

INSPECTION REPORT

KESTRELS' FIELD PRIMARY SCHOOL

Leicester

LEA area: Leicester City

Unique reference number: 120103

Headteacher: Mr D Axton

Reporting inspector: Mr J Heap
18824

Dates of inspection: 28th February – 3rd March 2000

Inspection number: 189045

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 3 to 11 years

Gender of pupils: Mixed

School address: Maidenwell Avenue,
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Appropriate authority: Governing Body

Name of chair of governors: Mr P J Timms

Date of previous inspection: 2 – 5 September 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr J Heap	Registered inspector	English	<p>What sort of school is it?</p> <p>What should the school do to improve further?</p> <p>Schools' results and achievements.</p> <p>How well are pupils taught.</p> <p>How well is the school led and managed?</p>
Mrs J Madden	Lay inspector		<p>Pupils' attitudes, values and personal development.</p> <p>How well does the school care for its pupils?</p> <p>How well does the school work in partnership with parents?</p>
Mr J Calvert	Team inspector	<p>Mathematics</p> <p>Music</p> <p>Art</p> <p>History</p> <p>Special educational needs</p>	How good are the curricular and other opportunities offered to pupils?
Mr G Logan	Team inspector	<p>Information technology</p> <p>Design and technology</p> <p>Geography</p> <p>Under fives</p> <p>Equal opportunities</p>	
Mr J Stevens	Team inspector	<p>Science</p> <p>Religious education</p> <p>Physical education</p>	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This is a primary school that caters for pupils aged 3 – 11 years. It is situated in the district of Hamilton on the eastern outskirts of the City of Leicester. There are 246 pupils on roll: 133 boys and 113 girls; this is about average for a primary school in England. The number has increased by about a quarter since the last inspection. There is also a 50 place nursery that caters for 28 children part-time and 11 full-time. The children are admitted to the nursery on a part time basis in the term in which they are four. They attend for two terms on a part-time basis, followed by one term full-time, prior to entry to the reception class. Attainment on entry is broadly average. The youngest children in each year group ordinarily spend their first reception term in the nursery and proceed directly to Year 1 in the September following. Pupils are organised into nine classes, and 8 of them have more than 1 year group. There are 41 pupils (16.8 per cent) on the register of special educational needs, and this is broadly national average. Five pupils (2 per cent) have statements of special education needs which is close to the national average.

The majority of pupils come from the local area and some come from surrounding wards. It is difficult to gauge the background of pupils in the area because the official data was gathered at the time of the census in 1991, around the time when the school opened with just 12 pupils. The local area has changed significantly since that time. About two-thirds of the pupils are white and the rest come from a variety of minority ethnic heritages. Ninety pupils have a first language other than English. There are 18 pupils (7.3 per cent) entitled to free school meals: this is well below the national average. The attainment of pupils on entry to the school is

The present headteacher has been in post since the school opened in January 1992.

HOW GOOD THE SCHOOL IS

This is a satisfactory school that has some important strengths. Standards in the national tests are well above average at the end of Key Stage 1, in reading, writing and mathematics. However, at the end of Key Stage 2, they are average in English and below average in mathematics and science. The standards of work seen are generally in line with the expected levels, except in information technology and writing at the end of Key Stage 2. Overall, teaching is good. The leadership and management are generally satisfactory, but there are weaknesses in the work of the governing body. The school provides satisfactory value for money.

What the school does well

- Provision in the under-fives prepares children well for compulsory schooling.
- The quality of teaching is good.
- The school provides effectively for pupils with learning difficulties.
- The monitoring and evaluation of teaching is good.
- The procedures for assessing pupils' attainment and progress are good.
- Support and guidance for pupils are good.
- The school enables pupils at the end of Key Stage 1 to achieve above average results in national tests.

What could be improved

- The standards in mathematics and science which are below average at Key Stage 2 and most particularly the standards in writing, which are also below average.
- Despite recent improvements to equipment and the management of information technology, standards are below average at the end of Key Stage 2.
- The lack of procedures, until very recently, for monitoring and promoting good behaviour and for the monitoring and eliminating of oppressive behaviour have had a significant impact on the deterioration of standards of behaviour as the school has grown.
- Although leadership and management are satisfactory overall, there are weaknesses in the work of the governing body and appraisal of teacher competence is not taking place.
- The amount of information about the curriculum and the level of consultation with parents on important matters such as policymaking, are insufficient.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in September 1996. Overall, the school has made satisfactory improvement. The school has improved its Key Stage 2 national test results since 1996 at a rate that is higher than the national trend. The quality of teaching has improved since the last inspection, when it was regarded as a strength of the school. This is despite a very high turnover of staff in recent years. However, the school's commitment to the regular monitoring and evaluation of teaching is helping the improvement, as is the quality of mentoring for new colleagues by senior staff. Annual reports of pupils' progress are now good. There have been satisfactory improvements in the provision for pupils who find learning difficult and in the quality of school development planning. The school has implemented the issues raised about planning in the last report and has gone further by requiring coordinators to write detailed action plans to support priorities. The quality of assessment procedures is much better than previously and the school is now using the information to inform the composition of pupil groups, for teaching. Recent developments in the acquisition of information technology equipment and the identification of a dedicated area means that the school is now well placed to improve standards where they are most needed, in Key Stage 2. There has been insufficient improvement in the provision of design and technology. There are also areas where performance is now judged to be satisfactory, but it was good at the last inspection: behaviour, pupils' attitudes and aspects of pupil welfare that relate to the monitoring and securing of good behaviour. The schools' targets for attainment in the national tests in English and mathematics are realistic and the school looks to be just on target to meet them.

STANDARDS

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

Performance in:	compared with				<i>Key</i>
	all schools			similar schools	
	1997	1998	1999	1999	
English	E	A	C	E	well above average A above average B average C below average D well below average E
mathematics	C	B	D	E	
science	B	A	D	E	

Children in the nursery and reception classes, who are under five, achieve very well. Their attainment is above average in language and literacy and average in mathematics, knowledge and understanding of the world, physical development, personal and social development and creative development.

By the end of Key Stage 1, attainment in reading, writing and mathematics is well above average, when compared with all schools. In comparison to similar schools, reading results are average; writing and mathematics are above the average. The proportion of pupils attaining the higher than expected level 3 is higher than usual. Over four years, results in reading and writing are above the national average and close to the national average in mathematics. There are no significant differences in the attainment of boys and girls.

By the end of Key Stage 2, the 1999 results are average for English and below average in mathematics and science when compared with national averages. In comparison with similar schools, the results for English, mathematics and science are well below average. Pupils attaining the higher than expected Level 5 are low in number. However, there has been a big improvement since 1996. The overall trend in recent years is above the national one. The targets for English and mathematics in the year 2000 are realistic.

Standards of work seen during the inspection were above average in the under fives; above average in Key Stage 1 English, and science throughout the school; average in Key Stage 2 English, and mathematics throughout the school. Standards in information technology are in line with the national expectation in Key Stage 1 and below the national expectation in Key Stage 2. Standards in religious education are in line with the expectations of the locally agreed syllabus.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Satisfactory. This is not as good as the last inspection. However, the majority of pupils enjoy coming to school. The majority of pupils are fully involved in their lessons, are attentive and ask when they do not understand something. Just a small number of Key Stage 2 pupils are distracted at times.
Behaviour, in and out of classrooms	Satisfactory. The school is rightly concerned that standards are not as good as previously, most particularly outdoors. This has not been helped by a lack of procedures to monitor and regulate behaviour, until very recently. There has been one exclusion recently and this was not dealt with according to government guidelines.
Personal development and relationships	Satisfactory. Pupils relate well to each other and treat people and property with respect. There are no signs of racial, or sexual, intolerance. Pupils take responsibility for small aspects of school life and are generally helpful.
Attendance	Satisfactory. Close to the national average.

Children who are under five have very good attitudes, behaviour and personal development. Overall, the vast majority of pupils behave well. However, there is a small minority of Year 5 and 6 pupils who are aggressive on the playground. Pupils' attitudes in Key Stage 1 to reading are good and they play a significant part in the achieving of high national test results.

TEACHING AND LEARNING

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

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

The teaching of the under fives is consistently good and promotes good progress. Particular strengths are: effective team work, knowledge and understanding of the learning targets for younger children and the establishment of good routines and working habits.

The teaching of English is satisfactory at both key stages. The teaching of mathematics is good at both key stages. In both subjects there are a few examples of very good teaching. Particular strengths in both subjects are the brisk pace, high expectations and opportunities for pupils to extend thinking. The significant weakness in the teaching relates to the high levels of noise that are in the classes using the open, shared areas. Overall, the quality of teaching has improved since the last inspection because of improvements in monitoring and the implementation of the literacy and numeracy strategies. Some of the practices and techniques in the teaching of these strategies are introduced into the teaching of other subjects. Most notably the use of the end of lesson recap and relating this to the achievement of the lesson objectives.

In the under fives the strengths are the clear objectives, a good mix of activities and good preparation. In Key Stage 1, basic skills are taught well, support staff are well deployed and teachers have a good knowledge and understanding of most subjects. In Key Stage 2, the strengths are the clear objectives, the high quality of questioning in the best lessons and high expectations of conduct and achievement. Shortcomings relate to the size of some classes, which affects the pace of the lesson and the levels of noise in some areas. The teaching of pupils with special educational needs is good and helps them to make good progress. Pupils who speak English as an additional language are competent in the use of English and do not receive any extra assistance, other than that given to all pupils.

Overall, learning is satisfactory. Children who are under five make good progress and learn well in all the areas of experience. Particular strengths are the interest, concentration and independence shown by the vast majority of children. In Key Stage 1, learning is good. Pupils are acquiring good skills, knowledge and understanding in most subjects. They work hard and quickly. In Key Stage 2, learning is satisfactory. In general, pupils work hard and at a satisfactory pace. However, in English only the higher attainers provide sufficient detail for readers, in their writing. Pupils' learning is affected in several classes that share the open areas because of the high levels of noise that develop.

One hundred per cent of lessons were satisfactory, or better, and 6.6 per cent were very good.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The nursery and reception classes provide a high quality curriculum. The planned curriculum is satisfactory at both key stages and is broad and balanced. Weaknesses occur in the long-term planning because there is no school-wide plan, most particularly the identification of opportunities for extended writing.
Provision for pupils with special educational needs	Good. Pupils are well supported in the classroom. Individual education plans are well conceived and provide appropriate guidance and support for the pupil. Parents are appropriately consulted at review time.
Provision for pupils with English as an additional language	Pupils who speak English as an additional language are all fluent. Pupils are supported well by teachers, classroom assistants and the new initiative to group pupils of similar attainment together for literacy and numeracy
Provision for pupils' personal, including spiritual, moral, social and cultural development	Overall, satisfactory provision. Social development is good. There is extensive use of class discussion time to explore social issues. Charities are well supported.
How well the school cares for its pupils	The school has satisfactory procedures for child protection and ensuring pupils' welfare. Procedures for monitoring and promoting good behaviour and those for monitoring and eliminating oppressive behaviour are very new and it is too soon to judge their effectiveness.

The quality and range of learning opportunities for children under five are very good. They enjoy a programme that is very broad, balanced and relevant. Teachers plan activities effectively to meet the needs of pupils with learning difficulties.

Overall, the school works satisfactorily with its parents. A particular strength is the good annual report of pupils' progress. However the school does not provide them with enough information about the work their child is doing in school.

All curriculum areas meet statutory requirements. Overall, extra-curricular activities are satisfactory; except in the provision for sport that is insufficient.

Assessment procedures are effective and a good improvement on the last inspection. Pupils get good support and guidance most of the time. Procedures for monitoring and promoting good behaviour and monitoring and eliminating oppressive behaviour are not effective at present, but the satisfactory new procedures have not had time to influence standards of behaviour. Furthermore, a period of consultation with parents on these procedures is required, thereby ensuring that all parties understand the need for improvement and the means to achieve this. Registration procedures are effective, but there is a small group of pupils who are worryingly late rather a lot.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. Standards of achievement have improved significantly since the last inspection and the potential difficulties of having such a large turnover of staff are being coped with by the good work of senior staff in mentoring new colleagues. Some essential policy-making has been rather tardily completed, such as the behaviour policy and this has had a negative impact on the standards that are not as good as at the time of the last inspection. Furthermore, the school has not consulted widely enough on the new policies.
How well the governors fulfil their responsibilities	Unsatisfactory. They are failing to ensure that important policy and procedures are drawn up and implemented. For example, behaviour and discipline policy, pupils' exclusion arrangements and the appraisal arrangements for teachers.
The school's evaluation of its performance	Satisfactory. Strengths include the monitoring and evaluation of teaching and the detailed analyses of national test results. The major shortcoming is the lack of a rigorous appraisal scheme.
The strategic use of resources	Overall, satisfactory. There has been prudent spending over several years and the school has built up a large reserve. This is earmarked for improving the building and alleviating crowded classrooms and reducing the amount of noise. Audit recommendations have been implemented. In many of its dealings, the school rightly searches out the best value for money and keeps a watchful eye on the spending levels of similar schools as a check.

The provision of staffing, accommodation and learning resources is adequate. However, the structure of the accommodation is such that several classes are housed in large areas with no walls. The level of noise in these areas is often too loud and adversely affects many pupils' concentration and learning.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their child likes school. • The way they can approach the school and feel comfortable. • The expectations placed on the pupils. • The good progress their child is making. • The good quality of teaching. 	<ul style="list-style-type: none"> • The range of extra- curricular activities. • The irregular approach to setting homework. • The closeness of the school's relationship with parents. • The range and amount of information made available to parents about their child's progress and the curriculum.

Inspectors agree with the positive comments. Overall, the range of extra-curricular activities is satisfactory, but the opportunities to play sport are limited and insufficient. There are some irregularities in the giving of homework, but the overall provision is satisfactory. It is clear that most parents are satisfied with the closeness of the relationships with the school. However, difficulties have arisen recently, most notably the incidents which ended in a pupil being excluded and further the lack of consultation on important policies. On this basis, inspectors agree that on occasions the relationship between school and parents is not close enough. Inspectors

agree that the range and amount of information provided for parents about the curriculum is unsatisfactory. However, the same is not true about annual reports of pupil progress: they are good.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

- 1 Early assessment information about children who are under five indicates that attainment on entry is broadly average with strengths in speaking and listening and personal and social development. This judgement is supported by inspection findings. Pupils make good progress and by the time they are five they are attaining the nationally recommended Desirable Learning Outcomes.
- 2 By the end of Key Stage 1, results in national tests are well above the average in reading, writing and mathematics when compared to all schools. When compared to schools with a similar number of free school meals, the standards are above average in writing and mathematics and average in reading. The proportion of pupils achieving the higher than expected Level 3 was well above average in reading and mathematics and very high in writing.
- 3 By the end of Key Stage 2, results in national tests are average in English and below average in mathematics and science, when compared to all schools. When comparisons are drawn with schools containing a similar number of free school meals, standards are well below average in English, mathematics and science. The proportion of pupils achieving the higher than expected Level 5 was below average in English and well below average in mathematics and science. The lower than average attainment is a result of two factors:
 - firstly, a higher than usual number of pupils with special educational needs;
 - secondly, the significant proportion of pupils, usually around ten per cent with average, and better, attainment leave the school at the end of the Year 5. This is to take advantage of transfer to a neighbouring system of education that encourages movement at the end of Year 5.
- 4 Pupils' results, at the end of Key Stage 1, are above the national average in reading and writing and close to the national average in mathematics. When measured over the last four years, the reading results have shown steady improvement in this time and have exceeded the national trend. Results in writing and mathematics are less consistent, but show a big improvement and, again, exceed the national trend. By the end of Key Stage 2, results over the last four years show standards to be below national expectations in English and close to the national expectation in science. However, these judgements mask a significant improvement over time, which is above the national trend. These improving results, overall, are due in part to intensive support for pupils. At both key stages there were no significant differences in the attainment of boys and girls. Presently, the targets for English and mathematics are realistic. The number of pupils with special educational needs is higher than is usual in Year 6 and this will, once more, depress results.
- 5 At the end of Key Stage 1, standards of work seen during the inspection are generally in line with expectations. They are above expectations in English and science and below expectations in design technology.
- 6 At the end of Key Stage 2, standards of work seen during the inspection are generally in line with expectations. Standards are above the national average in science and below expectations in design and technology.

- 7 In English, standards of work seen are, at least, above average at the end of Key Stage 1. The majority express opinions, ask sensible questions and join in discussions. Pupils listen well, understand points made and generally make appropriate responses. Standards in reading are above average. Pupils show accuracy, fluency and understanding of the plot and characters. The majority of pupils read expressively, and the higher attainers particularly so, because they use punctuation well. In writing, the majority of pupils are developing legible, neat and cursive handwriting. Spelling is usually accurate and the majority is mastering a good level of punctuation. By the end of Key Stage 2, standards of work are average. However, this overall judgement masks below average standards in writing. The majority of pupils converse well, use a wide vocabulary and are confident when joining-in discussions. Standards in reading are above average; pupils are accurate, fluent and understand the books they read. All pupils have, at least, satisfactory library skills. Their attitudes to reading are good and these promote the good standards. In writing, only the higher attainers provide sufficient detail for the reader. The quality of presentation and use of punctuation is not good enough for the majority of pupils, although the use of ‘ booster’ classes for pupils who need extra assistance is improving standards.
- 8 Standards in mathematics are average at the end of both key stages. By the end of Key Stage 1, all pupils are able to do sums accurately, know simple fractions and divide small numbers by grouping and sorting objects. Higher attainers can work out equivalent amounts in time and find information from graphs. Most pupils know a satisfactory range of two-dimensional shapes and higher attainers extend this knowledge to three-dimensional shapes such as cube and sphere. By the end of Key Stage 2, pupils have an effective grasp of the four rules of number. They solve a range of problems using several methods and are able to show how their answers are sensible. The majority of pupils have a satisfactory grasp of the equivalent values of fractions and decimals. The majority of pupils recognise different types of angles and their properties.
- 9 Attainment in science, as seen during the inspection, is above average throughout the school. By the end of Key Stage 1, pupils have a good knowledge and understanding of the work relating to materials, living and non-living things and sources of sound. They are developing a good knowledge of scientific vocabulary and are becoming increasingly competent at carrying out investigations. Most pupils have a good knowledge and understanding of the parts of the body and the importance of being healthy. By the end of Key Stage 2, pupils have built successfully on the skills, knowledge and understanding of previous work and they have become competent and inquisitive ‘ scientists ‘. They have a good technique for recording their work, use skills gained in literacy and numeracy to support their work and increasingly show an understanding of the everyday application of their scientific expertise.
- 10 Standards in information technology, at the end of Key Stage 1, are average. This is consistent across all aspects. They control the mouse well and move figures around the screen. Pupils correctly use codes when ‘ logging on ‘, change text and correct errors effectively. A minority of pupils has further skills, such as highlighting text and accessing dictionary programs. By the end of Key Stage 2, attainment is below average. In general, pupils have sound computing skills such as opening programs, finding their work in a file, entering commands and using paint programs. Older pupils are beginning to use a digital camera. There is little evidence of these attributes being used across the curriculum, for instance, in the extensive use of word processing.

- 11 Standards in religious education are in line with those of the locally agreed syllabus. By the end of Key Stage 1, pupils have a good knowledge and understanding of Christianity and are aware of the symbolism inherent in other religions such as Judaism, Hinduism and Sikhism. By the end of Key Stage 2, pupils have built on earlier knowledge and understanding and can talk about the similarities and differences of the various faiths. Furthermore, they are knowledgeable about the qualities needed to be a good leader; for example, Martin Luther King and Mother Theresa.
- 12 Overall, standards in most other subjects are at the level expected nationally. However, in design technology, standards remain below national expectations.
- 13 Pupils with special educational needs make good progress from the level of their prior attainment. Pupils who speak English as an additional language are confident and fluent users of English. They continue to make satisfactory progress in their lessons.

Pupils' attitudes, values and personal development

- 14 Overall, pupils' attitudes to the school are satisfactory. Pupils enjoy being in school from their first days in the nursery, where they are happy and secure. This continues into Key Stage 1 and Key Stage 2 where the pupils interviewed during the inspection felt the school was a good and safe place in which to learn. The majority of pupils are involved in the work in the classroom, where they listen carefully, speak confidently, and give their full attention to the teachers. Especially noticeable are the occasions when pupils, unsure about their work, will clearly say so and ask for help. Pupils value the mainly sports-based out of school activities. Residential visits in Years 3, 4, 5 and 6 help to develop pupils' independence and social skills. Exceptionally, however, there are times, in Key Stage 2 in particular, when pockets of indifference and disaffection can be seen during lessons.
- 15 Behaviour in the classroom is generally satisfactory, although the noise level in some classes can be high. This is accompanied by a lack of consistency in the expectations of individual teachers across the school. Behaviour in the playground is satisfactory, but said by parents and staff to be deteriorating, and younger pupils speak of incidents that have worried them. This is a worsening picture than that reported at the last inspection. A behaviour policy has very recently and belatedly, been introduced, and it aims to improve the situation. However, it is too soon to gauge its impact on pupils' behaviour. Around the school pupils are polite and courteous to visitors, and the condition of the building, furniture and equipment speaks highly for their respect for property. There has been one fixed-term exclusion recently of a pupil from the school.
- 16 Relationships are good. There are no obvious signs of racial or sexual intolerance in the school, and pupils work well with each other. For example, boys and girls from all backgrounds are happy to choose reading books together, exchanging recommendations and enthusiasms. Pupils socialise well and generally show consideration for each other. Reception pupils paired for information technology work were tolerant of their partners' efforts and opinions, even when one was more competent than the other. In Years 5 and 6, real maturity was demonstrated during a discussion of religious experiences, when the views and descriptions of others were taken into account. Discussion time makes a significant contribution to relationships by providing pupils with the opportunity to share their thoughts and experiences, and to deepen their understanding of each other.

- 17 Overall, personal development is satisfactory. Pupils are encouraged to take responsibility for aspects of school life from the nursery onwards. They collect and return registers from the office, set up music for assembly, act as monitors, prepare classrooms for lessons and clear away afterwards.
- 18 Attendance is satisfactory, being close to the National Average in 1998/99. Unauthorised absence during the same period was minimal, and both have been consistent in recent years. Pupil registration is efficient and effective, but the incidence of lateness is worrying. Some pupils are frequently late, and many others arrive late on single occasions, all without being subject to meaningful sanctions.

HOW WELL ARE PUPILS TAUGHT?

- 19 Overall, the quality of teaching is good. One hundred per cent of lessons were satisfactory, or better; 6.6 per cent were very good and 49.2 per cent were good. This is a significant improvement on the previous inspection when over 10 per cent of teaching was less than satisfactory. A significant reason for the improvement in teaching is the rigour and organisation brought about by the implementation of the literacy and numeracy strategies. Some of the techniques highlighted in these strategies are brought to bear in other subjects, most notably the end of lesson recap, which checks on whether the lesson objectives have been achieved. However, the weaknesses in subject knowledge last time are still regarded as relative weaknesses, namely in information technology and design and technology.
- 20 Teaching of the under-fives is good. The adults work well together and have a good knowledge and understanding of the nationally recommended Desirable Learning Outcomes. The activities provided are stimulating and relevant and provide a good balance between planned activities and children's own choices. Staff have high expectations; in achievement, behaviour and social skills. Preparation and assessment promote good progress and children are prepared well for entry into Key Stage 1.
- 21 In Key Stage 1, teaching is good, overall. Forty three per cent of lessons were good and 57 per cent were satisfactory. Basic skills are being taught well and they are building on the good foundations in the under-fives; for example in a Year 2 lesson about finding information from graphs, the teacher worked through an appropriate example with the class and reinforced the correct mathematical language. Teachers planning and their knowledge and understanding of subjects are mainly good. Overall this has been assisted by the rigour and form of the literacy and numeracy strategies. Management of pupils is generally good, but there are difficulties with the open, shared areas because the level of noise tends to build up as a lesson progresses and this is very difficult to deal with. Lessons usually have a brisk pace and the use of support staff is effective.

- 22 In Key Stage 2, the teaching is good, overall. In 12.9 per cent of lessons the teaching was very good, 38.7 per cent were good and 46.4 per cent satisfactory. The very good lessons have a strong focus on clear objectives that engage pupils in developing their own learning and these are pursued at a brisk pace. For example, in a Year 5/6 physical education lesson pupils were guided towards very good learning that included critically examining the quality of performance of classmates, consequently their intellect was appropriately challenged. The teacher maintained high expectations of conduct, safety and achievement. In a Year 6 literacy lesson, the high quality of the questioning extends pupils thinking and their learning because pupils were not permitted to write down the first ‘ personification ‘ they could think of. This also indicates the power of having a small group (14 pupils) with a small ability range; teachers in these situations used their time well to stretch the pupils. In other lessons where there are obviously much larger groups it is more difficult to sustain the pace, challenge and interest of all the pupils and these aspects tend to be satisfactory rather than good, or even better. A further shortcoming is the high level of noise in the open classroom areas; this is distracting to all but the most focussed of pupils and has an adverse effect on the quality of learning.
- 23 Teaching is good in mathematics, science, religious education, art in Key Stage 2 and history in Key Stage 1. The quality of teaching in literacy, information technology, music, physical education and art in Key Stage 1 and history in Key Stage 2 is satisfactory. However, there are very good lessons in literacy, physical education, numeracy and art. This picture is better than the previous inspection where the quality of teaching was satisfactory in all subjects. The significant improvements are in mathematics and science.
- 24 Teachers are working hard to ensure that the literacy hour is being taught effectively, but some lessons do not retain a consistency from one part to the next. For example, in a Year 3/4 lesson, the introductory text work was very effective because the teacher was leading the pupils to tangible gains in developing their expression whilst reading; however, a little later the expectations placed on the pupils were lower when it came to the point of doing some writing. Consequently, the Year 3 pupils produced work of variable quality; ranging from neat, legible and cursive handwriting to untidy print. Spelling is accurate in exercises, but much less so in their personal writing. Greater consistency in terms of expectations will bring gains in the quality of learning. This is a significant reason for the obvious disparity in levels of achievement at the end of the key stages.
- 25 The teaching of numeracy is good. This is a marked improvement on the quality of teaching at the last inspection. There is a good focus on the teaching of mental strategies and oral work. There is evidence of higher attaining pupils being challenged further, mainly through the quality of the questioning which challenges pupils’ thinking and extends their knowledge and understanding. Pupils are using numeracy skills in other areas of the curriculum; for example some graph work in science.

- 26 Pupils achieve well, when supported in small groups by an additional teacher or classroom assistant. For example, in Key Stage 1, a classroom assistant is well briefed to work with reception pupils. The role is clearly defined and tasks and objectives are outlined in consultation with the class teacher prior to the lesson. Information is recorded and the classroom assistant completes a feedback sheet after the lesson. Within Key Stage 2, in Year 3 and 4, a learning support assistant, working with a pupil who has behavioural difficulties has established a good relationship with focused support, the pupil seemingly has a strong degree of trust. The pupil therefore responds very well to the teaching and learns well. An average attaining Year 5/6 pupil responds positively to support provided by the special needs assistant. At the end of Key Stage 1 pupils of lower attainment are provided with work that is well matched to their needs as outlined in the targets specified in the individual education plan. These are reviewed termly and new realistic targets are set where and when applicable. At the end of Key Stage 2, pupils are grouped according to prior attainment on three days per week in literacy and numeracy to target each ability group including lower and higher achievers. At the end of Key Stage 2, the higher attaining English group work particularly well at a high level because they are well challenged. Teachers are consistent in their approach to teaching boys and girls and those from different ethnic backgrounds.
- 27 Overall, the quality of learning is satisfactory in the lessons seen, but often it is good. Under fives are learning well in all the areas of experience. In many cases the children enter the nursery with standards of attainment that are below average, however they make good progress and this means they enter compulsory schooling with average attainment. Generally, lessons challenge pupils, particularly in Key Stage 1. However, the nature of the accommodation, at both key stages, with several classes sharing a large room does have an adverse effect on pupils' learning because the levels of noise rise, sometimes to an unacceptable level. At Key Stage 1, pupils acquire skills, knowledge and understanding well and, generally, they show a lot of effort in intellectual, physical or creative activities. At Key Stage 2, these qualities are satisfactorily developed, overall. For example, there are lessons where learning is very good and pupils make a lot of effort physically, as in a Year 5/6 gymnastics lesson. In this session the links with mathematics, in measuring distances, mean that learning is also intellectually challenging. Where learning is satisfactory; skills, knowledge and understanding are consolidated rather than new learning taking place. For example, in a Year 5/6 history lesson, pupils consolidated their learning about 'The Iliad' from drama activities of the day before. Pupils with special educational needs learn well, throughout the school. Particularly impressive is the progress made by the pupils with cerebral palsy, who are supported well by staff and their resources, such as a laptop computer. These pupils take a full part in activities. The pupils with a first language other than English progress satisfactorily and are competent in their use of English.

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

- 28 The nursery provides a high quality, comprehensive curriculum where the breadth and balance are very good. At Key Stages 1 and 2, the breadth and balance of the curriculum is satisfactory. The curriculum meets the legal requirements of the National Curriculum and the local Agreed Syllabus for religious education but some aspects of design and technology and information technology are underdeveloped. Due emphasis is placed on the teaching of English and mathematics and the strategies for teaching literacy and numeracy skills have been implemented satisfactorily. There is equal access to the curriculum for all pupils regardless of gender, ability or race. Provision for pupils with special educational needs is good. Individual education plans are carefully written to provide programmes of work that enable those pupils

to have full access to the whole curriculum. In the foundation subjects of design and technology, history and geography, national schemes of work are in place.

- 29 There is an adequate two-year programme of work which is designed to make sure those pupils in classes containing two year groups do not repeat work. The subjects included in the programme are science, religious education, art, design and technology, history and geography. However, there is not a whole school programme that would ‘ map ‘ the development of skills across several areas of the curriculum. For example, the school recognises the need to improve the quality of writing and this could be achieved by identifying appropriate opportunities in a variety of subjects, such as history, religious education and science.
- 30 Satisfactory provision is made for personal, social and health education and they are taught in all classes; often in shared discussion time. In one lesson seen with pupils in Years 1 and 2, the teacher told a story about bullies and the children knew that if they were teased, hurt or upset that they should tell the teacher. There is a very basic scheme of work in sex education from the nursery to Years 5 and 6 but in Years 5 and 6, it is taught in more detail. The drugs programme is part of health education throughout the school and the Leicestershire Life Education Centre van visits the school annually where pupils in Year 5 and 6 have expert tuition on health education and the misuse of drugs.
- 31 Provision for extra-curricular activities, including sport, is satisfactory. There are more activities now than when the school was last inspected. Regular and well-supported visits to residential establishments are made. Pupils attend extra-curricular clubs such as choir, dance, computing for Year 6, infant sports, football and netball. However, consideration should be given to an after-school club and other extra curricular activities which could be managed by all teachers, some parents and outside coaches and helpers. Most particularly, developing the opportunities to play competitive sport.
- 32 The contribution of the community to pupils’ learning is satisfactory. Pupils take part in events that enrich the community; for example, carol singing takes place in a local store and a residential elderly citizens’ home. Visits and visitors provide a wide range of supportive activities. For instance, visits to local historical sites, churches and other community events; visitors such as a puppet theatre, the fire services and road safety officer.
- 33 The relationships with partner institutions are satisfactory. Students from Leicester University, Nottingham Trent and Southfields visit the school and Initial Teacher Training takes place. Visits by the Head Teacher from the local community college to the school also take place. The Heads of Year 7 from all feeder schools visit the school and talk to the staff about individual pupils and friendship groups. There is also a busy and effective Scraftoft Development Group for headteachers, deputy headteachers and subject coordinators that has resulted in joint development days and in-service training for particular topics.
- 34 Overall, the provision for pupils’ spiritual, moral, social and cultural development is satisfactory. Provision for pupils’ spiritual development is satisfactory, and is promoted successfully through daily, well planned collective worship. Pupils show interest, enjoyment and reverence in assemblies and there is a satisfactory standard of participation. They sing hymns with enthusiasm and there is sometimes a prayer. Not all assemblies have a time for quiet reflection. In religious education, spirituality is emphasised through the study of the practices and traditions of a variety of different cultures and religions. Furthermore, issues are raised about being a good leader and some famous examples provide first class role models. For example, Martin Luther King and Mother Teresa. Positive attitudes and individual achievements are encouraged in physical education. There is a reflection in feelings in music in Year 6. Pupils have the opportunity to listen to calming music when they enter and leave assembly.

- 35 Provision for pupils' moral development is satisfactory. The school promotes an understanding of the principles of right and wrong in assemblies and in the classroom. Fair play is encouraged in physical education where pupils are invited to support each other.
- 36 Provision for pupils' social development is good. Charity work has been supported well, in particular the shoebox appeal to Romania, the Rainbow Appeal, the BBC Blue Peter Appeals and Comic Relief. Pupils visit an old people's residential home at Christmas to sing carols. Year 5 and 6 pupils help with the nursery children, with the school library and in setting up the hall for Assembly. Pastoral work is undertaken by class teachers, in addition to discussion time and personal and social education. Social development in the nursery is very good.
- 37 Provision for pupils' cultural development is satisfactory. Through assemblies and religious education, pupils come to understand and appreciate the breadth of faiths and other cultures. There are assemblies that focus on the major festivals of the main religions. Visits to places of worship such as a Gudwara and a cathedral take place. In physical education, pupils learn through dance from other cultures. The nursery pupils, for instance, were shown a good example of Indian dress, had the traditions explained to them and were able to try on the clothes themselves. The use of Islamic art in information technology has provided a rich stimulus for some pupils. Visitors come to the school to talk about their own religion and culture. History, art, geography, music and design and technology contribute to the school's provision for cultural development. The objective of learning about other peoples, their way of life, language and culture helps to foster racial tolerance.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

- 38 The school is a secure environment where health and safety is regularly monitored by the site manager and those with overall responsibility for the management of the school. There are good arrangements for first aid. All staff receive basic training and there are, in addition, three fully trained first aiders. Pupils with particular medical or physical needs are well catered for, and receive good support. Lunchtime supervisors receive limited training, for example in first aid but they are provided with a comprehensive document, detailing the needs of individual pupils within the school. Arrangements for child protection are satisfactory, but there is insufficient regular training and updating for all staff. The school is aware of this.
- 39 Arrangements for pupils with special needs are improving, and appropriate individual education plans are in place. These are based on local education authority practice, with necessary external support available for pupils. Parents are consulted and involved in the planning process and all but a few respond positively.
- 40 Overall, the school has effective arrangements for the educational and personal support of pupils. However, the high turnover of teaching staff does not promote a long term, and deep knowledge of pupils, but teachers know the pupils in their own class well. Long and medium term assessment in core subjects is good, and consistent throughout the school. Assessment at Key Stage 2 is used informally to set targets in creative writing for individuals, and group targets for maths. Short-term assessment of knowledge and understanding is informal. Assessment is very thorough in the nursery and has a direct influence on teaching. The assessment of the personal development of pupils is unrecorded and is, therefore, unsatisfactory, the only written evidence being that in pupils' annual reports.

- 41 Procedures for monitoring and promoting good behaviour are unsatisfactory because until very recently the school had no behaviour policy and no arrangements for the consistent application of behaviour strategies across the school. This has made a significant contribution to the deterioration in behaviour as the school has grown. Furthermore, procedures for monitoring and eliminating oppressive behaviour are unsatisfactory. Whilst the inspection team saw no evidence of bullying, there were several reports of incidents when inspectors met the parents and when they met with groups of pupils for discussions. The new policy appropriately contains rewards and sanctions and includes an anti-bullying section. The policy has had insufficient time to make a significant impact before the inspection of the school. Furthermore, a period of consultation with parents on these procedures would be helpful and reassuring, most particularly in understanding the parents' problems with the procedures and in enlisting their support for the measures stated in the document.
- 42 Class registers for attendance are consistently and correctly marked and analysed, in line with good practice. There is no effective monitoring of lateness, and few sanctions against pupils who disrupt their own and other pupils' learning.
- 43 There is not a planned programme for personal and social education, but important issues are addressed in appropriate subject areas, and in class discussion time.
- 44 Plans, targets and activities are agreed by the class teacher to ensure work is well matched to the needs of individuals. Within groups, teachers' plan work that is closely matched to pupils' prior attainment. If supported by an additional adult each lesson is evaluated by that person with the teacher responsible in order to inform the next stage of planning and learning.
- 45 The school maintains good, up-to-date records, with all relevant, backdated evidence kept centrally in a secure cupboard. Progress is monitored using this information throughout the school life of individual pupils. Learning is effective because pupils are well motivated by tasks teachers prepare. Pupils have a copy of their targets, which is taken home daily.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

- 46 Parents feel that the school is approachable, and that the high expectations and quality of teaching lead to their children making progress and growing in maturity as they move through the school. However, a small, but significant, number of parents who attended the meeting with inspectors are unhappy about the lack of consultation on the new behaviour policy, homework policy and home/school agreement. Inspectors agree with the parents' views on this. Behaviour in the school is a cause for concern by parents, echoed by the school. Homework across the school has been inconsistent and irregular, and some parents feel the amount of homework could be increased. A new homework policy will have a positive impact on this area of school life. The Home/School Agreement is in place, but felt by some parents to be over-long, although they are very keen to work more closely with the school.
- 47 The school's links with parents are satisfactory. They are limited by the number of parents who go out to work and find it difficult to get into school on a regular basis. Consequently there are few informal channels of communication between home and school. A few parents and one grandparent help in the school on a regular basis. Much reliance is placed on formal communication, and parents are pleased with the information about general school life and social activities. Less satisfaction is expressed about the lack of information about the curriculum and the term by term work being done by their children.

- 48 Parents of pupils with special educational needs are involved at each stage of review. They are invited to a termly review and if the pupil has a statement of special educational needs to an annual review. If they are unable to attend the termly review, a written copy of the review is posted to the parents. The class teacher is responsible for completion of information on file. The school sees it as an improving picture. Staff are more confident and committed to the process and communicate readily and fully with parents. The parents of pupils who benefit from additional literacy support receive a useful leaflet that is reassuring and informs them, in some detail, of the way that the programme works.
- 49 A significant strength is the home visits made by staff to the parents of children about to start in the nursery and this is followed by a gradual introduction to the nursery. Parents are encouraged to stay during the initial attendance, but soon find that their child settles easily into the welcoming atmosphere.
- 50 Annual reports on pupils are well written and give a very clear picture of a pupils' progress and abilities. Targets based on this report are set for the following year. Parents and pupils are invited to make written comments on both the targets and the report, and to speak to teachers at the parents' consultation evening. The school rightly holds three parents' consultation evenings each year. Occasionally, special meetings are arranged to inform parents about such matters as the literacy and numeracy hours. These have been poorly attended recently.

HOW WELL IS THE SCHOOL LED AND MANAGED?

- 51 The leadership and management of the headteacher and key staff are satisfactory. The headteacher has been at the school since it opened and he has presided effectively over a growing school and has confronted significant problems such as low academic performance in the early days and has seen the standards rise at a rate higher than the national trend. He also copes adequately with the high turnover of staff that has become a feature of the school in recent years. He has shown that he can delegate responsibility and has given the mentoring duties to senior members of staff. He recognises the need to analyse, monitor and act in areas like standards and teaching and good progress has been made. However, this evidence of good practice is not present in all the areas of leadership and management. For example, some elements of policy making have come rather late, such as behaviour and homework; to such an extent that inconsistencies of approach are giving rise to a deterioration in standards of behaviour. Furthermore, the manner in which the recent exclusion of a pupil was carried out was confused and did not comply with national guidelines.
- 52 The senior management team successfully mentor new colleagues, are fully involved in monitoring teaching and increasingly involved in the analysis of test results and standards overall. The deputy head teacher has been crucially involved in many of the recent initiatives, most particularly the policy-making for behaviour, homework and assessment. This has been helpful support for the headteacher, but the lack of consultation has rightly concerned some parents.

- 53 The work of the governing body is ineffective in important areas. A trawl through the minutes of meetings shows that few members have attended meetings at times and that occasionally committee meetings have been cancelled because of low attendance. Consequently, there are difficulties in fulfilling all of their statutory duties; the flawed exclusion procedure being a prime example and they do not ensure that staff appraisal takes place. When the finance committee is unable to meet because of non-attendance it means that the governors role in shaping the direction of the school is unsatisfactory. However, the Chair of Governors is rightly proud of the work of governors in selecting staff and in the support given to the headteacher in the school's quest for improved accommodation.
- 54 The school is developing a good monitoring system. The scope of the monitoring is relatively narrow, because of the need to implement successfully the literacy and numeracy strategies. The school development plan identifies the majority of shortcomings in the school and plans appropriate actions to overcome them. It is technically satisfactory and benefits from having detailed action plans drawn-up by persons responsible/coordinators. Appraisal of teacher competence is not taking place; however, there is an annual development interview between the headteacher and individual members of staff. These are useful but do not provide the depth of analysis necessary to set targets for the improvement of teacher competence.
- 55 The arrangements for setting up the annual budget are satisfactory, with some good features. The headteacher rightly provides the governors with several options to work from. He and the efficient administrator provide plenty of on-going information which enables the finance committee to track expenditure. The school has a large budget surplus which has been accrued over several years as a result of the local authority continuing to fund a 50 place nursery, even when all of those places have not been taken up. The governing body uses some of the surplus to maintain the level of the annual budget. The surplus is appropriately earmarked to make improvements to the accommodation that will mean that there are fewer opportunities for pupils' learning to be disrupted by excessive noise. Overall, the accommodation is satisfactory and it provides a number of added advantages, in particular externally, where there are ample areas to develop physical skills and to study the environment. The levels of staffing and learning resources are adequate.
- 56 The management of special educational needs is satisfactory. The coordinator readily supports and advises class teachers in target setting for individual pupils. She is also closely involved when there are reviews of provision which mean that a pupil will receive further support. Each teacher has a special educational needs file that contains the targets for individual pupils, information on how to monitor work set and what is achieved. Along with the headteacher the coordinator reviewed all aspects of provision and the system two years ago. The coordinator provides effective leadership. A pupil's individual entitlement to the National Curriculum is maintained. Pupils are taken out of lessons, but it is usually at a time when the class is going to do similar work. They receive a suitable level of support and work is set at an appropriate level. The special educational needs governor has termly contact to oversee the practice and processes.
- 57 There are good improvements from the last inspection in terms of the level and consistency of monitoring and the quality of development planning, which has recognised and planned for many of the areas of improvement highlighted in this report. The school has maintained good relationships with the majority of people and organisations who have an interest in the school. Communication about the curriculum and in terms of consulting parents about important policy matters needs to be improved. The governing body has not improved its work since the last inspection.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

58 The governing body, headteacher and staff should:

- * Improve standards in mathematics and science and most particularly the quality of writing in Key Stage 2 by: (paragraph 7, 73)
 - identifying opportunities to write at length throughout the curriculum and making sure all pupils have plenty of chances to produce their own written work;
 - raising expectations about the quality of presentation and spelling.
- * Improve attainment in information technology by: (paragraph 10, 96)
 - using the new computer suite extensively;
 - providing in-service training for all staff;
 - increasing opportunities to use computers across the curriculum.
- * Improve behaviour to the standards previously achieved by: (paragraph 15, 41, 46)
 - eliminating any oppressive behaviour;
 - consulting widely on the school's newly developed policy, most particularly with the parents.
- * Improve leadership and management by: (paragraph 51, 53, 54)
 - developing governors' understanding of their roles and responsibilities in the management of the school;
 - instituting a system of appraisal;
 - ensuring that the procedures for dealing with matters such as excluding pupils are comprehensively understood and followed.
- * Improve the amount of information for parents about the content of the curriculum. (paragraph 47)

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

- increasing the range of extra-curricular activities (paragraph 31);
- devise a school-wide curriculum plan (paragraph 29).

In the current school development plan, the school has appropriately identified the development of English, mathematics, science and information technology as priorities and these are further supported by the detailed action plans drawn up by coordinators. Furthermore, behaviour and home/school relationships are also identified but lack the rigour which wide consultation would bring.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	61
Number of discussions with staff, governors, other adults and pupils	43

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0%	6.6%	49.2%	44.3%	0%	0%	0%

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	25	246
Number of full-time pupils eligible for free school meals		18

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		5
Number of pupils on the school's special educational needs register		41

English as an additional language	No of pupils
Number of pupils with English as an additional language	90

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	16
Pupils who left the school other than at the usual time of leaving	25

Attendance

Authorised absence	%
School data	5.5
National comparative data	5.4

Unauthorised absence	%
School data	0.3
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	21	19	40

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	17	17	19
	Girls	18	18	18
	Total	35	35	37
Percentage of pupils at NC level 2 or above	School	88 (76)	88 (92)	93 (78)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	17	19	20
	Girls	18	18	19
	Total	35	37	39
Percentage of pupils at NC level 2 or above	School	88 (78)	93 (83)	98 (90)
	National	82 (81)	86 (85)	87 (86)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	15	13	28

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	12	13
	Girls	9	7	11
	Total	22	19	24
Percentage of pupils at NC level 4 or above	School	79 (88)	68 (75)	86 (94)
	National	70 (65)	69(59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	14	13
	Girls	9	9	10
	Total	21	23	23
Percentage of pupils at NC level 4 or above	School	75	82	82
	National	68 (65)	69 (65)	75 (72)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	4
Black – African heritage	
Black – other	15
Indian	56
Pakistani	
Bangladeshi	
Chinese	5
White	146
Any other minority ethnic group	

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	1	
Other minority ethnic groups		

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	10.7
Number of pupils per qualified teacher	23
Average class size	27.3

Education support staff: YR – Y6

Total number of education support staff	8
Total aggregate hours worked per week	150

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	39

Total number of education support staff	2
Total aggregate hours worked per week	65

Number of pupils per FTE adult	13
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FTE means full-time equivalent.

Financial information

Financial year	1998/1999
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	£
Total income	484944
Total expenditure	456782
Expenditure per pupil	1680
Balance brought forward from previous year	72000
Balance carried forward to next year	100162

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	298
Number of questionnaires returned	82

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	66	28	5	1	0
My child is making good progress in school.	56	37	5	2	0
Behaviour in the school is good.	32	48	12	2	6
My child gets the right amount of work to do at home.	39	30	21	4	6
The teaching is good.	57	35	6	0	1
I am kept well informed about how my child is getting on.	34	46	18	1	0
I would feel comfortable about approaching the school with questions or a problem.	59	35	6	0	0
The school expects my child to work hard and achieve his or her best.	54	40	1	0	5
The school works closely with parents.	30	48	16	4	2
The school is well led and managed.	44	41	9	5	1
The school is helping my child become mature and responsible.	49	39	7	1	4
The school provides an interesting range of activities outside lessons.	28	28	21	16	7

Other issues raised by parents

In the main, the majority of issues raised by parents concerned approaches to discipline and the lack of consultation on important matters of policy. These have been commented upon elsewhere. The major issue raised by one parent about procedures followed when a pupil is excluded was thoroughly discussed and inspectors agree that the procedure followed was unsatisfactory and has led to further discussion earlier in the report.

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

- 59 At the time of the last inspection, provision for children under five was good. The quality provision identified at that time has improved further, so that opportunities for children under five are now a significant strength of the school. The teaching is consistently good and ensures that children make good progress.
- 60 The children are admitted to the nursery on a part time basis in the term in which they are four. They attend for two terms on a part-time basis, followed by one term full-time, prior to entry to the reception class. The youngest children in each year group ordinarily spend their first reception term in the nursery and proceed directly to Year 1 in the September following. At the time of the inspection, there were 30 children attending the morning nursery session and 32 in the afternoon. There were 12 children aged under five in the reception class. An appropriate induction programme ensures their smooth transition from home to school. The local authority's early assessment system for the reception class is in place. The information gained from this is used effectively by teachers to set targets in the reception class for literacy and numeracy. It is also used to group children for learning and to identify those children who might have special educational needs. Early assessment information supports the inspection findings that attainment on entry is around the average, with strengths in speaking and listening and in personal and social development. Overall children make good progress, including those having special educational needs.

Personal and Social development

- 61 The children under five make good progress in their personal and social development. They settle well into the caring and safe environment provided in the nursery and reception class where basic routines and high expectations are fostered. They learn the importance of classroom routines such as lining up, listening quietly to the teacher and putting up their hand when they want to contribute to discussions. Almost all are confident in dressing and in matters of personal hygiene. A significant majority sustains interest for some time, works and plays well together, for instance in the sand and water trays. They learn to co-operate and share, taking turns to use the available equipment. They treat equipment with respect and show independence when tidying away resources. They are eager to volunteer for many 'jobs' available to them during the school day. In the reception class, they show increasing independence within the literacy hour, following instructions and sometimes working without direct supervision. Relationships with teachers and other adults are very good. The children show a growing awareness of the difference between right and wrong. Their behaviour is very good. By the age of five almost all are attaining the desirable learning outcomes in this area of learning.

Language and Literacy

- 62 Attainment in language and literacy by the age of five is good. Within the nursery and the reception class the development of language and literacy skills is given a high priority, with a good focus on speaking and listening. The children enjoy a wide variety of stories, rhymes and poems in a variety of settings. Effective questioning encourages children to respond aloud to stories, developing confidence and self-esteem. In the nursery, well-structured role-play areas provide very good opportunities for the children to extend their language skills through imaginative play, enhanced by the good participation of the adults. At the time of the inspection this provision was structured as a shoe shop, enabling children to write notes and messages, take phone calls and role-play their experiences of shopping. Children enjoy books and most handle them carefully and treat them with respect. They are introduced to a good range of fiction and non-fiction books and good use is made of class 'big books'. A shared programme of reading encourages parents to be involved in their child's learning, enhanced by well maintained home - school diaries. The introduction of the literacy hour in the reception class helps children to listen to instructions and to talk about their work. Many of the under fives in the reception class are able to read familiar simple texts and are well on their way to attaining level 1 of the National Curriculum. They are becoming familiar with terms such as 'author' and 'title'. By the age of five most children can recognise their name and are beginning to understand that writing is a means of communication. A significant proportion of the children under five have made a good start on developing their writing skills. The majority attempt to write, with higher attainers showing confidence in their early writing skills and able to write a few words and letters independently. There is one child with English as an additional language who is attaining well. No specialist provision is made to support the language development of this child.

Mathematics

- 63 Attainment is average by the age of five and the children make good progress. They can match and sort objects in a variety of ways and a good proportion can sequence numbers and objects, for example by size. Most can count numbers to ten, with a few able to recognise higher numbers. The majority can name simple two-dimensional shapes such as circle, square and triangle. Number games and number rhymes are used well to reinforce their understanding. There are good opportunities for practical mathematical experiences, particularly in the nursery. The well-structured and imaginative sand and water activities enable children to extend their mathematical vocabulary and develop the early skills and concepts of volume and capacity. A few older children can solve simple problems involving mental addition and subtraction such as 'one more than'. There are good opportunities for children to make choices. Learning is reinforced well through the effective teaching and good adult support for children.

Knowledge and understanding of the world:

- 64 Children's knowledge and understanding of the world is average when they first start school. They make good progress because the quality of direct teaching is good and the experiences provided are rich, varied and challenging. By the time they are five, as a result of this good teaching, many children attain good standards in this area of learning. Children show interest in the world about them. They have a good knowledge of daily routines and understand that there are different times for daily events. They observe changing seasons and weather conditions. They learn about the texture of materials, grow seeds and learn about the life cycles of living things. In reception, they study waterproof materials, learn about the clothes appropriate to different seasons, consider the properties of different materials and are introduced to the idea of a 'fair test'. Good use is made of the local environment and school grounds to explore and observe. Reception children learn about national dress from around the world, other countries such as India, and about Easter celebrations from around the world. They have created a clothes timeline and have had various visitors including the fire service. Children in the nursery cook regularly, helping to extend their scientific knowledge of how change takes place. They have regular access to musical instruments in music lessons. Children under five use construction equipment confidently to build models and learn about direction through free play with small vehicles and figures. Through the use of the computer they are developing an awareness of mouse control and basic keyboard skills. The well-planned activities and careful explanations enrich children's learning well.

Physical development

- 65 When children first enter the nursery attainment in this area of learning is average. They make good progress so that by the age of five attainment is good. The children are provided with a range of planned and structured activities. Staff intervene appropriately to help them develop their skills, for example when modelling and manipulating clay, using tools to make models in the nursery and when controlling scissors and paintbrushes. They use sound manipulative skills when building with construction kits, painting, drawing, writing, cutting and colouring. In the outside areas in the nursery and reception class children steer and control wheeled toys competently. However, provision for such outdoor play is more limited in the reception class. In the nursery, they climb, balance and jump off the small-scale apparatus in the main room and have access to larger apparatus in the main hall. Skills are taught carefully, with an emphasis on moving with increasing co-ordination, control and confidence. This was observed in a nursery movement lesson.

Creative development

- 66 Children's creative development is good. Good opportunities are provided for them to explore and experiment with a variety of media. Learning is enriched as a result of these experiences. They use a variety of techniques including painting, printing, collage, drawing and modelling. Skills are effectively developed. In the nursery the children use a variety of printing and painting techniques. Children under five make shoe prints, decorated plates, dragon collages, decorate eggshells, make Easter cards and egg mobiles. They construct junk models – rockets and houses - from available materials. Observational drawings demonstrate the ability to reflect what they see with accuracy appropriate to their age. Children explore the various textures of malleable media such as dough and clay. There is good provision for children to make choices and select resources. They have good experience of playing a range of percussion instruments. They sing a wide range of songs and rhymes, keeping good time and memorising words well. These experiences make a very good contribution to the children's spiritual, moral, social and cultural development as well as enriching the curriculum offered.

67 The quality of teaching is consistently good and often very good. The adults have a good knowledge of the Desirable Learning Outcomes, which are reflected in teachers' planning. Adults work together well, forming an effective early years team. Daily routines provide a good balance between planned activities that enable children to make choices and those that are led by adults. Relationships between adults and children are consistently good. Children are well managed and discipline is good. Children are prepared well for the transition to Key Stage 1. The support staff makes a very good contribution to the social development and welfare of children as well as providing good support in the other aspects of learning. In the very good teaching, the close involvement of the nursery team in planning, assessment and target setting is evident. They have a very good knowledge of the children's capabilities and as a result the children are well challenged. The thorough preparation and imaginative use of resources contributes very effectively to the good progress being made. The good use of on-going assessment also contributes to good progress in learning for children under five.

ENGLISH

68 Results of the 1999 end of Key Stage 2 National Curriculum tests showed that the proportion of pupils reaching the expected standard, Level 4 and above, was above average. The proportion of pupils who reach the higher than expected Level 5 was below the national average. There are two main reasons why the Level 5 results are lower than expected: firstly, there was a higher than usual number of pupils with special educational needs and secondly, the school loses a significant proportion of pupils who are expected to attain this higher level at the end of Year 5. This is because some parents wish their child to join the system that takes pupils from ten years upwards. These results are an improvement on those of the last inspection.

69 National Curriculum test results at the end of Key Stage 1 in 1999 showed that the proportion of pupils reaching the expected standard, Level 2 and above, was close to the national average in reading and writing. The proportion of pupils reaching the higher than expected Level 3 was very high in writing and well above the national average in reading. The attainment of boys and girls did not vary significantly in 1999 at either key stage. The pupils in this year's end of key stage classes are achieving similar levels from the work scrutinised during the inspection. These results are an improvement on those of the last inspection.

70 Over the past four years the school's results at the end of Key Stage 2 have been below the national average. However, the trend has been sharply upwards, to the extent that the results in 1999 were more than three times the level achieved in 1996. This is due in no small measure to increased support from the local education authority and the satisfactory implementation of the literacy strategy. At the end of Key Stage 1, results in reading and writing are above the national average. The results in reading have been consistently above the national average but in writing there was a sharp improvement in 1997, which has been maintained. Compared with other schools that have a similar entitlement to free school meals in 1999, the school's performance at the end of Key Stage 1 is average in reading and above average in writing. At the end of Key Stage 2, results are well below average.

71 Standards in speaking and listening are in line with the national expectation by the end of both key stages. Key Stage 1 pupils listen well, show understanding of the main points in a discussion and make appropriate response. By the end of Key Stage 2, the majority of pupils converse easily and confidently. They read aloud with good diction and expression and use a wide range of vocabulary. They are confident when discussing matters and questioning.

- 72 Standards in reading are above the national average at the end of both key stages. By the end of Key Stage 1, higher and average attainers are accurate and fluent readers who understand the books they read. Higher attainers are particularly expressive, use punctuation well to stress key words and phrases and they persevere when meeting difficulties. All pupils provide, at least, satisfactory detail about the plot and characters and the higher attainers have good recall of their books. A minority of pupils have a favourite author, but all have a favourite book and can explain why it is so enjoyable. For example, one average attainer likes books written by John Burningham because they have a 'good interesting story'. All pupils have good attitudes to reading and receive good support from home. By the end of Key Stage 2, all pupils are accurate and fluent readers. They provide detailed descriptions of plot and characters and refer closely to text during their discussions. Higher attainers have a wide range of words such as "transfiguration" and "derisively". Average attainers show a good approach and technique when confronting difficult and previously unseen words such as a "rumbustification". All pupils are able to offer predictions about the direction of a story. All pupils have, at least, satisfactory library skills and the higher attainers have a good knowledge and understanding of the several methods that libraries employ to classify books. All pupils have a favourite author and they show good attitudes to reading; for example, a higher attaining pupil said "If I like the book I can't put it down" and an average attaining pupil explained that her books, "give you a picture in your mind". Reading records are satisfactory, understood by all concerned and regularly updated.
- 73 Standards in writing at the end of Key Stage 1 are above average. The majority of pupils write for a wide variety of purposes; for example, stories, short accounts, their diary and poems. Higher attainers write simple, imaginative stories such as 'Billy's sunflower' and factual accounts such as their holiday news. These higher attainers have accurate punctuation and spelling and there are becoming more adventurous with their use of vocabulary. Handwriting is usually printed and legible, with the higher attainers progressing towards a joined-up script. Average and lower attainers have some difficulties with spelling, but their attempts generally recognisable, for example, 'howse' and 'plantid'. By the end of Key Stage 2, standards in writing are below average. Higher attainers adapt their writing to a satisfactory range of opportunities such as descriptive and narrative pieces, reports, exercises and references to classic texts such as 'Oliver Twist' and 'A Midsummer Night's Dream'. Pupils plan, draft and improve their work, but only the higher attaining pupils provide sufficient detail for the reader. Most pupils are accurate spellers, but only a minority of higher attainers is sufficiently skilled at handwriting, punctuation and holding the interest of the reader by providing vivid detail. The use of 'booster' groups in Year 6 to improve the standards of a small number of pupils is achieving some success. For example, when looking at the use of metaphor, simile and personification in poetry the following lines were written:
 'The snow is like a fresh sheet just been laid on a bed'
 'If I was a fruit I would be a banana – always getting bruised'
- 74 There are 90 pupils for whom English is an additional language. The majority of these pupils have good skills, knowledge and understanding of English and assessments show that their competence is relatively high. As a consequence the school does not receive any extra support from the local authority. These pupils are well supported within the school in 'booster' groups and literacy groups.

- 75 The literacy strategy has been satisfactorily implemented. Lessons and the use of resources are generally planned well and there are clear gains in the knowledge and understanding of grammar. Opportunities for writing are restricted and this has had an adverse effect on the quality of important aspects such as the presentation and punctuation of most pupils and the spelling of the lower attainers. However, there is evidence that literacy is being used satisfactorily to enhance knowledge, skills and understanding in other subjects. For example; writing methods, predictions and conclusions in science; researching topics in history such as the life of Scott of the Antarctic and comparing ideas like immigration and emigration and in religious education, finding out about and writing about multi-faith topics such as Shabbat and Buddhism. Lower attainers are improving their knowledge and use of vocabulary in science; for instance, prediction, evaporation and the comparison of balanced and unbalanced.
- 76 Overall, the quality of teaching is satisfactory. Of the lessons observed, 11% were very good, 33 per cent were good and 55% satisfactory. In Key Stage 1, 50 per cent of lessons were good and 50 per cent were satisfactory. In the good lessons, particular strengths are the detailed planning, the good opportunities for pupils to contribute during the lesson, high expectations and the brisk pace. The only weakness, which does not relate to the teacher, is the noise level that rises in the shared area. Generally, teachers have a good knowledge and understanding of the subject, involve learning support staff effectively and make adequate use of the available resources. Management is firm. In Key Stage 2, 14.3 per cent of lessons were very good, 28.6 per cent were good and 57.1 per cent satisfactory. The very good lesson was with a group of higher attaining pupils in Year 6. Particularly strong are the high expectations, use of time, exemplars and questioning. These attributes enable the pupils to understand how it is possible to personify a natural phenomenon like 'fog', gain from the knowledge, skills and understanding of each other and critically examine classmates' work. In the good lessons, texts are well chosen to stimulate interest and response. For example, the use of 'The 3 Wolves and the Big Bad Pig', in a Year 3/4 lesson pupils tangibly improved the expression in their reading because:
- the well-paced lesson kept attention on the task;
 - the teacher provided a very fine model in the shared reading;
 - the choice of text fostered interest, not the least because it juxtaposed a traditional storyline.
- 77 Throughout the key stage, there is insufficient attention paid to demanding the highest quality of work from all pupils, particularly in writing. This is most obvious in the variable quality of handwriting and spelling, most particularly when writing by themselves.

- 78 Management of the subject is good. The coordinator is well aware of the weaknesses in writing and she has ensured that these have become priorities for development. She is fully involved in the monitoring of the subject on several levels; for example, lesson planning, observations and test results. She is aware of the areas that staff need to be trained in and provides appropriately, either through her own leadership or by bringing in consultants; for example, through recent work in spelling. Priorities for future monitoring rightly focus on girls' achievements and the continued analysis of results. A shortcoming is the lack of awareness of the need to identify more opportunities for pupils to develop writing skills across the curriculum. This lacks a systematic approach, because the school has not set out an overall plan for the curriculum, from which prime activities for developing a variety of writing styles can be identified. Information technology skills are beginning to be used in Year 2 to word-process pupils writing. However there are few examples of it being used for the same purposes in Year 6. In Year 3/4 pupils word process their stories and in Year 6, the scanner is used appropriately to add illustrations to text. Throughout the school the computers are used to support work in grammar. Statutory requirements are fully met.

MATHEMATICS

- 79 At the end of Key Stage 1, attainment is broadly in line with national expectations. The proportion of pupils reaching the expected Level 2 or above in National Curriculum tests in 1999 was above the national average. The number of pupils attaining the higher than expected Level 3 was higher than usual and this is having a significant effect on raising average scores. In comparison with similar schools, attainment is above average. Over the last three years results have fluctuated: above national averages in 1997, below in 1998, rising sharply again in 1999. There has been no significant difference between the attainment of boys and girls. However, in the current Year 2, the school has identified a much larger number of girls to be higher achievers than boys.
- 80 At the end of Key Stage 2, attainment is broadly in line with national expectations. The proportion of pupils reaching the expected Level 4 or above in National Curriculum tests in 1999, was close to the national average. In comparison to similar schools, results are well below average. Pupils attaining the higher than expected Level 5 are low in number and this lowers the overall average picture. However, there has been a big improvement in the last four years. The overall trend in results is below the national trend. There has been no significant difference in the attainment of boys and girls.
- 81 The school has set a target of 75 per cent of pupils to achieve the expected Level 4 or above by 2000. This is a realistic level. Where strengths and weaknesses in pupil performance are accurately identified, at the end of Key Stage 2, support is provided by grouping them according to their prior attainment. At Key Stage 1, the coordinator targets the small group of higher achieving pupils each week.
- 82 By the end of Key Stage 1, all pupils perform written computation accurately using two-digit numbers and know simple fractions such as half and quarter; for example when dividing an apple into four equal pieces. Higher attainers know and understand equivalence; for example, that one year equals twelve months: that one hour is equal to sixty minutes, but are less sure about weeks in a year. Higher attainers can convert analogue into digital time confidently. Average attainers can find a quarter of a small number by grouping and sorting objects. Higher attainers, with additional numeracy support, are able to extract information from simple graphs. Pupils have a satisfactory grasp of mental arithmetic. The majority of pupils have a satisfactory knowledge of two-dimensional shapes and the higher attainers know some three-dimensional shapes such as cube and sphere. Overall, pupils make good progress in Key Stage 1.

- 83 By the end of Key Stage 2, pupils have good knowledge of the four basic rules of number: addition, subtraction, multiplication and division. They also have a range of methods to solve problems and are usually clear about the good sense of an answer. Average attaining pupils use the method of near doubling accurately to add multiple tens and unit numbers, or hundreds, tens and unit numbers. The majority of high attainers know how many grams equal an ounce. They explain the method by which they can work out how many kilograms equal one stone. Most pupils have a satisfactory appreciation of the relationship between fractions and decimals. Pupils accurately use calculators and work is generally well presented. A little over half the pupils recognise different kinds of angles and their properties. Lower achievers strive to set work out systematically, often successfully. Good progress is made in Key Stage 2.
- 84 Since the last inspection in 1996 there has been evidence of overall satisfactory progress. The school is now well placed to develop standards further. There is noticeable consistency along with collective, positive attitudes and commitment amongst staff to raise standards further with the introduction of the National Numeracy Strategy and the appointment of a new coordinator in September 1999. There was little emphasis on the use of calculators reported in the last inspection. Standards are broadly in line with those reported in 1996. There is a marked improvement in the quality of teaching in the subject. Teaching is good overall in each key stage whereas at the last inspection teaching was satisfactory. There is evidence that high attaining pupils are now being challenged further and teachers responsible for the top group/set have much higher expectations.
- 85 Overall, the quality of teaching is good. Eight per cent of lessons were very good, 59 per cent were good and 33 per cent were satisfactory. In Key Stage 1, 66.6 per cent of lessons were good and 33.3 per cent were satisfactory. In the good lessons there is always a brisk pace and the teacher uses a variety of questions to challenge pupils' thinking and extend their knowledge and understanding. For example, in a Year 2 lesson about finding information from graphs and tables, the teacher used a number of open questions to provide pupils with direction for their thinking and as a way to introduce new and accurate mathematical language. Typically, 'How many children have *FEWER* than 21 stickers?' Teachers are becoming increasingly skilled at using the final part of the lesson to recap the areas of learning and relate them to the original objectives. In Key Stage 2, 16.7 per cent of lessons were very good, 50 per cent were good and 33.3 per cent were satisfactory. Where the lesson was very good, in Year 5/6, the teacher introduced the oral, mental starter in a very brisk and lively way; making full use of resources. Pupils mathematical thinking is rigorously tested; for example, by being challenged about the difference between mass and weight and, further, by being asked to respond to questions in one of three ways: true, untrue or unsure. Prior learning is reinforced and then used effectively as an assessment of pupils' knowledge. The teacher in this lesson and others where teaching is good, share lesson objectives, interact with pupils, maintain a brisk, purposeful pace and challenge all the pupils with a combination of direct and open questioning. The teaching has a successful impact upon pupils' learning. Pupils, on the whole, respond very well and have a very good attitude to work. In Year 6, higher attainers say 'Maths is fun'. Tasks are suitably differentiated and well explained, for average attainers in Year 5/6. Teachers generally make good use of the last part of the lesson to share pupils' work and reinforce lesson objectives. The arrangements that group together pupils of similar prior attainment, at the end of Key Stage 2, are beneficial to the learning of all pupils. Marking is generally positive with comments that are both informative and encouraging.

- 86 Opportunities are sought in mathematics lessons to make real-life links where possible; for example, in activities on symmetry the work of the artist Klimt inspires symmetrical patterns. Pupils solve real life problems and are encouraged to devise their own problem solving tasks. Pupils are able to apply their mathematical skills satisfactorily in subjects such as science, art and information technology. In a Key Stage 1 lesson, the computer was used effectively by the teacher to provide a clear and tangible focus during the introduction to the number activity (counting). The use of literacy skills is satisfactory. Pupils are developing a satisfactory mathematical vocabulary and use their reading skills satisfactorily when working out problems and investigations.
- 87 Pupils' levels of attainment are subject to detailed and on going assessment in this subject. Each class has an assessment file, which now needs updating in keeping with the National Numeracy Strategy. There is provision for day to day assessment and evaluation within the format for planning. A piece of work is selected each term which the coordinator and staff discuss together and make a judgement about the level of attainment it represents. Individual pupils' progress and understanding is recorded for each of the four elements of the subject: using and applying mathematics, number and algebra, shape, space and measures and handling data. The coordinator promotes positive leadership and clear direction for the subject. Monitoring of teaching and learning has already taken place and the coordinator provides written feedback. An action plan has been initiated which incorporates full implementation of the National Numeracy Strategy and statutory requirements are fully met. Homework now features as an integral part of the mathematics curriculum at Key Stage 2. Appropriate targets to further raise standards in school are:

to establish and maintain a portfolio of pupils' work;
focus on providing further work that is closely matched to pupils' prior attainment.

SCIENCE

- 88 Attainment at the end of Key Stage 1 in 1999 was well above the national average according to teacher assessments for those pupils reaching level 2, or above and was very high in comparison with the national average for those pupils reaching level 3 or above. The previous report indicated that standards were above average and these have been maintained.
- 89 Results of the National Curriculum tests at the end of Key Stage 2 show that the proportion of pupils reaching the expected Level 4 or above was close to the national average. However, the proportion of pupils reaching the higher Level 5 or above was well below the national average. In comparison with similar schools, the schools' results were well below average. The last report indicated that the standards in Science were below those expected nationally. Over the last four years, the schools' results in 1997 and 1998 were above the national trend but in 1999 they were below the national trend.

- 90 By the end of Key Stage 1, the majority of pupils classify materials effectively; for example, through a study of their properties such as shiny/dull and hard/soft. They recognise readily the type of materials used to make everyday objects like scissors, pencil, spoon and a straw. Furthermore, they are picking up vocabulary that is useful in the scientific and everyday usage; for example, transparent and waterproof. Pupils are clear about the characteristics of living and non-living things and the ways in which they are different; most particularly, that living things need food, air and water. This leads naturally to their good understanding of the human body and the importance of being healthy. Pupils know about the senses; for example, smell and hearing and their knowledge and understanding are further developed by the topic on sound. They quickly recognise that the ears play a significant role in keeping us safe. Pupils enjoy and respond well to opportunities they get to investigate; for example, which materials are waterproof and what are the sources of sound?
- 91 By the end of Key Stage 2, pupils have developed further their investigative skills and have become competent and rightly inquisitive. For example, they carry out successful experiments on evaporation and condensation. They develop a good technique for writing-up experiments and follow a method that relies on their literacy skills: method, findings, conclusion. They know that some materials dissolve and some do not, and they know how to find out. Higher and average attainers produce graphs to illustrate their findings when boiling water. At all times pupils are guided to the real life applications of their findings; for instance, when they make a telephone from plastic cups and string and their good understanding of what helps a plant grow. Pupils understand from their work on planets why leap years come about and why daylight is shorter in winter and longer in summer.
- 92 Overall, the quality of teaching is good. In 83.3 per cent of lessons the teaching is good and 16.7 per cent satisfactory. At Key Stage 1, the teaching is good. In 75 per cent of lessons the teaching was good and 25 per cent were satisfactory. The teachers have secure subject knowledge that is effectively developing pupils' understanding and ideas. Lessons have good pace and through their questioning, teachers are able to ensure that pupils are challenged. For example, when exploring the properties of materials and getting pupils to start using appropriate vocabulary. As a consequence, pupils develop good understanding of the subject. At Key Stage 2, all the teaching was good. Teachers are competent, know their subject well and plan and organise with clear objectives. For instance, pupils were challenged in one lesson when given twenty-eight statements about the universe and they had to think whether they were true or false. Lessons move along at a good pace and the teachers manage the pupils effectively. Support staff are deployed well and they have a significant impact on the learning and generally good progress that the lower attainers make. For instance, when the pupils were studying the difficult ideas that surround the work about day and night and the part played by the sun.
- 93 Throughout the school, the work is regularly marked with comments that are often favourable. Homework is used a lot to develop ideas raised in lessons, most particularly in Years 5 and 6.
- 94 Learning by pupils of all levels of attainment, including those with special educational needs, is good throughout both key stages. From observation of books and in lessons, investigative and evaluative work takes place. For instance, in a reception class, pupils investigated with the teacher, which of four materials were waterproof. A fair test was made with coloured water. In a class of Year 5/6 pupils, with the aid of three different sized balls, they were able to investigate and understand how the earth and moon move in relation to the sun. With the use of torches to represent the sun, pupils could understand how the earth goes from darkness into light.

- 95 The curriculum meets the National Curriculum requirements and follows a nationally adopted scheme of work. It has breadth and balance and is suitable for all pupils. Observation of books at both key stages indicates that all pupils in the different classes have covered the same work according to their age group. The resources for science are adequate and are well managed. In the last report, it was stated that more resources were needed for studying the human body and carrying out practical work. This has now been rectified. The subject coordinator has only been in post for two months. She leads the subject well. Assessments are used effectively and a piece of work from each child is put into their assessment folder each term. The school is fortunate to receive extra funding from a national firm.

INFORMATION TECHNOLOGY

- 96 At the time of the last inspection, the school was asked to review and improve its provision for information technology. Both the standards attained and the progress made by pupils were unsatisfactory. Much has been achieved in the interim, particularly in recent times. The appointment of a new coordinator and the upgrading of equipment through national initiatives have given new impetus to the subject. All pupils are achieving higher levels of attainment in information technology than was the case at the time of the previous inspection. However, there has not yet been sufficient time for pupils' skills to be fully developed and the older pupils, in particular, are not achieving the standards that they should.
- 97 At the end of Key Stage 1, pupils' attainment is average overall. Pupils with special educational needs and those with English as an additional language achieve standards in line with their prior attainment. Attainment is consistent across all the National Curriculum areas: using, exploring and examining equipment, communicating and handling information and controlling and modelling. Pupils can log on to the computer using appropriate class and name codes, identify and use the different tools within specific programs and use mouse and cursor controls to move windows round the screen. They can change text, correct errors, delete and use the shift key. A few pupils in Year 2 can highlight text. Some can undertake word-processing independently in Year 2 and access dictionary programs. Although the school has equipment such as roamers for control work, these were not observed in use during the inspection.
- 98 At the end of Key Stage 2, attainment remains below average overall. The current input to develop pupils' skills across the school has not yet brought the oldest pupils up to an appropriate level. A number of Year 6 pupils do possess high-level, independent skills and can use scanners with confidence. However, such skills derive largely from their experience outside school. There is no difference in attainment relating to gender or ethnicity. Higher attaining pupils are not consistently achieving their potential. Pupils can open programs, find their work in a file, insert art and pictures into their work and use tools on the program toolbars to draw, fill, write text, draw shapes, change colours and patterns. They enter commands to print in black and white and in colour. Pupils can use control to create stamps and copy to make repeating patterns. They use paint programs to produce artwork after Klimt in Years 3 and 4. They design and reflect patterns based on Islamic motifs in Years 5 and 6, using the symmetry facility. Pupils in Years 3 and 4 have started to learn about databases, although this is not yet far advanced. Pupils use a screen turtle to develop their knowledge of control in Years 5 and 6. Pupils are also developing communication skills, using a digital camera. There is, however, relatively little evidence of word processing across the key stage.

- 99 The quality of pupils' learning is satisfactory and is improving as the focus on skill development continues. They benefit from the new scheme of work and the tight lesson planning, which targets specific skill weaknesses. Clear learning objectives ensure that pupils make good progress in developing manipulative skills using the mouse and cursor. Pupils are learning to use tool bars and palettes in different programs. Previously taught skills are being consolidated. Lessons provide opportunities to practise each step, ensuring sustained progress. In lessons, the last session is used to consolidate learning. Easy access to the internet is enabling pupils to undertake research and there was some evidence of this in relation to recent work on volcanoes, the Romans, plants and the Parthenon.
- 100 On the basis of the small number of lessons observed, teaching as a whole is satisfactory. However, although there has been some input to staff training and the coordinator supports her colleagues well, there is still acknowledged to be a need for continued staff training. In the focussed skill sessions in the computer suite, teachers give careful instructions, so enabling pupils to make at least satisfactory progress. There is good feedback for the class as to the progress made. They use time well.
- 101 There has been considerable input to the management of information technology since the previous inspection. A new policy has been implemented, together with the adoption of the recently published national guidance. Statutory requirements are fully met. The coordinator is building up a portfolio of pupils' work. Until recently, little work has been printed off or retained. She is building upon the progress made so far, encouraging staff to prioritise the use of information technology in subjects across the curriculum. Procedures for assessing pupils' competencies are being trialled in the present term. While this has been effective in some areas of the curriculum, the school is not yet clear as to how the computer suite can be used more efficiently during the morning sessions to support the work in literacy and numeracy.
- 102 The school has made satisfactory progress in the provision for information technology since the last inspection, with good progress in the last year. It is well placed to build upon recent achievements and raise standards further.

RELIGIOUS EDUCATION

- 103 From the observation of the few religious education lessons seen, the scrutiny of work and interview with the coordinator, attainment is in line with the expectations of the locally agreed syllabus, at the end of both key stages. The coverage and depth of study is good in Christianity, Islam, Sikhism, Hinduism and Judaism. The agreed syllabus provides a good structure to the curriculum and the teachers have a framework in which they can extend their own knowledge and expertise.
- 104 By the end of Key Stage 1, the majority of pupils have developed a good knowledge of fundamental beliefs of Christianity and the special days in the Christian year. They consolidate their knowledge of a typical church building and can explain what the symbols mean. In addition, they learn about the various symbols of Judaism, Hinduism and Sikhism. For example, in Year 1/2 pupils understand that some people worship their God in different places.

- 105 By the end of Key Stage 2, the majority of pupils have a secure grasp of many ideas underpinning the various faith traditions they study. Pupils are prepared to share their knowledge of their own religion. In one lesson observed with a Year 5/6 class, the pupils were invited to talk about their religious experiences and they were clear about the similarities and differences of the different faiths being explored. Pupils are able to describe the qualities of a good leader from the Prime Minister to Martin Luther King and Mother Theresa, whilst pupils in Years 3 and 4 know why they celebrate Easter, Divali and Harvest Festival.
- 106 In the small amount of teaching seen the quality of planning was consistently good. Particularly impressive, is the use that teachers make of pupils' knowledge and understanding of their own religion, and the variety that this brings to the classroom. The main impact of this mode of working is that the pupils show respect for other peoples' beliefs and customs. They listen sensitively to fellow class members who tell them things about their own beliefs and religion. Consequently, the religious education curriculum and the provision of collective worship enhance pupils' spiritual, moral, social and cultural development significantly. There was a brisk pace about the lessons and pupils respond well to the challenge of comparing faiths. Teachers correctly return at the end of a lesson to the objectives they had identified and discuss how far the objectives have been met.
- 107 There are sufficient resources for the pupils. Management of the subject is good. The requirements of the locally agreed syllabus are met. Standards of attainment have been maintained since the last inspection. Furthermore, the contribution to the development of pupils' moral and social development is continuing well.

ART

- 108 A small number of lessons was observed during the inspection. Judgements are based upon these observations, scrutiny of pupils' work, including that on display, the scheme of work and teachers' planning. Attainment at the end of both key stages is in line with national expectations. In each key stage there are some examples of computer generated pieces of art. All work, including a number of commercially produced pictures, prints and artefacts that are mounted around the school add to the aesthetic values of the school.
- 109 By the end of Key Stage 1, all pupils, including those with special educational needs, make satisfactory progress. They develop and practise their basic skills through producing pieces of art from a variety of materials. For example, Year 2 pupils produce charcoal pictures in the style of Monet; make and decorate masks for the Chinese New Year and some made pictures from pieces of pasta. Higher attainers begin to create their own interpretations to well known pictures such as Monet's 'Poppyfield ' and show a fair range of skills but have little awareness of perspective. Pupils also create pictures from rubbings. Supported by their teacher they also enjoy experiencing simple weaving techniques.
- 110 During Key Stage 2 pupils continue to extend the range of challenging art activities. For example pupils in Years 3 and 4 develop an understanding of mosaic art and design and create their own repeated patterns with enthusiasm and care. In Years 5 and 6 a range of displays reflects work on Ancient Greece in History, for example carved pictures and pottery designs which had already been transferred to clay pots provided examples of good work. A large two- and three-dimensional display illustrated the story of Theseus and Minotaur. The work throughout the whole school shows a range of skills and techniques that are developing quite well; for example, observation. Overall, pupils make satisfactory progress.

- 111 At the last inspection inspectors reported that in Key Stage 2 skills using information technology were mainly underdeveloped. This can be developed further. There was insufficient emphasis on three-dimensional work. Whilst some attention is now given to this, interesting and relevant work can be appropriately incorporated within planning and extended to year groups through the whole school. The policy remains sound but assessment is unsatisfactory. The coordinator recognises that this is a priority for development. However, staff complete evaluation sheets at the end of the programme of study with a suggested plan of action to inform the coordinator. Since the last inspection standards have been maintained.
- 112 Overall, teaching is satisfactory. Lessons observed in Key Stage 1 were satisfactory. The planning is satisfactory and the management of pupils is effective. There is a brisk pace to lessons and pupils in groups that are supported make the most progress because the teacher is instrumental in making sure that the right amount and quality of work are done. Where the teaching is very good in Key Stage 2, it is the highly appropriate links with history that have a successful impact upon pupils' learning. The teacher provides tasks that are matched to prior attainment and opportunities for a variety and complexity of pattern designs. Expectations are suitably high, mainly because the teacher was clearly well informed about the subject. Scrutiny of work offers evidence that the work follows the scheme satisfactorily.
- 113 Leadership of the subject by the coordinator who has been in post for only a short time is satisfactory, although as yet there has been no opportunity to observe lessons and monitor teaching and learning. Members of staff receive planning advice. Whilst accommodation and resources are adequate, the organisation and human resource implications of effective utilisation of facilities and space, are seen as a matter for concern by the school. There are no extra-curricular activities linked to the subject. Some use is currently made of parental expertise and visiting artists but overall it remains underdeveloped. Although there are samples of pupils' work there is no uniformity. The coordinator has identified manageable assessment and the introduction of a portfolio of pupils' work as priorities for development in the subject.

DESIGN AND TECHNOLOGY

- 114 Only one lesson in design and technology lessons was observed during the inspection. Judgements take account of documentation, the scrutiny of available work and discussion with teachers.
- 115 At the time of the last inspection, the standards achieved by pupils in design and technology by the end of both key stages were below those expected and the progress made in the development of pupils' skills and knowledge was inconsistent. Although this was identified as a key area for action at that time, the improvement in the intervening period has been limited. While allowing for the adjustments to the overall balance of the primary curriculum in the interim, it continues to be the case that many pupils are not making appropriate progress in this subject as they move through the school. There have been a number of changes in the management of the subject as staff have moved on, together with some acknowledged weaknesses in staff confidence and a lack of in-service training to support their development.

- 116 The standards achieved, although unsatisfactory overall, are better for the youngest pupils and for those in Key Stage 1 than for those in Key Stage 2. The reception pupils have interesting opportunities to design and make rockets and finger puppets. They look at fastenings and disassemble clothing to see how it is put together. They design and decorate tee-shirts and evaluate the quality of their design and the challenges involved in carrying it through. The planning, design and evaluative process is stronger with these very young children than anywhere else in the school. Pupils in Year 1 make Chinese new year masks and create musical instruments from junk materials. The quality of work is just appropriate to the ages of the pupils, although little evidence of the planning and design process was available. There are occasional opportunities for food technology work in the dedicated kitchen area.
- 117 There was very little evidence of past work in Years 3 and 4, apart from a simple Roman helmet in card. This was of fairly basic construction, requiring few advanced skills. There was no indication that such work was providing opportunities for pupils to use their literary or numeracy skills. Year 6 pupils have designed ceramic pottery to support a recent topic on Ancient Greece and at the time of the inspection were tracing designs to tiles, to be used for fabric printing. Again, there was little evidence that pupils' skills in designing or making are adequately developed.
- 118 Overall, the quality of learning is unsatisfactory. There is insufficient opportunity for pupils to be taught the skills necessary in all aspects of the subject if their attainment is to be improved. Not all staff have the depth of knowledge necessary to enable pupils to make more sustained progress. Pupils with special educational needs and English as an additional language make unsatisfactory progress.
- 119 On the basis of the one lesson observed there was insufficient evidence to judge teaching securely. However, general comments from the various types of observations indicate that pupils respond positively to design and technology. They concentrate on their tasks, listen to the teachers' instructions and persevere when they have a problem with their work. This is particularly evident at the top of the school. There are weaknesses in the quality of teaching overall, in relation to the spasmodic opportunities provided for pupils and the lack of staff confidence in some elements of the curriculum. Where teachers have secure practical skills and devote the time necessary to the subject, then pupils make better progress.
- 120 There has been no permanent coordinator for design and technology for some time. Two members of staff are supporting the subject at present and have a clear view of what is needed if the subject is to move forward. The nationally-produced programme of work has been adopted and staff have been asked to trial it in the current year. Resources are barely adequate, and insufficient in aspects of mechanics and electrical circuits. The school has a good range of construction kits, but these are seldom used beyond Key Stage 1. There is a specialist technology room and a kitchen area. However, they are much underused for their original purpose. Many aspects of the subject are acknowledged as areas for development. There is little use of information technology on offer at the present time. However, planning documents show that pupils will use graphics to make designs for textiles later in the year.

GEOGRAPHY

- 121 At the time of the last inspection, standards in geography were satisfactory, with pupils making satisfactory progress. In the context of the changed curriculum requirements, the situation is largely unchanged.

- 122 Due to timetable constraints there were no opportunities to observe geography being taught during the inspection. Judgements derive from the scrutiny of pupils' work, of school documentation and from discussion with teachers. On the limited evidence available, pupils, including those with special educational needs and those with English as an additional language, make satisfactory progress in geography across both key stages.
- 123 By the end of Key Stage 1, pupils have acquired basic geographical skills. They make satisfactory progress as the focus for their geographical work moves outward from themselves and their homes to their locality, their country and other regions of the world. They study maps and plans of the school and the local area. Much of the work is oral and there are limited opportunities for recording the work covered
- 124 In Key Stage 2, the quality of pupils' learning is satisfactory. They extend their knowledge of the location of countries, cities and important features. In Years 3 and 4 pupils study rivers, settlements, weather and local geography. They identify regions, rivers and cities in the British Isles. They study the water cycle and learn about how the course of a river is modified during its life, looking at river erosion and the formation of waterfalls. In Years 5 and 6, they study a contrasting region in the United Kingdom, environmental issues and Kenya as a more remote contrasting locality. They have also worked recently on an additional unit on map skills. This provides practice in the drawing of maps and plans, co-ordinate positions, and the interpretation of conventional signs and symbols from Ordnance Survey maps, as well as practice in the interpretation of map scale. Some of this work is helpfully linked to the mathematics curriculum. Effective use is made of the local area for local study work and fieldwork on rivers and the environment. The potential of the school grounds for orienteering work is being developed, so providing a creative link between geography and physical education.
- 125 No judgement is possible on the quality of teaching. Work is, however, carefully marked and generally well presented. The overall time available, the depth to which the subject is taught and the gaps for some class groups do not, collectively, contribute to an adequate status for geography in the curriculum.
- 126 The school has adopted the recently published national programme of work. Geography is led by an effective coordinator who is keen to promote the development of the subject. Resources for geography are satisfactory. The local environment is used extensively, and teachers organise educational visits to support pupils' learning. The use of information technology is limited at present, but there is some which is satisfactory. For example, floor turtles are used to plot directions.

HISTORY

- 127 There was no teaching observed at the end of Key Stage 1 during this inspection but samples of pupils' work provided sufficient evidence to assess standards at the end of Key Stage 1. At the end of both key stages attainment is in line with national expectations.
- 128 By the end of Key Stage 1, pupils are involved in a range of activities; for example they study famous people and write specifically about the lives of Guy Fawkes and Florence Nightingale. In the work on hospitals, pupils develop an awareness of living conditions at that time. Progress is satisfactory for all pupils including those with special educational needs in Key Stage 1.

- 129 In Key Stage 2, pupils in Years 3 and 4 demonstrate they appreciate that people have points of view about events in the past. They write about the fame of Boudicca and through an extensive, colourful, interactive, stimulating and informative display show their skill in using a time line to locate events in the past. By the end of the key stage, pupils use collage pictures, printing, computer generated illustrations, clay models, drawings, photography and writing in their Ancient Greek topic. An interactive display challenged pupils to compare school life with their own experience and consider the extent to which artefacts tell us about Greek life. Pupils were able to talk about the Iliad with interest and understand how it related to their wider study of Ancient Greece and Greek life. Within this topic there are several links with other subjects and the pupils spent an afternoon of drama with the visiting Leicester Arts in Education. Progress is satisfactory in Key Stage 2.
- 130 Since the last inspection there has been a noticeable improvement in the level of resources and this has impacted favourably upon the quality of teaching and learning. Assessment takes place but is of an informal nature although staff complete topic evaluation sheets to inform the coordinator and future planning. There is evidence in Key Stage 2 of a positive development of the skills of historical enquiry, chronology and interpretation. Year 6 pupils evaluated their experience of drama to communicate opinions and findings on effective teaching strategies and the approach to learning. Teaching in Key Stage 2 overall, remains satisfactory and standards have been maintained.
- 131 There were two lessons observed in Key Stage 2. Where the teaching is good the lesson is well organised and planned and work is matched to the needs, interests and attainment levels of the pupils. Subject knowledge is good and effective questioning techniques reinforce understanding, as for example, of Roman life and draw upon pupils' prior learning. The environment is stimulating. Positive impact upon subsequent learning is very evident. Samples of work also indicate that teaching, overall, in Key Stage 2 is satisfactory.
- 132 The coordinator is enthusiastic and committed fully to developing history in the school. There is a useful action plan that has been recently formulated. The medium term planning document for staff use includes provision for assessment opportunities. The coordinator has highlighted the purchase of multi-cultural materials to support pupils' learning and awareness, especially within Britain since the 1930s in Year 5 and 6. Staff training in the use of artefacts has been identified as a priority. The role of coordinator in monitoring teaching and learning within the classroom is underdeveloped.

MUSIC

- 133 By the end of both key stages, attainment is in line with national expectations. Throughout the school, pupils sing tunefully and with enthusiasm in assemblies.
- 134 In Key Stage 1, Year 1 and 2 pupils recognise simple tunes and sing new songs well, demonstrating their successful acquisition of new knowledge. In one lesson, a small number of Year 2 pupils concluded the lesson by playing chime bars well by concentrating fully as they played along with the song in front of the class. The pupils are fully involved and respond well to the challenge of whispering ostinato, which was introduced in this lesson. A display of musical instruments and pupils' work demonstrates a link with such curriculum areas as science, mathematics and information technology. The pupils record different ways of making sounds with musical instruments. In both lessons observed, all pupils including those with special educational needs make at least satisfactory progress.

- 135 In Key Stage 2 it is evident there is collaborative planning across the classes within Years 3 and 4. Learning which takes place is never less than satisfactory. Where it is good all of the pupils are fully involved throughout the lesson and confident and successfully progress from matching clapping to words with 2 and 3 syllables to simple rhythmic layers. They respond positively to adult support in class, which has a positive impact on learning. As all the groups work well together they begin to explore different groups of beat and finally perform simple rhythms. All pupils know rhythm as a pattern of beats. Most of the older pupils in Years 5 and 6 are able to identify music from other countries and located the place on a world map. They are less successful naming all the musical instruments used. They learn to recognise ways in which music reflects place and begin to develop and understand how music can communicate mood or feeling. Progress in Key Stage 2 is satisfactory for all pupils including those with special educational needs.
- 136 Whilst on the whole the majority of pupils display an enthusiastic approach to the subject and respond positively to challenges set by the teacher, there are, times when individuals are inattentive.
- 137 At the last inspection the inspectors found standards to be average at the end of Key Stage 1 and at the end of Key Stage 2 to be above average. Progress was found to be good. Teaching remains broadly in line overall with the findings of the last inspection. Information technology remains underdeveloped. The coordinator has identified training needs in the utilisation of keyboards.
- 138 Overall, teaching is at least satisfactory. Sixty per cent of lessons were satisfactory and 40 per cent were good. Where the teaching is good in both key stages, learning objectives are shared with the pupils, the lesson is well structured and the teacher is confident in their subject knowledge. Good planning and brisk pace enable pupils' learning to develop in lessons. There is effective use of the range of resources and musical instruments and the careful choice of questions successfully influence learning. The lesson is brought to a productive conclusion.
- 139 The use of a wide range of music, such as that composed by Mozart, promotes appreciation amongst the whole school population. Currently there is no peripatetic music provision. There is a small choir, which is predominantly made up of Years 3 and 4 or younger pupils. The assessment, which takes place, is informal, although there is a provision within the overview of the scheme. There is a detailed scheme of work but the coordinator has identified as a development priority to structure and co-ordinate the units taught. The coordinator is able to play a number of instruments and plays the piano in assembly. However, the role of subject leader to observe, support and monitor teaching and learning across the school is underdeveloped.

PHYSICAL EDUCATION

- 140 Standards of work seen are in line with national expectations at the end of both key stages. These judgements are based on the observation of lessons, scrutiny of school planning, the scheme of work and discussion with the coordinator: they all indicate that the school teaches an appropriate curriculum. Dance, gymnastics and games are taught at both key stages, with swimming at Key Stage 2.

- 141 By the end of Key Stage 1, pupils' gymnastics skills are satisfactory. They move and balance well, both on the floor and on apparatus. Pupils are developing sequences of movements well. They work satisfactorily with their partner and sensitively criticise each other's work. At the end of Key Stage 2, gymnastics skills have developed in line with expectations. This is particularly noticeable in the ability to jump, land and move correctly and safely into these activities. They have a good knowledge and understanding of the way that exercise has an effect on the body.
- 142 Overall, teaching is satisfactory. In 12.5 per cent of lessons teaching was very good, 25 per cent were good and 62.5 per cent were satisfactory. In the very good lesson the teacher had very good subject knowledge. The lesson was tightly managed and well structured. There were clear objectives and all groups were challenged. There was an excellent pace to the lesson with clear expectations of high standards. For instance, pupils in Years 5 and 6 were able to devise a range of jumps, measure them and improve their performances. Where the teaching was good, the teacher had effective planning with clear objectives. She gave praise where it was due. In a dance session with Years 3 and 4, the teacher demonstrated how to freeze after making shapes. The first group to perform these tasks was not so good at freezing but after the teacher demonstrated once more the pupils improved. The pupils developed co-ordination in dance, performing dance movements and responded to music.
- 143 Where the teaching was satisfactory, the teachers had sound subject knowledge. The tasks set were challenging to some but not all. Some pupils found them easy. For instance in a lesson on balancing with Years 1 and 2, the teacher did not challenge the pupils initially to think how to balance on two points or three points. In another lesson with Years 1 and 2, the teacher was less confident of the subject and constantly referred to the lesson plan which she carried with her. In all lessons, warm up sessions took place but there were times when they could be more rigorous. Very few cooling down sessions, which are important, were observed.
- 144 The physical education coordinator has held the position for two terms and has the good leadership qualities to continue to improve. The school is now considering "Top Sport" and has invited Leicester Tigers to coach rugby. The only extra curricular games taking place are netball and football - a parent coaches the latter. Resources are satisfactory but more footballs and netballs are desirable. The larger apparatus is underused at present. Further consideration should be given to other extra curricular games. All pupils have equal opportunity. The school hall is adequate to meet the needs of the curriculum. There is a large playing field and these facilities make a positive contribution to pupils' progress in physical education.