

# INSPECTION REPORT

## **CHARNWOOD PRIMARY SCHOOL**

Leicester

LEA area: Leicester City

Unique reference number: 120072

Acting Headteacher: Mr. S. Rudd

Reporting inspector: Beryl Walker  
1530

Dates of inspection: 3 – 7 April 2000

Inspection number: 189841

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior School

School category: Community

Age range of pupils: 3 to 11 years

Gender of pupils: Mixed

School address: Nedham Street

Leicester

Postcode: LE2 0HE

Telephone number: 0116 251 6574

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Appropriate authority: The Governing Body

Name of chair of governors: Mr. Enyat Pathan

Date of previous inspection: 7th October 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Beryl Walker	Registered inspector	Mathematics	What sort of school is it?
		Information Technology	How high are standards?
		Music	How well are pupils taught?
			What should the school do to improve further?
Jennifer Madden	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?
Vivienne Brittain	Team Inspector	History	
		Religious Education	
Malcolm Heyes	Team Inspector	Science	How good are the curricular and other opportunities offered to pupils?
		Geography	
		Physical Education	
Scott Fellows	Team Inspector	Equal Opportunities	
		English as an additional language	
William Lowe	Team Inspector	Special Educational Needs	How well is the school led and managed?
		Art	
		Design and Technology	
Barbara Rhodes	Team Inspector	English	
		Provision for pupils under five years of age	

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Inspection Quality Division  
The Office for Standards in Education  
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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

This primary school for pupils of 3–11 years is located in the centre of the city of Leicester, and serves a community of mixed ethnic minorities, the majority of whom are Muslims. There are 400 pupils on roll, most of whom come from the immediate community. Almost the entire school intake is of ethnic minority origin, and the vast majority of pupils are of the Muslim faith with Gujarati as their first language. Other languages represented are Urdu and Bengali. Three hundred and eighty pupils have English as an additional language, and more than 150 are at an early stage of learning English. Special funding is allocated for the teaching of English on behalf of 75 of these pupils. There are 117 pupils on the register of special educational needs (36 at Stage 1, 57 at Stage 2, 12 at Stage 3, 3 at Stage 4 and 9 at Stage 5) or 24 percent overall, which is a little above the national average. Nine pupils have statements of special educational need, representing 2.4 percent, which is also above the national average. There are 53 pupils who are currently eligible for free school meals, or about 12 percent, which is below the national average. The take-up of free school meals is low. In recent years the number of Muslim faith children in the school has increased. The school is in the Wycliffe electoral ward, which has fewer adults with higher education qualifications than the national average, fewer children from higher social class households than the national average, many more children from ethnic minorities than the national average and many more children in overcrowded households than the national average. There are high levels of unemployment in the area. These factors indicate that the average local income is lower than the national average. Attainment on entry to school at five years of age is below average. Most children enter the nursery with very limited ability to speak in either their mother tongue language or in English. They make good progress in the nursery, but this language deficit is still apparent when children enter main school.

### **HOW GOOD THE SCHOOL IS**

This is a sound school with some good features and some weaknesses. The leadership and the teaching are good, and there is very effective subject management. The curriculum is well planned and pupils work hard, having a sound rate of learning and progress. The provision for pupils with special educational needs is good. The provision for pupils who receive extra help for learning English is unsatisfactory. This is an effective school which gives satisfactory value for money.

#### **What the school does well**

- Teaching has good impact on learning in all parts of the school, with 98 percent of teaching being satisfactory or better and 74 percent being good or better.
- The provision for pupils with special educational needs is good and these pupils make good progress.
- Pupils' attitudes and behaviour are good.
- The school's strategies for teaching literacy and numeracy are good.
- The provision for pupils' moral, social and cultural development is good.
- The school has effective links with parents.
- Leadership and management are good overall.

#### **What could be improved**

- Attendance.
- The arrangements for induction of new staff.
- The transition arrangements for nursery pupils to the main school.
- The out-of-date financial audit.
- The provision for, and the attainment, progress and monitoring of pupils with English as an additional language, especially at Key Stage 2.

*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 October 1996. Action has been taken in the school in relation to each of the areas identified for further action at that time. In 1996, the provision for pupils with English as an additional language was found to be a strength of the school. This provision is now unsatisfactory.

The school has put considerable effort into successfully raising attainment in writing, design and technology and information technology in Key Stage 2. Attainment in writing is now average, in design and technology it is average and in information technology it is above average. Lesson planning has received good attention and is now good throughout the school. There is now satisfactory use of assessment in Key Stage 2 to plan the next stages of pupils' learning. Pupils in both key stages now have a good range of opportunities to put forward and develop their own ideas. The provision for higher-attaining pupils has received considerable attention. Overall improvement in the school since the last inspection is satisfactory.

## STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	all schools			similar schools	
	1997	1998	1999	1999	
English	C	E	D	E	well above average A above average B Average C below average D well below average E very low E*
Mathematics	B	E	E	E	
Science	C	E	E	E*	

The results for the end of Key Stage 2 National Curriculum tests for 1999 were below average for English, and well below average for mathematics and science. In comparison with schools with similar percentages of pupils receiving free school meals, the school's results at Key Stage 2 were well below average for English and mathematics, and very low for science, being in the lowest 5 percent for the country for this subject.

The national test results for Key Stage 1 for 1999 were well below average for reading, average for writing and below average for mathematics. Although many pupils achieve average levels, many only just achieve them and therefore, overall attainment is below the national average. In comparison with schools having similar percentages of pupils taking up free school meals, the results were well below average for reading and mathematics and average for writing. However, the take-up of free school meals is low at Charnwood Primary School. Trends in Key Stage 1 over the last three years show that results have been well below average for reading, writing and mathematics, but have shown some improvement in writing and mathematics in 1999. Trends in Key Stage 2 over the same period show some improvement in English in 1999, but mathematics and science have consistently remained well below the national average.

Inspection findings are that attainment is average in English, mathematics and science in all parts of the school, and pupils make satisfactory progress in their learning. Pupils who have been identified as being entitled to extra support for learning English make good progress at the nursery stage and in the reception class, but make unsatisfactory progress in some subjects in Years 1 and 2 and Key Stage 2. Pupils with special educational needs make good progress.

The reasons for the differences between attainment in class and test attainment are complex, but include the improved teaching and learning programmes in lessons for literacy and numeracy, which are a positive influence in lessons, but which have not yet had impact on the test results; better use of assessment in the school; limitations to the provision for pupils with English as an additional language; the reading and language demands of the higher levels in the test papers; the patterns of attendance; the loss from the school of pupils who have made gains in their English and the influx of new pupils to the school into the different year groups, some of whom have limited use of English and who may have missed large periods of education.

Attainment and progress in information and communications technology is good. This subject is a strength of the school. Standards in religious education match those required by the local education authority's Agreed Syllabus. Attainment in all other subjects meets expectations and progress is satisfactory, the only exception being the standards in music at the top of Key Stage 2, which are unsatisfactory

#### **PUPILS' ATTITUDES AND VALUES**

<b>Aspect</b>	<b>Comment</b>
Attitudes to the school	Good. Pupils enjoy school and work hard.
Behaviour, in and out of classrooms	Good. Pupils are well behaved and helpful. They settle quickly to tasks and are co-operative with staff and each other.
Personal development and relationships	Satisfactory. Pupils are respectful and they act responsibly.
Attendance	Unsatisfactory. The level of authorised absence is well above the national average and the level of unauthorised absence is broadly in line with the national average.

Pupils enjoy the good curriculum variety and the varied learning opportunities, and they behave well in lessons and around school. On only very few occasions is behaviour less than satisfactory, and in these few instances, it is the behaviour of a few of the upper Key Stage 2 boys which is unsatisfactory.

#### **TEACHING AND LEARNING**

<b>Teaching of pupils:</b>	<b>aged up to 5 years</b>	<b>aged 5-7 years</b>	<b>aged 7-11 years</b>
Lessons seen overall	Good	Good	Good

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

The quality of teaching is good overall. Teaching is excellent in three percent of lessons, very good in 21 percent, good in 50 percent, satisfactory in 24 percent and unsatisfactory in two percent. Teaching in English, mathematics and science is good overall. The teaching of children under five years of age is good and pupils are given a good start to their education. In Key Stages 1 and 2 the quality of teaching is good overall. The skills of literacy and numeracy are taught very well in the nursery, and are taught well in both key stages. The consistently good teaching leads to steady progress in learning for most pupils and good progress in learning for pupils with special educational needs.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is good in the nursery and Key Stage 1 and satisfactory in Key Stage 2. It meets all statutory requirements and has strengths in literacy, numeracy and information and communications technology. The community makes a good contribution to pupils' learning and there are good links between this school and its partner institutions.
Provision for pupils with special educational needs	Good. Pupils make good progress in relation to the targets in their individual education plans.
Provision for pupils with English as an additional language	Pupils in the nursery and Key Stage 1 have good learning opportunities. In Key Stage 2, provision is unsatisfactory as not all pupils have the targeted support they need
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for pupils' spiritual development is satisfactory. The provision for pupils' moral, social and cultural development is good. It is enriched by a good range of visits and visitors.
How well the school cares for its pupils	Satisfactory provision is made for the welfare of pupils and to support their personal development. Assessment procedures are satisfactory and are making contribution to raising the level of pupils' achievement.

The school has a good partnership with parents, who have positive views about the school. Parents' involvement in school and in their children's learning is satisfactory. The school provides satisfactory information for parents.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Leadership and management are good overall. There is clear educational direction which is linked to raising standards. Subject leaders fulfil their responsibilities very well. However, there is no policy for inducting new staff to the school.
How well the governors fulfil their responsibilities	The governors fulfil their responsibilities well and play a very effective role in shaping the direction of the school.
The school's evaluation of its performance	The school monitors its work and its academic results well and promotes high standards through its teamwork, development planning, shared commitment and ongoing evaluation.
The strategic use of resources	Satisfactory use is made of the school's resources. Financial decisions are linked to school development. The principles of best value are applied to all school expenditure. Planning ahead ensures that attention is given to possible future expenditure.

The accommodation and learning resources are satisfactory in range and quality. Resources are well stored and accessible. There have been various breaks in the continuity of school leadership in recent years. At present there is an acting headteacher in charge, with two job-sharing acting deputy headteachers. The senior management team consists of these three members of staff and the special educational needs co-ordinator. This group of staff is working hard to maintain the school's development.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<p>More than 90 percent of parents feel that:</p> <ul style="list-style-type: none"> <li>• Their children like school;</li> <li>• Their children are making good progress;</li> <li>• The school's pupils behave well;</li> <li>• The teaching is good;</li> <li>• They would feel comfortable to approach the school;</li> <li>• The school is well led and managed;</li> <li>• The school is helping their children to become mature;</li> <li>• The school works closely with parents.</li> </ul>	<ul style="list-style-type: none"> <li>• There was very little disagreement with the points on the questionnaire. A very few parents note that they feel their children do not get the right kind of work, that the school's range of activities is not interesting, and that they do not know how their children are getting on.</li> <li>• During the inspection a very few parents said they are unhappy with the school's relationship with parents and the attitudes of some staff towards the home culture.</li> </ul>

Inspection findings support the positive views. With regard to the issues raised by a very few parents, the inspection findings show a good curriculum, an interesting range of activities for pupils and well matched work. Inspectors find annual reports to be positive in tone, but they offer minimal information about where improvement is needed. This finding supports the few parents who feel they do not know how their children are getting on. Inspectors saw no evidence of ineffective or negative relationships with parents, nor did they see any unsatisfactory attitudes by school staff towards pupils' home culture.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and pupils' achievements**

- 1 At the end of Key Stage 1, in the National Curriculum tests, the percentage of pupils achieving the average level 2 for reading was below the national average, and close to the national average for writing. The percentage achieving the higher level was well below the national average in reading and close to the national average in writing. At the end of Key Stage 2, the percentage of pupils attaining the average level 4 in English was below the national average, while the percentage achieving the higher level 5 was well below the national average. The inspection findings are that attainment in speaking, listening, reading and writing meets national expectations at the end of both key stages. Progress is at least satisfactory for most pupils, and those with special educational needs make good progress in relation to their previous learning. The progress of pupils with English as an additional language is unsatisfactory after the reception class stage.
- 2 When English results are analysed by pupils' ethnicity, the pupils from non-Indian ethnic groups are achieving higher than those from Indian ethnic groups in comprehension at Key Stage 1. At Key Stage 2, this analysis shows non-Indian ethnic groups achieve a little higher in this subject than Indian ethnic groups, but this was not a significant difference in the 1999 test results.
- 3 The percentage of pupils aged seven years who attained the average level in the National Curriculum tests in mathematics for 1999, was a little below the national average. The percentage reaching the higher level 3 was well below the national average. The percentage of pupils aged 11 years who attained the average level (level 4) in the mathematics tests for 1999 was well below the national average, while the percentage reaching the above-average level 5 was also well below the national average. Inspection findings show that attainment meets national expectations at the end of each key stage and that progress in mathematics is satisfactory for all pupils, including those who have support for English as an additional language and those who have special educational needs.
- 4 The analysis of mathematics test results undertaken by inspectors on the basis of ethnicity for both key stages shows that non-Indian ethnic groups are achieving at a higher level than the Indian ethnic groups at Key Stage 1 and considerably higher at Key Stage 2.
- 5 In 1999, results of teachers' assessments at Key Stage 1 for seven year olds reaching level 2 or above in science, were well below the national average. The percentage of pupils who reached higher levels (level 3 or above) was below the national average. In statutory science tests for 11 year olds in 1999, the percentage of pupils who achieved level 4 or above was well below the national average. The percentage of pupils who achieved level 5 or above was well below the national average. The inspection evidence shows attainment in science to be average at the end of each key stage. Progress is satisfactory throughout both key stages for the majority of pupils. Pupils with special educational needs make good progress, but pupils with English as an additional language do not always receive the support they need and make unsatisfactory progress.

- 6 The difference between test results and inspection findings results from a number of factors, including the more complex language difficulties faced by pupils whose home language is not English as they attempt to address the higher level questions in the test papers; the numeracy work that has been implemented in school but has not yet had a chance to influence test results in mathematics and the improved subject co-ordination which is currently leading to improving standards in the school. Additionally, test results are affected negatively by the loss of pupils from school as they leave to move to new areas with their families, the extended absences of some pupils who go abroad for long periods and the influx of new pupils, some of whom have little English and have gaps in their education.
- 7 Take-up of free school meals is low at Charnwood Primary School. When the school's results are compared with those of schools in the same band for the percentage of pupils eligible for free school meals, results at Key Stage 1 are well below average for reading and mathematics and close to the average for writing. Results for Key Stage 2 are well below average for similar schools in English and mathematics. Results for science at this key stage are very low, being in the lowest five percent in the country for this subject.
- 8 The school has set appropriate targets for raising standards in English and mathematics at Key Stage 2 in conjunction with the local education authority. The school has clear strategies in place to achieve these targets and has a clear focus on improving standards. The school has provided extra classes in the core subjects at Year 6 to improve performance. Inspection findings indicate that the school is in line to reach its Key Stage 2 targets for the year 2000,
- 9 Literacy is well developed across all subjects. The teaching and use of correct vocabulary is a clear feature. Writing standards have been improved since the last inspection and satisfactory examples of writing skills were seen in all year groups. Pupils know how to use reference books effectively. Numeracy skills are developed in mathematics lessons and used in solving mathematical problems and in other subjects. Data handling skills are used to support science. Pupils use measurement in design and technology lessons. The use of information and communications technology is effective across the school and across the curriculum, and is rapidly becoming a strength of the school. Word-processing skills are very effective and pupils of all ages have confidence in using information technology in their work, using it skilfully and appropriately for writing, finding information, recording, sorting data and illustrating.
- 10 Attainment in religious education meets that required by the local education authority's Agreed Syllabus at both key stages. Attainment and progress in art, design and technology, geography, history, physical education and religious education are satisfactory in both key stages. Attainment in information technology is good in both key stages and progress is good. Attainment in music in Key Stage 1 meets expectations and progress is satisfactory. Attainment in Key Stage 2 is below expectations, and progress in this key stage is unsatisfactory. The progress of pupils with special educational needs is good in all foundation subjects. The progress of pupils who are funded for support for English as an additional language is unsatisfactory in geography, good in information and communications technology, and satisfactory in art, design and technology, history, physical education and religious education.

- 11 Pupils under five years of age in the nursery make good progress in their speaking of English, and they have good listening skills. They are given very good opportunities for language development throughout all their work. They can count confidently and have satisfactory knowledge of shapes and colours. They gain satisfactory knowledge of the world around them, and learn how to use computers confidently. They show satisfactory progress in the development of physical and creative skills. By the time they are five years of age, these children do not reach the expected language outcomes in spoken English, but their attainment in all other areas of learning is in line with expectations. Pupils under five year of age who have English as an additional language and are supported through the Ethnic Minority and Traveller Achievement Grant make good progress in their learning.
- 12 No significant differences in attainment between girls and boys were found in the inspection of English or mathematics, except for number skills, where there is some evidence that boys are a little behind girls.
- 13 The attainment of pupils with special educational needs is appropriate when account is taken of their learning difficulties. These pupils participate in all areas of the curriculum and receive support where necessary. Pupils with special educational needs make good progress overall towards the targets identified in their individuals education plans.

#### **Pupils' attitudes, values and personal development**

- 14 The good attitudes and behaviour which were reported at the last inspection have been maintained. Pupils enjoy being part of the school; the majority of pupils arrive on time and are ready to start the lesson as soon as they enter the classroom. There is a clear link between the rate of learning in the school and the positive attitudes of the pupils. They listen well, and are keen to learn and to improve their skills. These attitudes take root in the nursery and remain with the pupils through to Year 6, where they conscientiously attend extra classes in English, science and mathematics at 8 a.m. All pupils are delighted to discuss their work with visitors and to show samples of earlier work. Pupils with special educational needs display a positive attitude towards their work and are responsive in lessons. Pupils under five years of age make good progress in their personal and social development.
- 15 Behaviour around the school is good, with the exception of a small number of older boys, who can be restless and less than courteous in some lessons, such as music. The majority of pupils behave well, however, including those with special educational needs, and all are fully engaged in lessons. There have been no recent exclusions. Pupils with special educational needs show behaviour which is similarly good. There are no special educational needs of a behavioural nature at the present time.
- 16 Relationships are satisfactory and as pupils gain in maturity, they learn to co-operate well. During a Year 4 basketball lesson pupils worked well in groups, showing respect for individual performance and skill. The relationships and atmosphere had a positive effect on pupils' learning. There is little evidence of unacceptable behaviour or bullying at the school. Pupils are clear about how they should behave, and any exceptions are dealt with swiftly, with parental involvement should this be necessary.

- 17 Circle time helps pupils to think about their actions and their impact on others in the family, the school and the wider community. From Year 1, pupils are enthusiastic and interested in these sessions, during which they talk about their experiences inside and outside the school.
- 18 Pupils benefit from the wide range of teaching about religions other than Islam, about which they are very knowledgeable. Through this learning they respect the feelings, values and beliefs of those who follow different faiths.
- 19 Pupils take some responsibilities for the day-to-day organisation of the classroom, including preparation for lessons, putting away equipment, and the collection and return of registers from and to the office. Pupils in Year 6 also help in the nursery by collecting the children at lunchtime and taking them to the dining hall. They also help with the Book Fair and Book Club, as well as with class and public assemblies. However, there has been no increase, since the last report, in the opportunities for pupils to show initiative.
- 20 Attendance has improved since the last inspection. The level of authorised absence is well above the national average. The main contributing factor is the number of pupils absent in term time for extended visits abroad for cultural and religious journeys and holidays. These absences have a negative impact on pupils' progress and attainment. The absence rate of pupils with special educational needs is not significantly different from that of other pupils. The level of unauthorised absence is broadly in line with the national average.

#### **HOW WELL ARE PUPILS TAUGHT?**

- 21 Teaching has a positive impact on pupils' learning throughout the school. Teaching is excellent in 3 percent of lessons, very good in 21 percent, good in 50 percent, satisfactory in 24 percent and unsatisfactory in 2 percent. The excellent teaching was in the reception class and Year 6, and the very good teaching was in all parts of the school. Pupils' learning is central to all lesson planning, with clear objectives about what they will learn, and well-organised and appropriate resources to ensure that learning is efficient. Frequently, work is offered at different levels of challenge to ensure that pupils of different attainment levels achieve and progress appropriately.

- 22 Teaching is consistently good in all parts of the school, including the nursery, with 98 percent of all teaching being sound or better and 74 percent being good or better. This is an improvement since the last inspection, when teaching was less effective in Key Stage 2. Teaching has improved overall since the time of the last inspection and is now well co-ordinated, especially within year groups, where class teachers work together and also consult with curriculum leaders for guidance. Some elements of teaching are now consistent across the school. These are having a positive impact on the overall quality of both teaching and learning. They include the very good subject knowledge; the planning system which the school has adopted, with its clear objectives for learning; the monitoring of planning by subject leaders; the consistent attention to the skills of literacy and numeracy; the good management of pupils and the effective use of time, resources and support staff. In nearly all lessons seen these factors were satisfactory or better. They lead to improved continuity in learning; more consistent and regular opportunities for pupils to develop and practise basic and higher skills; more opportunities for them to use information technology creatively in all parts of the curriculum and a clearer understanding of how to achieve higher standards. The teaching of pupils under five years of age in the nursery is good overall, and at times is very good.
- 23 The teaching of basic skills is good. Literacy and numeracy lessons all include discussion sessions during which letter sounds are taught and reinforced and mental calculation work practised. The literacy hour is used to good effect to support pupils' learning in grammar, spelling, and punctuation. The good range of texts in use is aiding reading development and comprehension. In a Year 1 history lesson, pupils were encouraged to add the appropriate written vocabulary accurately to parts of their picture of Grace Darling's maritime rescue, and then continued their work by producing computer pictures of lighthouses and rocky shores, so the history supported literacy learning throughout. The numeracy hour is helping pupils to develop facility with number work in its own right and also as applied to mathematical and other problems. Lessons give attention to effective recording and pupils learn how to construct tables of information, set out calculations and show their findings clearly. Most pupils can explain some alternative ways of calculating successfully, showing that they have learned a variety of approaches and become familiar with explaining their working out to each other and their teachers.
- 24 Reading and writing are given high priority both in literacy sessions and across the curriculum. Pupils are given many opportunities to read in lessons, with all classrooms having appropriate reading areas and a suitable range of books. Pupils write in a range of subjects across the curriculum, including science, history and design technology. They word-process their writing with growing confidence as they move through the school.

- 25 Teachers have a very good understanding of the primary curriculum and often good or very good grasp of the subjects they are teaching. There are some clear examples of very good subject knowledge, with particular strengths being evident in English, mathematics, science and information technology, especially on the part of the subject leaders. This has good and very good effect on subject co-ordination across the school and on what pupils can learn. For example, in information technology, the subject knowledge is so secure and the co-ordination across the school is so effective that pupils of all ages and attainment levels are consistently building on what they know and understand, and Year 6 pupils are being guided quite readily into working at levels which are above the national expectations. The introduction of some clear schemes of work, staff development programmes and the improved planning have all played key roles in these developments. Teachers have worked hard at developing writing in English and across the curriculum through the application of the Literacy Strategy, and satisfactory learning is in evidence. Refinements related to paragraphing, character development, and sequencing events are discussed carefully. There is growing understanding of what the oldest and highest-attaining pupils should be covering, and teachers are setting expectations about learning and presentation which are of a suitable challenge.
- 26 In most lessons, interest is generated and maintained and pupils are encouraged to participate in class discussion. These sessions are always satisfactory and are frequently good or very good aspects of lessons. Teachers have effective questioning skills, with most asking the type of questions which encourage some detail in the answers or require pupils to clarify a point. All teachers appreciate the need for discussion in lessons and in many instances there was good combination of mother-tongue provision from the support staff and English provision from the teacher. This was especially evident in Key Stage 1, where good attention was paid to checking pupils' understanding.
- 27 There was evidence in lessons throughout the inspection of teachers offering different levels of work. The pupil groupings by prior attainment for English and mathematics support satisfactory learning in these subjects, but within these, some pupils learn faster when given individual expectations and targets by their teachers. This was achieved through careful planning by some teachers. Marking is mainly supportive. Little evidence was found of marking to specify the actual weaknesses and indicate the remedy. In literacy work on writing, this omission may be limiting attainment for some pupils. Some teachers have records to show specific higher or lower attainment. This use of ongoing assessment to influence planning is satisfactory overall in both key stages and is improving across the school, with the most effective teachers are using it well. Teachers are made aware through the use of assessment and target setting of the attainment levels of pupils with special educational needs in their respective classes. They have been encouraged to focus on the end result rather than on just short term targets. Targets are closely focused on what pupils need to do to make progress, using a record sheet which shows present achievement levels and what the pupil needs to cover in the future. Pupils are helped to understand these records and intentions.

- 28 Classroom work for pupils with special educational needs is planned with reference to individual education plans. The co-ordinator for this area of work reviews literacy and numeracy planning, holds meetings with teachers and monitors pupils' work. Classroom assistants keep personal records of what they have covered with the pupils, which are also seen by the co-ordinator. Individual education plans are reviewed regularly by staff, either in year group meetings or in consultation with the special educational needs co-ordinator.
- 29 Relationships between staff and pupils are good overall. Behaviour management is effective in lessons, pupils are responsive to teachers and attention to learning needs is maintained. Teachers support the social and emotional needs of pupils effectively in the classroom. Group work is appropriately planned and suitably resourced, contributing to the satisfactory overall progress. The only exception to this is the provision for information technology, where very good provision results in good learning patterns and good productive effort. Most lessons have satisfactory challenge to engage pupils' attention throughout, and discussion is challenging at times. Some activities have a clear edge to learning to appeal to higher attaining pupils and some lower attaining pupils are given good support and appropriate tasks. The arrangements for teaching in Key Stage 2 mean that some pupils with English as an additional language do not receive their entitlement support. This leads to unsatisfactory progress in learning for this group of pupils.
- 30 Pupils with special educational needs make good gains in their knowledge, skills and understanding in relation to their previous learning levels, particularly in some literacy and English sessions. The majority of pupils on the register of special educational needs have specified targets in this area of learning. Teachers' planning for lessons such as the literacy hour takes into account the needs of pupils with learning difficulties by ensuring that independent work matches their ability and appropriate use is made of whole class sessions to reinforce and consolidate basic skills. Good use is made of classroom support staff to teach pupils with specific literacy difficulties through the Additional Literacy Strategy and in the classroom in a supporting role. The pupils are interested, concentrate well and give attention to their work.
- 31 The teaching for some of the pupils with English as an additional language, particularly at Key Stage 2, is unsatisfactory. At the time of the last inspection, this provision was a strength of the school, but organisational and staffing changes have had a negative impact overall. The teaching of the National Curriculum throughout the school is supported by language support teachers who are provided by the local education authority through the Ethnic Minority and Traveller Achievement Grant. In the nursery, these teachers plan and teach effectively in partnership with the teacher in charge. In the reception class and most of Key Stage 1 there is similar successful practice and the learning is well consolidated by use of the bi-lingual support staff. The teaching of pupils who are funded for learning English as an additional language in Key Stage 2 is less effective as a result of the inappropriate use of some staff, unclear objectives related to the expected learning by these pupils, insufficient planning for their progress and, in some cases, inadequate levels of classroom management. The two unsatisfactory lessons seen showed deficiencies in these areas. Pupils in this category in these classes make unsatisfactory progress in their learning.

- 32 Pupils in all groups and of all levels of attainment work well in class and show good enthusiasm for learning. They are responsive to their teachers and their work. The main outcome of the vast majority of lesson observations was of attentive and enthusiastic pupils, who want to learn and enjoy school. Overall, since the last inspection, improvements in teaching support learning well. There is a clearer and more consistent approach evident across the whole school. There is shared planning, a growing use of regular assessment, effective support for higher-attaining pupils and improved teacher-pupil interaction in lessons. Satisfactory progress has been made.

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

- 33 The school provides a broad and balanced curriculum, which meets all statutory requirements. Findings were broadly similar in the last inspection. Some weaknesses in the provision for information technology which were identified in the last report have been addressed, and provision for this subject is now strength of the school. Teachers are also now much more confident in teaching design and technology, which was also highlighted as having some weaknesses in the last report. The science curriculum effectively introduces pupils to all areas of science. In religious education the locally Agreed Syllabus is followed and provides a range of opportunities for all pupils to develop understanding of belief and faith.
- 34 The National Literacy and Numeracy Strategies are fully in place in the school. The overall planning and provision for literacy and numeracy are good in both key stages. Provision for special educational needs is good and well supported by classrooms assistants. Appropriate work is set for these pupils and the school ensures that they are given the full range of curricular opportunities. The targets set in the individual education plans are focused on the learning needs, while the strategies to be used are clearly defined and achievable. There are no disapplied pupils at the present time. Pupils who speak English as an additional language have good learning opportunities in Key Stage 1. In Key Stage 2, the grouping arrangements for literacy and the deployment of support staff to only one group in each year means that not all pupils have equal access to the targeted support to which they are entitled through the special funding, which has the effect of limiting access to the curriculum at times for some pupils.
- 35 A good range of educational visits enriches and supports the curriculum. These include places of local interest such as a zoo, a farm and museums. Visits to Sheringham in Norfolk, Wickstead Park in Northampton and a three-day residential visit to Church Langton by Year 4 pupils, take pupils further afield and deepen their awareness of the more distant environment. Visiting speakers from the police and representatives from charity organisations also contribute to this provision.
- 36 The provision for extra curricular activities is satisfactory and provides a contribution to the overall curriculum. These activities are well supported by the pupils. They include a science club, computer club and extra classes in English, mathematics and science. Given that access to the first and second floors of the school building is not possible for wheelchair users, there are no other inhibiting factors to prevent full access to extra-curricular activities for pupils with special educational needs.

- 37 The programme for personal, health and social education is satisfactory. Circle time is used well to explore relationships and how to help pupils improve themselves. For example, in a Year 6 class pupils discussed bullying and how to handle difficult situations. The school nurse comes into school and discusses issues regarding growing up with the older pupils in Key Stage 2. Governors have agreed that sex education will not be taught in the school. There are policies in place to deal with issues regarding drugs and substance awareness. The school's health education policy provides a framework for teaching about healthy living. The headteacher monitors both the planning and teaching aspects of the curriculum. The literacy and numeracy co-ordinators also monitor planning and teaching in their subjects and pupils' work is levelled to ensure progression and continuity. All other subject co-ordinators ensure there is adequate coverage in their curriculum areas and their monitoring of the standards of pupils' work and rate of learning.
- 38 The contribution of the community to pupils' learning is good. A number of visitors come into school to support learning in the classroom. For example, a Methodist minister recently came into school to talk about the Christian faith. The police come into school and talk about citizenship and road safety. The school has developed constructive relationships with its partner institutions. There are good links with the local community college, where pupils use the sports hall and library.
- 39 The school makes satisfactory provision for pupils' spiritual development. Provision for their moral, social and cultural development was good at the time of the last inspection and remains good.
- 40 Provision for pupils' spiritual development is satisfactory. In religious education lessons pupils gain an understanding and appreciation of the beliefs and precepts of the major world faiths. The quality of assemblies is satisfactory and these daily acts of worship meet statutory requirements. Teachers encourage pupils to reflect on the plight of other people, as was seen during a Key Stage 2 assembly, when a visiting speaker talked about Islamic relief projects. However, in most of the lessons, assemblies and circle time observed, there was a lack of opportunity provided for pupils to experience wonder, or be given enough guided time to reflect in order to deepen their own self-knowledge.
- 41 The provision for pupils' moral development is good. The whole ethos of the school is directed towards distinguishing what is morally right from wrong. In all classes there is evidence of the way that positive rules for behaviour are consistently reinforced. Assemblies in both key stages have a clear moral focus, such as "telling the truth" and "who helps most in the family", which teachers use well. In addition, 'Seal of Approval' assemblies in both key stages recognise and reward effort in pupils' work, their attendance at school, and their good behaviour or good example to others in lessons and around the school. Teachers themselves provide good role models, which helps to emphasise the moral provision in the school.

- 42 The social development of pupils is another strength of the school. This provision is supported by the school's clear systems and the care taken by staff to ensure that all pupils are made welcome and helped to fit into the school's routines and ethos. A noticeable feature of classroom behaviour is the way in which all pupils listen with respect to others and appreciate their points of view. For example, in a Year 4 class, pupils listened to how other pupils had constructed an electrical circuit using batteries and bulbs. Older pupils in Key Stage 2 are given responsibilities throughout the school, for instance helping in the dining hall and nursery. The many visits out of school, including a residential visit, provide opportunities for further social provision.
- 43 The school celebrates its ethnic mix and culturally diverse population, using it well to enhance the provision for cultural development. Pupils have visited different places of worship such as churches, synagogues and mosques in the local community. Visiting theatrical and historical groups attend the school, where they extend and develop pupils' cultural awareness. The curriculum includes a range of activities to extend and develop pupils' cultural knowledge. For example in history, some classes have been studying the Battle of Hastings, and in art, the work of artists such as Mondrian and Kandinsky is studied. In music pupils study different styles of music. There are varied effective displays around school to support this aspect of the school's provision.

#### **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

- 44 The school makes satisfactory arrangements for the care of its pupils. It provides a safe and secure environment in which teachers are aware of the needs of pupils across all levels of attainment. Health and safety matters are regularly monitored and reported on to governors for appropriate action. A recent health and safety review highlighted issues which are being addressed in partnership with the local education authority. Fire drills take place at regular intervals, usually half-termly. There is one part-time trained first-aider for the school, with training for others planned. In conjunction with the local authority's safety unit, a pilot network of specially paved routes to school has been developed, including designs originally created by pupils at the school. This is an initiative providing safe walkways to school which, together with an emphasis on physical education, is helping to increase the amount of exercise taken by pupils.
- 45 Child protection arrangements are in place and the teaching staff receives some training. However, the lack of training for support staff and the absence of induction training for new staff are creating some gaps in the network of care for pupils. There is also some confusion in the central recording arrangements.
- 46 Behaviour is monitored effectively and pupils are aware of how they should behave. Any incidents of inappropriate behaviour are recorded, and parents are fully involved in finding solutions to more serious or extended behaviour problems. The school ethos is positive and pupils relate well to each other, but there is no clear policy for ensuring that pupils with special educational needs are accepted by their peers. However, the special educational needs co-ordinator reports that these pupils are fully accepted and not teased or harassed in any way. There were no noted incidents of non-acceptance of special educational needs pupils during the inspection.

- 47 The school effectively monitors the attendance of all pupils, including separate monitoring of the attendance of pupils with special educational needs. Parents are contacted if there is an attendance problem. The headteacher is making constructive efforts to ensure parents understand the importance of consistent attendance. There is, however, a persistent problem with pupils being taken out of school for extended periods. Whilst respecting the religious element of this practice, the school has become assertive in dealing with this issue.
- 48 Procedures to assess pupils' progress in learning are satisfactory. There is a wide range of information available on every pupil which will be further increased and analysed when the recently introduced administration software is fully utilised. Many lessons in all parts of the school reflect the use of assessment and teachers use this data to inform future lesson planning. Day-to-day assessment is used to create groups of pupils identified by attainment levels, and the work provided is well matched to learning needs in many lessons.
- 49 Efforts are being made to ensure all pupils have well-understood personal targets, which can be academic or developmental. Specialist support staff carry out an annual assessment of need for pupils with English as an additional language. This identifies pupils who are then targeted for extra support in lessons. However, the assessment materials and techniques in use at present contain insufficient testing to accurately identify overall ability and general learning difficulties. Pupils with special educational needs have individual education plans, and appropriate work is set to suit them. The school makes good use of external support agencies. The special educational needs teaching service and the pre-school learning team are called upon when needed. The Education Welfare Officer deals with the most serious cases of non-attendance, the school nurse visits regularly, and the Dental Service, in partnership with the school, is working hard to improve dental care in the home. Pupils with special educational needs have access to a range of additional external services, for example, the speech therapist and the educational psychologist. There are no pupils with specified behavioural problems at present, but the school keeps in touch with the behavioural support team.
- 50 In order to encourage all pupils in their efforts, the school has a series of reward systems, which include team points and class rewards. In addition, pupils are awarded Seals of Approval for special work or personal development. Pupils can also nominate teachers and other adults for these awards.

## HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

- 51 Parents feel the provision for their children is good. Those parents who attended the pre-inspection meeting were pleased about their children's learning and progress, the standards of behaviour and the way the school supports the local community. They were clear that the school is a listening school that has made recent improvements in provision for information technology and by increasing the number of classes. Replies to the questionnaire by 95 percent of parents emphasised the fact that their children like the school, the high quality of the teaching, and the school's expectation of hard work by the pupils. A few parents were unhappy with the amount of information provided on how their children were getting on, how closely the school works with parents, and the range of activities provided by the school. During the inspection, a small number of parents expressed concerns about the ability and willingness of the school to communicate with parents, and to respond to their concerns, with some additional references to intolerance towards pupils' home culture. Inspectors' findings are that currently, there is full support for pupils from all staff and that good relationships exist between staff and the community.
- 52 Links with parents are good, with many parents helping in school with reading, in the library, and accompanying pupils on school visits. Parents of pupils in Key Stage 1 accompany them into school in the mornings, and parents generally feel that they can talk to teachers, although if they need a longer discussion they are asked to make an appointment. The lack of a Home-School Liaison Officer creates problems for parents with little or no English who do not come to the school for information, but good use is made of the bi-lingual support staff for any parents who are willing to come into the school. There is a parents' room, which is also an ideal venue for the Parent-Toddler group, which meets weekly. The computer room is open on some days for use by parents, who value this resource and use it effectively.
- 53 The quality of information provided for parents is satisfactory, and all documents are translated into the parents' mother tongue if requested. The school holds two evening meetings each year for parents to discuss their children's progress. Annual reports give prominence to information on personal development, mathematics, English, science and information technology. The tone of school reports is positive but they provide minimal information on how parents can help their children, and where improvement is needed. There is some opportunity for dialogue about the reports between parents and the school, but the value of the reports as a tool to underline areas of pupils' learning which may be in need of support, and where parents might make a positive contribution is not fully explored.
- 54 In contrast, parents of pupils with special educational needs are kept fully informed on the progress and needs of their children. The school is often proactive in raising concerns with the family about a child's progress. Parents are involved in annual and other reviews and get copies of all documentation.
- 55 Parents state that they are happy with the service provided by the school. The recently introduced Home-School Agreement has been signed by some parents, but has, as yet, made a minimal impact on school life.

## HOW WELL IS THE SCHOOL LED AND MANAGED?

- 56 The overall leadership and management of the school are good overall and reflect many strengths, but there are weaknesses related to policy for induction of new staff and the quality of provision for English as an additional language. Effective leadership is provided by the acting headteacher in the day-to-day running of the school. In this work he is well supported by the senior management team. These four members of staff also play an important role in directing the school's long-term development and in particular, the raising of overall standards. The leadership style adopted by the acting headteacher allows for a clear delegation of responsibilities, which in turn has led to the building of a strong team of co-ordinators that is having a positive impact on the work of the school in all areas. Staff work well together and there is a common sense of purpose and the recognition of the importance of raising overall standards. The positive ethos of the school is reflected in the good standard of behaviour, the interest and involvement of pupils and the general enthusiasm for school that prevails amongst them. There is a general respect for the feelings, values and beliefs of others. The vast majority of parents are in agreement with the values that the school seeks to promote.
- 57 The raising of standards is an important thread that runs through all senior management thinking. The work of teachers in the classroom is monitored and discussed with them. As part of its appraisal work the school sets targets for improvement for individual staff members providing the opportunity for training when necessary. The individual needs of staff are also taken into consideration even when not directly linked to the school's development planning. As part of its quest to improve standards the school monitors the performance of individual pupils and sets them targets that are subject to regular revision. The school provides extra classes for English, science and mathematics.
- 58 The governing body fulfils its statutory duties well. Governors involve themselves in the life of the school in a number of different ways ranging from formal meetings of the full governing body, visits that are focussed on particular aspects of the work of the school, to informal involvement in the classrooms. Governors take part in school activities such as swimming, the Parent-Toddler group, library and computer classes. They work in close co-operation with the school and take note of the views of the senior management team. They are also pro-active; for example, they are responsible for the provision of the extra morning science lesson in response to parental concerns about the apparent imbalance in the provision of extra classes for science, mathematics and English. The governing body has a number of sub-committees dealing with various aspects of school management. Governors generally demonstrate a good understanding of the strengths and weaknesses of the school. However, they have failed to take note of the fact that the school has not had an independent audit of its finances for five years, nor has it a policy dealing with the induction of new staff.
- 59 The school complies with relevant legislation regarding equality of opportunity, but has not up-dated the school policy or arranged training for equal opportunities awareness and issues for all staff.

- 60 The overall leadership and management of the provision for pupils with special educational needs are good. The special needs co-ordinator is up-dating the comprehensive and effective policy for special educational needs. She is allocated curriculum time to carry out the work needed and ensures that the pupils concerned receive the full provision as recommended in the national Code of Practice. Pupils are withdrawn in various ways or receive help and support in the classroom. They are well integrated into the mainstream life of the school. The governing body has appointed one of its members to be responsible for special educational needs provision in consultation with the special needs co-ordinator. The annual report sent to parents includes a section about the school's provision for special educational needs. Overall, the school meets its statutory responsibilities and its obligations under the Code of Practice for pupils with special educational needs, and carries out all statutory reviews.
- 61 The provision for pupils with English as an additional language who are entitled to receive additional support through the Ethnic Minority and Traveller Achievement Grant is unsatisfactory. The position of co-ordinator for English as an additional language is currently vacant. The school lacks a policy for language support provision. The implementation of priorities for this area of work, as identified in the school development plan is insufficiently detailed in its timing and scope. Effective arrangements are made for specialist training of all staff, although more professional development is needed for bi-lingual assistants. The qualifications and experience of staff provided by the local education authority under this grant funding do not match the demands of this field of work in the school. Some of these staff are inappropriately used to teach whole groups in Key Stage 2. There is insufficient use of mother-tongue support in this key stage for pupils who need it. Resources for these pupils are adequate with the exception of bi-lingual resources in Key Stage 1. The school has not taken effective action to monitor and address differences in achievement by ethnicity.
- 62 The match of teachers and support staff to the demands of the curriculum is satisfactory, as is the provision of learning resources for all pupils. The provision for information technology is good. The resources for pupils with special educational needs are satisfactory. The school has made good provision for staffing to support these pupils and deployment is effective. For example, language support staff go with pupils with special educational needs to various teaching sessions, to ensure that they understand what is happening. A bank of material has been established for supporting these pupils in literacy, numeracy and information technology. The school has noted the need to provide suitable reading material for older pupils who are poor readers and some appropriate examples have already been purchased.
- 63 The school's accommodation is used effectively. It offers a rich learning environment which is clean and welcoming. There is no playing field available to the school, and outdoor areas are rather small. Some areas of the school would not be accessible by wheelchair.

- 64 The school's management of the funds available to it is satisfactory. Funds provided for specific purposes are used correctly and according to the principle of best value. Funding for pupils with special educational needs is used appropriately. Pupils with statements of special educational need are funded directly by the local education authority. The significant under-spend now being carried by the school has been accumulated through a series of staff illnesses and other factors. The managers of the school are aware of the need to deal with the under-spend and plans are in place to reduce it significantly. The school makes good use of the technology available to it with the use of administrative systems and assessment packages.
- 65 Pupils enter the school with attainment levels which are lower than would be expected for the age group and with extensive language needs. The school is making good provision for its pupils who have special educational needs, but unsatisfactory provision, especially in Key Stage 2, for those supported through the Ethnic Minority and Traveller Achievement Grant. The school provides good quality of teaching, a varied and satisfactory curriculum, and good leadership. The school's expenditure per pupil is average. Attainment overall is average and progress is satisfactory. Attainment in the national tests is below or well below average. The school is providing satisfactory value for money.
- 66 Development since the last inspection is satisfactory. At the time of the last inspection, leadership and management were good. This has been maintained, even through various changes of leadership in the last four years. The staffing arrangements were effective, and this situation has been maintained except for the provision and deployment of staff to support pupils with English as an additional language. The school is currently working in partnership with the local education authority to improve this situation. The resources for learning were good, and are now judged to be satisfactory. The school's work is being advanced through careful development planning and standards are being improved. The school was providing good value for money and is now providing satisfactory value for money.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- 67 In order to further develop the school, the governors, headteacher and staff should:
- (1) further raise standards in English, mathematics and science by continuing to apply the school's existing effective strategies; (paragraphs: 1, 3, 5, 7, 65, 85, 86, 102, 103, 114, 115, 116 and 125)
  - (2) improve attendance at the school by helping all parents to understand the importance of regular attendance as an important factor in pupils' learning rates; (paragraphs: 20, 47, 87, 105 and 116)
  - (3) develop and implement an effective induction and mentorship policy for all new and newly qualified staff; (paragraph: 56)
  - (4) make appropriate arrangements for all nursery pupils to ensure a suitable period of time in the reception class; (paragraphs: 73 and 84)
  - (5) as a matter of urgency, arrange for a full, independent audit of the school's finances. (paragraph: 58)
- 68 With the assistance of the local education authority, review the staffing and support arrangements for pupils with English as an additional language by:
- (1) providing balanced provision across all age groups including mother tongue support;
  - (2) providing effective targeted support matched to pupils' linguistic and cultural needs;
  - (3) reviewing current pupil grouping for literacy in Key Stage 2 to ensure provision of partnership support from the class teachers and the bi-lingual teachers throughout the school;
  - (4) monitoring and reviewing pupils' progress, including by ethnicity;
  - (5) providing structured and regular home-school liaison by appropriately qualified staff.
- (paragraphs: 2, 4, 5, 6, 10, 29, 31, 34, 49, 52, 56, 61, 66, 69, 70, 71, 72, 85, 86, 96, 97, 99, 102, 120, 123, 142 and 147)

### Minor Issues

Further improve writing development by providing pupils with appropriate and consistent guidance and feedback in lessons and through the marking of their work. (paragraphs: 27, 97 and 152)

Ensure that pupils in all classes have opportunities to develop understanding of the full designing and making processes. (paragraph: 136)

Improve standards in music in the classes at the top of Key Stage 2. (paragraphs: 10, 15, 162, 163, 164, 165 and 168)

Ensure that the central recording arrangements for child protection cases are clear. (paragraph: 45)

Provide training for all staff in equal opportunities and child protection awareness. (paragraphs: 45 and 59)

Improve the quality of annual reports to include reference to areas of weakness in pupils' learning and ways in which parents might help. (paragraph: 53)

## THE PROVISION FOR AND STANDARDS ACHIEVED BY PUPILS WITH ENGLISH AS AN ADDITIONAL LANGUAGE

- 69 Almost all the pupils in the school speak English as an additional language, but there are at present 75 pupils in the school who are funded through the Ethnic Minority and Traveller Achievement Grant to have additional support for learning English as an additional language. Each year, language needs are assessed by specialist support staff to identify these target pupils, who are then entitled to extra support in English in their lessons. At present, the materials and techniques used in this process are too narrow to fully identify each child's learning needs or accurate attainment levels and too little is known in the school about the ability of the pupils concerned. The school does not analyse the national test results for these pupils, and has no record of the annual standard assessment test outcomes for pupils in this group who are in Years 2 and 6.
- 70 Inspection findings show that the progress of pupils in this group in the nursery and reception class is good in all areas of the curriculum. Pupils in this group in Years 1 and 2 and the whole of Key Stage 2 make unsatisfactory progress in literacy, science and geography. Their attainment in these subjects is limited by their lack of understanding and use of vocabulary, their reading standards and their limited access to mother tongue interpretation to clarify instructions and explain the meaning of the work.
- 71 Their progress is satisfactory in mathematics, art, design and technology, history, music, physical education and religious education and in these subjects their attainment is appropriate. Their progress and attainment in information technology is good. The limited progress they make in some subjects is related to a weakness in the management of teaching provision in the school, which places limitations on the language support available to them. Their greater success in other subjects shows that their language needs are overcome in the more practical subjects, where they can benefit from demonstrations, illustrations, and other visual elements in the teaching. In religious education they are well motivated and have much to offer from their own religious experience as they participate in studies of world religions. They are very interested in and well motivated by the information and communications technology in the school, benefiting from the good teaching and ready access to equipment.
- 72 The management of this provision has altered considerably since the last inspection, when provision for these pupils was a strength of the school. Standards in the nursery and the reception class have been maintained. In these parts of the school there is good support which is well managed and has a positive influence across the whole curriculum. Standards in the rest of the school are now lower than they were before. During the daily literacy lessons in Key Stage 2, all available teachers, including the specialist language support teachers, are deployed to support groups of pupils with specified attainment levels, which may or may not contain pupils from this target group. This means that the curriculum offered may be inappropriate for them and they have no access to the specialist teaching to which they are entitled. This deployment of staff has come about through the good intentions to supply literacy teaching at a range of levels to suit all pupils, but it fails to account for the needs of the target group of pupils and it also has the effect of preventing access to language support for some target pupils in Years 1 and 2. Since the literacy lessons take place at different times of the day for different year groups, this is an ongoing situation. The leadership of this area of work is vacant in the school at present, and there is no one person who is taking a clear overview.

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	89
Number of discussions with staff, governors, other adults and pupils	40

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3%	21%	50%	24%	2%	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

### Information about the school's pupils

#### Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	40	360
Number of full-time pupils eligible for free school meals		53

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	9
Number of pupils on the school's special educational needs register	5	117

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	75

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	24
Pupils who left the school other than at the usual time of leaving	33

### Attendance

#### Authorised absence

	%
School data	8
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.6
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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	26	34	60

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	20	23	23
	Girls	27	30	32
	Total	47	53	55
Percentage of pupils at NC level 2 or above	School	78	88	92
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	19	20	17
	Girls	25	29	26
	Total	44	49	43
Percentage of pupils at NC level 2 or above	School	73	82	72
	National	82 (81)	86 (85)	87 (86)

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

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	32	26	58

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	16	13
	Girls	20	14	16
	Total	39	30	29
Percentage of pupils at NC level 4 or above	School	67	52	50
	National	70 (65)	69 (59)	78 (86)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	5	11	17
	Girls	14	14	13
	Total	19	25	30
Percentage of pupils at NC level 4 or above	School	33	43	52
	National	68 (65)	69 (65)	75 (72)

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

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	1
Black – other	50
Indian	206
Pakistani	20
Bangladeshi	15
Chinese	0
White	6
Any other minority ethnic group	16

*This table refers to pupils of compulsory school age only.*

### **Exclusions in the last school year**

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

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

### **Teachers and classes**

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	18.1
Number of pupils per qualified teacher	20
Average class size	28

#### **Education support staff: YR – Y6**

Total number of education support staff	11
Total aggregate hours worked per week	113

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	40

Total number of education support staff	4
Total aggregate hours worked per week	97.5

Number of pupils per FTE adult	8
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*FTE means full-time equivalent.*

### **Financial information**

Financial year	1998-1999
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	£
Total income	570737
Total expenditure	615954
Expenditure per pupil	1552
Balance brought forward from previous year	79950
Balance carried forward to next year	70876

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	400
Number of questionnaires returned	218

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	77	22	0	0	0
My child is making good progress in school.	60	34	2	0	3
Behaviour in the school is good.	61	30	2	0	6
My child gets the right amount of work to do at home.	52	33	7	2	6
The teaching is good.	73	23	0	0	3
I am kept well informed about how my child is getting on.	60	29	7	0	4
I would feel comfortable about approaching the school with questions or a problem.	64	30	3	0	2
The school expects my child to work hard and achieve his or her best.	71	24	1	0	4
The school works closely with parents.	55	35	6	1	3
The school is well led and managed.	61	32	0	0	6
The school is helping my child become mature and responsible.	62	30	1	0	6
The school provides an interesting range of activities outside lessons.	48	26	8	2	16

### Other issues raised by parents

A few parents wish to know why special educational needs procedures take such a long time.

## **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**

- 73 At the time of the inspection there were 17 children in the nursery who attended full time and 21 who attended for either the morning or the afternoon. There were two children under five years of age in the reception class. Children are admitted to the nursery soon after their third birthday, depending on vacancies, usually starting with a place in the afternoon session and moving to the morning session when they are older. Full-time places are offered to children before they transfer to the main school, depending on availability. Transfer to the main school does not always include a period of time in the reception class, as some children are given extra time in the nursery and then transferred into Year 1.
- 74 The attainment of children on entry to the nursery is well below the national average. All the children come from homes where English is an additional language. Most children have poor language skills when they start in the nursery. An analysis of the profiles shows that on entry, only one fifth of the children are able to speak a simple sentence in English and only one half of the children can speak a simple sentence in their mother tongue. They also have immature personal and social skills on entry to the nursery. Provision is made to address these needs through the grant funding for ethnic minority achievement and this is combined with curriculum provision which is based on the desirable learning outcomes for children under five. As a result of this provision, progress from this low starting point in use of English is good. During their time in the nursery, children make good progress in their personal, social and language development. By the time they are five they are more confident and able to speak in English in simple sentences. A few children are able to use more complex sentences. By the time they leave the nursery, they are making headway in their use of English, but do not fully reach the expected language outcomes and goals by the age of five years. Learning outcomes are in line with expectations in all other areas.
- 75 The provision for children's personal and social development is very effective. Most children develop a degree of independence and self-esteem and are gaining confidence to communicate with each other and with adults. They behave very well in their lessons and equally well when working without supervision. They understand what is right, what is wrong and why. They have good attitudes to learning and enjoy being in the nursery, playing happily together. They are polite and courteous and respond positively to the caring ethos of the nursery. Children are good at taking turns and sharing equipment and they are always ready to help with daily tasks. The emphasis that teachers place on the development of social skills results in good relationships between each other and with all adults. Children are enthusiastic to become independent learners, working without direct adult supervision. Children can dress and undress themselves and deal with personal hygiene with a minimum amount of assistance. Overall, the nursery provides a very secure and caring environment with good levels of supervision and pastoral care. By the time they are five, children's personal development and relationships are good.

- 76 The provision for language and literacy is good. All areas of the curriculum support the development of spoken English. Children listen carefully to each other and to all adults. All instruction is given clearly and often bi-lingually, which enables children to start work on practical activities with confidence and good understanding of what they are required to do. All members of staff in the nursery work as a team to improve the spoken language of all the children. A member of staff is always available to assist with translation. This helps children to consolidate the understanding and development of their mother tongue and at the same time develops their skills in speaking English. This comprehensive language provision is a strength of the nursery. Children in the nursery are enthusiastic about stories and rhymes and they sing songs from memory. They listen carefully and respond to well-read stories. They enjoy looking at books, handling them with care. Children take books home regularly to share with their parents. Older children are beginning to learn the sounds of the alphabet. Children have opportunities to write and make marks using a variety of equipment and they enjoy working at the writing table. They can use the computer confidently and, with reference to their name cards, they can use the keyboard to record their names as they begin a computer activity. By the age of five years they know that print carries meaning and is read from left to right and top to bottom. They show an understanding of the elements of stories, such as the main characters and they are beginning to understand the sequence of events in familiar stories. A few can write their name unaided. Their spoken English is developing, but continues to be an area of need as not many achieve fluency at this early stage.
- 77 Children make good progress in mathematics. Most can count to ten and a few can count confidently to twenty. Provision for mathematical experience is good. At every possible opportunity children are asked to count. For example, they count the number of children present at registration and how many times they do an action in the physical education lesson. They constantly reinforce their understanding of ordering and sequencing of numbers in all areas of their learning, such as ordering the beds, chairs, dishes and spoons for the three bears. They use their fingers to match the number rhymes and they reinforce their counting during number stories. Older children have an understanding of estimation and can estimate fairly accurately whether they have enough straws for the milk bottles. Children use correct mathematical language, such as 'more', 'less', 'too many', 'zero' and 'some left over'. Activities involving sorting, grouping and matching are always readily available. Some children can successfully describe objects according to their position and order them to size. They have sound knowledge of shapes and are learning about the properties of shapes. For example, they learn that a circle has one side and a square has four sides and four corners. Children are in line to meet national expectations in the area of mathematics by the time they are five years old.
- 78 Provision for children's knowledge and understanding of the world around them is very good. New vocabulary is challenging and is introduced steadily. Children have many first-hand experiences which encourage exploration, observation and discussion. They have good opportunities to investigate. For example, during their free play in the water, they find out whether certain articles will float or sink. They use construction equipment and play with toy cars and trains. They design models, roads and bridges for a purpose and evaluate these products. The early experiences of using computers are giving children essential skills and confidence in using information technology and preparing them well for the more formal work they will undertake in the infant classes. Children are in line to meet expectations at five years of age for this area of learning.

- 79 Provision for children's physical development is good and their progress is satisfactory. There are many opportunities in their daily activities to develop their manipulative skills. They use a range of tools successfully when drawing, colouring and cutting, enabling them to cut, draw and manipulate small objects successfully. They are aware of the need for careful and safe behaviour when using scissors and pointed tools. Physical control, mobility and awareness of space are developed well. During physical education lessons, children listen and follow instructions very well. They are helped to develop satisfactory throwing and catching skills. They work co-operatively in small groups, showing mature social skills. There is a climbing frame in the nursery playground, but there is no access to any soft outdoor area. Children's physical attainment is in line to match national expectations by the age of five years.
- 80 Provision for creative development is good, and children make good progress in this area. They can express themselves appropriately through singing, drawing, painting, making models and using play dough. They acquire the knowledge, skills and techniques that they need to develop greater understanding of the materials they work with. For example, when using construction kits, jig-saws, scissors and the computer mouse, they increase their knowledge of the variety of uses and the range of outcomes of these tools. They paint, draw, cut, glue and construct using a range of materials confidently and successfully. They explore colour, texture and shape in their painting and printing and they respond in a variety of ways to what they see, hear, smell, touch and feel. For example, when making a fruit salad, they compared the colours, texture, shape, smell and taste of various fruits. Creative attainment is in line to meet national expectations at five years of age.
- 81 The quality of teaching is good overall. All teaching seen in the nursery was satisfactory or better, with much that was good almost a half being very good. The teaching of language and literacy and communication skills is a particular strength in the nursery. The teacher and nursery nurses have high expectations in all areas of learning and they work together as a team and have a very strong influence on children's learning. All the nursery staff have a good knowledge and understanding of what they are teaching and of the specific needs of individual children. As a result of the good teaching, children's confidence grows rapidly, their use of English and their mother tongue language improves and their understanding increases in all areas related to the desirable learning outcomes. Their progress in speaking in English is steady, but still has a long way to go as they move into the main school. Their progress in all other areas is good overall.
- 82 The teacher in charge is a very experienced and effective manager of early years' provision. Effective baseline assessments take place. Schemes of work and policies are well written and the long-term and medium-term plans are very good. The objectives listed in the weekly planning are extremely clear for all the nursery team, which ensures consistency in the quality of all provision. All staff monitor and evaluate pupils' progress and make good use of this information when discussing the planning of new work. The effective combination of the personal and professional qualities of the nursery nurses leads to their full involvement in teaching. The regular attendance of these members of staff at in-service training courses, the guidance they receive from the nursery teacher and the fact that they are greatly valued, all contribute to the high professional standards and the strength of the teamwork. Good use is made of additional help from students and work experience pupils from the secondary school.

- 83 The nursery team has close relationships with all parents. Before children transfer to the infant department, the nursery teacher, nursery nurse, and next teacher meet with the parents to discuss each child's progress and development. The nursery teacher additionally completes a very detailed record showing what each child has achieved so far and a target sheet showing the new learning that should be provided for, to help the next class teacher.
- 84 The high quality of provision for pupils under five, which was reported at the time of the last inspection, has been maintained. The nursery continues to cultivate children's personal and language development very well, and this is recognised as a particular strength by both inspections. However, since the previous inspection, the arrangements for the transfer of the youngest children to the main school have been changed. Summer-born children, whose birthdays fall between May and September, are given extra time in the nursery. In September, these children are then transferred from the nursery to a Year 1 class, missing out the reception class stage. Their full-time place in the nursery and the rich stimulating environment give them opportunities to learn and develop, supported by a very good adult-to-pupil ratio, which is sometimes as low as six or seven children to one adult. Their placement in Year 1 may involve a new ratio of as many as thirty children to one adult. Their learning takes place in a much more formal environment, with daily 'literacy' and 'numeracy' hours. There is no clear and appropriate arrangement in the school for them to have a suitable period of time in the reception class before transferring to this much more formal environment.

## **ENGLISH**

- 85 The results of the 1999 English tests at the end of Key Stage 2 show that the percentage of pupils attaining the average level 4 was below the national average. The percentage of pupils attaining the higher level 5 was well below the national average. When compared with the results of similar schools, performance in the English tests was well below average. Between 1996 and 1999, attainment in English for pupils at the end of Key Stage 2 has been variable, with an overall trend which is below the national average. During the same period, there was no significant difference between the performances of boys and girls, which both fell below the national average. Analysis by ethnicity of the 1999 results at Key Stage 2 undertaken by inspectors shows that non-Indian ethnic groups achieve slightly, but not significantly higher in English than Indian ethnic groups.
- 86 At the end of Key Stage 1, the results of the 1999 National Curriculum tests were below the national average in reading and close to the national average in writing. The percentage of pupils achieving level 2 was below the national average for reading and close to the national average for writing, while the percentage reaching the higher level 3 was well below the national average for reading and close to the national average for writing. When compared with the results of schools with similar percentages of pupils taking free school meals, attainment in reading was well below average and in writing was close to the average. Between 1996 and 1999 performance in reading and writing was well below the national average, but trends were upward and, in writing, results now match the national average, although they are still below it in reading. Girls' attainment in writing over the four years was slightly better than that of boys. There was no significant difference between boys' and girls' standards in reading. Analysis by ethnicity of the 1999 results revealed that non-Indian ethnic groups are achieving considerably higher than Indian ethnic groups in comprehension at this key stage.

- 87 National Curriculum tests are affected by a number of factors. There is a proportion of pupils who take extended leave to go abroad for religious and cultural reasons. This has a negative effect on their learning patterns and some may be absent at the time of the tests. Additionally, there is a flow of pupils into and out of the school during term times. Many of those who leave are showing good progress in their education, while a number of those who arrive have missed large parts of their schooling, with some of them arriving with no English and some having special educational needs. These factors create problems of continuity in learning and affect the school's assessment results.
- 88 The school's target for English, as agreed with the local education authority, for the year 1999 was that 40 percent of eleven year olds would achieve level 4 or higher. This target was rather low and the school's results exceeded it, with 67 percent of pupils achieving this level. For the year 2000 the target has been set at 63 percent, which is more appropriate. The school has clear strategies in place to achieve its English target and has a very clear focus on constantly improving standards.
- 89 Inspection findings are that attainment in speaking, listening, reading and writing at the end of both key stages is average, and progress in these aspects of English is satisfactory throughout the school. Improvement in attainment can be credited to a number of factors, including the very good leadership and management of the subject; the effective training programme which has included all staff; the introduction of the National Literacy Strategy; the very good long term, medium term and weekly short term planning; the positive effect in motivating pupils' level of interest through the use of information and communications technology; the additional literacy classes and the improved team work. These have all contributed to the improvement of standards. The newly devised assessment programmes, which have recently been put into practice, have the potential to improve standards further.
- 90 The school provides a regular literacy hour for every class in accordance with the National Literacy Strategy. This provision is of good quality and pupils enjoy the work. They listen and answer well in lessons and work in a supportive way in their groups. They show interest, enthusiasm and concentration. They reflect on ideas and make suggestions for improvements. These teaching and learning opportunities offered to pupils have a positive effect on raising standards.
- 91 In the inspection, the attainment of seven year olds in speaking and listening is in line with national expectation for their age. Throughout Key Stage 1, pupils extend their vocabulary range during their discussions with teachers and other pupils. They speak clearly and gain confidence as they express their views and opinions. For example, in a Year 2 class, pupils were able to discuss the sequence of their work for the week and give their views of what they had learned. Pupils listen to the opinions of other pupils with respect and are able to sustain concentration for extended periods of time.

- 92 By the age of seven, pupils' attainment in reading is in line with national expectations. They are beginning to read with confidence and accuracy. They are able to locate the contents and index in books and understand that the index is organised in alphabetical order. They know that dictionaries are used to find the meanings of words. When reading independently, lower-attaining pupils talk confidently about their favourite books and know the name of the author and illustrator of a book. They use good strategies to read unfamiliar words. Average-attaining pupils can read with meaning and talk about the main characters in a book. Higher-attaining pupils read fluently, with understanding, enjoyment and enthusiasm. They offer opinions about well-loved books and stories and are proficient in their use of library skills.
- 93 Pupils at the end of Key Stage 1 attain standards in writing that are average for their age. Lower-attaining pupils and those with special educational needs write short stories and news with assistance from the class teacher or support assistants, making good progress. Their handwriting is usually legible and they are beginning to construct sentences with the use of capital letters and full stops. Pupils write for a variety of purposes and their work is beginning to show organisation and clarity. Higher-attaining pupils are beginning to spell more complex words. Higher-attaining pupils in Year 1 write independently, using descriptive language to tell a story about an imaginary monster.
- 94 All pupils in Key Stage 1 use the computer to enhance their language development. At reception level, pupils learn that the buttons on a small robot can be used to tell it what to do. They know the correct positional vocabulary to operate it, such as forward and backward. They work independently on the computer, consolidating the names of colours and extending their vocabulary. They answer questions about stories they have heard during their literacy lesson. By the end of Key Stage 1, the use of computer skills in supporting literacy is quite advanced.
- 95 By the end of Key Stage 2, pupils' attainment in speaking and listening is in line with national expectations. Pupils in Year 6 listen to and participate in the plenary session and discuss the analysis of a particular group's work, evaluate it and make further suggestions for improvement. In Year 5, pupils critically discuss the differences they find in the quality and style of reports of the same events in different newspapers. Year 6 pupils improve and enhance their listening and speaking skills during sessions in personal and social education. They listen with respect to comments about feelings and they recognise other pupils' achievements.
- 96 Standards in reading for pupils of eleven years are in line with national expectations. Pupils read for enjoyment and to obtain information. Pupils who are identified for support through the Ethnic Minority and Traveller Achievement Grant do not achieve as well as other pupils in reading, and at times their progress in reading is unsatisfactory. This results from the inappropriate deployment of language support staff, who work with whole groups rather than specified, targeted pupils. Pupils in Year 6 read with fluency and show understanding of significant ideas, events and characters. They identify key features, themes and characters and can select relevant information to support their views. Pupils in Year 4 were confident in the use of the glossary, contents and index. Year 3 pupils made good use of dictionaries when they made alphabet books for younger pupils. Many pupils enjoy membership of the local library and share reading at home with their parents.

- 97 Attainment in writing at the end of Key Stage 2 is in line with national expectations. Progress in writing is satisfactory for higher and average-attaining pupils, but unsatisfactory for pupils who have support for English as an additional language, who are not always effectively helped because of the way that language support staff is deployed at this key stage. Pupils with special educational needs make good progress, with support, in relation to their individual education plans. Pupils' handwriting skills show a fluent joined script and they take pride in the presentation of their work. The spelling of common words is usually correct. Pupils in Year 6 write in paragraphs and include apostrophes and exclamation marks. All pupils in Key Stage 2 are confident and competent at using the computer. When word-processing, they understand how to set up font size and style and are confident at changing and saving their work. Pupils are not always expected to further improve and refine their writing in response to appropriate and consistent guidance and feedback in lessons or through the marking of their work.
- 98 Literacy is developed well across all subjects and a good feature is the careful teaching of correct vocabulary. In history, pupils in Year 2 use common words in relation to the passing of time. They explain why people did things and why events happened. They write about differences between now and the past. In information and communications technology, pupils in Year 1 input their name and address, using upper and lower case letters as appropriate. In personal, social and health education, Year 6 pupils talk about themselves, including what they're good at, and what they'd like to do better.
- 99 The quality of teaching is good in Key Stage 1. It is good in nearly two thirds of lessons and very good or excellent in nearly one fifth of lessons. In Key Stage 2, teaching is good overall. It is good in half of lessons and very good in a third of lessons. There are no unsatisfactory lessons in either key stage. All teachers have a very good knowledge and understanding of the Literacy Strategy and ensure that activities within lessons are very well planned to cater to the needs of all pupils. In order to achieve this provision, some loss of support results for pupils who are funded for English as an additional language. Pupils with special educational needs are well supported in lessons. Lessons are conducted at a brisk pace, expectations are high and relationships are very good: this makes a positive impact on the interest and concentration shown by pupils. It also has a direct, positive effect on their behaviour, which is good. The skills that teachers use to interest pupils in their work, the way activities are managed and the way in which behaviour strategies are used, are all good. As a direct result of the good and very good teaching they receive, the majority of pupils make satisfactory progress in their learning.
- 100 Leadership and management of the subject are very good. The co-ordinator for English is very well informed and has a very good, clear focus and direction for constantly improving standards. She leads the training for all staff, checks pupils' class work and test results and monitors the standards of teaching. She tracks the progress of a selection of pupils throughout the school. Effective action is taken when weaknesses are identified. Other teachers are being brought into the monitoring process.

- 101 In the previous report, it was recommended that the school should raise attainment in writing, as pupils' skills in writing were not fully developed and they did not write for a sufficient range of purposes. The higher-attaining pupils were not sufficiently challenged. The school has made effort to improve standards in writing, which are now satisfactory. Improvements have also been made in all other aspects of English. Satisfactory progress has been made in the development of this subject since the last inspection.

## **MATHEMATICS**

- 102 The percentage of pupils aged 11 years who attained the average level 4 in the National Curriculum tests in mathematics for 1999, was well below the national average, while the percentage reaching the higher level 5 was also well below the national average. Taking the years 1997 to 1999 together, pupils' overall performance in mathematics at the end of Key Stage 2 shows that standards dropped from above the national average in 1997, to well below it in 1998, and were well below in 1999, but moved closer to it. Compared to schools in similar contexts, performance in mathematics in 1999 was well below average. Taking the four years of 1996 to 1999 together, there has been no significant difference between the performance of boys and girls in mathematics. On analysis of the 1999 test results by ethnic grouping, inspectors found that non-Indian ethnic groups are achieving considerably higher than Indian groups in this subject. This form of analysis has not been undertaken so far in the school, so no appropriate action has been taken. Inspection evidence in the current Year 6 class indicates that overall attainment in mathematics is average. Those who are identified by the school as average-attaining pupils are working at level 4 and those in the higher-attaining group are working confidently at level 5.
- 103 The percentage of pupils aged seven years who attained the average level 2 in the National Curriculum tests for 1999, was a little below, but close to the national average. The percentage achieving the above-average level 3 was well below the national average. Over the last four years, pupils' performance in tests has been consistently below the national average, but has moved nearer to it. When compared to schools having similar numbers of pupils who have free school meals, the 1999 mathematics test results are well below average. Performance over the last four years by both boys and girls is well below average, with girls being slightly ahead of boys. Inspection findings show that attainment at age seven is in line with national expectations.
- 104 The school has agreed targets for test results at the end of Key Stage 2 with the local education authority. For 1999 the target was for 52 percent of Year 6 pupils to achieve the average level 4. This was an appropriate target, which was met. For the current year the target is that 68 percent of Year 6 pupils will achieve the average level 4. According to the findings of this inspection, the school is in line to meet this target.

- 105 The differences between the test results and the inspection results are caused by a complex range of factors which include the fact that the National Numeracy Strategy has not yet had time to have an impact on the test results, and the test papers may present both language and cultural challenges, especially in questions set at higher than average levels. The school makes provision for pupils to receive mother tongue support during the tests, but this does not guarantee that the mathematical elements of questions are conveyed fully. Other factors which may have an adverse impact on overall test standards include the absence patterns of some pupils when they take extended visits abroad and the fact that pupils arrive at or leave the school at various times during their primary education. In the last school year there were 57 pupils who were affected by such mobility patterns.
- 106 Progress is satisfactory at both key stages for all pupils, including those with special educational needs and those with English as an additional language. Pupils in the reception class can sort, match and order coins of different values, writing the appropriate numeral to represent the number of pence for each coin. Pupils in Year 1 can find ten by adding three different numbers. Higher-attaining pupils in Year 1 can construct a block graph from data they have collected. Year 2 pupils know that one pound has 100 pence. They understand that with 50 pence to spend they can buy five pencils at 10p each. Pupils in Year 3 can work with addition and subtraction of numbers over 100, and they can explain the relationship between the addition and subtraction procedures. Year 4 pupils can place numbers into sets according to whether they fit certain criteria. They find difficulty in explaining two variables which are applied at the same time, such as 'numbers below 29' and 'numbers divisible by four'. Pupils in Year 5 can correctly interpret a train timetable, and calculate lengths of journeys and arrival times, with many using mental calculation successfully. Average-attaining pupils in Year 6 know that one quarter is the same as 25 percent and can express this amount as a decimal. They can find the perimeters of shapes and find areas by using a formula. They can collect data, make a frequency table and interpret information from a graph. Higher-attaining pupils can use a range of strategies for number operations and explain 'mode', 'median', 'range' and 'average'.
- 107 The current satisfactory progress in Key Stage 2 is an improvement since the last inspection, when there was some uneven progress in mathematics in this key stage. Pupils are now allocated to mathematics groups in a way which supports higher attainers, by giving them the opportunity to work together in groups. Pupils whose attainment is below average, or who have special educational needs in mathematics, also benefit from being in a group which does not have the full range of attainment within it. Nevertheless, these groups represent a wide range of attainment and create a considerable challenge for the teachers concerned.
- 108 The school has recently implemented the National Numeracy Strategy. This provision is of good quality. Pupils have positive attitudes towards mathematics. In the reception class and in Year 6 there were examples of excellent attitudes, with pupils showing full enthusiasm and involvement throughout the lessons. Attitudes were never less than satisfactory in any class. Pupils behaved well in lessons, worked co-operatively, put in considerable effort, kept a clear record of the work being done in their exercise books, and willingly gave answers to questions or worked out problems. They were willing to draw upon previous learning and attempt to extend their knowledge and understanding through full involvement in the lessons. Some Year 6 pupils give extra time to mathematics in their lunch period, in order to ensure more effective learning and build up their confidence. Overall, pupils' positive attitudes support improving standards in this subject.

- 109 The quality of teaching is good overall, with some excellent and very good examples seen in the reception class and Years 3, 5 and 6. No unsatisfactory teaching was seen in mathematics. Teachers have well planned programmes of work. They prepare well for the sessions and have clear objectives, which they share with pupils. Some teachers check with pupils at the end of the lesson to identify whether such objectives have been met. In the most successful lessons, teachers have high expectations, work at a good pace and give clear demonstrations. They ensure that all this has the effect of drawing pupils into discussion and explanation, helping them to build on and use the mathematics which they have previously mastered and enjoy success in new learning. For example, in a Year 6 lesson for higher-attaining pupils, the teacher ensured that pupils used previous learning about angles, giving them opportunity to draw internal and external angles on the board for all to see. She ensured that they explained her demonstration, showing that they understood what they had seen her do and what they themselves were about to attempt.
- 110 Teachers who work with the average and lower-attaining pupils meet a different challenge, as the needs of these groups are diverse. In some very good teaching in Year 3, the teacher offered work of different levels of demand, ensuring that all pupils could enjoy some success. She gave good opportunities for pupils to apply previous learning to new situations, such as seeking four odd numbers which add up to 20 and explored with them a range of successful and suitable strategies for number work. For the pupils in this group with special educational needs, the work provided was a good match to the mathematical targets in the individual education plans. This meant that the majority of pupils were eager to give answers, enthusiastic about tackling problems and successful in using their mathematical knowledge in new situations. Most teachers have satisfactory understanding of the previous levels of attainment of their pupils, which helps them to match the new work successfully to ensure progress in lessons.
- 111 There is a good curriculum for mathematics. Good attention to mental work and applications influence learning well. The subject provides good links with information technology. Across the school, work was seen that related to numbers, shape and space, the measures and the handling of data. The subject makes a good contribution to pupils' moral, social and cultural development through the wide range of opportunities, effective classroom groupings and the consideration of mathematical achievements and ideas from other cultures.
- 112 Leadership of mathematics is very good. Staff training has been well focused upon successful application of the Numeracy Strategy throughout the school. There is considerable moderation and evaluation taking place for this subject, which is adding to the improved understanding of strengths, weaknesses and necessary action for the subject. Assessment procedures are satisfactory. They include both end-of-year assessments and ongoing checking in lessons. The co-ordinator monitors the planning, leads cross-phase discussion, audits the work in pupils' exercise books, keeps governors informed about mathematics and generally maintains high levels of awareness about the subject. Resources for the subject are of a satisfactory range and quality and are well organised and accessible. Work is broadly based and no longer depends heavily on the mathematics scheme, although this is still in use. The balanced numeracy lessons have led to more use of practical apparatus across the school and more attention to finding ways to build up pupils' understanding, competence and confidence in mathematics.

- 113 Improvement since the last inspection is good. There have recently been extensive changes in the way that mathematics is taught in the school. Teaching quality and progress in pupils' learning show improvement since the previous inspection report and the provision for higher-attaining pupils has received considerable attention. It is too early to know what the overall impact will be on attainment in National Curriculum tests, but there is secure average attainment in lessons at present.

## **SCIENCE**

- 114 In statutory tests for 11 year olds in 1999, the percentage of pupils who achieved level 4 or above was well below the national average. It was very low in comparison with schools with a similar intake. The percentage of pupils who achieved level 5 or above was well below the national average. This percentage was also very low in comparison with the results of schools with a similar intake. There was no difference between the performances of girls and boys from 1996 to 1999.
- 115 In 1999, results of teachers' assessments for seven year olds reaching level 2 or above were well below the national average. The percentage of pupils who reached higher levels (level 3 or above) was below the national average. Attainment was very low in comparison with results for similar schools.
- 116 At the time of the last inspection standards were judged to be at the national expectations at both key stages. This has not been borne out in the statutory tests since 1996. Standards have fallen from average in 1996 to well below the national average since 1997. There are some contributory reasons for this low attainment in science. Pupils' writing skills are improving now, but previously were not refined enough to cope with the demands of attaining the required level of attainment and the necessary scientific language associated with it. Pupils taking extended holidays in term time have a negative impact on the school's results and performance in the subject. In addition there is some additional adverse impact on standards caused by the high level of pupil mobility which the school experiences.
- 117 Evidence gathered during the inspection indicates that standards have risen in the last year, and pupils' attainment at the end of both key stages is in line with national expectations. This significant improvement can be attributed to the implementation of a new scheme of work, a more focused approach to teaching and planning of pupils' work, including the use of more practical investigations. In addition, the school provides an extra weekly science class and a lunchtime science club for Year 6 pupils. This club provides enjoyable practical activities that encourage pupils' interest in the subject and influence the better standards they are now achieving. Information technology is used, which increases pupils' motivation and promotes the subject. For instance, Year 6 pupils have recently used a sensor device in lessons.

- 118 By the end of Key Stage 1, pupils have covered a range of work in all aspects of the subject and are developing their scientific language when discussing their work. Pupils have been learning about life processes and living things. They have studied plants and the life cycles of a butterfly and a frog. They have looked at what makes a healthy human being and can name the main parts of the body. Pupils are also aware of what makes a healthy lunch. During the inspection, pupils in a Year 1 class were exploring the taste associated with a particular fruit or vegetable. Pupils have looked at different materials in a number of ways, including their texture and colour. They can distinguish between paper, leather, plastic and metal. In a Year 1 and 2 class, pupils were investigating the reasons why a land yacht moves down a slope. They all knew that, in order to make the test fair, the models used in each test had to have the same shape, size, and be made of the same material. Higher-attaining pupils understood what was meant by a variable and how it would affect the experiment.
- 119 By the end of Key Stage 2, pupils have built on their skills of observation, prediction and hypothesising from Key Stage 1. Year 6 pupils understand that air resists an object, such as a paper parachute, when it is coming down from a height. They also know that there is more than one variable in an experiment about measuring accurately the fall of a paper parachute from a given height. Most pupils develop their understanding of 'filtration' when discussing their results in class. Year 4 pupils know and understand what an electrical circuit is and that there are 'good' and 'bad' conductors of electricity. Higher attaining pupils know that plastic coating on wire is an insulator and learn that more than one bulb in a series circuit are not as bright as one bulb alone. Pupils in Year 3 develop their understanding and knowledge of how a plant transports a mixture of ink and water through its roots and veins. They record their observations through careful sketches and notes. They also know that there has to be equal amounts of water and ink to make it a 'fair test' and a worthwhile observation.
- 120 The majority of pupils in both key stages make satisfactory progress in their learning of the skills of scientific enquiry, and in working towards the National Curriculum attainment targets on living things, materials and physical forces. Pupils with special educational needs are appropriately guided by their teachers and the support staff, and make good progress. Higher-attaining pupils make good progress, which is due to recent initiatives in school, which are beginning to identify the pupils with potential for higher attainment in science through monitoring work. Teachers then ensure that these pupils are provided with suitably challenging work to meet their needs. Pupils with English as an additional language make unsatisfactory progress, as they are not always effectively supported in class.
- 121 Pupils' attitudes are good. Pupils are interested and listen attentively to adults and to each other. They co-operate and collaborate well in practical investigations. For example, pupils in a Year 4 class worked well together when they were using batteries and bulbs. In all lessons, behaviour is good. Most pupils are developing a sense of responsibility for their own work, and are becoming increasingly confident in making predictions and reporting group-work to the class. These positive attitudes contribute to the improving standards of work.

- 122 Literacy and numeracy skills are used effectively to discuss, record and measure scientific findings in experiments and observations. Listening and speaking skills are used effectively in lessons, and the development of scientific vocabulary is given good attention. Information technology is used well to promote and enhance the subject. The subject provides pupils with good opportunities to develop socially. Pupils are provided with opportunities to work collaboratively to solve problems, and to take responsibility for their own work through clear knowledge of what is expected of them. Pupils in Year 6 are encouraged to aim high when working in the science club at lunchtime.
- 123 The quality of teaching is good in all parts of the school. Teachers have a secure and confident subject knowledge and they can extend pupils' thinking well. There is a good focus on developing key vocabulary and clear scientific language. This was particularly well done in a Year 6 lesson when the pupils were discussing moving objects and the forces acting upon them. Words such as 'parachute', 'resistance' and 'gravity' were effectively used. Lessons are well planned and detailed in clear steps to ensure that pupils have made gains in knowledge, skills and understanding by the end of the lesson. The management of pupils in almost all lessons is good. This results in productive lessons, with pupils applying themselves well throughout the period and concentrating on their work to the end of the lesson. The teachers' questioning and answer sessions are good and this consolidates learning at the start of the lesson for most pupils. Those who have support for English as an additional language do not show such successful learning patterns because the complexities of the scientific language and concepts require more support than is currently provided, but they do benefit from the attention to vocabulary. Teachers indicate at the end of lessons just what pupils have learnt. Teachers also indicate to pupils the importance of presenting the results of their investigations in a logical and clear fashion. This results in many pupils taking a pride in their written work, which is generally well presented in science.
- 124 All elements of the National Curriculum are provided satisfactorily. Pupils are given appropriate opportunities to be directly involved in scientific activity in the classroom. The contribution to pupils' spiritual, moral, social and cultural development is good.
- 125 The leadership of science is good. The co-ordinator is committed to raising pupils' attainment and the school's performance in the subject. There is a policy and a new scheme of work, which offer guidance to staff. The subject is adequately resourced for all its aspects. The co-ordinator monitors planning and teaching, and scrutinises pupils' work for progression and continuity. Currently there is no formal whole-school assessment in place apart from a comment on the pupils' annual report to parents. Development of science since the last inspection has been good. Standards have been maintained and the subject has been further developed and promoted. Test results have not yet been improved. The additional classes and the science club have been introduced and more effort has been given to generating pupils' interest in this subject.

## ART

- 126 Only a limited range of lessons was observed during the inspection, and judgements for this subject are therefore based on those observations, scrutiny of pupils' work, teachers' planning, classroom displays and conversations with pupils. From this evidence, pupils' attainment at both key stages is judged to be in line with the standards expected of seven and eleven year old pupils, with some above-average attainment in Key Stage 2. Progress in art is satisfactory for all pupils, including those with special educational needs and those with English as an additional language, at both key stages.
- 127 Pupils in Key Stage 1 work with a range of media, including pencils, paint, wax crayons and pastel colours. Pupils in Year 1 are aware of how different materials and techniques can be used to produce a variety of effects, for example, the use of a colour wash over wax flower drawings. Year 2 pupils demonstrate well-developed skills in using scissors, pencils and designing their pictures. They have produced some good examples of weaving, using different materials, for example, rag and paper. They are able to discuss their work and justify the decisions they have taken.
- 128 In Key Stage 2, pupils use a variety of methods and approaches to record their observations and feelings. Pupils in Year 5 are able to discuss their work in terms of the problems it presents and whether the pictures they have produced are calming or exciting. Many pupils are aware of the effect that different colours can have in conveying mood and are able to use this knowledge in their own work. Pupils are aware of the importance of attention to detail when representing things, for example, the well-observed drawings of flowers, fish and fruit produced by pupils in Years 4 and 5. They can evaluate their work and suggest ways in which it can be improved. In work using clay to model human heads, pupils show good observation and modelling skills. Pupils are aware of the different styles of painting adopted by past and contemporary artists. They have studied artists such as Turner, Kandinsky and Picasso and have produced some very well observed copies of paintings in their respective styles. Many of the paintings produced in the style of different artists demonstrate that pupils have developed a good sense of the use of colour, mixed media and design.
- 129 Pupils' progress in art is satisfactory in both key stages and their work clearly demonstrates improvements in technique, observation and the use of different materials. Pupils with special educational needs and those with English as an additional language have full access to art and are fully involved in all art activities. These pupils also make satisfactory progress. Over a period of time they make good progress in some areas, such as their knowledge of colour and composition and their understanding of the styles used by different artists.
- 130 The art curriculum is satisfactory. The art curriculum is broad, balanced and planned effectively by the co-ordinator to ensure that pupils experience a progression of media, materials and techniques. The school has developed good links between art and other curriculum subjects. In literacy, pupils have produced some extended writing giving instructions on how to do batik work. They have illustrated poems on spring with pictures of flowers. Year 6 pupils have produced information leaflets about Shakespeare's Globe Theatre. In science, Year 4 pupils have used a great deal of imagination in painting pictures of waves of electricity. These links extend the effective contribution made by this subject to pupils' spiritual, moral, social and cultural development.

- 131 The attitudes adopted by pupils towards their art work are good overall. They are very enthusiastic and generally well behaved in these lessons. They are willing to discuss their work and co-operate well with each other. They share materials and equipment well and demonstrate a general willingness to work hard, which has a positive impact on standards achieved.
- 132 The quality of teaching in both key stages is good. Lessons are well organised and teachers have a good knowledge of the subject. Teachers allow pupils to experiment with materials and, where necessary, they intervene to demonstrate techniques. The resources provided for lessons are suitable for the purpose intended and readily available to the pupils. The management of pupils is good and is supported by the pupils' interest in the work they are doing.
- 133 The leadership of this subject is good. The co-ordinator ensures that consistent provision is made across the school. There are no effective assessment procedures in place. However, the co-ordinator maintains a portfolio of work that provides a good record of the general standard reached by pupils in both key stages. Pupils are given the opportunity to view art in its wider sense with annual visits to the local art gallery. Good displays around the school make a considerable contribution to the learning environment and inspire pupils to take pride in their work. Improvements in the provision of this subject in the school since the last inspection are satisfactory. Progress has been improved at Key Stage 1 and maintained at Key Stage 2. The quality of teaching has been improved at Key Stage 1, where it was previously satisfactory, and maintained at Key Stage 2, where it was good.

## **DESIGN AND TECHNOLOGY**

- 134 Only a small number of lessons was seen, involving pupils in Years 2, 5 and 6. From this evidence, together with the scrutiny of the subject portfolio, discussion with staff and pupils and the observation of work on display, pupils' attainment at Year 2 and Year 6 is judged to be in line with expectations. Pupils in Year 2 design and make a land yacht and explain the materials to be used. Pupils in Year 6 make wall hangings out of fabrics and threads, illustrating a mosque, being fully aware of the design process and able to discuss it, giving practical examples of how it is used. However, in fixing materials together, pupils in Year 6 make too much use of adhesive tape and do not sufficiently explore other ways of fixing.
- 135 Progress is satisfactory in both key stages, including the progress of those with English as an additional language. Pupils with special educational needs make good progress. In Key Stage 1, the Year 1 pupils are able to use construction kits to make models of playground equipment. In Year 2 pupils are aware of the properties of different materials and they understand that some are natural and some are made. For example, they have written descriptions of how clay tiles are made and the changes that take place when tiles are fired. From this they understand that some processes cannot be reversed. Year 2 pupils have also worked on designing and building land yachts and are able to list the materials needed and produce written descriptions of how the models were tested. Many used information technology to produce their original design, using the design software in the computers. Younger pupils make progress in designing and making models in a good range of materials.

- 136 In Key Stage 2, Year 4 pupils are able to draw designs for money containers and produce paper patterns, which they then transfer to the fabrics and materials to be used. They can thread needles, sew the containers and add buttons. In Year 5, pupils follow the design process when working on the production of parachutes. In this year group, pupils are able to cook biscuits, designing patterns to decorate them and containers to hold them. Older pupils are making progress in their ability to evaluate their work and suggest ways in which it might be improved. However, the progress of a minority of pupils is not always enhanced because in some lessons teachers do not insist on the design process being carried out. These pupils are allowed to proceed directly into the 'making' stage and do not design their work properly. However, pupils in Year 5 were observed making good progress in their ability to design and make articles for a specific purpose. Pupils in both key stages develop their ability to work in co-operation with others and learn to share the available resources.
- 137 Pupils work hard. They are enthusiastic and willing to talk about their designs. They maintain their efforts and are well behaved in design and technology lessons. Most pupils show good ability to work collaboratively in small groups, discussing ideas and sharing equipment. Pupils treat the equipment with respect and show an understanding of the need for safety.
- 138 The quality of teaching is never less than satisfactory, and in one lesson it was good. In this good lesson in Year 5, pupils were expected to think carefully about what they were doing. They were kept fully engaged in the lesson. Interventions by the teacher supported learning through skilled questioning, which encouraged creative effort and full application of previous learning to the new task. Teachers make good use of task sheets to support pupils' growing understanding of the full design process. Tasks are matched to the ability of individual pupils. An important feature of lessons observed was the good relationships between teachers and pupils. The pace of lessons is brisk, so time is used well. Teachers make good use of the classroom support staff, giving them clear guidance, which further supports pupils' learning.
- 139 The curriculum for design and technology is good and the subject makes satisfactory contribution to pupils' spiritual, moral, social and cultural development. In addition to the well-planned, regular activities, the school offers an annual technology week to enrich overall provision. Opportunities are provided for all stages of designing and making for all age groups. Design and technology is linked well to other subjects. For example, pupils make written descriptions of the 'making' process after appropriate discussion, showing good links with literacy. The use of information technology to produce instructions and design drawings is a strong feature. In Year 4, pupils have produced model skeletons as a link to their science work. Mathematics is incorporated in work which uses shapes such as hexagons and pyramids. The cultural element in design and technology is recognised by the school with the designing and making of cards for Eid, Christmas and Mother's Day.
- 140 Leadership is good. Teachers benefit from a detailed scheme of work. The co-ordinator has a firm grasp of the subject and is consulted by colleagues. There is a useful portfolio of work, which provides a guide to standards. Although there is no formal assessment taking place, good use is made of teachers' observations, written explanations by pupils, and questioning of pupils in order to judge attainment. Resources are satisfactory; the school makes good use of the Leicester City Recycling Centre to support this subject.

- 141 Improvement since the last inspection is satisfactory. Improving the standards of work at Key Stage 2 was a key issue at that time. Standards in design and technology are now satisfactory in Key Stage 2. Teaching in Key Stage 2 is now also satisfactory overall. Subject provision has been further developed through the improved planning; the more direct guidance available to staff from the co-ordinator about the nature of the subject, and the supportive scheme of work.

## **GEOGRAPHY**

- 142 Only a few lessons were seen during the inspection. Additional evidence was obtained from looking at pupils' work, teachers' planning and discussions with staff and pupils. Standards of work are broadly in line with those expected of pupils at ages seven and eleven. The progress of the majority of pupils is satisfactory. The progress of those with special educational needs is good.. Pupils with English as an additional language make unsatisfactory progress in both key stages, because of the complexities of the subject and its vocabulary and the limited language support provision. In the last inspection, attainment was average and progress was satisfactory for all pupils, so there has been reduction of quality for one group of pupils. Otherwise, standards have been maintained.
- 143 By the end of Key Stage 1, pupils understand how to draw a simple plan of their table and home corner in the classroom. They know the main countries of the United Kingdom and that London is the capital of England. They also know they live in Leicester which is linked by motorways and rail to other parts of the country. Pupils in Year 2 also discuss what the differences are between living in a town or city compared to living in the countryside. They know that there are four main points on a compass.
- 144 By the end of Key Stage 2, most pupils have developed their understanding of how to use globes and atlases, and can use appropriate geographical vocabulary and knowledge to describe and explain different aspects of the subject. For instance, pupils in a Year 6 class are aware that the world is made up of major continents and oceans and that there are lines of longitude and latitude on a world map or globe to help identify different locations. They also recognise the importance of scale in attempting to locate places. For example, pupils in a Year 6 class calculated, using scaled measurements, the distance from Manchester to Glasgow on a map of the United Kingdom. They also used coordinates to help them locate places and gather information from a map of Europe. Pupils know that symbols and a key that accompanies a map help a person understand and gain information from it. For example, pupils in Year 4 compared and contrasted physical and human features from an Ordnance Survey map. Pupils understand how water affects both the physical and human environment and can recognise many of the physical and human features produced by a river system, such as a waterfall, meanders and an estuary. Pupils in Year 5 explored the effects of water on the landscape by following the course of the River Severn from its source in the mountains to the valley plain. They listed the uses and abuses of the river, and explained how pollution can affect different parts of the environment that the river travels through.

- 145 In the few lessons seen, teaching and learning were good overall. The teaching ensures that pupils work at an appropriate pace and that their skills and geographical knowledge are extended as they move through the school. Teachers have good subject knowledge, and are confident in answering pupils' questions. Pupils respond well and talk with understanding and enthusiasm about the work they are doing. They are attentive listeners and respond well to teachers' questions and to opportunities to express themselves. For example, in a Year 4 class, pupils worked well together and were highly motivated and interested in their map work. Lessons are well planned with clear objectives, which appropriately challenge pupils and develop their geographical vocabulary. Lessons proceed at a good pace and teachers manage lessons effectively. Pupils' behaviour is good.
- 146 The curriculum for geography is satisfactory and the subject makes a good contribution to pupils' spiritual, moral, social and cultural development. During their years in the school, pupils not only learn about the own environment, but also study other countries and regions around the world. Pupils in Year 4 have a residential visit to Church Langton. Most classrooms have a display with a geographical theme, which helps develop and enhance the subject.
- 147 Leadership of the subject is satisfactory. The co-ordinator monitors planning on a termly basis and resources for the subject are adequate. The subject has been successfully maintained at these standards since the last inspection, but, because of the way in which language staff are deployed in the school, there has been some loss of quality with regard to attainment and progress in this subject by pupils with English as an additional language.

## **HISTORY**

- 148 During the inspection, history was not being taught in Key Stage 2. Two lessons were seen in Key Stage 1. Other evidence has been gained by a scrutiny of planning and pupils' work and by talking to Year 6 and Year 2 pupils and to teaching staff.
- 149 Standards in history have been maintained since the previous inspection and are in line with those expected of at the end of each key stage. Progress through each key stage is satisfactory. Pupils with special educational needs and those with English as an additional language make satisfactory progress in Key Stage 1. By the end of Key Stage 1 pupils are beginning to understand the concept of time. They have an awareness of their own lifespan in relation to that of their parents and grandparents. They understand the terms 'past' and 'present' and use 'long ago' to describe when events such as the Gunpowder Plot happened. They place modes of transport into chronological order. Many pupils have a good factual knowledge of the famous people and events they have studied. At the end of a lesson about the Norman Invasion, some pupils were able to discuss why both Harold and William had justifiable claims to the throne of England.

- 150 Progress in Key Stage 2, as judged from work in books and discussion with pupils, is satisfactory for all pupils, including those with special educational needs and those with English as an additional language. Key Stage 2 pupils develop their knowledge and understanding of different periods. In Year 3 pupils begin to place events in chronological order. In Year 5 pupils use different sources and find that they build up contradictory pictures of Elizabeth 1, depending on the point of view of the writer. By the end of the key stage, pupils can order the periods they have studied and give approximate dates. They show a good understanding of terms related to time such as 'ancient', 'century' and 'decade'. They know that information about the past can be gathered from a wide range of sources but are not sure of the terms 'primary' and 'secondary sources'. Most Year 6 pupils have sound knowledge of many aspects of Victorian life. They talk about the use of child labour and why this was bad. They know that inventions led to the factory system and have used local census returns to find out the effect that this had on the rapid growth of Leicester during the nineteenth century.
- 151 The teaching seen in Key Stage 1 was good or better. In both lessons the planning was clear, with specific learning objectives related to the key elements of the National Curriculum. Teachers' subject knowledge was good. In one lesson the use of a two thousand year timeline enabled pupils to 'see' the Norman Invasion in relation to other events and periods they had studied. Effective questioning such as "How did the Normans travel from France?" and "Why did they bring horses?" encouraged pupils to be active in their own learning as they listened, enthralled, to the story. Learning support assistants were well used to allow pupils with special educational needs and those needing language support to have equal access to the lesson and to make similar progress to others.
- 152 The history curriculum is good, being broad and interesting for pupils. It makes a good contribution to pupils' spiritual, moral, social and cultural development. Many lessons make a very good contribution to literacy in terms of speaking and listening and in developing pupils' writing. Key vocabulary is emphasised and explained. In one lesson, pupils worked together to write a class account, using the teacher as scribe. In Year 1, all pupils were able to record their understanding of the story of Grace Darling because the teacher provided tasks related to pupils' prior attainment. The quality of teaching leads to good and very good learning taking place. Opportunities are given at Key Stage 2 for pupils to record their knowledge and understanding in a variety of ways, particularly in Years 5 and 6, although there are few examples of extended writing. This shows some improvement since the previous report although earlier in the key stage, recorded work is mainly factual rather than interpretative. There is evidence in all classes of pupils carrying out their own research. Marking is not generally used to improve the quality of work although in Year 5 there are good examples, where teachers question pupils' findings.
- 153 Pupils clearly enjoy history and have good attitudes towards it. They are curious about the past and enjoy finding out for themselves. A group of Year 2 pupils, studying pictures of the Bayeux Tapestry, were keen to discuss with each other how Harold could have prevented the arrow from entering his eye. In both classes pupils behaved well and listened carefully to each other and to staff.

- 154 Leadership is satisfactory. The role of the subject leader has been developed to include the monitoring of planning and samples of work although the impact is not yet clear. There are no formal assessment procedures in place. Whilst resources are satisfactory and support the curriculum well, the use of information and communications technology is not yet extensive for history and currently, the acquisition of CD-roms to support research is a priority. There has been satisfactory development of the subject since the last inspection, as standards have been maintained and subject co-ordination has been improved.

## **INFORMATION AND COMMUNICATIONS TECHNOLOGY**

- 155 Attainment in information and communications technology is above expectations and progress is good in both key stages. Pupils in Year 2 can use a paint program to make a fireworks picture; use a design program to make a design for a land yacht; word-process their written work, using a range of fonts and forms of presentation; programme a robot to move on command and produce computer generated drawings of animals. Pupils in Year 6 can combine pictures and text; complete their word processing using the full range of punctuation as well as using cut and paste techniques; complete graphs, charts and tables; explore the internet; use e-mail and explore scientific work using sensors. They have good understanding of the place of information and communications technology across the curriculum and in society generally.
- 156 Progress in this subject is good throughout the school, including the progress of pupils with special educational needs and those with English as an additional language. Pupils develop the full range of skills steadily and use them well, building on them as they move through the school. This begins in the nursery, where children use a large track-ball mouse to use computer programs, and continues through all the year groups until familiarity with the full range of techniques and a very wide range of software supports all work at the end of Key Stage 2. The growth of pupils' skills and confidence is clearly identifiable in work samples. For example, Year 3 pupils learn to combine text and pictures, and by Year 6 pupils can use these procedures with ease. A further example is the attention to programming a small robot in the reception class, leading to more individual and extensive programming and control using the robot and making regular polygons in Year 3. This leads eventually to the use of turtle graphics in Year 6, where pupils use formulae to draw and explore a wide range of regular polygons.

- 157 The quality of teaching is very good. Subject knowledge is good. Teachers are well supported through staff training and ongoing guidance, and the majority have developed effective skills and good confidence to teach this subject. Non-teaching staff are skilled at providing ongoing guidance, and as they work alongside the teachers they add considerably to the pace of learning. The use of the separate computer room and the computers in classrooms ensure that pupils get both good instruction and ample opportunity for applications across the curriculum. Teachers give clear instructions and demonstrations, especially in the computer room, where sessions focus on new skills and techniques. For example, in a Year 3 lesson, very good guidance was given in the combination of two software programs to combine text and pictures for science work. Pupils extended their knowledge, skills and understanding well, building on their previous learning, and although all were challenged by the complex task, they were eager to complete it successfully, showing very good attitudes. Similarly, Year 5 pupils made good strides in their learning, using the 'search' key and exploring different fields of information as they were carefully taught to search a data-base using two criteria simultaneously. The teacher promoted even more interest at the end of the lesson by alerting pupils to the following week's lesson content, which was to be about preparing graphs from the range of information collected. Where necessary, separate objectives are provided and fulfilled for pupils who are more or less skilled than the majority of the group.
- 158 Pupils' response to the subject is very good. They pay good attention and show high levels of interest. They want to learn more and use the skills they have. They work at good pace, giving good creative effort. Collaborative work seen was always amicable and co-operative, with turn-taking and discussion being positive features in these situations. In lessons across the curriculum in the classroom, pupils use the computers as a tool to help their learning. In the computer room they make the most of the instruction and guidance to gain new skills and understanding. They willingly discuss all aspects of the work and take pride in the outcomes. Their work folders reflect their growing mastery of the technology and their increasing understanding of its applications. They use the computers in English, mathematics, science, and other subjects for designing, illustrating, researching, presenting and analysing aspects of their work.
- 159 The subject is a strength of the school. The quality and range of what is taught is very good, being promoted broadly in all parts of the school by the co-ordinator. Software is provided to support subjects, and at present, support for history is being considered. Software also covers a wide range of applications and techniques, so that extended cross-curricular support and applications are available for each stage of learning. Some software is specifically helpful to pupils with learning difficulties or special educational needs. The wide range available ensures that this subject makes a very good contribution to spiritual moral, social and cultural development as pupils work together to enhance their learning and presentation, seek additional information and make contact with people in other parts of the world. The co-ordinator has drawn up valuable development documents which reflect the school's policy and also are adaptable as assessment sheets for teachers where necessary.

- 160 The subject co-ordination is excellent. The co-ordinator continues to develop her skills and expertise in an ongoing professional context, which links with other professional groups beyond the school. There is an effective curriculum group, which includes teachers from all parts of the school and a governor, which meets regularly and supports the co-ordinator in the evaluation and development of this subject. The longer-term provision includes a clear development programme; a budget plan; a training programme for all staff, including all non-teaching staff; attention to new curriculum demands; and creative opportunities such as the development of a school web-site. The resources are well balanced to support direct teaching in the computer room and applications across the curriculum in the classrooms. They are well maintained and used effectively in all parts of the school.
- 161 Since the last inspection, the developments in this subject provision have been very extensive. Attainment and progress were inconsistent at that time, especially in the middle classes of Key Stage 2, where they were unsatisfactory. Pupils' access to information and communications activities was uneven, and some of the teaching in Years 4 and 5 was unsatisfactory. All of these weaknesses have received attention and all of these are now at least satisfactory, with some elements, including teaching quality, which are good or very good. The overall subject provision is now clearly mapped out and supported through very effective development planning. Progress since the last inspection has been very good.

## **MUSIC**

- 162 Attainment meets expectations for pupils of seven years of age, but does not meet expectations for pupils of eleven years of age. Pupils in Year 2 can listen carefully to music and think about how it affects them individually, noting down what instruments or sounds they hear and the pictures and ideas that they think of as they listen. They can sing in unison and perform a two part round successfully, responding well to stop and start signals from the teachers. Pupils in Year 6 produce only a weak performance of a known song, singing in unison, with some pupils choosing not to participate or acting in a disruptive way during the class performance.
- 163 Progress in music is satisfactory throughout Key Stage 1 for all pupils, including those with special educational needs and those with English as an additional language. Progress is unsatisfactory in Key Stage 2 where pupils, especially those in Years 5 and 6 show little understanding of previous learning and unsatisfactory attitudes towards this subject. Pupils in the reception class and Years 1 and 2 sing a small but growing repertoire of songs, some of which include actions or part-singing. They sing clearly and tunefully, especially when led by the teacher's signals. After listening to pieces of classical music, Year 2 pupils talk about their ideas about what the music means, enjoying these conversations with the teacher and a visiting parent. Pupils in Year 3 can explain that a rhythm is a repeating pattern, giving examples. They can produce simple, regular rhythms using clapping actions, but have some difficulty in their attempts to stop and start on a signal from the teacher, or keep a steady pace. They apply effort and keep trying. When using instruments, Year 3 pupils can create sounds which represent groups of animals, and develop their performance in groups to show that they can work together effectively, sometimes without supervision. In singing, pupils in Years 3 and 4 can sing a four part round successfully and learn a new song together with guidance from the teacher.

- 164 Teaching is satisfactory. In one Year 3 lesson teaching was good. Teachers have satisfactory subject knowledge and plan their lessons with care. They lead from the front with enthusiasm and ensure good pace and lesson control. They help pupils to learn songs and actions, guiding them into using musical instruments with growing understanding, giving clear signals and instructions so that pupils perform effectively. In a very good lesson in Years 3 and 4, the two teachers worked together well, had high expectations and showed good enthusiasm. They guided pupils into responding to instructions about pitch, pace and volume in the singing, which led to improved performance by pupils and better understanding of how the expression of the words influence the overall outcome. In the one unsatisfactory lesson out of the six lessons seen, too many pupils were involved in the singing lesson and the teaching strategies which were applied had too little impact on overall control, so a few older boys misbehaved throughout.
- 165 Some pupils in Years 5 and 6 do not enjoy or appreciate their singing work. Pupils in other parts of the school show pleasure in singing and other aspects of music, but do not find music lessons easy. Some aspects, such as when older pupils try to respond to a signal from the teacher, present a real challenge for them. They continue to try, not always with full enthusiasm. Their response shows that music appreciation and using instruments are more interesting for them than singing. They are able to listen to recorded music with concentration and attention. They were patient and respectful when entering assembly as guitar music was played. They work with enthusiasm with instruments when given the opportunity, but only perform successfully with very firm guidance from the teacher.
- 166 The curriculum for music is satisfactory. There is a balanced approach which covers listening, appraising, performing and composing. The subject makes a satisfactory contribution to pupils' spiritual, moral, social and cultural development through the range of opportunities on offer across the age groups and the range of methods and resources used in lessons.
- 167 The co-ordination of music in the school has currently been handed over to a new leader for a short period of time. The provision in school has continued smoothly and guidance continues to be available for any member of staff who needs it. This is satisfactory. There is a helpful policy and scheme of work. Some musical events are planned over the school year. The National Curriculum music requirements are well understood and there is good awareness of how the improving outcomes in the school can be maintained and further developed. It is well understood that pupils in Years 5 and 6 have not been responsive to the musical education on offer, and more effort and variety are informing the programmes for younger pupils with the intention of building up real interest and extending knowledge, understanding and enjoyment. It is evident that some work with younger pupils is showing these effects more clearly. The resources for music are satisfactory and accessible.
- 168 At the time of the last inspection, music was found to be satisfactory in both key stages, but singing was poor throughout the school. Teaching of music was sound, but there were some concerns about some teachers having insecure subject knowledge and weaker classroom organisation for teaching composition. In this inspection, all teaching seen showed at least satisfactory subject knowledge. With one exception, the singing and music sessions were effectively organised and supported. Singing shows definite improvement since the last inspection for pupils from the reception year to Year 4, but is not yet successful above this stage. Improvements since the last inspection are satisfactory overall.

## PHYSICAL EDUCATION

- 169 During the inspection, the range of physical education lessons observed included gymnastics, games, dance and swimming activities. Discussion with pupils and teachers and scrutiny of teachers' planning indicate that the school provides a balanced programme of physical education, which fully meets the requirements of the National Curriculum. Pupils learn to play games, participate in gymnastics activities, and respond to music through dance. Pupils in Years 3 and 4 have swimming lessons.
- 170 Pupils of all abilities make satisfactory progress, including those with special educational needs and those with English as an additional language. As they move through the school, pupils develop their skills and perform with increasing competence. They have a clear understanding of the effects of exercise on the body. Attainment is in line with national expectations at the end of both key stages. The standards identified in the last inspection have been maintained. In addition, there has been an improvement in the overall standards of teaching in both key stages, and the need to practice and refine the quality of performance in Key Stage 2 has also been addressed since the last inspection.
- 171 In Key Stage 1, pupils plan a sequence of events in dance and interpret music linked to a theme, with feelings and expression. This was seen in a lesson where the theme of the 'Pied Piper of Hamelin' was being explored. Pupils also know how to use different apparatus to develop a range of movements over each individual piece of equipment. This was seen in a Year 1 class, in which pupils gained confidence in moving along the raised ladder and walking up the slide. Pupils were able to talk about what they were doing and make simple judgements about the quality of their work and how it could be improved.
- 172 In Key Stage 2, pupils are able to practise, improve and refine their performance in dance as they interpret music in a theme on symmetrical patterns and movements. The key skills of speaking and listening are well developed in physical education. Pupils constantly speak to others in lessons as they make judgements about their own and others' performance. This was seen in a Year 5 lesson in which pupils were improving their individual skill and endurance in skipping and bench step-ups. All pupils learn to play and develop small-sided games and the associated skills safely and in accordance with the rules. Pupils learn to play competitively but not aggressively. This was seen in a Year 6 lesson, in which the pupils had to play netball using modified rules and ways of scoring, to develop and improve their performance. Swimming lessons are undertaken at a local swimming pool for Years 3 and 4. Two members of staff give tuition to help develop pupils' confidence and skills in swimming. Attainment in swimming is satisfactory.
- 173 Pupils' attitudes to physical education are good throughout the school. Behaviour whilst pupils are preparing for and participating in physical education lessons is good. Pupils listen carefully and respond well to instructions. They are enthusiastic participants and make good use of the opportunities provided, for example, when practising basketball skills or in gymnastics. They co-operate well in pairs or as part of small groups. As a result, their lessons are effective and they make satisfactory progress in all areas.
- 174 The curriculum provision for this subject is satisfactory, and makes a good contribution to the pupils' social and moral development. Pupils have opportunities for playing team games and they develop a sense of competitiveness and fair play.

- 175 The overall quality of teaching and learning, in both key stages, is good. This is an improvement on the findings of the last inspection. All lessons begin in orderly fashion and contain appropriate warm-up and cool down activities. Lessons are well organised, structured and clearly planned to offer progression and a safe working situation. Teachers set appropriate challenges, provide clear instructions and explanations and encourage pupils to develop skills. Lessons usually have a lively pace and class control is good. Teachers are secure in their knowledge and understanding of the subject. They effectively encourage all pupils to participate in every aspect of the subject. Questioning is used effectively and pupils are encouraged to improve their performance, for example in basketball. Staff act as good role models, dressing appropriately and showing enthusiasm for the subject, which is reflected in pupils' positive attitudes.
- 176 The co-ordination of physical education is good and supports staff through effective documentation and schemes. There are no formal assessment systems in place, although teachers provided clear feedback and encouragement for pupils during lessons. There is an appropriate range of resources. There is no field available for outdoor games, which are played on the hard surface of the outdoor playground, but good use is made of local amenities. Since the last inspection, when many pupils were not progressing effectively, physical education provision shows good improvement.

## **RELIGIOUS EDUCATION**

- 177 Standards in religious education have been maintained since the previous inspection and they meet the expectations set out in the locally Agreed Syllabus. Pupils of all levels of attainment, including those with special educational needs and those with English as an additional language, make satisfactory progress across both key stages. In Key Stage 1, pupils learn about the major religions of the world, concentrating on Islam, Christianity and Hinduism. They become familiar with the important festivals and celebrations of these faiths. Year 1 pupils learn what happened to Jesus on Good Friday and why Easter Day is important for Christians. Pupils in Year 2 have good recall of stories from all faiths. After watching a video recording showing Jesus healing the sick, some pupils could understand that, when He prayed, Jesus was putting his faith in God to help Him. Their own prayers, thanking God for family, friends and the beautiful world, show a growing awareness of and an ability to reflect on what is good about the world. In their writing on friendship they are beginning to explore the issues of care and responsibility for each other.
- 178 Muslim pupils in Key Stage 2 show a good understanding of the beliefs and practices of Islam and all pupils have sound knowledge and understanding of this and other faiths. They recognise and can explain some religious signs and symbols. They are familiar with the life and work of major religious figures such as Moses, Mohammed and Jesus. In Year 6, pupils have sound knowledge of the significance of Ramadan and Id, and of Lent and Easter, which enabled them to pick out the similarities between Moslem and Christian practices in terms of fasting, praying, giving and celebrating. Pupils continue to explore their relationships with other people as family, friends or members of a community. They are beginning to understand the significance of religious teaching on social and moral values.

- 179 The teaching in both lessons seen in Key Stage 1 was good. In Key Stage 2, teaching was satisfactory. Where teaching was good, the teachers showed good subject knowledge and led discussions well. Key vocabulary was emphasised to make sure that it was fully understood and lessons built on prior knowledge and understanding. Tasks were offered at different levels of challenge to pupils of different levels of attainment, to allow all pupils to consolidate their learning and make good progress. In one otherwise satisfactory lesson, pupils made unsatisfactory progress because their misconceptions about Christian practices were not challenged and corrected. For example, some Year 5 pupils thought that Christians must stand to pray and that they are not allowed to eat chocolate during Lent. In all lessons there was a valuable contribution to literacy through discussion and writing.
- 180 Pupils have very good attitudes towards this subject. Most pupils see religion as an essential part of their everyday life and they are interested in finding out about the practices and beliefs of others. Their attitude makes a positive contribution to their learning in this subject. They contribute well to discussions and work with good concentration, whether collaboratively or independently. Year 6 pupils spontaneously gave spare coins to a Christian charity after the teacher had explained the significance of giving to others during Lent. Behaviour is good during lessons, which makes a good contribution to pupils' personal development.
- 181 The scheme of work complies with the requirements of the Leicestershire Agreed Syllabus and fulfils its aims. However there is a lack of sufficient detail to show what each year group should cover and consequently, work carried out in Key Stage 1 is sometimes repeated at a similar level in Key Stage 2. There is no formal assessment procedure in place to help teachers recognise such problems.
- 182 Subject leadership is good. The co-ordinator has been in place for a year and, through monitoring planning and sampling pupils' work, she has recognised the weaknesses in the scheme. Attendance at an intensive course for subject leaders has enabled her, after consultation with staff and governors, to write a new subject policy. Next term she will lead a working party to produce a detailed scheme of work, which is intended to provide the necessary progression. There are good resources for the subject, including artefacts, which are appropriate to support teachers and pupils. Provision is enhanced by visits to local places of worship and by visitors from different faiths. Since the last inspection, progress in the provision for religious education has been satisfactory.