the pupils and results in standards that are above the level expected for the age group. They perform 'I Wanna Sing Scat' together with an ostinato sung underneath the main melody. This is a challenging task because the rhythms are difficult but nevertheless pupils manage this well. They also accompany singing with tuned and untuned percussion instruments, playing the accompaniment with confidence. Pupils also use and understand musical terminology such as 'tempo', 'pitch' and 'dynamics'. A good range of music is provided for pupils to listen to and appraise. This gives them opportunities to appreciate differing musical styles and makes music more likely to become relevant to their lives. For example, the music chosen for them to appraise ranges from extracts from 'The Planet Suite' by Gustav Holst to Blues singing accompanied by a Blues guitar. Pupils discuss the moods and atmosphere evoked by the music and make attempts to recreate the same feeling as in 'Venus, the Bringer of Peace' from the Planet Suite in their own compositions. They make good attempts to create their own written graphic score so they can replicate a performance at a later date.
- 85 Although pupils' attainments matched the level expected for seven and eleven year olds at the time of the last inspection, there were a number of weaknesses including the small number of singing activities, listening skills and composing in small groups. The co-ordinator has worked hard to make improvements and has succeeded in raising standards. All Key Stage 2 pupils were involved in an ambitious performance of 'Joseph and his Amazing Technicolor Dreamcoat' in July of last year and pupils gained experience of two-part singing. Key Stage 1 pupils sang a medley of Christmas songs for parents at the end of last term. Teachers' music lessons are monitored and written feedback is provided. Planning is also monitored and work-sampling records show that pupils in Year 3 and 4 sing confidently in two parts. The subject is led and managed effectively.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision is **good**.

Main strengths and weaknesses

- Pupils are encouraged to be of service to others.
- Personal responsibility is encouraged.
- There are few formal procedures to seek and respond to pupils' views of their school.

Commentary

- 86 The school encourages pupils to be helpful to other people and to promote the well-being of others. Kind and thoughtful acts from pupils are valued by teachers and other adults in the school and rewarded by certificates presented during school assemblies. Selfish and unkind acts are frowned upon. Such actions by the school enable pupils to know clearly the difference between desirable social behaviour and that which is anti-social. Year 6 pupils, for example, are paired with those in Year 2 so that they can share books and read to each other every Friday afternoon in the Community Centre. Whenever Year 2 pupils earn a 'smiley face' for good work they share the news with their paired Year 6 partner who writes positive comments about the younger pupil's work. Pupils discuss a whole range of issues concerned with values and attitudes towards others during regular times when the whole class sits in a circle. The school also sets a very good example to pupils by supporting a good range of charities so that pupils learn that it is important to have sympathy for those less fortunate than themselves. For instance, within the last year pupils have raised money for Age Concern, the British Heart Foundation, a local hospice and ex-service people. All of the above examples demonstrate the school's commitment to developing the idea of positive service to others as an important element in the growth of children's attitudes and values.
- 87 Pupils devise their own rules on how to conduct themselves personally in school. Year 3 and 4 pupils place emphasis on walking sensibly round the school or always trying to be kind and helpful to others. Year 6 pupils, on the other hand, prefer to focus on always listening to others without interrupting, as well as always being kind and thoughtful to others. Year 1 teachers approach the teaching of personal responsibility towards others by devising a 'recipe for a friend'. Pupils discussed the importance of their own contribution to being a friend and realised that they should make the effort to share, listen and forgive as well as being kind, helpful and sticking with someone in times of difficulty. Older Key Stage 2 pupils are taught strongly about the dangers of drug taking and smoking and of ways of saying no to anyone who tries to persuade them to try these. The school's approach is to help pupils realise the positive and negative choices they have to make in their lives and to provide strategies they can use to help them make decisions successfully.
- 88 Although the school uses a questionnaire each year to seek pupils' views, there are no procedures for the ongoing involvement of pupils in the development of their school. The school has recognised the need to develop formal procedures to seek and respond to pupils' views about their school. The school development plan includes plans to create a school council to act as a forum where pupils' views can be aired.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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

