

INSPECTION REPORT

Church Hill Infant School

Thurmaston

LEA area: Leicester

Unique Reference Number: 119955

Head teacher: Miss E. J. Willetts

Reporting inspector: Mrs Sheelagh Barnes

Dates of inspection: 29th November - 2nd December 1999

Under OFSTED contract number: 707553

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant School
Type of control:	Community
Age range of pupils:	4 to 7 years
Gender of pupils:	Mixed
School address:	Church Hill Road Thurmaston Leicester LE4 8DE
Telephone number:	0116 2692083
Fax number:	0116 2692083
Appropriate authority:	Church Hill Infant School Governing Body
Name of chair of governors:	Mr P. Tadman
Date of previous inspection:	2 nd - 6 th October 1995

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Sheelagh Barnes, RgI	Mathematics, geography, information technology, provision for children under five.	Attainment and progress, Leadership and management, Teaching, ethnic minority achievement grant.
Val Cain, Lay Inspector		Attendance, Support, guidance and pupils' welfare, Partnership with parents and the community, Attitudes, behaviour and personal development.
Garry Williams	English, music, physical education, religious education.	Spiritual, moral, social and cultural development, Staffing, accommodation and learning resources,
David Haig	Science, special educational needs, design and technology, history, equal opportunities.	The efficiency of the school

The inspection contractor was:

Evenlode Associates Ltd
 6 Abbey Close
 Alcester
 Warks
 B49 5QW

Tel: 01789 766099

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 The Office for Standards in Education
 Alexandra House
 33 Kingsway
 London WC2B 6SE

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MAIN FINDINGS

WHAT THE SCHOOL DOES WELL

- .Attainment in mathematics is good, pupils make good progress throughout the key stage;
- .Attitudes, relationships, personal development and behaviour are very good throughout the school;
- .The provision of extra curricular activities is very good;
- .Pupils make good progress in design and technology and physical education;
- .The provision for pupils' spiritual and cultural development is good and for their moral and social development it is very good;
- .Partnership with parents and the community is very good;
- .The leadership of the school is good overall and the ethos of the school is very good;
- .Almost all of the key issues of the last report have been met, the school is efficiently run and provides good value for money.

WHERE THE SCHOOL HAS WEAKNESSES

- .Standards in writing for a range of purposes and verbal skills are below average;
- .The use of assessment to inform curriculum planning to accurately match the needs of all pupils is unsatisfactory.

The strengths of the school are many and far outweigh the weaknesses. The weaknesses will form the basis of the governors' action plan, which will be sent to all parents or carers of children at the school.

HOW THE SCHOOL HAS IMPROVED SINCE THE LAST INSPECTION

The school has made a good level of improvement since the last inspection and now is in a good position to continue that improvement. The Key Issues of the last inspection have almost all been met. Strengths including good relationships within the school, initiatives to involve parents, the supportive caring ethos and good standards of behaviour have been maintained. The National Curriculum programme of study for music has been fully implemented. Teaching is now at least satisfactory in 100 per cent of lessons observed, and it is often good. There are strengthened links between financial decision making and curriculum, which are effectively supported through systematic monitoring and evaluation. Standards in art and religious education and music have been improved and pupils make satisfactory progress in these areas and standards are now in line with those expected of pupils of seven by the end of the key stage. Pupils now make good progress in physical education and design and technology. Standards in mathematics are now above average. However the issue of below average standards in writing has not been resolved. There is improved continuity in curriculum planning. The provision for the spiritual, moral, social and cultural development of pupils is improved and is now very good overall. There are suitable resources for all subjects, including music. The danger from traffic at the start and end of the school day has been reduced. Structures and systems now in place put the school in a good position to continue to improve.

STANDARDS IN SUBJECTS

This table shows the standards achieved by 7 year olds in 1999 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools	Key
Reading	C	C	<i>well above average</i> A
Writing	E	E	<i>above average</i> B
Mathematics	B	B	<i>average</i> C
			<i>below average</i> D
			<i>well below average</i> E

The information shows that in the end of key stage tests in 1999, the standards in reading were average, both when compared to national figures and also to similar schools. Standards in writing were well below the national average and well below average when compared with similar schools. Standards in mathematics were above the national average and above the average for similar schools. Standards at present are average in reading and below average in writing. In mathematics standards are above average. Standards in religious education are in line with the expectations of the Agreed Syllabus. Standards in information technology are in line with those expected of pupils of seven at the end of the key stage and pupils make satisfactory progress. Pupils make good progress in design and technology and physical education. Progress in all other subjects of the curriculum is satisfactory. Children under five make satisfactory progress towards the desirable learning outcomes by the time they enter Key Stage 1. Pupils with English as an additional language supported by the ethnic minority achievement grant and pupils with special educational needs make satisfactory progress towards their learning targets.

QUALITY OF TEACHING

Teaching in	Under 5	5 – 7 years	
English	satisfactory	satisfactory	
Mathematics	satisfactory	good	
Science	N/A	satisfactory	
Information technology	N/A	satisfactory	
Religious education	N/A	satisfactory	
Other subjects	satisfactory	satisfactory	

Teaching of children under five is satisfactory. At Key Stage 1, the quality of teaching is satisfactory overall. It is good in mathematics, design and technology and physical education. The teaching of the elements of personal and social behaviour is good. During the week of inspection, good teaching was observed in all classes and in most subjects. No unsatisfactory teaching was observed.

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

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
Behaviour	Very good. Pupils are very well behaved both in lessons and as they move about the school.
Attendance	Satisfactory. However the practice of taking holidays during term time has a negative effect on the progress of the pupils involved.
Ethos*	Very good. Relationships within the school are very good and pupils have positive attitudes to learning.
Leadership and management	Good overall. The head teacher has a clear view of the educational direction of the school. The governing body are appropriately involved and are very supportive.
Curriculum	Satisfactory overall. The curriculum for children under five is relevant and takes appropriate consideration of the desirable learning outcomes for children by the time they are five. The curriculum is broad and suitably balanced at Key stage 1.
Pupils with special educational needs	Satisfactory. The provision for pupils with special educational needs is appropriately managed and they make sound progress towards their learning targets.
Spiritual, moral, social & cultural development	Very good overall. The provision for pupils' moral and social development is very good. The provision for their spiritual and cultural development is good.
Staffing, resources and accommodation	Staffing and resources are good. The accommodation is very good and has a positive impact on the progress pupils make.

Value for money	Good.
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**Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

· **THE PARENTS' VIEWS OF THE SCHOOL**

What most parents like about the school	What some parents are not happy about
I. Parents feel encouraged to play an active part in the life of the school; II. They feel well informed about their children's progress; III. They feel that the school enables their children to achieve a good standard; IV. Children are encouraged to take part in more than just their daily lessons; V. Parents feel that the school achieves a high standard of good behaviour; VI. Parents would find it easy to approach the school and the school handles complaints from parents well. VII. Children like school.	VIII. Not all parents are satisfied with the amount of work their children have to do at home.

Inspection findings agree with the positive comments parents made. The amount of homework is satisfactory overall.

· **KEY ISSUES FOR ACTION**

In order to further improve standards and the quality of education provided the school and governing body should:-

- 1) Raise standards in writing for a range of purposes and pupils' verbal skills throughout the school by:-
 - a) maximising opportunities to develop pupils' language and vocabulary both in lessons and through structured activities with teachers and support staff,
 - b) implement a structured programme for the development of language and writing throughout the school.
 - a) develop systems to monitor and evaluate pupils' progress towards the targets set for groups of pupils of all levels of prior attainment.
 (Paragraph No. 7 and 66)

- 1) Improve the quality of assessment by:-

- a) continuing to establish effective assessment procedures for gathering and analysing information about pupils' attainment and progress in all subjects of the curriculum,
- b) using the information gathered when planning lessons to ensure that the needs of all pupils are always accurately met.
(Paragraph No. 29, 71, 77, 82, 87, 93)

In addition to the key issues above, the following less important issues should be considered for inclusion in the governors' action plan:-

- c) medium term planning for children under five is unsatisfactory. (Paragraph No. 57)
- d) Best use is not always made of support staff in lessons. (Paragraph No. 70.76)
- e) Fullest use is not made of information technology to support learning in English and mathematics. Paragraph No. 70.76)

c) **INTRODUCTION**

c) **Characteristics of the school**

1. Church Hill Infants is a co-educational school with 198 pupils on roll aged between 4 and 7. It is situated in Thurmaston to the north east of Leicester. Children start school in the term in which they have their fifth birthday. At the time of inspection seven of these children were still under five and were taught in a reception class with pupils who had just had their fifth birthday. The head teacher has been in post for nine years. There have been a number of changes in staffing in the last two years and a third of the staff have been appointed during that time.
2. The pupils come from a variety of social and economic backgrounds from a range of homes around the school, some of which are rented and some of which are owner occupied. There are fewer pupils currently on roll than at the time of the last inspection when there were 237 pupils. The school is at the centre of a large suburban area which links the village of Thurmaston to the City of Leicester. The number of pupils eligible for free school meals is ten per cent which is below average. The proportion of pupils with English as an additional language is high and currently stands at 61. Sixty seven pupils are supported through the ethnic minority achievement grant. The number of pupils who are on the special needs register is broadly in line with the national average. Seven pupils are at levels three and above and two pupils have a statement of their needs. One fifth of the pupils who attend the school took extended holidays during term time last year. There have been no exclusions in the previous year. Parents are generally positive about the school.
3. Attainment on entry to the school is average overall. However, the level of language development is below average.
4. The school aims are clear. They are summed up as:-“ Offering a child centred curriculum, building and developing existing knowledge skills and understanding, providing a means for each child to reach their full potential.”

The current foci of the school development plan are to:-

Continue to raise standards in writing,

Evaluate the first year of the literacy strategy,

Implement the first year of the numeracy strategy

Evaluate progress in all subject areas,

Focus on developing assessment for all subjects of the curriculum,

Reconstitute the governing body,

Introduce a home school agreement / homework policy, and continue to refurbish toilet areas.

4. **Key indicators**

Attainment at Key Stage 1

Number of registered pupils in final year of Key Stage 1
for latest reporting year:

Year	Boys	Girls	Total
1999	39	44	83

4. National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	31	27	35
	Girls	37	37	43
	Total	68	64	78
Percentage at NC Level 2 or above	School	82	77	94
	National	82	83	87

4. Teacher Assessments		Reading	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	27	35	34
	Girls	35	40	38
	Total	62	75	72
Percentage at NC Level 2 or above	School	80	90	87
	National	82	86	87

4. Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year:

		%
Authorised Absence	School	6
	National comparative data	5.7
Unauthorised Absence	School	0
	National comparative data	0.5

4. Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year:

	Number
Fixed period	0
Permanent	0

4. Quality of teaching

Percentage of teaching observed which is:

	%
Very good or better	4
Satisfactory or better	100
Less than satisfactory	0

4. **PART A: ASPECTS OF THE SCHOOL**

4. **EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL**

4.

4. **Attainment and progress**

5. Children in reception make satisfactory progress in all areas of the curriculum. By the time they enter Key Stage 1, they have attained the desirable learning outcomes for children of five in mathematics, knowledge and understanding of the world, and in creative and physical development. Their personal and social development is more advanced than average and although they make satisfactory progress in pre-reading skills, their language and writing skills are below average.
6. The results of the 1999 end of key stage tests for seven year-olds in reading was close to the national average and also close to the average in comparison with schools with pupils from similar backgrounds. Attainment in writing was well below the national average, and well below in comparison with schools with pupils from similar backgrounds.
1. Findings from the inspection confirm that standards in English are below average overall at the end of the key stage. The school has made concerted efforts in raising the standards in English since the time of the last inspection. However, although standards in reading have been sustained, the standards in writing are now well below average. The introduction of the Literacy Hour is beginning to have a positive impact on improving standards, but under use of support staff in some sessions impedes progress. Whilst pupils develop appropriate vocabulary linked to school work, their wider vocabulary and language skills are below average at the end of the key stage. Pupils make satisfactory progress in speaking and listening and good progress in reading, but unsatisfactory progress in writing. The progress of pupils with special educational needs matches the progress of other pupils.

1. The last inspection judged that in mathematics the “majority of pupils attain standards in line with national expectations. Most pupils achieve standards in keeping with their varied abilities but a minority fall below this threshold.” Pupils currently make good progress in mathematics and attain standards which are above average at the end of the key stage. This represents a significant improvement.
2. Ninety four per cent of pupils attained Level 2 or above, which is the level expected of pupils of seven in the end of key stage tests in 1999. Of these pupils 25 per cent attained Level 3, which is the level expected of pupils of nine. These results are above average both when compared to national data and when compared to the results of similar schools. Inspection findings confirm these high standards. Over the last three years the school has kept roughly in line with progress nationally and in the last year standards have improved still further due to the school’s effective focus on numeracy. Throughout the key stage pupils make good progress overall, although in a few individual instances within otherwise satisfactory lessons, some pupils make unsatisfactory progress.
3. Progress in science is satisfactory throughout the school and pupils attain standards which are average at the end of the key stage. The results of national tests in 1998 indicate that the number of pupils attaining Level 2 in science was well below the national average. However the number attaining Level 3 was in line with national average. The results of the tests in 1999 showed an improvement and were in line with the average. On the basis of teacher assessments the majority of pupils currently in Year 2 will attain standards in line with the national average at the end of Key Stage 1. Evidence from the inspection supports the teacher assessments and confirms that attainment and progress are in line with national expectations and are therefore satisfactory.
4. The last inspection noted that standards were sound in relation to national expectations and to pupils’ abilities, in information technology and these standards have been maintained. Pupils make satisfactory progress in all of the required aspects of information technology and attain standards in line with those expected by the age of seven. Pupils make satisfactory progress throughout the school. They learn how to control icons on the screen. They make suitable progress in learning how day-to-day devices such as tape recorders work. They learn to communicate ideas in a range of forms, for example making graphs or pictograms of data they collect as part of their work in mathematics on eye colour. The last report noted that the opportunities for pupils to handle a variety of data was limited and this has been resolved. Pupils also write up stories and rhymes, with support from their teachers, design glove puppets in work linked to design and technology and make Christmas cards using repeating patterns.
5. Pupils make good progress in design and technology and in physical education. Progress in art, geography, history, and music is satisfactory. Pupils make good progress in the core skill of numeracy. The skills of literacy and information technology are appropriately developed.
6. Pupils with special educational needs make satisfactory progress towards their learning targets. In lessons pupils with special educational needs are often enabled to make good progress with tasks being set at an appropriate level of challenge. The provision for the more able pupils is satisfactory. Pupils with English as an additional language make satisfactory progress.
13. **Attitudes, behaviour and personal development**

7. Pupils of all ages display very positive attitudes to learning. They enjoy coming to school, settle quickly and show good levels of concentration throughout lessons. They are interested, eager to learn and try hard to answer questions and participate fully. They confidently talk about their work and activities. Children under five in reception have positive attitudes to their work. They are well behaved, come into class happily and move confidently from one activity to another. They enjoy school and work quietly with concentration for an appropriate amount of time, both independently and in small groups. They are polite to adults and with each other. Particularly good examples of pupils displaying interest were observed in a swimming lesson for reception pupils, a science lesson for pupils in Year 1 and singing lesson for pupils in Year 2.
8. Behaviour both in and around the school is very good for all age groups. The school forms an orderly community with pupils showing good care and consideration for others as they move around. High standards of behaviour are implicit and pupils respond positively; older pupils set good examples to the younger ones. Pupils are very well behaved in assemblies and particularly sensible in the changing area adjacent to the swimming pool, where conditions are very cramped. There have been no exclusions in the year prior to inspection. The findings of the last inspection were that behaviour was very good. These high standards have been maintained. Parents praise the high standards that continue to prevail.
9. Relationships are very good and pupils are clearly valued. They are happy, confident and secure. They are courteous, polite and relate well to adults. They listen to each other sensibly, share and take turns easily and, are well motivated and proud of the school. Pupils display very responsible attitudes whilst working and playing harmoniously together. The good behaviour and very good relationships have a positive impact on the progress pupils make.

16. **Attendance**

10. Levels of attendance at the school are satisfactory. The main reasons for absence are illness, holidays taken within term time and some days for observance of religious festivals. Parents are fully aware of the need to inform the school of absences and do so. There is no unauthorised absence. The extended holidays taken by a significant number of pupils clearly has an adverse effect on attendance levels, as well as the attainment and progress of the pupils concerned.
11. Pupils arrive punctually to school and lessons start promptly.

18. **QUALITY OF EDUCATION PROVIDED**

18. **Teaching**

12. The quality of teaching is satisfactory overall. Teachers are hard-working and dedicated and form an effective team. They plan together well in year groups and provide pupils with lessons of a consistent quality. Good teaching was observed in all classes. This has a positive impact on the progress pupils make. This represents a significant improvement since the last inspection, when twenty two per cent of teaching was unsatisfactory and there were shortcomings in some important areas.

13. Teaching of children under five in the reception class is satisfactory. Teaching at Key Stage 1 is always at least satisfactory and often good. The teaching of mathematics, design and technology and physical education is good. This has a positive impact on the progress pupils make in these subjects. During the current inspection all of the teaching observed was at least satisfactory and it was often good. On occasions it was very good.
14. The consistently positive features of the good teaching are good planning, setting of clear objectives and high expectations of behaviour which are effectively reinforced, combined with good relationships and management of time and resources. For example, in a good English lesson for pupils in Year 2, identifying strategies to cope with difficult words, the teacher had secure knowledge and understanding of the purpose, structure and delivery of the literacy hour. Planning for the lesson was good, as was the teacher's use of time and resources. The teacher had appropriately high expectations of pupils and the management of the lesson was effective and supported learning well. There was appropriate balance of whole-class, group and individual work during the lesson, and the teacher made effective use of dialogue and questioning to assess pupils' understanding of what they were doing.
15. Shortcomings noted at the time of the last inspection were large class sizes and teachers planning too many activities within lessons. These shortcomings have been effectively resolved, with a consequent increase in standards. The last inspection also noted that while teachers were generally confident, some teachers were less secure in the teaching of mathematics, art, music and information technology. This has been effectively resolved in art and music. However, where teaching has unsatisfactory elements, despite being satisfactory overall, this is generally due to a lack of teacher confidence. This is most noticeable in teachers' lack of confidence to make fullest use of information technology in the literacy and numeracy sessions. The school is aware of this and there are continuing plans for staff development. Pupils' work is conscientiously marked. Teachers make appropriate use of homework to support pupils' learning, particularly in reading
16. The teaching of pupils with English as an additional language, supported by the ethnic minority achievement grant and of pupils with special educational needs is satisfactory and leads to them making suitable progress towards their learning targets.

23. **Curriculum and assessment**

17. The curriculum for children under five is satisfactory. It is broad and balanced and takes appropriate account of the desirable learning outcomes for children of that age. Suitable attention is paid to all areas of learning and to children's personal, social and physical development. The curriculum for pupils at Key Stage 1 is satisfactory overall. It is suitably broad and balanced and meets the requirements of the National Curriculum and religious education. This indicates an improvement since the last inspection when some of the aspects of the programme of study for music were not met.
18. Equality of access and opportunity is satisfactory for children under five and for pupils throughout Key Stage 1. There are appropriate policies and schemes of work or guidelines in place for all subjects. Provision for religious education is in line with the Agreed Syllabus. Across the curriculum skills to be taught are emphasised and the progression of skills to be acquired is appropriate. Implementation of the National Literacy and Numeracy strategies is satisfactorily undertaken. Suitable coverage of all areas of the curriculum is achieved and all of the requirements of the National Curriculum are met.

19. Provision for pupils with special educational needs is satisfactory overall. The requirements of the Code of Practice are met in full. Pupils have access to all areas of the curriculum and are very well integrated into the school. Procedures for the identification and assessment of pupils with special educational needs are understood and carried out appropriately by teachers. The criteria by which pupils are placed on the special needs register are used effectively.
20. The school meets statutory requirements for the teaching of health, sex and drugs education in ways which are appropriate to pupils at Key Stage 1. Short term planning for continuity and progression is satisfactory for children under five, although long term planning is unsatisfactory. Sound planning provides satisfactory continuity and progression in learning at Key Stage 1. Planning throughout the school is suitably structured to relate tasks and activities to the programmes of study. Effective links are established between subjects, for example physical education is used to demonstrate pupils' learning about the human body. The limited use of information technology in some lessons has been recognised by the school.
21. The school provides very good opportunities for pupils to join in extra-curricular activities including football and tennis. The school has mini-tennis courses and provides coaching for pupils. A flourishing recorder group enables pupils to develop their instrumental skills. Several residential trips are taken for up to three days at a time. These visits effectively promote social development and enhanced independence, but also pupils have good opportunities to undertake physical education, geography, science and art work. Appropriate amounts of homework are provided to pupils to promote skills in reading.
22. Assessment procedures are satisfactory but the use made of the resulting information is currently unsatisfactory. The school has greatly developed its assessment systems over the past year. Clear sequences of learning targets have been identified in nearly all subjects and the National Literacy and Numeracy Strategies have been introduced. The assessment systems in place have the potential to identify easily and clearly what pupils have learned and what their rate of learning has been. The new system has not yet been fully developed and the first cycle is not yet completed. The previous assessment system did not satisfactorily provide information to guide planning and the present system has yet to prove that it will do this. The use of assessment information therefore remains unsatisfactory. Portfolios of levelled, assessed work annotated by subject co-ordinators are being developed very effectively. These enable teachers to agree how work relates to national criteria for levels of attainment and make the assessment system more accurate.
29. **Pupils' spiritual, moral, social and cultural development**
23. The provision for pupils' spiritual, moral, social and cultural development is very good overall. The provision for pupils' spiritual and cultural development is good and for social and moral development it is very good. There is a welcoming and caring ethos. The very good relationships which pervade the school impact positively in developing pupils' positive attitudes towards themselves and others. Since the last inspection, the school has maintained high standards in this area. Parents approve of the positive values which the school promotes.

24. Provision for pupils' spiritual development is good. In lessons, assemblies and through the act of collective worship, pupils effectively learn to examine their own and other pupils' behaviour and feelings and to understand their values and beliefs. They are given suitable opportunities for prayer and reflection and take responsibility as a class to set up the monthly display in the hall. Religious education lessons play an important part in providing good opportunities for pupils' spiritual development. Pupils consider the importance of looking after property which is not their own, but which has sentimental value to the owner. In assembly they begin to appreciate that certain objects, like candles, have a symbolic meaning and this is related to religious festivals which reinforces their spiritual awareness.
25. Very good provision is made for pupils' moral development. Pupils are effectively taught to distinguish between right and wrong. Assemblies and class teaching both contribute to this positively. Pupils are aware of the needs and feelings of others, appreciate their efforts and achievements and often spontaneously applaud their work. They care for the environment and handle books and equipment safely and with care. The good role models provided by staff, including the respect they show for pupils and other adults successfully strengthens the teaching of moral and social behaviour through example. Classes have simple classroom rules. The school has high expectations of behaviour and the staff ensure an orderly community throughout the school day, including lunch-time. The teachers ensure that the positive relationships between pupils are maintained within the orderly school community which fosters very good moral attitudes. Pupils carry out a variety of duties and parents believe that the school's values have a positive effect on their children.
26. Provision for pupils' social development is very good. Teaching strategies make an important contribution through paired and group work in classes. Pupils learn to be responsible members of the class, the school and the wider community. School activities at Harvest, Christmas and Easter extend to entertaining parents, raising money for charity and sharing religious festivals with the community. Older pupils show good care and consideration towards younger ones. Litter and graffiti are virtually unknown within the school and its grounds. Through lessons and assemblies, pupils explore the meaning of friendship and responsibility for helping others who are in need. This is given practical expression by the charitable support given by the pupils to a range of organisations.
27. Provision for pupils' cultural development is good. Pupils' knowledge of their own and other cultures is effectively extended through such subjects as history, music and art. Educational visits and the experience and expertise of visitors to the school are used well. Extra-curricular activities, including sport and residential experiences make an important contribution to pupils' cultural development. Pupils have good opportunities to learn about other cultures, they study a multiplicity of other faiths and cultures, acquiring knowledge about Christianity, Hinduism and Islam. They show interest in other faiths and customs and study artefacts linked to these faiths.
34. **Support, guidance and pupils' welfare**
28. Pupils including children under five enjoy coming to school; they are happy, confident and secure. Staff are welcoming, caring and know their pupils well. Many parents meet staff regularly and chat on an informal basis when they bring and collect their children.

29. The procedures for monitoring and promoting attendance are good. Registrations take place twice daily and are both prompt and efficient. Absences are followed up and there are no unauthorised absences. Certificates are awarded to pupils with 100 per cent attendance for the year. All staff have high expectations of behaviour and pupils respond positively. Staff remind pupils sensitively and these high standards are re-enforced by lunch-time staff. The school is an orderly and safe community. The procedures for monitoring personal development are a strength with useful comments made on annual reports. A variety of records are maintained to monitor academic progress, and monitoring is presently satisfactory.
30. Effective arrangements are in place for handling child protection issues and staff are watchful. The school site is well cared for and there are no health and safety hazards. The problems regarding traffic, mentioned in the last report, have largely been resolved and congestion is now less evident. Pupils' medical needs are well met with trained First Aiders. Parents are contacted immediately if there are concerns. There are regular fire drills and risk assessments.
31. Professional advice is sought from outside agencies when the need arises. Support for pupils with English as an additional language and those with special educational needs is satisfactory. The school continues to ensure that pupils are safe and well cared for. The high standards noted at the time of the last inspection have effectively been maintained.
38. **Partnership with parents and the community**
32. Parental response both at the meeting and to questionnaires was very supportive with many positive comments. Parents are kept well informed through regular newsletters, information about topics, open days, reports, including the annual governors' report and parents evenings. They confirm that they are made to feel welcome and involved. There is an open door policy and many parents chat informally to staff on a daily basis. Class assemblies and concerts are well supported. Reports to parents about their children's progress are good, they detail strengths and weaknesses and give helpful information on children's attitudes and behaviour. Reports fully comply with legal requirements. Parents of pupils with special educational needs are suitably involved in the review process.
33. Many parents are actively involved in children's learning and in particular in supporting reading. Parents help in a variety of ways, for example in class with reading and associated activities, with swimming and with trips. The home and school record provides an effective dialogue for parents, and pupils regularly read at home with suitable homework being set. Although there is no parent teacher association, events arranged by staff, such as discos and open days are well attended. Parents and friends are very supportive in token collections and this has enabled the school to obtain a considerable number of new books to enhance pupils' learning and enjoyment. Parental links and involvement are a strength of the school. The high levels of involvement noted at the time of the last inspection have been effectively maintained.
34. The school organises a good range of visits for pupils, including a residential visit for older pupils, and visitors to the school. These are all linked to study of the National Curriculum and topic work, and add interest and variety to the work. Pupils are regularly involved in charity work thus highlighting the needs of others. Community links are good, the local community is well used as a learning resource. The head teacher runs a weekly toddler gym and the hall is used by a parents and toddlers group. These activities effectively reinforce the school's links with the local community. A well established programme is in place for induction into the reception classes and also to ensure the smooth transition to the adjacent Junior School.

41. THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

41. Leadership and management

35. The last inspection noted that the school had clear aims and objectives which were well reflected in the emphasis upon providing a happy, safe and stimulating environment in which pupils could learn. These high standards have been effectively maintained.

36. The leadership and management of the school is good overall. The head teacher provides very good focused leadership for the school, ably supported by the deputy head. The governing body is keenly interested and fully involved in the life and management of the school. Governing body meetings are well attended and minuted. Governors receive termly reports on various issues including curricular areas such as literacy.

37. Curriculum co-ordinators' roles have been suitably developed to include the monitoring of planning in their subjects. As yet, however their role is not fully developed to include the monitoring of teaching and learning throughout the school. The school has identified this in its development plan, as an area for improvement. The head teacher currently monitors teaching and learning throughout the school. Results of baseline assessment and end of key stage tests have been analysed and appropriate, realistic targets for improvement have been set.

38. The school clearly identifies relevant targets and priorities through its development planning, and the governing body is suitably involved in this process. Development planning is effectively linked to budget priorities. Targets are appropriately actioned and progress towards them is regularly monitored and evaluated. This represents an improvement since the last inspection, when the detail in target setting and the appropriate involvement of the governing body were highlighted as areas for improvement.

39. The management of the implementation of the literacy and numeracy strategies is satisfactory overall. The management of the curriculum for children under five is satisfactory. Statutory requirements are met in all subjects and aspects of the curriculum. The management of the provision for pupils with English as an additional language and also that for pupils with special educational needs is satisfactory. There is a special needs development plan which is comprehensive and detailed and fully integrated into the school improvement plan. It includes resource and financial assessments and appropriate criteria for success.

40. The ethos of the school is very good. The management of the school demonstrates a positive commitment to high standards. There are very good relationships and an effective learning environment is provided for pupils of all levels of prior attainment.

47.

47. Staffing, accommodation and learning resources

41. The standards noted by the previous inspection have been at least maintained and in some areas they have been improved. The school has sufficient well-qualified and experienced teachers to teach all pupils the full range of subjects in the National Curriculum and religious education. The subject co-ordinators, with the exception of the English co-ordinator, have currently no release time to enable them to monitor their subjects effectively, although this is planned for later in the current year. There is a sufficiency of support staff who are effective in their role and generally well deployed. Job descriptions have been agreed by staff and are in place. Staff development interviews are conducted in the Spring term to discuss school and staff training needs. From this a comprehensive in-service training programme aimed at improving the quality of teaching and subject expertise is well established. Suitable training for the Literacy Strategy has been provided for the whole school.
42. Accommodation is very good and effectively supports the delivery of the curriculum. The school building is very clean and well maintained. It is well decorated and in a very good state of repair. The school has made considerable efforts to improve the quality of buildings and boundaries. Toilets have been refurbished, boundaries fences replaced and suitable quiet areas established. The school is well presented with lively and attractive displays of pupils' work. Classrooms are organised effectively and provide adequate space. The external buildings are easily accessible, offer adequate accommodation for learning and are secure. The outside environment is extremely well kept and enhanced by a spacious grass play area and a nature garden. There is a hard surface area where pupils can play safely. The warm, clean and welcoming environment does credit to the hard work and commitment of the caretaker and cleaning staff. The school uses the swimming pool of the Junior School for swimming lessons for all pupils in the Infant School.
43. The school has a sufficiency of resources of good quality to deliver the curriculum. Resources for pupils with special educational needs are satisfactory and resources for physical education and design and technology are very good. The library is well stocked with good quality books which are easily accessible. The library is well used by groups of children supported by classroom assistants to improve their library and research skills. Since the previous inspection resources have improved in all areas.

50. **The efficiency of the school**

44. The overall quality of financial planning is good. The need for more direct links between spending plans and school improvement identified by the last inspection have been fully addressed. Planning includes analyses of costs set against clearly identified development targets and information on how these are to be achieved. Success criteria and evaluation strategies are identified appropriately. Preparation of the annual budget is well organised with appropriate input from both head teacher and governing body. Financial planning is undertaken over a three-year period and during each financial year spending is regularly monitored against the budget. Detailed information in the form of spreadsheets is prepared for the governing body and these are used to enable detailed monitoring. Funds allocated to the school for staff development are spent appropriately. The surplus has reduced over the past three years and is now within the recommended limit of five per cent. The school makes good use of funds allocated for special educational needs, literacy, numeracy and staff training. This all has a positive impact on standards throughout the school.
45. Use of teaching and support staff is satisfactory overall. Support staff are well briefed, demonstrate suitable understanding and skill and play a generally effective part in lessons. The school makes a significant investment in teacher time to support pupils with special educational needs. Accommodation and resources are used efficiently with very good use being made of the school grounds as a teaching resource.

46. Financial control and school administration is very good. The last audit report concluded that the school's financial management and administrative systems are very good. The day-to-day administration is very well managed and runs very smoothly.
47. In view of the good level of improvement since the last report, the very good attitudes and behaviour of pupils, the very good relationships in the school and very good partnership with parents and the community, the school continues to give good value for money.

54. **PART B: CURRICULUM AREAS AND SUBJECTS**

54. **AREAS OF LEARNING FOR CHILDREN UNDER FIVE**

48. Children enter reception in the term in which they are due to be five. At the time of inspection there was one reception class and only seven of the children were still under five. As the year progresses the successive intakes result in three reception classes by the summer term. During the week of inspection the children were being taught by a teacher other than their normal class teacher. The majority of the children have had pre-school play-group experience. Attainment on entry is average overall. This is confirmed by the results of a standardised baseline test, which is administered when children enter reception and indicates that children enter full-time schooling with attainment broadly below that expected for their age. However pupils' personal and social development is above average. The language development of children of all groups is below average overall and is lower than their numerical awareness.
49. During their time in reception, children make satisfactory progress overall in all aspects of the curriculum and by the time they enter Key Stage 1, most have attained the desirable learning outcomes for reception children in mathematics, knowledge and understanding of the world, and in creative and physical development. They make satisfactory progress in their personal and social development and this is higher than average by the end of their time in reception. Although they make satisfactory progress in pre-reading skills, their language and writing skills are still below average at the end of the year. This represents a decline in standards since the last inspection, which judged the progress children made to be good.
50. The long term curriculum planning for children in reception is unsatisfactory and does not indicate what or how they will be taught. However, the daily planning of the lessons observed was appropriate and was suitably linked to the desirable learning outcomes for children under five.

Personal and social development

51. Children settle quickly into the routines of school, in the reception class. Children come into the classroom happily and they make satisfactory progress in their personal and social development. Classroom routines are quickly learnt including the social conventions of the classroom. Children play, work and co-operate well. Behaviour is good and they apply themselves well to their work. They share equipment well, treat it carefully and chat together happily as they work. They concentrate well, even at the end of the day, and are attentive to their teacher and respond sensibly to questions. Teaching of this area of the curriculum is satisfactory and ensures that the children make sound progress in this area of their development. The high standards of the personal and social development of these children was particularly evident as they prepared for a swimming lesson.

Language and literacy

52. Children under five make satisfactory progress with their language and literacy skills. They are given appropriate opportunities to develop their speaking and communication skills through activities, such as role-play in the home corner and through regular interactions with staff. Children listen attentively to their teachers and join in discussions willingly. They are becoming appropriately aware of the conventions of writing and reading and make good progress in the early recognition of written words. They have pencil control skills appropriate to their age and are keen to draw and write. Higher attaining children know some of the names of the letters of the alphabet and the sounds they make. They write their own names correctly and draw recognisable pictures. Other children have their own writing code in which some letters are starting to become recognisable. Some children begin to learn to read by memorising simple text. The teaching of language and literacy skills is satisfactory and has a positive impact on the progress children make. By the time they enter Key Stage 1, pre-reading skills are appropriately developed, however children's wider vocabulary and skills in language are still below average overall.

Mathematical development

53.Children make satisfactory progress with their mathematical skills through engaging in an appropriately wide range of activities. They make appropriate progress in learning about numbers and understanding their value. For example, by counting and by singing number songs and rhymes. They learn to count to five and draw the correct number of objects to make a set of numbers. The children are provided with a suitable range of mathematical activities, including sand and water play. During the week of inspection the teacher made good use of opportunities to develop children's mathematical language in the day-to-day class activities, such as when taking the register. By the time they are five, most children are likely to reach the expectations for attainment in mathematics for their age.

Knowledge and understanding of the world

54.Children make satisfactory progress in developing their knowledge and understanding of the world and this is effectively enhanced by the range of activities that they are given. They play with water and sand whilst exploring concepts such as full and empty. They have appropriate opportunities to use the computer to complete puzzles and games which support their learning in reading and number work well. They sample a range of fruit and compare the tastes and textures, recording which ones they prefer. They build with construction toys and learn how to fit shapes together effectively, for example when making houses. The teaching of knowledge and understanding of the world is satisfactory and leads to the children making suitable progress.

Physical development

55.The children make satisfactory progress in their physical development of hand and eye control, through appropriate use of equipment such as pencils, scissors, beads, bricks and threading equipment. Children are given a good range of activities to develop manipulative skills and attain appropriate standards for their age. They are given good opportunities to develop balance and body control in a range of activities, including swimming. Teaching of physical development is satisfactory overall and for swimming it is good. This has a positive impact on the progress children make.

62.

Creative development

56.The children make satisfactory progress towards the desirable outcomes for five year olds in their creative development and attainment is in line with that expected by the time they are five. They are effectively encouraged to paint and draw and are given suitable opportunities to express themselves with paint and crayon. Children use glue, scissors, card and paint regularly to express their ideas well. They enjoy learning to sing traditional songs and rhymes as a class, and make suitable progress in learning to sing together and to perform the hand actions which accompany the songs enthusiastically. There are appropriate opportunities for children to develop their imagination such as in role-play situations where they dress up. Teaching of creative aspects of the curriculum for children under five is satisfactory.

63. ENGLISH, MATHEMATICS AND SCIENCE

63. English

57. Findings from the inspection confirm that standards in English are below average overall at the end of Key Stage 1. The results of the 1999 end of key stage tests for seven year-olds in reading were close to the national average. Results were also close to the average for schools with pupils from similar backgrounds. Attainment in writing was well below the national average, and well below the average in comparison with similar schools.

58. The school has made concerted efforts in raising standards in English since the time of the last inspection. However, although standards in reading have been sustained, the standards in writing are now below average. The introduction of the Literacy Strategy is beginning to have an impact on improving standards, but under use of support staff in some sessions impedes progress. Pupils make satisfactory progress in speaking and listening, good progress in reading, but unsatisfactory progress in writing. The progress of pupils with special educational needs matches the progress of other pupils.
59. The speaking skills of many pupils are not well developed on entry to the school. Despite making satisfactory progress in the acquisition of language skills, and especially subject related vocabulary, for example, such as that linked with work in mathematics; their levels of fluency in speaking and the width of their vocabulary is below average at the end of the key stage. For example, in a class discussion, one Year 2 pupil suggested the word “deserted” to describe a house, however she could not say what it meant and neither could the rest of the class, although one pupil was prepared to guess it meant crowded. However, pupils’ listening skills are at least in line with those expected of pupils of a similar age as a result of good opportunities provided, such as in class and in assembly.
60. Pupils make good progress in developing reading skills in Key Stage 1. At the end of the key stage, pupils are reading texts of an appropriate standard with a satisfactory degree of fluency, accuracy and understanding. They are beginning to acquire a range of suitable strategies which help them in their reading. Reading skills are taught effectively in lessons and some additional help from parents contributes positively to pupils’ progress. Any difficulties in reading are monitored carefully by teachers who use group reading sessions very effectively to deal with any problems which the pupils experience.
61. Pupils make unsatisfactory progress in writing and do not reach a satisfactory standard by the end of the key stage. Some pupils write in full sentences, showing an appropriate awareness of the use of full stops and capital letters and a suitable breadth of vocabulary, but many do not. Standards in handwriting and spelling are below the national average and also below that of pupils in similar schools. Pupils are given suitable short writing tasks during literacy lessons, but their limited vocabulary inhibits the satisfactory development of their writing skills. Pupils with English as an additional language make similar progress to their peers.
62. Throughout the school, pupils’ attitudes to learning are good overall. They are always at least good and often very good. Pupils behave well in lessons and this contributes to the standards they attain. They are attentive and have very good relationships with staff and each other. Pupils consistently approach their work with interest and consequently complete their tasks satisfactorily. They are keen to contribute ideas but their limited speaking skills results in them often not answering in complete sentences.

63. The quality of teaching is satisfactory overall. Occasionally it is good. Literacy lessons are generally well organised, and pupils well managed. In the most successful lessons, teachers' plans show clear and challenging learning objectives which are shared with pupils. The teaching of speaking and listening is satisfactory and the teaching of reading is good. However the teaching of writing is unsatisfactory. Where teaching is good, teachers have high expectations and lessons flow with a brisk pace, which lead pupils to make good progress. However, on occasion within some lessons which were otherwise satisfactory overall, the progress of lower attaining pupils was unsatisfactory. This was due to the content of part of the lesson not being appropriately matched to their needs. For example, some pupils could not understand the whole class discussion and insufficient use was made of support staff or information technology to help ensure suitable progress was maintained for these pupils.
64. The curriculum for English is suitably broad, balanced and relevant. The literacy strategy has been successfully introduced and is beginning to have a positive impact on pupils' attainment and progress and there is a slight upward trend in end of key stage test results over the past three years in reading, writing and spelling. Guidance from the co-ordinator is effective and has embraced the strengths of teaching and the strong team approach to new initiatives. Resources are to hand and are of good quality. Progress is reviewed at the end of the lesson and marking is generally purposeful. There is a suitable policy for the teaching of English and the school follows a scheme of work appropriately based upon the literacy strategy. The leadership and management of the subject is satisfactory. The co-ordinator is aware of what the school needs to do to improve standards in English. Suitable assessment procedures are in place to monitor the progress of pupils. However these are as yet insufficiently well used to plan lessons to meet the individual needs of all pupils.

71. **Mathematics**

65. Pupils make good progress in mathematics and attain standards which are above average at the end of the key stage. This represents a significant improvement since the last inspection, which judged that the "majority of pupils attain standards in line with national expectations. Most pupils achieve standards in keeping with their varied abilities but a minority fall below this threshold."
66. In the results of the end of key stage tests in 1999, ninety four per cent of pupils attained Level 2 or above, which is the level expected of pupils aged seven. Of these 25 per cent attained Level 3, which is the level expected of pupils aged nine. These results are above average both when compared to the national results and when compared to the results of similar schools. Inspection findings confirm this. Over the last three years the school has kept roughly in line with progress nationally and in the last year standards have improved still further due to the school's effective focus on teaching numeracy. Throughout the key stage pupils make good progress overall, although in a few instances, within otherwise satisfactory lessons, some pupils make unsatisfactory progress. This is due to tasks being set at an inappropriate level, as for example, when higher and lower attaining pupils were set identical work.

67. Pupils in Year 1 make good progress in learning about time and an analogue clock face. They make good progress in learning about patterns in numbers and in the relationships between them. Pupils of all levels of prior attainment make good progress in counting forwards and backwards with developing confidence. They time how long it takes to perform various activities, entering into their investigations enthusiastically. On occasions their limitations in vocabulary impinge upon their progress in lessons, for example in one lesson when the focus was upon the seasons of the year and the days of the week. On another occasion the humour of a number rhyme was missed by pupils in one class, as they did not know what a “budgie” was. In Year 2 pupils make good progress in developing their own methods of working with number, developing an appropriate awareness of the place value of digits. They make graphs of their pets, which they present in a range of ways. They perform simple computations with developing accuracy. They note multiplication patterns up to one hundred and are developing their knowledge of fractions appropriately. They sort things into sets using Venn diagrams to represent their findings and perform simple calculations with money effectively. They develop appropriate knowledge of shapes and are aware that a square can be made out of two triangles. Pupils’ skills in numeracy are suitably used in other subjects, for example when making graphs to illustrate work in science or when discussing the number of degrees a floor moving robot needs to turn to reach a chosen point.
68. Pupils’ response to their work is good and this has a positive impact on the progress they make. Pupils become very involved with the tasks they are set and they maintain good levels of concentration. They are supportive of each other when they are timing activities and they share equipment amicably. They listened carefully to their teacher and also to each other, when they were discussing their investigations about what they had found.
69. Teaching is good overall. In the main, lessons are planned appropriately for pupils’ needs and work is developed appropriately from topics already covered. Teachers make good use of introductory sessions to remind pupils what they have already learnt and to introduce the objectives of the lesson. Work is usually appropriately matched to the differing needs of pupils. Teachers have appropriately high expectations of pupils’ behaviour and response. Good use is made of resources and of time. Plenary sessions are effectively used to reinforce what pupils have learnt. For example, in a good lesson for pupils in Year 1 on the seasons of the year, planning was good. The teacher was suitably aware of the numeracy strategy and gave good opportunities to the pupils to develop their confidence in number work. The teacher had high expectations of the pupils’ work and behaviour and the lesson proceeded with good pace. When there are unsatisfactory elements in otherwise satisfactory lessons, this is due mainly to the teacher’s lack of confidence with the numeracy strategy. As a consequence, work is not always effectively matched to the needs of the pupils. On these occasions too little use is made of support staff and information technology to support the lower attaining pupils in particular.
70. There is a clear policy and the school has developed the numeracy strategy as a basis for the curriculum. The last inspection noted the need to integrate application and investigation more fully into the curriculum and this is now the case. Assessment procedures are currently being introduced, but as yet do not contain enough data to be used to inform planning. The subject is effectively managed. The co-ordinator has a clear view of how to improve the subject still further and her subject knowledge and understanding are good. The numeracy strategy has been satisfactorily introduced, although more training is planned to further increase staff confidence. The school has identified the need to monitor the teaching and learning more closely and this is planned for the forthcoming year. The head teacher has effectively analysed the results of the end of key stage tests in order to monitor progress. There are a satisfactory number of resources which are of good quality and these are being effectively used to support pupils learning.

77. **Science**

71. Progress is satisfactory throughout the school and pupils attain standards which are average at the end of the key stage. This is broadly similar to the findings of the last inspection. The results of statutory assessments in 1998 indicated that the number of pupils attaining the expected Level 2 in science was well below the national average. However, the number attaining above the national average was in line with national expectations. The results of the assessments in 1999 showed an improvement and were average. On the basis of teacher assessments the majority of pupils currently in Year 2 will attain standards in line with the national average at the end of Key Stage 1. Evidence from the inspection supports the teacher assessments and confirms that attainment and progress are in line with national expectations and are satisfactory.
72. All pupils, including those with special educational needs, attain appropriate understanding of a wide range of scientific concepts and develop suitable skills. They develop the skills of careful observation when studying leaves from trees and learn to classify their characteristics into colours, textures and shapes. They learn that there is often a range in the intensity sound, light and heat and that different levels have different effects on materials. Pupils learn that sound is caused by vibration and materials can change from solid to liquid and back again according to temperature. Observation and classification skills are further developed through studying the relationships between animals and their environments. Pupils learn of the necessity for animal camouflage and ways in which animals make use of their surroundings. They develop a suitable understanding of the common features between humans and animals including the differences between living and non-living things and learn the early stages of sex education. They learn about balanced diets and the elements which need to be included. Pupils are beginning to use their scientific knowledge to hypothesise about things they do not know and to undertake experiments to see if they are correct. They also learn to record their results in a variety of ways and to display their findings clearly.
73. The response of pupils is good. It is always at least satisfactory and sometimes very good. Pupils work hard, maintain concentration throughout the whole of each session and enthusiastically contribute to discussions. They listen carefully to staff and carry out instructions well. Groups co-operate well together and pupils share ideas and agree to strategies for carrying out investigations which are then completed effectively. Boys and girls work together co-operatively.
74. Teaching is satisfactory overall. It is always at least satisfactory and it was good in a significant number of lessons observed. Teachers have a satisfactory understanding of the subject and give clear explanations to pupils. Pupils are well motivated through effective use of resources, good questioning and tasks which are set at an appropriate level of challenge for all and this has a positive impact on the standards pupils attain. Lessons are carefully planned and structured and give many opportunities for practical investigations. Good relationships exist between teachers and pupils and discipline is maintained through skilfully applied strategies. Staff provide good role models in science and this contributes to the social and moral development of pupils. Teachers give pupils suitable opportunities to develop their numeracy skills when recording work in science.

75. The science policy is satisfactory and gives clear guidance to teachers. Current advice from national agencies has effectively been incorporated and very good sequences of learning targets provide a framework for planning, teaching and assessment. Concerns were expressed in the last inspection report regarding the use made of assessment to support and extend pupils' learning. These concerns remain. Assessment information is still insufficiently used when planning lessons. The science co-ordinator is monitoring planning of science and is effectively supporting colleagues but the planned observations of colleagues teaching science have yet to be undertaken. The range of resources is satisfactory, they are well managed and effectively deployed but limited use is made of information technology equipment. Very good use is made of out of school resources and many visits are made to centres such as a local farm or Watermead Park nature centre, where a wide range of wild and farm animals can be studied.

82. OTHER SUBJECTS OR COURSES

82. Information technology

76. The last inspection noted that standards were sound in relation to national expectations and to pupils' abilities, and these standards have been maintained. Pupils make satisfactory progress in all of the required aspects of information technology and attain standards in line with those expected by the age of seven. However, insufficient use is made of computers to support teaching and learning in other areas of the curriculum, such as literacy, numeracy and to support learning for lower attaining pupils including those with special educational needs.

77. Pupils make satisfactory progress throughout the school. They learn how to control icons on the screen, by using the mouse to "drag and paste", as when they assemble parts of a picture of a lion or a frog, or when they design a village as part of their work in geography. They make suitable progress in learning how day-to-day devices such as tape recorders work and they use them to record and play back sounds. They learn to communicate ideas in a range of forms. For example making graphs or pictograms of data they collect, as part of their work in mathematics on eye colour. The last report noted that the opportunities for pupils to handle a variety of data was limited and this is has been effectively resolved. Pupils also write up stories and rhymes, with appropriate support from their teachers and design glove puppets in work linked to design and technology or make Christmas cards using repeat patterns.

78. Pupils have positive attitudes to their learning and work with computers. This has a positive impact on the standards achieved. They listen carefully to the instructions they are given and take turns appropriately. They treat the equipment carefully and with appropriate respect. They support each other well offering carefully thought out advice. They are all keen to have their turn, but wait patiently.

79. Teaching is satisfactory. The last inspection noted that the quality of teaching was variable and that some teachers lacked a clear understanding of the subject. While teachers' knowledge is currently satisfactory overall, some teachers still lack confidence and as a consequence do not all make full use of information technology to support teaching and learning in other subjects. The school has a good number of computers and a satisfactory level of programs. However during the week of inspection, there were many instances of computers remaining unused and sometimes not even switched on. On the occasions when the computers were used, this was to good effect. For example in a lesson for pupils in Year 2, introducing a simple Logo programme, the teacher made good links to the work the pupils had covered in mathematics. This effectively reinforced their knowledge of angles and pupils discussed the internal angles of a square and deduced that the angle of turn in a straight line would be 180 degrees.

80. There is a clear up-to-date policy and curriculum map to ensure continuity and progression in teaching and learning. The school uses the latest government guidelines as a framework for teaching and is developing a list of skills based upon this as a structure for assessment. However, there is as yet insufficient information collected for teachers to use this as a guide in their planning of future lessons. The school is aware of this weakness and there are plans for further work in raising staff confidence and developing assessment further in the coming year. The co-ordinator is aware of what needs to be done to raise standards further and has already booked suitable training for staff. She monitors planning and that computers are moved into classes, but has not yet monitored teaching and learning.

87. **Religious education**

81. Attainment in religious education is in line with the requirements of the Locally Agreed Syllabus. The last inspection judged that although generally standards were appropriate for pupils' ability a minority were underachieving. This is no longer the case, and represents an improvement.

82. Overall progress is satisfactory for all pupils, including those with special educational needs. Teachers are confident in this area and good use is made of staff who are able to relate to and discuss artefacts and beliefs of others confidently. This has a positive impact on pupils' progress.

83. Pupils learn about the stories of Jesus, and consider such people as Zaacheus and how he was affected by the teaching of Jesus. They can relate to symbols of Christianity, such as candles and the cross, and celebrate festivals such as Harvest, Christmas and Easter. They study other religions, including Islam, Hinduism and Sikhism and show appropriate interest. They display an enthusiasm when able to touch and discuss artefacts from different religions. By the time they are seven, pupils have an appropriate knowledge and understanding of religions.

84. Pupils' response is good. They enjoy their lessons and respond well to questions. They discuss the artefacts and symbols of different religions with interest. For example, the symbolic meaning of candles in Christianity observed during an assembly. Pupils enjoy finding things out for themselves in religious education lessons. Relationships are very good. Pupils show good levels of mutual respect and demonstrate tolerant attitudes.

85. The overall quality of teaching is satisfactory. No unsatisfactory teaching was observed. Teachers use artefacts successfully in lessons. They allow the pupils to examine these artefacts and this leads to interesting discussions. Teachers used a suitable variety of strategies in their lessons and this ensures the active participation of all pupils which contributes effectively to their satisfactory progress.

86. The co-ordinator is enthusiastic and the subject is well led. The curriculum is broad and well balanced and covers all of the required areas of the Agreed Syllabus. Religious education lessons have a positive impact on pupils' spiritual, moral, social and cultural development. Planning is examined to check for coverage but monitoring of teaching and learning to observe how effectively religious education is taught throughout the school is not yet fully developed. At present there are no assessment procedures in place to evaluate what gains in learning are being made but it is understood that there will shortly be assessment procedures built into the Locally Agreed Syllabus. This is an area which the school acknowledges needs to be addressed. Provision for religious education meets the requirements of the Locally Agreed Syllabus and positively promotes the good ethos and the values of the school. The school has access to a range of resources, which are good and makes use of visits and visitors effectively. The range and number of artefacts are good and further additional resources for learning have already been ordered.

93. **Art**

87. Pupils' progress through the key stage is satisfactory. They develop suitable skills in using an appropriately wide range of media and develop satisfactory understanding of the work of artists from a suitable range of cultures. Pupils produce effective work using paint, oil pastels, crayons, several collage materials, and develop techniques such as sponge painting and printing. They study pictures by recognised artists such as Manet, Monet, Seurat, and Lowry. They then produce attractive work of their own in the style of these artists. The work of artists from other than European traditions are also studied, such as Aztec, Hindu, Islamic, Jewish and Sikh designs, and these used as starting points for work which broaden pupils' understanding and skills. Pupils develop the ability to use techniques such as pointillism and carefully choose specific colours and types of material to create an atmosphere in their pictures. A particularly striking example is where pupils used cold blue colours, paper collage and white chalk to make 'Icy cold lands' pictures. Pupils learn to incorporate natural materials into their work as in the pictures made up of autumn leaves. Pupils learn to work with clay, and their skills in its use are appropriately developed through a series of activities throughout the key stage.

88. Pupils' response is consistently good. They work hard in art lessons and thoroughly enjoy the tasks and challenges. They enjoy discussing the work of recognised artists and offer well reasoned arguments for why they like or dislike the different styles. They behave very well in lessons, collaborate willingly with other pupils, share materials, discuss the work they are engaged in and are highly motivated and enthusiastic. The good response of the pupils has a positive impact on the progress they make.

89. The quality of teaching is satisfactory. Staff have secure knowledge of the subject and the work of recognised artists. Clear explanations, carefully planned lessons, skilful linking of the learning from a series of lessons, and warm supportive relationships with pupils characterise art lessons. Staff are imaginative in their planning and ensure that the activities undertaken are stimulating and challenging. Art is appropriately integrated into many other subjects including religious education, history and science. Suitable use is made of information technology and television programmes. All of these factors together have a direct and beneficial impact on the quality of pupils' learning.

90. The art policy is good and gives clear and very comprehensive guidance to staff. Many concerns were expressed in the last inspection report including the quality of the policy document and its ability to offer meaningful support to staff; the limited range of art work reflecting other cultures; and the lack of clarity in the learning targets. All of these concerns have been fully addressed. Art makes a significant contribution to the spiritual, social, moral and cultural development of pupils.

97. **Design and technology**

91. Progress in design and technology is good and standards have improved since the time of the last inspection, when they were judged to be appropriate for pupils' abilities. The breadth of experiences in design and technology is good and this encourages pupils to achieve good standards and maintain good progress. There are no significant differences between the levels of progress for different groups of pupils. Pupils are able to explain in detail the processes involved in the stages of making glove puppets, for example. They made good use of information technology to design the puppets. They can very accurately describe the design stages and the use of a template in the early stages of making. They use technical terms accurately and can carry out the practical work as planned and with suitable precision. They recognise potential difficulties and describe ways in which problems can be avoided. Pupils make good progress in developing their abilities to solve problems and be flexible in their thinking. They use a range of kits to make very large and complex constructions. They make suitable links with mathematics when investigating the properties of geometric shapes and how these can be used in designing and building three dimensional models of places they have visited. Food technology is appropriately undertaken and involves producing dishes from different cultures. Effective links with history and science are made through activities such as paper making.
92. Pupils' responses are good. They enjoy lessons and work hard to achieve high standards of work. Pupils work together willingly; boys and girls readily collaborate and freely discuss the work in hand. Sharing of ideas and giving of advice and help between pupils is a feature of all lessons. Pupils listen carefully, maintain their concentration throughout the lessons and carefully think about the tasks in hand. Behaviour is good.
93. The quality of teaching is good. It is supported by a well planned and structured scheme of work. Teachers have a secure knowledge of design and technology. Lessons are carefully and very well planned, resources are well managed and used effectively. Class management is good. Questioning of pupils is skilfully done and takes their understanding forward. Teachers maintain warm and supportive relationships with pupils. The overall good quality of teaching incorporating effective planning and good class management has a direct and beneficial impact on the progress of pupils and the standards they attain.

100. **Geography**

94. Pupils of all levels of prior attainment make satisfactory progress in the development of geographical skills and understanding. The last inspection noted that pupils were achieving standards in geography which matched national expectations and were appropriate to their age. These standards have been maintained.

95. Pupils in Year 1 learn to use appropriate geographical terminology such as north, south, east and west. They carry out effective field work in the locality of the school. They make clear, simple plans of their routes, noting key features such as the Post Office and the Church. They comment upon the different styles of homes they pass, including the differing bonding patterns in brickwork and tiles. They compare life in India to life in Thurmaston, following work on a book about a young Indian girl. Pupils in Year 2 use pictures and symbols with developing complexity on maps and plans which they draw. For example when looking at aerial photographs of different features, they contrast the features of the area they live in with those on the Isle of Struay. This work is effectively linked to their work in literacy. They point out attractive and unattractive features of the island, noticing the differences and similarities between island life and life in Leicestershire. They are aware that islands are surrounded by water, and that this affects services and transport. They can describe the difference between an island and the mainland effectively.
96. Pupils' response is satisfactory overall. It is always at least satisfactory and sometimes good. Pupils are well behaved in their lessons. They are interested in finding out about life in different places and join in discussions enthusiastically. They settle to group work effectively and take turns well, sharing equipment appropriately. This has a positive impact on the progress they make.
97. The quality of teaching is satisfactory overall. It is always at least satisfactory and on occasions it is good. Where teaching is most effective, the teacher has good subject knowledge, lessons are well planned and are sometimes effectively linked to work in literacy. In these lessons teachers make good use of recap to remind the pupils what they have already learnt. Questioning is effective and leads to the pupils making good progress in their understanding. Tasks set within lessons are appropriately differentiated to match the needs of individuals. Teachers have appropriately high expectations of pupils' behaviour and response and make good use of praise and encouragement.
104. **History**
98. Pupils make satisfactory progress in history. They develop a suitable understanding of chronology and can distinguish between past, present and future. They are able to correctly categorise toys by analysing the materials from which they have been made and then deciding to which of three generations of a family they belong. Pupils can identify evidence of ways of life further back than living memory. They can identify Victorian styles of dress and means of transport and are aware that these are distinct to that age. They observe, collect evidence, draw conclusions and then explain how they arrived at their analysis. Pupils draw effectively on their previous learning in lessons. For example, when discussing Dr Barnardo pupils referred to George Stephenson and Florence Nightingale, illustrating their understanding that these people belong to the same historical period. Pupils learn that libraries contain information and CD Rom systems can also be used to develop understanding and provide reference information. There are no significant variations in the level of attainment and progress between different groups of pupils.
99. The quality of the response of pupils is consistently good. They listen attentively, enthusiastically contribute to lessons, work together well and always try to produce good quality work. Pupils of all levels of attainment maintain their attention throughout the whole lesson and demonstrated, for example a good recall of video material used to illustrate key points in a lesson on Stephenson.

100. The quality of teaching is satisfactory. Lessons are thoroughly and carefully planned. Good use is made of video recordings, explanations are clear and used effectively to motivate pupils. Questioning of pupils is skilfully undertaken and tasks are presented at appropriate levels. Key points are emphasised and pupils are enabled to understand the essential elements of topics and relate these to previous lessons. Management of classes is good and relationships between staff and pupils are characterised by warmth and care. Teaching is enriched through the use of visits to centres such as a local castle and a discovery park, where pupils can see technologies and artefacts used in the past. Residential visits incorporate history work such as the study of an ice house during a three day visit to Blaby. History is well integrated into other subjects including English, art and technology. All of these factors have a direct and very beneficial impact and contribute to the progress pupils make.

101. The areas for improvement in the last inspection report have been thoroughly addressed. Resources are now sufficient. There is a very good history policy, which provides clear guidance and support to staff. The history co-ordinator is monitoring planning of history and is effectively supporting colleagues but the planned observations of colleagues teaching have yet to be undertaken.

108. **Music**

102. All pupils, including those with special educational needs, make satisfactory progress in all strands of music identified in the National Curriculum programmes of study. This represents an improvement since the last inspection when not all areas were covered. Work in music is shared between class teachers and a peripatetic music teacher who comes in for the first part of a morning session, once per week. During this session, pupils are given suitable opportunities to sing from memory and begin control of pitch, dynamics and breathing. They sing tunefully and enjoy their singing. They are given suitable opportunities to perform with others, developing sensitivity for audiences, venue and occasions. In class they develop their enjoyment and understanding of music and learn to distinguish between high and low notes and respond with movements. In assemblies they listen to music by a suitable range of composers. During the week of inspection the chosen piece of music was the “Moonlight Sonata”. Pupils were given appropriate opportunities to offer comments and learn that it was composed by Beethoven. Pupils are given good opportunities to learn to play the recorder during lunch-time.

103. Pupils show good levels of concentration. They answer clearly when asked questions about pitch and respond enthusiastically when given specialist tuition. All this has a positive impact upon improving the quality of music in the school.

104. Teaching is satisfactory overall, with good features. The peripatetic tuition and extra-curricular activities enhance the status of music. Lessons are well planned and the good range of resources are well used to support the development of pupils’ musical knowledge. The resources are good and this is an improvement since the last inspection.

111. **Physical education**

105. Pupils make good progress in physical education and all aspects taught were observed during the inspection. The previous report identified standards which were in line with national expectations and appropriate for the age and ability of pupils. This situation has improved in all aspects of physical education.

106. Pupils respond willingly to instructions, understand the need to warm up in preparation for exercise and cool down after an activity. Younger pupils develop suitable control, co-ordination and balance in basic actions. They observe safety procedures, for example, by bending their knees when landing from floor apparatus. They respond well to the challenge of finding different ways of moving around, over, above or through apparatus. They use space effectively so as not to clash with or inhibit the movement of others. In games they develop appropriate hand and eye co-ordination. They learn to control their throwing by considering direction, speed and thrust. Their dexterity in using bats, racquets and light weight hockey sticks is improving as they concentrate on developing these skills. In swimming they achieve basic water confidence and competence in the Junior School pool. Pupils enjoy, appreciate and grasp these opportunities enthusiastically.
107. The response of pupils is good. Pupils enjoy all activities and participate with enthusiasm. They relate well to their peers and adults. They respond well to challenge and praise and give maximum commitment to whatever activity they participate in. Pupils' positive response to physical education has a direct impact on the good progress they make.
108. Teaching in physical education lessons is good overall and ranges from satisfactory to very good. Lessons are planned and organised well and the very good resources are used well. Lessons move along at a brisk pace, with frequent changes of activity to motivate pupils and keep their interest. Teachers effectively organise 'warm up' and 'cool down' exercises, refer to previous activities and build systematically on previously acquired skills. Teachers generally have a secure subject knowledge and high expectations of pupils' efforts and behaviour. They use appropriate vocabulary and make good use of demonstrations by pupils to encourage evaluation.
109. Resources for the subject are very good overall and have a positive impact on the standards pupils attain. All pupils attend the swimming pool on the Junior School site in the Autumn and Summer terms. This gives pupils a secure foundation in basic water competency and confidence before they enter the next key stage.

116. **PART C: INSPECTION DATA**

116. **SUMMARY OF INSPECTION EVIDENCE**

The school was inspected by a team of four inspectors who, over a period of four days, completed a total of fourteen and a half inspector days. Inspectors observed lessons, talked with individuals and groups of pupils and evaluated the work they had done. In addition, interviews and discussions were held with the head teacher, teachers, support staff and members of the governing body.

The inspection included

inspection of pupils' written and practical work in all classes, representing below average, average and above average pupils;

scrutiny of core and non-core subject work books;

listening to the reading of a sample of pupils, selected as a representative of the range of ability in each class;

specific evaluation of pupils' levels of understanding of all subjects of the curriculum;

- analysis of records and reports of pupils' progress;
- inspection of registers;
- attendance at assemblies;
- scrutiny of the school development plan, curricular and other policies, minutes of governing body meetings and details of the budget;
- analysis of responses made by 40 parents to the questionnaire together with the views expressed by parents at the pre-inspection meeting, and discussions with parents during the inspection.

DATA AND INDICATORS

Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y2	198	2	40	19

Teachers and classes

Qualified teachers (YR – Y2)

Total number of qualified teachers (full-time equivalent):
 Number of pupils per qualified teacher:

9
22:1

• **Education support staff (YR – Y2)**

Total number of education support staff:	5
Total aggregate hours worked each week:	132.5
Average class size:	28.2

• **Financial data**

Financial year:	1998/1999
	£
Total Income	356,610
Total Expenditure	370,531
Expenditure per pupil	1,708
Balance brought forward from previous year	31,850
Balance carried forward to next year	17,929

• **PARENTAL SURVEY**

Number of questionnaires sent out:	198
Number of questionnaires returned:	40

Responses (percentage of answers in each category, please note the figures may not always add up to 100 per cent due to rounding up or down of decimals):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	45	52	3		
I would find it easy to approach the school with	48	52			

questions or problems to do with my child(ren)
 The school handles complaints from parents well

The school gives me a clear understanding of what
 is taught

The school keeps me well informed about my
 child(ren)'s progress

The school enables my child(ren) to achieve a good
 standard of work

The school encourages children to get involved in
 more than just their daily lessons

I am satisfied with the work that my child(ren) is/are
 expected to do at home

The school's values and attitudes have a positive
 effect on my child(ren)

The school achieves high standards of good
 behaviour

My child(ren) like(s) school

10	50	40		
23	72	5		
23	70	8		
20	70	10		
15	65	18	3	
28	54	13	5	
25	73	3		
28	68	5		
52	48			