

INSPECTION REPORT

OVERDALE JUNIOR SCHOOL

Leicester

LEA area: Leicester City

Unique reference number:120022

Headteacher: Ms. Pam Weston

Reporting inspector: Paul Dennison
17736

Dates of inspection: May 22nd. – 26th 2000

Inspection number: 191461

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Junior School

School category: Community

Age range of pupils: 7 to 11

Gender of pupils: Mixed

School address: Eastcourt Road
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Leicester

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Appropriate authority: The Governing Body

Name of chair of governors: Mr. Chris Cane

Date of previous inspection: 18 November 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr P Dennison	Registered inspector	Mathematics	What sort of school is it?
			What should the school do to improve further?
			School's results and achievements
			How well are pupils taught?
			How well is the school led and managed?
Mr J Baker	Lay inspector	Equal opportunities	How well does the school care for its pupils?
			How well does the school work in partnership with parents?
C Taylor	Team inspector	Design and technology	
		Geography	
		Religious education	
M Watson	Team inspector	English as an additional language	
		Art	
		Music	
V Brittain	Team inspector	Special educational needs	Pupils' attitudes, values and personal development
		Science	
		History	
		Physical education	
A Wilson	Team inspector	English	How good are the curricular and other opportunities offered to pupils?
		Information technology	

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Inspection Quality Division
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Overdale Junior School is situated in Leicester. There are 369 pupils on roll, taught in 13 classes. The majority transfer from the feeder infant school but increasing numbers transfer to the school from outside the priority area. There are 80 pupils on the school's register of special educational needs (18%). This is broadly in line with the national average. Seven pupils have a statement of Special Educational Need. There are 128 pupils for whom English is an additional language (35%). This is very high. The number of pupils eligible for free school meals (10%) is below the national average. There is a wide range of attainment on entry to the school but overall, attainment is above the national average. There is a significant mobility - 31 pupils joined the school and 39 left during the last school year.

HOW GOOD THE SCHOOL IS

Overdale Junior is a good school. Pupils achieve good standards because the quality of teaching is good and pupils have very positive attitudes and their behaviour is good. The headteacher provides very good leadership. The school is well managed and the governors provide effective support. All staff work hard to raise standards. The school provides good value for money.

What the school does well

- Standards in English, mathematics, and science are good
- The headteacher and senior staff provide very good leadership and the school is very well managed. Governors provide effective support.
- The quality of teaching is good overall and is very good in 30% of lessons
- The school provides a good range of relevant learning opportunities
- Pupils have very positive attitudes and their behaviour is good
- Provision for pupils' personal development is good.
- There is a very good partnership with parents

What could be improved

- Standards in information technology are below the national expectation and the use of IT to support learning in other subjects is unsatisfactory.
- Clear targets are not set for pupils for whom English is an additional language. The progress they make is not monitored effectively.
- Systems to monitor pupils' progress in subjects other than English and mathematics are not yet fully effective.
- There are insufficient opportunities for pupils to develop their skills of investigation in science.
- The school does not meet the statutory requirements regarding a daily act of collective worship.

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 November 1996. Improvement since then has been very good in many areas. Improvements in the leadership and management including the establishment of monitoring and evaluation systems and improved curriculum planning have led to an improvement in the quality of teaching. These have in turn supported improved standards of attainment. The results achieved by pupils in the National Curriculum tests at the age of 11 have improved between 1996 and 1999. All the issues from the previous inspection have been satisfactorily addressed except the statutory requirements regarding a daily act of collective worship. The provision for pupils with special educational needs or for whom English is an additional language has improved, although targets for improvement and systems to monitor progress are not yet in place for pupils for whom English is an additional language. Systems for assessment and the monitoring of progress in English and mathematics are now good, although the formal assessment of progress is less effective in other curriculum areas.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	A	A	C	C
mathematics	C	A	A	A
science	B	C	B	B

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

Pupils' achievement in the 1999 end of key stage National Curriculum tests was in line with the national average in English; well above average in mathematics and above the national average in science. The evidence of the inspection reflects the results in mathematics and science. Attainment in English is above the national average as a result of improvements in planning and teaching.

Taking the years 1996 to 1999 together, the performance of the pupils was above the national average in all three subjects. Results have improved broadly in line with the national trend. Pupils' attainment in information technology is below the national expectation. Attainment in music is above the national expectations. Attainment in religious education is above the expectation of the locally agreed syllabus.

The school has set clear targets for improvement in English and mathematics and the 1999 results exceeded the targets set.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very positive attitudes. They work hard, concentrate well and show good levels of interest.
Behaviour, in and out of classrooms	Behaviour is generally good throughout the school.
Personal development and relationships	Personal development is very good. Pupils are provided with many opportunities to exercise responsibility and they respond well. Relationships are very good. Pupils co-operate well with each other and their teachers.
Attendance	Attendance is satisfactory. It is broadly in line with the national average.

Pupils demonstrate very positive attitudes to school. They enjoy a good relationship with their teachers and their classmates. They are keen to learn, respond well in lessons and behave well.

TEACHING AND LEARNING

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

None of the teaching observed was less than satisfactory. Teaching was good or better in 74% of the lessons observed and was very good or better in 30% of lessons. Lessons are well planned and organised. Work is usually well matched to pupils' needs and abilities, providing them with a clear challenge and thus supporting their progress. The teaching of English and mathematics is good overall and the skills of literacy and numeracy are taught well. Pupils respond well. They are keen to learn and concentrate well, making good progress. The school meets the needs of all pupils well. Higher attaining pupils, those with special educational needs and those for whom English is an additional language are well supported and make good progress.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum provides a wide range of interesting and relevant activities, well matched to the needs and abilities of the pupils. It is enhanced by visits out of school and a range of extra-curricular activities.
Provision for pupils with special educational needs	Pupils with special educational needs are very well supported and make good progress.
Provision for pupils with English as an additional language	Provision is sound. Pupils are well supported in class and in withdrawal groups. However, at times, groups are too large, with insufficient intensive support being targeted towards those pupils with the greatest need.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Overall, the provision for spiritual, moral, social and cultural development is good. The provision for moral and cultural development is very good.
How well the school cares for its pupils	The school cares for its pupils well. There are good procedures in place to ensure their welfare. Staff know their pupils well as individuals and provide a supportive environment in which pupils can develop.

The school has a very good partnership with parents.

The school provides a broad and well balanced curriculum with a good range of interesting and challenging activities which motivate pupils.

The school does not meet the statutory requirement regarding a daily act of collective worship.

Procedures for child protection and for ensuring pupils' welfare are very good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very clear leadership and has established a very positive ethos for the school. She is well supported by senior staff. The school is managed very effectively.
How well the governors fulfil their responsibilities	Governors are very supportive of the school and are aware of the needs and priorities facing the school. They contribute effectively to the success of the school.
The school's evaluation of its performance	There are effective systems in place to monitor the quality of planning and teaching. Assessment results are analysed to monitor standards of attainment and the progress of pupils. This evaluation is used to inform the planning of further improvements.
The strategic use of resources	Good use is made of all staff, of learning resources and of the accommodation. Financial planning is good and resources are used well to support the school's educational priorities.

There are sufficient, well qualified and experienced teachers and support staff to meet the needs of pupils and provide good coverage of the National Curriculum. The accommodation is good. The range and quality of learning resources is good overall.

Collectively the headteacher, staff and governors contribute very effectively to the quality of education provided and to the standards achieved by the pupils. They have established a very positive ethos for the school. The school development plan has been produced in consultation with staff and governors. This is based on an analysis of the school's needs. It clearly identifies the school's priorities and is reviewed regularly to evaluate progress. The school makes good use of the principles of best value to make effective use of the financial resources available. These are used effectively to support the priorities identified in the plan.

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 children like school • Children make good progress • The school is well led and managed • Teaching is good • The school helps their children to become mature and responsible • Children are expected to work hard and to achieve their best. 	<ul style="list-style-type: none"> • The homework provided for their children • The range of activities provided outside lessons

The inspection team fully endorses these positive views. However the team does not support the views of a significant number of parents who are not happy with homework or extra curricular activities provision. The team considers provision of homework to be satisfactory overall with project work preparing pupils well for their next stage of education as well as giving parents good opportunities to become involved in their children's learning. The team also considers that extra-curricular provision is satisfactory.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Pupils' achievement in the 1999 end of key stage National Curriculum tests was in line with the national average in English; well above average in mathematics and above the national average in science. In comparison with schools with pupils from similar backgrounds, attainment was in line with the average in English; well above average in mathematics; and above average in science. The evidence of the inspection reflects the results in mathematics and science. Attainment in English is above the national average as a result of improvements in planning and teaching. Pupils make good progress in all three subjects.
2. Taking the years 1996 to 1999 together, standards in English have been above the national average, although the results of the National Curriculum tests have declined over the last two years. Inspection findings indicate that they are now above the national average. Standards in mathematics have improved each year since 1996 and are now well above average. Standards in science have also improved between 1996 and 1999. Overall results of the National Curriculum tests have improved broadly in line with the national trend.
3. Speaking and listening skills are used effectively to enhance learning across the curriculum. Pupils listen carefully, follow instructions and are able to ask and answer questions as part of class or group discussions. Pupils develop a growing confidence in reading. Throughout the key stage they read independently from a range of texts and other material, effectively deploying their comprehension skills. They extend their range of writing across the curriculum in a number of subjects. By the end of the key stage, many pupils are able to compose sustained, well organised pieces which generally demonstrate accurate sentence construction, punctuation and grammar. They are familiar with a wide range of literature and many have acquired skills of skimming and scanning when searching for information. Pupils are also able to make effective use of their reading and writing skills to support learning in subjects such as history and geography. Standards of literacy are good.
4. In mathematics, the majority of pupils have a good understanding of place value; can use the four basic operations well; have an awareness and knowledge of shapes and their properties; and a good appreciation of the number system and measures. Standards of numeracy are good throughout the school and pupils make good use of their mental arithmetic skills.
5. In science, by the end of the key stage, pupils have developed their knowledge and understanding of physical and life processes well. Year 6 pupils are very confident in their understanding of life processes related to plants, animals and humans. Most show a good understanding of the differences between solids, liquids and gases and can explain reversible changes such as evaporation and condensation as well as some which are irreversible. Their understanding of physical concepts related to, for example, sound and forces is good. Their skills of investigation are less well developed.

6. Pupils' attainment in information technology is below the national expectation at the end of the key stage. Pupils have reached the expected levels in some of the aspects of the information and communication technology curriculum. They are confident in the use of computers and use them for a variety of purposes. They are competent in gaining access to the Internet and using it as a source of information. They follow instructions carefully and logically in order to extract and reorder information and are unafraid to explore alternative pathways when they come up against problems. However, due to the lack of sufficient relevant equipment in the classroom, pupils have too few opportunities to explore the wider uses of information technology as an integral part of their daily learning. Consequently, their skills, for example in modelling and control technology, are too limited and their range of competence remains too narrow.
7. Attainment in music is above the national expectation. The school provides many opportunities for all its pupils to appreciate music and there is a thriving school choir and orchestra. Standards in religious education are above those expected in the locally agreed syllabus at the end of Key Stage 2. Pupils meet the attainment statements in the local syllabus and go beyond its requirements by studying details of all five major world religions. By the end of Key Stage 2, pupils know the significance and meaning of some of the main festivals and traditions of Christianity, Judaism, Sikhism, Hinduism and Islam. Standards in art, design and technology, history, geography and physical education are in line with the national expectation.
8. Pupils with special educational needs are well supported and they make good progress in relation to the targets set in individual education plans. Pupils who have English as an additional language make good progress in relation to their prior attainment, including those who enter the school with little or no understanding of English. They make particularly good progress in understanding spoken English and show they are able to converse in English and respond to questioning very well. They also make good progress in their acquisition of reading and writing skills.
9. The school regularly analyses test results and records of progress to ensure that standards of attainment are maintained and improved. The school has set clear and challenging targets for improvement. The sound standards in English, mathematics and science reported at the time of the previous inspection have been improved. In 1995, for example, 68% of pupils achieved Level 4 or above in English at the end of Key Stage 2; whilst 59% achieved Level 4 or above in mathematics and 72% achieved Level 4 or above in science. In 1999 these percentages had increased to 81% in English, 85% in mathematics and 89% in science.
10. The previous inspection report highlighted some concerns regarding underachievement by the more able pupils and those with special educational needs. There is no evidence to suggest that this is still the case. Teachers' planning, with a focus on what pupils are expected to learn; support for teachers from subject co-ordinators; and regular monitoring of planning and teaching have all contributed to the school's success in raising standards and ensuring equal opportunity for all pupils regardless of ability or gender. Attainment in speaking and listening has also been improved since the previous inspection and standards are good. The previous inspection report also indicated the need to improve the progress of pupils in Year 3 by providing work which builds on their prior attainment. This issue has been successfully addressed as a result of the improved liaison with the feeder infant school and by the same rigorous approach to planning and teaching followed by the rest of the school. Pupils in Year 3 make good progress in the majority of lessons and over time.

Pupils' attitudes, values and personal development

11. Pupils' attitudes to their learning are very good. They enjoy school and are eager to learn; inspection evidence is confirmed by parents' responses to the questionnaire where the majority stated that their children liked coming to school. Pupils settle quickly to work in class. They listen well and are always willing to answer questions and discuss ideas. Their concentration is good and pupils can stay on task for long periods when they are fully engaged; for example Year 3 pupils when they were solving and writing riddles in an English lesson. Pupils with special educational needs or for whom English is an additional language have good attitudes to their learning and work hard to improve their skills, knowledge and understanding. Pupils who enter school with very little English settle and adjust well to school life and soon mix and integrate well with other pupils and adults.
12. Behaviour in class and around school is good. Pupils understand the school's rules for behaviour and know the difference between right and wrong. Pupils are polite and friendly to each other, staff and visitors. At lunchtime pupils play well together in groups. They are beginning to acquire self-discipline and are able to cope without close supervision. This was seen best in the woodland play area, the 'Addy,' where pupils valued the privilege of using it and responded well to the trust of staff. There is no evidence of bullying or racial tension. In the last year there has been one fixed term exclusion.
13. Relationships amongst pupils and between staff and pupils are very good. Staff work together well and provide good role models. When group work was seen pupils were cooperating harmoniously. In most classes there is a calm, relaxed atmosphere as pupils work. Pupils are confident to respond to questioning, knowing that their response will be valued, whether 'right' or 'wrong'. In a Year 4 mathematics class, pupils spontaneously applauded a child who correctly carried out a number operation on the board. In religious education lessons and in assemblies pupils show their sensitivity to the values and beliefs of people of different religions.
14. Personal development is very good. Pupils are provided with many opportunities to exercise responsibility and they respond well. Work is planned to allow pupils to take responsibility for their own learning. Pupils start to develop research skills in Year 3, using simple texts to find information and other opportunities for independent research are given in all classes. Older pupils perform duties sensibly around school such as acting as library monitors and selling fruit at breaktime. Some Year 6 pupils have been trained to run a lunchtime bank for other pupils. The school council gives the opportunity for pupils from all classes to have their ideas discussed and they use this facility well. Representatives take their responsibilities seriously and represent their classes well. Pupils are also regularly involved in organising fund-raising activities for chosen charities. The participation of pupils in their own learning has been well developed by the present head teacher and is a very positive feature of the school. In other respects the findings of the inspection team reflect those in the previous inspection report.
15. Attendance is satisfactory overall, being broadly in line with the national average, but with unauthorised absence above the national average. Nearly all pupils arrive punctually and lessons begin on time. Their punctuality, together with the satisfactory attendance, make a positive contribution to standards achieved.

HOW WELL ARE PUPILS TAUGHT?

16. The quality of teaching is good overall and effectively promotes the progress and attainment of all pupils. During the inspection, 74% of the teaching observed was good or better and 30% was very good. No teaching was less than satisfactory. The quality of teaching has improved since the last inspection when only 8% of teaching was reported to be very good and 13% of teaching was less than satisfactory.
17. Teachers plan work carefully, providing a variety of interesting and rich learning experiences, linked to the National Curriculum, and individual pupil's needs. They use a variety of teaching techniques and organisational strategies which enable the pupils to learn in the most appropriate way. Good use is made of the resources available to provide interesting tasks which motivate pupils and which are generally well matched to their needs and abilities. Pupils are encouraged to be responsible about their work, and are given opportunities to work independently and in pairs or groups. Relationships are usually very positive and most pupils respond well to teachers' expectations of good behaviour and show good levels of concentration. Group work is organised skilfully to enable some groups to work independently thus enabling the teacher to give more intensive support to others. Lessons usually proceed at a lively pace and pupils work hard, showing good levels of concentration and developing their knowledge, skills and understanding. As a result, they make good progress and achieve good standards.
18. Teachers have good subject knowledge. They make good use of questioning to develop and assess pupils' understanding and they give clear explanations. A good example of this was the Year 4 science lesson on the use of a key to help identification. The teacher's clear explanation and good understanding of what she wanted pupils to learn enabled them to make good progress. They responded well, asking relevant questions. The teacher ensured that all pupils understood the task and they were provided with good support which helped them achieve success. Teachers effectively build on pupils' earlier learning and use the opportunities of whole class sessions to review and assess pupils' understanding of previous work. Classroom support staff are used effectively to support pupils' learning. Teachers help pupils make relevant links between the various subjects of the curriculum and to use their experiences in one area to support new learning elsewhere. For example, Year 6 pupils were studying the Ancient Egyptians and teachers made very effective use of the opportunity to link this work with the Ancient Egyptian mathematical system. They also used the same theme to develop skills in art work and English.
19. On the occasions where teaching is less than good, it is due to less effective classroom management. This results in lessons lacking pace, with pupils becoming restless with adverse effect on the progress made.
20. Teaching in English and mathematics is especially effective. Teachers generally have high expectations and provide work which is well matched to pupils' needs and abilities. Pupils respond well and make good progress. Good use is made of the framework provided by the national literacy and numeracy strategies. This good quality teaching has a very positive impact on maintaining and raising the standards of attainment. A very good example of this is the emphasis which the school places on developing pupils' understanding and skills of mental arithmetic. The high expectations of the teachers are met by pupils who demonstrate good levels of attainment.

21. Teachers make good use of review sessions to reinforce and evaluate learning. Many lessons end with a general discussion about what has been learned. Pupils' work is assessed and marked constructively on a day-to-day basis. Teachers know their pupils well. They provide good verbal feedback during lessons and help pupils to improve their work. The use of written comments is also effective in ensuring that pupils are aware of areas which need to be improved or to set clear targets for improvement.
22. Teachers make positive efforts to ensure that appropriate support is provided for pupils who have special educational needs. Any problems are identified quickly, and individual education plans are established which enable pupils to achieve as much as possible. The specialist support teaching provided when groups or individuals are withdrawn from lessons is very good. The quality of specialist teaching support for those pupils who have English as an additional language is sound. When teaching is at its best, resources and tasks are appropriately modified in terms of language promoted in order to effectively support pupils' knowledge and understanding. This is particularly evident in the specially adapted resources for Year 3 science lessons. When there are shortcomings in teaching target groups are too large, with insufficient intensive support being targeted towards those pupils with the greatest need.
23. The amount of homework given to pupils is increased as they progress through the school. It is used effectively to support learning. This takes a variety of forms including reading activities and learning multiplication tables and spellings. A major feature of the homework is the projects which pupils are asked to complete. These are used very effectively to develop research skills as well as developing pupils' knowledge and understanding of topics such as local history or the rain forest.

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

24. The school provides a broad and balanced curriculum and there is good provision for English, mathematics and religious education. The curriculum for religious education meets the requirements of the locally agreed syllabus. However, the arrangements for collective worship do not meet statutory requirements. The introduction of a new technology suite has had a positive impact on pupils' acquisition of skills and confidence on computers. However, these are not yet used to support work in other subject areas and the breadth and balance of the information and communication technology curriculum is unsatisfactory. The organisation of the week's timetable for all subjects results in some lessons becoming unnecessarily long, taking up time which could be devoted to other activities.
25. The schools' strategy for promoting literacy and for numeracy is good. There is detailed provision for promoting literacy, with a comprehensive policy in place. Numeracy is also promoted effectively, following the policies laid down in the national strategy. Both are carefully planned to ensure consistency across the school. Teachers provide numerous opportunities for the development of numeracy and literacy skills in other subjects. For example, in science, the use of subject vocabulary is developing well. Good use is made of extended writing skills in religious education, for instance when describing the Easter story in the form of a newspaper report. Pupils' knowledge of coordinates is used to develop mapping skills in geography. Examination of Egyptian numerals in history draws effectively on their numeracy skills.

26. The curriculum is enriched through the provision for personal, social and health education as well as the examination of environmental issues. The school has appropriate policies to ensure that all pupils have opportunities to explore health related issues including sex education and drug awareness. This is achieved chiefly through the science curriculum and visits to the school by outside agencies such as the school nurse. All pupils have opportunities to explore moral, social and environmental issues such as the poaching of elephants for their ivory. There is a coordinator who is effective in ensuring that all related policies are correctly and regularly implemented. Coordinators in a number of areas regularly invite visitors to school or arrange trips to places of interest. These both enhance pupils' subject knowledge and have a positive impact on their personal and social development.
27. The quality of learning opportunities provided for pupils with special educational needs is good. They are given well constructed individual education plans which ensure that all are set work which is well matched to their needs. Their needs are well met both in class and in withdrawal groups by appropriate work and support. Pupils who have English as an additional language have equal access to the curriculum. The delivery of the curriculum, particularly in science in Year 3, is appropriately modified to meet their specific needs. Teachers prepare specially adapted teaching materials and tasks in science which helps the pupils gain a better knowledge and understanding of scientific language and vocabulary.
28. The provision for extra-curricular activities is sound, overall. It includes a range of sports opportunities such as soccer, tennis, netball, swimming and badminton. There is an active orchestra and choir and a recently introduced school council. The school competes annually against other schools in athletics and swimming events. The curriculum is fully inclusive and promotes equal opportunities well.
29. The school has been very effective in addressing the curriculum-related issues raised in the last inspection. It has improved the quality of long and short term planning and increased the time allocated to information and communication technology. It has improved provision for more able pupils, those with special educational needs and those for whom English is an additional language. Policies for sex education and drugs awareness are in place and fully implemented. The time allocation to subjects has been improved and steps have been taken to ensure pupils' equal access to the curriculum. The issue relating to the daily act of collective worship has not been successfully addressed.
30. The school makes good provision for pupils' spiritual, moral, social and cultural development overall. The very positive situation described at the time of the previous inspection has been maintained.
31. The provision for the spiritual development of pupils is satisfactory. In lessons pupils are encouraged to reflect on their own experiences and religious beliefs. There are opportunities within the curriculum for pupils to express empathy for others. For example, Year 6 pupils reflected on the issue of homelessness and expressed, through writing and discussion, concern and sympathy for those less fortunate than themselves. In religious education lessons, pupils develop an awareness of their own feelings, and an understanding of the ways in which different religions celebrate their main festivals. There are good links with the local religious communities. Pupils develop a good knowledge of the main similarities and differences between the major world religions, and learn to respect the beliefs and customs of others. Assemblies provide limited opportunities for promoting pupils' spiritual development.

32. The provision for pupils' moral development is very good. Pupils are taught the difference between right and wrong. A strong moral code is an important aspect of the school's ethos, which promotes respect for others, personal responsibility and tolerance. Most pupils are sensitive to these values, which permeate throughout the curriculum, and readily accept them. This is evident in their good behaviour which is based on acceptance of the school's values rather than fear of punishment. Pupils learn about moral responsibility in the wider world and are involved in fund-raising for charities.
33. Provision for pupils' social development is good. The school promotes pupils' social development by encouraging them to take responsibilities and providing opportunities for collaborative work. A school council has been set up with two representatives from each class. The council allows the pupils to contribute towards the school's development and encourages them to put forward constructive ideas. Pupils exercise responsibility from an early stage as monitors and older pupils run the fruit stall, supervise the library, help maintain the school grounds and assist in the office. Year 6 pupils help to run the school bank. They had to apply for the posts of tellers, attend interviews and receive training from bank staff.
34. Provision for pupils' cultural development is very good and promoted through a range of subjects, especially in art and music. Pupils are aware of the festivals celebrated by different cultures and visit local mosques, churches, gudwaras, mandirs and synagogues. Educational visits provide opportunities for studying local culture. Pupils in Year 4 dressed up in Tudor costumes as part of their history studies. The Lord and Lady Mayoress of Leicester recently visited the school and provided the pupils with the chance to understand local government and traditions.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

35. This is a caring school which makes satisfactory provision overall to ensure pupils' welfare, health and safety. Pastoral care is the responsibility of the class teachers who, together with support staff, know their pupils and their families well, are sensitive to their pupils' needs and thus able to provide good personal support and guidance. The very good relationships between pupils and staff encourage pupils to raise any concerns they may have and opportunities are given to help pupils cope with unsettling events that may occur in their lives. For example, death, the feeling of loss, and how to help others are discussed openly in religious education lessons for older pupils.
36. Pupils are supported in their academic development through encouraging and often informative marking and good day-to-day assessment in lessons. These aspects, together with celebration of good work through merit awards make a positive contribution to helping and encouraging pupils to improve.
37. Pupils identified as having special educational needs are well cared for; targets are set and their progress is regularly reviewed. Each class teacher has a special needs register in which pupils with some learning difficulties are identified early and their progress monitored; enabling many not having to reach the formal stages of the Code of Practice.

38. The school effectively monitors the achievements and progress of pupils for whom English is an additional language at the end of every academic year through careful analysis of school and national test results. The ongoing assessment and record keeping of pupils' progress throughout the year in relation to measuring pupils' progress against individual small step learning targets is still not sufficiently systematic or structured. This was an issue in the previous inspection report which has not yet been fully addressed.
39. Procedures for promoting positive behaviour and eliminating bullying are good and include involving pupils in discussing the Code of Behaviour with their class teachers at the beginning of every year as well as giving appropriate rewards for good behaviour. These include initiatives within the classroom such as rewards for "Table of the Week" and also the award of merits, which contribute towards certificates, awarded in assembly.
40. Procedures for monitoring and promoting regular attendance are good. Attendance and punctuality are carefully monitored and unauthorised absence is followed up appropriately. Ensuring regular attendance and punctuality are part of the Home/School Agreement and parents are reminded about punctuality through the "Oracle" newsletter as necessary.
41. Arrangements for child protection are very good. Staff are fully aware of these arrangements and their importance and have received recent training in this area. Liaison with other agencies is very good.
42. Pupils' personal safety and well-being is well promoted by focusing on them at appropriate times through the curriculum. For example, electrical safety is discussed in science lessons and water safety in swimming lessons. Personal hygiene and healthy living are also covered in science and physical education lessons with appropriate support from the school nurse. Personal and road safety are addressed in assembly.
43. Satisfactory arrangements are in place to ensure a safe working environment but there are some shortcomings in the health and safety procedures. Although the premises officer and other staff are diligent in reporting issues much of this is done verbally and is not formally recorded or monitored. Also the governing body are not yet actively involved in health and safety matters and the role of the governors appointed to the Premises Committee is not clearly defined. For example, their participation in regular inspection of the school and in risk assessment exercises. Some health and safety issues were pointed out during the inspection. The school is already aware of these and is taking appropriate action.
44. Procedures for monitoring pupils' attainment and progress are satisfactory. They have improved since the last inspection and are now good in English and mathematics although they are not yet fully developed in other curriculum areas.
45. Short-term assessments are carried out effectively by teachers and used to inform planning. Medium term assessments are used effectively to evaluate pupils' progress during the year. Long term assessments are based on the end of year National Curriculum tests and commercially produced reading tests. The focus of assessment has been the core subjects of English, mathematics and science. This involves sampling pupils' work and detailed analysis of the annual tests in Years 3, 4 and 5. The school effectively monitors the results of these assessments and uses the data

to track the progress of pupils such as those with English as an additional language, higher attaining pupils and pupils with special educational needs. The data is also used to identify where additional support can be used most effectively. Detailed analysis of mathematics data concentrates on gender and ethnic background and each element in the test is scrutinised and analysed to audit pupils' strengths and weaknesses. The school has tracked a sample of 50 pupils and identified a value-added component, which helps to monitor progress more accurately.

46. The use of assessment and monitoring procedures is more developed in English and mathematics. Long term science procedures are sound but medium term assessment does not include all elements of the subject. There were few examples of ongoing assessment of activities and assessment of skills was not evident. Procedures for monitoring pupils' attainment in other subjects are informal and there is no coherent system of assessment to assist teachers in their planning. Teachers often make good use of question and answer sessions at the beginning and end of lessons to assess what has been learned and pupils receive good oral feedback. The written marking of pupils' work has improved since the last inspection and is used to very good effect in English and mathematics to inform pupils how to progress in their learning.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

47. There is a very good partnership with parents, which is a strength in supporting pupils' successful learning. Parents are very satisfied with all aspects of the school, except the provision of homework and extra curricular activities. They are particularly satisfied with the fact that their children like school; the progress their children are making; standards of behaviour; the quality of teaching, the school's approachability; the expectation that their children should work hard to achieve their best; management and leadership of the school; and that the school helps their children to become mature and responsible. The inspection team fully endorses these positive views. However the team does not support the views of a significant number of parents who are not happy with homework or extra curricular activities provision. The team considers provision of homework to be satisfactory overall with project work preparing pupils well for their next stage of education as well as giving parents good opportunities to become involved in their children's learning. The team also considers that extra-curricular provision is satisfactory.
48. Parents are very well informed about the school through the prospectus, the governors' annual report and frequent editions of the "Oracle", the school's newsletter. They are very well informed about the curriculum through meetings which are held on a year group basis very early in the autumn term. Parents also receive a written statement of the coming year's curriculum and the school plans to further improve this by issuing curriculum statements on a termly basis.
49. Parents are well informed about their children's progress through consultation evenings but receive less satisfactory information through annual reports. Although these reports give comprehensive details on what pupils can do, the indication of what pupils need to do to improve is less consistent. Parents are also welcome to discuss any concerns about the children's progress at any time.

50. Parents of pupils with special educational needs are kept fully informed about the progress and the needs of their children. Pupils are not placed on the special needs register until discussions have taken place with parents. They are involved in annual and other reviews and receive copies of all documentation. The coordinator for special educational needs has time set aside each week to meet with parents who have concerns. The school has initiated some involvement with the parents of pupils who have English as an additional language by making dual language games which pupils are encouraged to take home and play with their families. There are plans to involve these parents more fully in their children's learning.
51. Parents make a very good contribution to children's learning at school. There is some parental help in the classroom; parents provide very good support on tautology visits and excellent support with swimming. Parents also raise substantial funds for the school through the Parent Teachers' Association which also runs social events for the pupils and adults.
52. Induction arrangements for children joining the school are good and ensure that they transfer happily. These arrangements include the headteacher leading assemblies in the infant school, Year 2 pupils visiting the school for assembly, playtime and for one induction day, together with tours of the school and meetings for new parents. This is an area of improvement since the previous inspection, when there were considerable weaknesses in liaison between the schools.
53. Parents are having a significant impact on the development of the school. Most of the governors are parents and all parents are consulted regularly on specific issues and also annually through a general questionnaire covering a wide range of issues. The information collected is taken into account when preparing the School Improvement Plan.

HOW WELL IS THE SCHOOL LED AND MANAGED?

54. The school is very well managed. The headteacher provides very good leadership, promoting and sustaining a clear sense of direction for the work of the school. She is very well supported by other staff with management responsibilities. The very positive and supportive ethos and the sense of commitment displayed by all who work in the school reflect the quality of this leadership. There are high expectations of pupils' standards of achievement and behaviour, very good relationships and equality of opportunity for all. Governors, teachers and non-teaching staff have clearly defined roles and responsibilities and work well together to support the headteacher in promoting the school's aims.
55. The school has taken positive and effective steps to address the areas for improvement identified in the last inspection report. Attainment in speaking and writing has been improved. The implementation of the National Literacy Strategy has provided an effective framework for planning and teachers provide a range of challenging opportunities to develop pupils' literacy skills, which are good. Improved liaison with the infant school has enabled Year 3 teachers to have a clearer picture of pupils' prior attainment and the improvements in the quality of planning and teaching throughout the school has helped to ensure that pupils in Year 3 make the same progress as other pupils in the school. The provision for pupils with special educational needs and those who receive support for English as an additional language has also been improved. Special needs provision is now good. Provision for pupils for whom English is an additional language is satisfactory. However, they do not yet have sufficiently clear targets for improvement against which

their progress can be monitored. Improved planning and teaching has improved the progress made by higher attaining pupils. This progress is reflected in the increased numbers of pupils achieving Level 5 in the National Curriculum tests. Improvements have been made in the use of marking and assessment. This has been particularly effective in English and mathematics. The role of the governing body has been developed. They are well informed about the priorities facing the school and play an effective and supportive role. All statutory requirements are now met with the exception of a daily act of collective worship.

56. The governors are regular visitors to the school and they are kept well informed about the issues. Individual governors have responsibility for areas such as special educational needs, literacy and numeracy. They have established committees to oversee and meet the requirements of their statutory responsibilities.
57. The school development plan has been produced in consultation with staff and governors. This is based on a clear analysis of the school's needs. It identifies the school's priorities and is a useful and effective management tool. It is linked to the school budget, has clear criteria for success and is reviewed regularly to evaluate progress. It is supplemented with action plans for each area of development.
58. The special educational needs co-ordinator provides good leadership. Detailed policies and procedures and a sound development plan ensure that the provision is well managed. The school fulfils the requirements of The Code of Practice in having a Special Needs Register, consulting parents, and holding annual reviews. All statutory requirements are met. The coordinator meets regularly with class teachers and specialist staff. Good use is made of the educational psychology service and other outside agencies to enhance pupils' progress. Liaison between feeder and receiving schools is good and this ensures continuity of provision for pupils. The progress of all pupils with special educational needs is monitored and tracked. The coordinator is attending extended in-service training to enhance her skills and she has recently provided training in school for class teachers and support staff. Effective use is made of all staff to teach pupils with special educational needs. This includes specialist staff provided by the local education authority for pupils with statements of special educational need.
59. The school has effective strategies in place to promote skills of literacy and numeracy. The literacy and numeracy co-ordinators provide very good leadership. The literacy and numeracy strategies are very well managed and have been implemented effectively.
60. The school has recently experienced a significant reduction in the funding for pupils who have English as an additional language. Therefore the school has had to carefully review the way it deploys additional support staff. A feature in the last report was that the number of pupils receiving support in each year was too large for them to be taught effectively by support staff. The school has made a conscientious effort to address this by targeting specific pupils throughout the school. However, the number of pupils receiving support at any one time is still too large; particularly as there are many indigenous pupils being taught alongside pupils needing specific English as an additional language support. This results in support staff being spread too thinly, with insufficient intensive support being targeted towards those pupils with the greatest need.

61. All staff have curriculum responsibilities. In consultation with staff and governors, curriculum co-ordinators have produced whole school policies and schemes of work which support teachers in delivering the National Curriculum. Coordinators are responsible for managing their subject and delivering curriculum support. The headteacher regularly monitors curriculum development through classroom observations and the scrutiny of teachers' planning. Co-ordinators are involved in monitoring planning, teaching and pupils' attainment. However, all co-ordinators are not yet fully involved in this process, although there are plans for this role to be developed.
62. The administrative staff work hard to ensure the smooth day to day operation of the school. This has a positive effect on the quality of learning and standards of achievement.
63. Strategic financial planning is good. Since the last inspection, governors have improved their understanding of and involvement in this area. The school budgets systematically for all expenditures and is clear about the costs of developments. The use of any specific grants is effective and they are used appropriately. There are good links with the local education authority to ensure that best value is achieved when making improvements or ordering equipment. Governors carefully monitor and evaluate the effectiveness of money spent and ensure a well-balanced budget. The day to day administration of financial affairs by the office staff is good. The school makes effective use of a school bursar to reconcile expenditure and monitor financial administration on a regular basis. The use of new technology within the school is satisfactory overall. The National Grid for Learning initiative has recently been implemented and new hardware has been purchased. This has had a positive impact on the confidence of all staff in the use of computers for teaching or administration.
64. All teachers are suitably qualified. They have an appropriate range of expertise and experience and between them provide good coverage of the National Curriculum and religious education. There is little turnover of staff and a good mix of highly experienced and younger teachers. Support staff have a wide range of experience and expertise. They work effectively alongside teachers and provide good support, for example in the literacy and numeracy lessons. The effectiveness of this support has improved since the previous inspection. The level of expertise offered by support staff ensures that pupils with special educational needs make good progress towards the specific targets in their individual education plans. Support for pupils with English as an additional language effectively helps to raise their achievement and self-image.
65. The headteacher observes lessons regularly and monitors samples of pupils' work. She discusses teachers' performance and sets individual targets for teachers which are monitored by an analysis of performance data and reviewed regularly. Teachers also evaluate their own performance and identify their individual training needs. This process of evaluation and self-appraisal contributes to the high quality of teaching.
66. The school has well documented staff induction procedures and makes very good provision for the induction of new staff. Newly qualified teachers have a mentor to provide help and advice on a daily basis, and also receive excellent support from the headteacher and year group co-ordinator. They receive training within school, for example, on provision for pupils with special educational needs, as well as visiting other schools to observe good practice.

67. The main school building is well maintained and provides a very attractive learning environment. It is in good decorative order, and colourful, informative displays brighten the corridors and classrooms. There is a large school hall which accommodates the whole of the school and is well equipped for physical education lessons. There is a separate dining hall in an adjacent building. Classrooms are spacious and there is plenty of room to store equipment and resources. There is a large library area with adequate space for pupils to sit and read. There are dedicated rooms for information technology and music, and an attractive outdoor swimming pool. The mobile building which houses two smaller classrooms has been redecorated and provides a much more pleasant working environment than at the time of the last inspection. The school is surrounded by very attractive and spacious grounds which include two large surfaced play areas, playing fields, lawns, a pond, and an extensive area of woodland with paths and a stream. The accommodation provides very good facilities for the delivery of the curriculum and every available space is used productively. The caretaker, office staff and lunchtime supervisors make a very good contribution to the efficiency and ethos of the school.
68. The range and quality of learning resources are good overall, and are more than sufficient to teach the planned curriculum. They are easily accessible to teachers and pupils, and are used effectively. Resources are very good for religious education, and are good for English, design and technology, history, music and physical education. They are at least satisfactory in all other subjects. The school library is organised effectively and is used very well by pupils. There is a good range of high quality fiction and information books which pupils make good use of to further their enjoyment of reading and to develop their individual research skills.
69. The school has a clear set of aims. These are reflected in all aspects of the school's work. The school has high expectations of the pupils in terms of their personal and academic development. Parents are very supportive of the aims and values promoted by the school. The school is forward moving and has a positive ethos, putting the needs of the pupils as a high priority.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

70. To improve the school further, the headteacher, staff and governing body should:
- (1) Improve standards of attainment in information technology and make more effective use of information technology to support learning in other subjects. *(paragraphs 1, 24)*
 - (2) Improve the systems for monitoring pupils' progress in all subjects, building upon the good systems already in place for English and mathematics. *(Paragraphs 44, 45, 46)*
 - (3) Set clear targets for pupils for whom English is an additional language and improve the monitoring of their progress. *(Paragraphs 28, 60)*

- (4) Improve the quality of investigational science by:
- i. providing guidance for staff on how to develop and assess pupils' investigative skills
 - ii. ensuring that pupils have sufficient opportunities to investigate freely, to ask questions and to test their own ideas.

(Paragraph 5)

- (5) Ensure the school meets the statutory requirements for a daily act of collective worship. *(Paragraphs 29, 31)*

In addition to the key issues above, the following less important weakness should be considered in the action plan. This is indicated in paragraph 24.

Review the school timetable to ensure that the blocks of time available can be used to the greatest effect.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	86
Number of discussions with staff, governors, other adults and pupils	50

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0%	30%	44%	26%	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	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/a	369
Number of full-time pupils eligible for free school meals	N/a	38

FTE means full-time equivalent.

Special educational needs	Nursery	Y3 – Y6
Number of pupils with statements of special educational needs	N/a	7
Number of pupils on the school's special educational needs register	N/a	90

English as an additional language	No of pupils
Number of pupils with English as an additional language	128

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	31
Pupils who left the school other than at the usual time of leaving	39

Attendance

Authorised absence

	%
School data	4.9
National comparative data	5.4

Unauthorised absence

	%
School data	0.7
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 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	34	50	84

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	25	28	29
	Girls	43	43	46
	Total	68	71	75
Percentage of pupils at NC level 4 or above	School	81	85	89
	National	70	69	78

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	22	27	25
	Girls	45	40	45
	Total	67	67	70
Percentage of pupils at NC level 4 or above	School	80	80	83
	National	68	69	75

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	2
Black – African heritage	5
Black – other	3
Indian	93
Pakistani	6
Bangladeshi	1
Chinese	1
White	224
Any other minority ethnic group	34

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	1	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: Y3 – Y6

Total number of qualified teachers (FTE)	15.3
Number of pupils per qualified teacher	27.5
Average class size	28.4

Education support staff: Y3 – Y6

Total number of education support staff	7
Total aggregate hours worked per week	77

Financial information

Financial year	1999/2000
	£
Total income	574,414
Total expenditure	579,484
Expenditure per pupil	1,575
Balance brought forward from previous year	5,716
Balance carried forward to next year	646

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	369
Number of questionnaires returned	98

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	53	45	1	1	0
My child is making good progress in school.	44	49	5	2	0
Behaviour in the school is good.	38	55	5	0	2
My child gets the right amount of work to do at home.	16	40	29	14	1
The teaching is good.	42	52	6	0	0
I am kept well informed about how my child is getting on.	29	59	9	3	0
I would feel comfortable about approaching the school with questions or a problem.	59	36	3	0	2
The school expects my child to work hard and achieve his or her best.	50	45	2	2	1
The school works closely with parents.	23	56	17	2	1
The school is well led and managed.	45	47	3	0	5
The school is helping my child become mature and responsible.	42	53	4	0	1
The school provides an interesting range of activities outside lessons.	10	40	31	12	7

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

ENGLISH

71. The results of the National Curriculum tests for 1999 indicated that pupils were above the national average at Level 4 and close to the national average at Level 5. Their performance was close to the national average in comparison with similar schools. This position has varied over the four-year period between 1996 and 1999, with higher results being achieved in 1997, followed by a decline in the following two years. Since the last inspection, the school has adopted the national literacy strategy and this has taken some time to become fully integrated into the school's policy and practice. However, its inclusion has resulted in good improvement over time in the quality of planning, assessment and teaching and is having a positive impact on standards. Overall, pupils' performance over the four-year period is above the national average and this trend is broadly reflected by the inspection findings. Standards of attainment in English are above the national average in speaking and listening, reading and writing.
72. By the end of the key stage, pupils listen carefully to one another and their teachers. The vast majority take part confidently in class discussions. Higher attainers supply articulate and complex contributions which reflect standards well above the national average. In a discussion on writing clear instructions, for example, a Year 6 pupil explained, "Some people on Watchdog complained that the instructions included with flat-pack furniture were not detailed enough." Most pupils ask pertinent questions to each other or to their teachers and offer cogent reasoning to support opinions. A very small minority are hesitant and answer in single words or short phrases.
73. Standards in reading are above the national average. By the end of the key stage, the higher attaining pupils are extremely fluent and expressive. They read widely and express their views clearly. For example, one pupil speaks knowledgeably about '*Harry Potter*' books, discussing plot, setting and character and revealing clear understanding of the author's style. Most pupils read on a regular basis and many read non-fiction books for pleasure. They read with confidence and have well-developed strategies for understanding new words. Lower attaining pupils read simpler text competently from the reading schemes at the level identified by their teacher and make good progress. Library skills are systematically developed throughout the school and are very good by the age of eleven. All pupils are skilled in the use and application of a wide range of reference sources. Library skills are systematically taught throughout the school. In each year of Key Stage 2, pupils take part in library projects which make a very positive contribution to the development of research skills and independent learning.
74. Standards in writing are above the national average at the end of the key stage. Most pupils write accurate, joined script, make good use of punctuation and are secure with spelling. They write for a very wide range of purpose, using formal English well. The range of writing includes poetry, letter writing, writing to persuade, and descriptive or imaginative work. They write book reviews, limericks and autobiographies. They are also given opportunities to write in different genres. Year 5 pupils' attempts at writing the legend of King Arthur, for example, were of a high standard. Work is well planned, structured and often very well presented. Higher attaining pupils write complex sentences with consistent accuracy. The majority have

a secure understanding of parts of speech, using adjectives, verbs and adverbs appropriately. A small minority of lower attaining pupils have difficulty with some aspects of writing, such as the use of speech marks.

75. The overall quality of teaching is very good. Eighty per cent of teaching is either good or very good and forty-five per cent is very good. There is no unsatisfactory teaching. All teachers teach the basic literacy skills effectively. They plan imaginative and interesting work which has a very positive impact on pupils' enthusiasm for the 'literacy hour' and their behaviour in lessons. Short term planning is very detailed and of high quality, ensuring that work is well matched to the needs of all pupils. This also ensures that there is a good balance to lessons, which proceed at a good pace and involve all pupils in learning. Teachers' expectations of pupils' behaviour and performance are consistently high and relationships are very good. The quality of teachers' marking is also very good and is a strength of the subject. Teachers throughout the school mark work conscientiously and in great detail. Written comments are sensitive, encouraging and constructive. This very good practice has a corresponding impact on pupils' attitude and response. The vast majority take great pride in the quality and presentation of their work and strive to improve standards. In a very small minority of lessons, where expectations of the quality and quantity of pupils' work are too low, less care is taken in presentation and accuracy.
76. This area of the curriculum plays an important part in supporting the standards achieved elsewhere. In many subjects, teaching makes a positive contribution to the development of speaking and listening, research and extended writing skills. There are plans to improve the standards achieved in extended writing by incorporating links with other subjects into literacy planning. The subject is very well led. Since the last inspection, the coordinator has provided strong support for all staff in the successful implementation of the national literary strategy. They have responded by working very hard as a team and in year groups to assimilate and implement changes. Consequently, the quality of teaching has improved, standards in speaking and listening are higher and more effective use is made of assessment to inform planning. The effective partnership between classroom teachers and support staff ensures that pupils targeted for additional help make good progress. The needs of pupils with special educational needs and those for whom English is an additional language are also well catered for and they make good progress. There is a very good, well stocked library which is used to very good effect in developing independent research skills to a high standard.

MATHEMATICS

77. The school's results in the 1999 National Curriculum mathematics tests at the end of Key Stage 2 were well above the national average. They were also well above the average in comparison with schools with a similar intake. The results have improved each year since 1996 when they were in line with the national average. The evidence from the inspection reflects these results. There is no significant difference in the results of girls and boys.

78. By the end of Key Stage 2, pupils of all abilities have a good knowledge of place value, can use the four basic operations competently, have a sound grasp of spatial concepts and can use a variety of methods to collate and represent data they have collected. The higher attaining pupils have a good understanding of percentages and probability, can use fractions and decimals accurately and are competent in long multiplication and division. The lower attaining pupils can apply the four rules of number effectively and use a wide range of units of measure competently.
79. Standards of numeracy across the school are good and pupils have a good understanding of the number system. Their skills in mental arithmetic are very good. Pupils are encouraged to use their mathematical skills in other subjects such as science and geography when measuring or handling data. Year 6 pupils learned about the mathematical systems used in Ancient Egypt as part of their history studies. The teacher used this very effectively to reinforce their understanding of their own number system and also used it as a vehicle for problem solving and mathematical investigation.
80. The previous inspection reported that attainment was in line with the national expectation at the end of Key Stage 2, with pupils making sound progress as they moved through the school. Attainment has improved and pupils make good progress. They show gains in knowledge and understanding and are able to use appropriate mathematical skills in a variety of contexts. Pupils develop an understanding of the number system and develop sound understanding and knowledge of how to apply their learning to practical situations. The progress made by pupils with special educational needs has also been improved since the previous inspection when it was described as unsatisfactory. They now make good progress in relation to their abilities due to the effective support offered by both class teachers and support staff. Pupils for whom English is an additional language are well supported and make good progress.
81. The majority of pupils display very positive attitudes to work. They usually behave well and respond positively to challenge. When required, they collaborate well with other pupils, sharing ideas and equipment sensibly. They concentrate well and work hard to complete their tasks. They have good relationships with their teachers, listen with attention and respond eagerly to questions. These positive attitudes to learning have a beneficial effect on their attainment and progress. They show a pride in their work which is well presented.
82. The quality of teaching has improved since the previous inspection. The teaching of mathematics is now generally good. It was good or better in 83% of the lessons observed and was very good in 39% of lessons. It was never less than satisfactory. Teachers have a good subject knowledge which they use in a variety of interesting ways to present challenging work to pupils. Lessons are well prepared and structured, with clear aims. Good use is made of the framework provided by the National Numeracy Strategy. Lessons usually begin with a lively and effective session of mental work, to which pupils respond with enthusiasm. Very good examples of this were observed throughout the school. Particularly effective lessons in Year 3 encouraged the pupils to explain their strategies which enabled teachers to assess pupils' understanding. Teachers also provided additional examples to reinforce pupils' learning. Good use is made of whole class teaching where teachers frequently involve pupils in explaining their ideas and demonstrating to the rest of the class. Group or individual tasks are then completed and lessons usually have a lively pace to which pupils respond well. Lessons end with a plenary session which is used to review and reinforce learning. In the most effective lessons, teachers have

appropriately high expectations of pupils' attainment and behaviour. They effectively build on pupils' knowledge and understanding from previous lessons. For example in a Year 6 lesson on the construction of a pyramid, the teacher reviewed earlier work on three-dimensional shapes using construction materials. The teacher's questions enabled pupils to describe how they would construct a net to build a pyramid. The teacher also linked the work to the skills of using a protractor accurately. Teachers make good use of questioning to assess and develop pupils' understanding and provide support as necessary. Classroom management skills are generally good and this enables teachers to use a range of teaching styles including whole class, group and individual tuition. Teachers also make good use of a range of mathematical apparatus to help pupils gain knowledge and understanding. There are good displays of mathematics around the school which enhance work in the subject. A range of well planned activities is used to provide a broad and balanced mathematical curriculum which motivates pupils' interest. Homework is used effectively to support work in mathematics through the learning of multiplication tables and number.

83. The previous inspection reported that the progress of some higher attaining pupils was restricted because work did not provide sufficient challenge or unnecessarily repeated earlier learning. This area has been addressed. Teachers make good use of questioning to assess and develop pupils' understanding and provide support as necessary. Pupils receive good feedback on their work through verbal comments and written marking. There are regular assessments of pupils' attainment and progress. These are used by teachers to ensure that work is well matched to pupils' needs and abilities.
84. The co-ordinator manages this curriculum area very well. The school has introduced the National Numeracy Strategy. This is now used as an effective framework for planning and is having a beneficial effect on standards especially in mental work and the development of mathematical language. The subject fully meets the requirements of the National Curriculum. Pupils' work and assessment results are monitored regularly to ensure that standards of attainment are maintained or improved. The co-ordinator provides support and advice as necessary. There are effective systems in place to monitor the quality of planning, teaching and learning. Clear targets have been agreed for the National Curriculum tests. The target set for 1999 was surpassed. An adequate range of resources is available to support teaching and learning in the subject.

SCIENCE

85. The results of the 1999 National Curriculum tests at the end of Key Stage 2 were above the national average and also above the average for similar schools. Over the past four years standards have been rising. There have been no gender differences in attainment in recent years and pupils with English as an additional language are achieving as well as other pupils. The number of pupils reaching the expected levels in science is high, demonstrating that the school has addressed the issue of attainment for pupils with special educational needs for whom, in the last inspection, progress was judged to be slow.

86. At the time of the previous inspection standards of work seen were judged to be in line with national expectations. During the present inspection attainment in lessons was generally in line and sometimes higher. Science was not being taught in Year 6. However, from a scrutiny of their work and discussions with pupils it is clear that standards at the end of the key stage are above the national average in terms of knowledge and understanding. Progress over the key stage in these attainment targets is good for all pupils. However their work shows a weakness in the development of investigational skills.
87. In all classes most pupils have at least sound and often good scientific knowledge and understanding and they are using many of the skills of investigation. Pupils in Year 3 were developing their understanding of reflection by looking closely at dull and shiny objects and by comparing images from flat and curved shiny surfaces. In one Year 4 class pupils showed above average attainment as they confidently used classification keys to identify animals and plants, after which they successfully devised their own keys. Year 5 pupils were beginning a topic on the life cycle of plants, reinforcing their understanding of plants as living things, and learning that most plants produce seeds which are contained in the fruit. By the end of the key stage pupils have developed their knowledge and understanding of physical and life processes well. Year 6 pupils are very confident in their understanding of life processes related to plants, animals and humans. Most show a good understanding of the differences between solids, liquids and gases and can explain reversible changes such as evaporation and condensation as well as some which are irreversible. Their understanding of physical concepts related to, for example, sound and forces is good. Their skills of investigation are less well developed. Pupils did not understand the terms 'hypothesis' or 'variable' although some could explain which variables should be changed or controlled when carrying out a test to find out if certain solids dissolved in water. The scrutiny of work from all year groups suggests that, whilst pupils are using scientific skills they are not being developed systematically. Pupils are used to making predictions but this is rarely developed to encourage pupils to make hypotheses based on their scientific understanding. Some teachers dictate conclusions to investigations. The recording and interpretation of data is weak and is restricted mainly to simple charts and block graphs. Higher attaining pupils in particular are restricted by the lack of open-ended investigations in which they can turn their own questions into fair tests.
88. Teaching was satisfactory in half the lessons seen and was good or better in the other lessons. All lessons had clear learning objectives although these were not always made explicit to pupils so that they could focus on what they should be achieving. In only one lesson were skills development identified as a learning outcome. In this lesson, where the teaching was very good, the teacher was confident in her subject knowledge and, by skilful questioning, enabled pupils to gain a good understanding of classification keys. Pupils became very involved as they were encouraged to refine their own questions to identify plants and birds successfully. The teacher had high expectations of what the pupils should achieve by the end of the lesson and the pupils responded well to this challenge. These features were present in other good lessons and consequently pupils made good progress. There was generally a good use of resources. In Year 5 classes the provision of a wide range of fruits to observe and compare leads to a better understanding of the scientific rather than the everyday definition of a fruit. In all lessons tasks were matched to the need of pupils and this allowed those with special educational needs and pupils needing English language support to make equal progress.

89. In all lessons there was a good emphasis on the use of correct scientific vocabulary and in some classrooms current topic words are displayed. New words were explained clearly and this was particularly helpful for those who were still not secure in English. Mathematical skills were reinforced when, for example, pupils learned to read thermometers or measure distances. However, data handling is not well developed in science. There was no evidence of the use of information technology for collecting data.
90. Pupils' attitudes to their work are very positive. They listen attentively to the teacher and to other pupils and respond well to questioning. Despite the inclement weather a class of Year 4 pupils were active and enthusiastic participants in their own learning as they identified different habitats within the school grounds. A minority of pupils were sometimes off task in a lesson where the pace was slow.
91. The school has a comprehensive scheme of work which gives teachers good support when planning lessons. Coverage ensures that higher attaining pupils will be challenged in each year group. Learning objectives to develop science skills are identified but, in translation into short term planning, these tend to become incidental to the acquisition of knowledge.
92. The quality of subject leadership is good. The coordinator has good subject knowledge and has attended recent courses to improve her teaching and management skills. She has monitored sample of pupils' work and has correctly identified weaknesses in the teaching of science. She has devised a detailed action plan to address them. It includes training to improve the teaching of investigative skills and the introduction of assessment activities to aid their development. At present, knowledge and understanding is assessed by the use of end of topic tests. Records of pupils' attainment are passed on each year and are used in future planning; this has been a factor in the steady rise in standards, as has the monitoring of pupils' performance in tests at the end of the key stage so that weaknesses in provision can be addressed. This is an improvement since the previous inspection. The school has a good range of resources to support pupils' science work and the school grounds are also used well as a learning resource.

ART

93. During the inspection only two lessons were observed. However, additional evidence was gained from the scrutiny of pupils' work, teachers' planning and discussions with pupils. On the basis of this evidence, attainment in art is in line with national expectations.
94. Pupils work in two and three dimensions and progressively acquire skills and techniques as they move through different years. They use a wide range of materials imaginatively and can observe objects closely, carefully drawing what they see, producing sketches with good line, shape and form. The pupils do not have sketchbooks, which restricts opportunities for recording, reference and looking back at previous work. They experiment with pattern and texture. Year 4 pupils make patterns using rough and smooth materials carefully blended with sand and seeds. Pupils in Year 5 design and make model dioramas based on a space theme. Pupils study the works of well known artists, such as Constable and Picasso and are able to discuss the different techniques used by these artists. The inspiration of Picasso has stimulated the Year 6 pupils to produce some very good compositions in a similar style. Similarly, the works of Hepworth and Moore have encouraged Year 4 to produce their own sculptures using clay.

95. Discussions with pupils confirm that they take a pride in their work and generally have positive attitudes towards art. Pupils in Year 6 draw and paint images from ancient Egyptian tombs on plaster bases. They concentrate well and share resources sensibly. They appreciate their work being displayed throughout the school.
96. There were a limited opportunities to observe teaching but those lessons seen indicate that teaching was at least satisfactory.
97. The art co-ordinator effectively promotes her subject and oversees planning of all teachers. She prepares lesson outlines for her colleagues but does not monitor teaching and learning in the classrooms. She is aware that procedures for monitoring and assessment need to be more rigorous. The co-ordinator is keen to provide in-service training for her colleagues, employ a resident artist and encourage the use of information technology in order to enhance further attainment in art.

DESIGN AND TECHNOLOGY

98. No lessons were observed in design and technology as teachers plan their work in longer blocks and no lessons were time-tabled during the inspection week. Standards of work seen, however, are in line with national expectations at the end of Key Stage 2. Standards of designing and making are satisfactory, and some good examples of design briefs and evaluations were seen in Years 5 and 6. Inspection findings indicate that the school has maintained the sound provision that was observed at the last inspection.
99. By the end of Key Stage 2, pupils learn to use a range of different materials. Pupils work in card, clay, wood and textiles. Pupils in Year 3, for example, use wooden doweling and cardboard joints to make photograph frames, learn a few embroidery stitches, and make simple patterns on fish-shaped clay tiles. In Year 4, pupils weave patterns using wool of different colour and texture, and make 'Jack-in-the-boxes' using folded cardboard and paper 'springs'. They decorate their models carefully, but do not evaluate their work to see which designs worked most effectively. As pupils get older, their experience of design and technology is more extensive. In Year 5, they discuss ways of making models move, and then design and make underground or underwater scenes with raising and lowering devices. One pupil's device opens and closes the jaws of a shark - with a half-devoured human inside! By Year 6, the oldest pupils design and construct models with different kinds of joints and movements. These include steerable vehicles and space scenes with comets shooting across the sky and stars appearing in a window. Effective three-dimensional models include underwater scenes with whales and dolphins, and a New York street scene with cars and shops in the foreground and the Statue of Liberty and skyscrapers in the background. There is a sound emphasis towards the end of the key stage on the formulation of a design brief and the evaluation of models. Generally, however, more emphasis is needed on recording the steps in the design process and on pupils' evaluation of the finished products.
100. Leadership in design and technology is sound. The co-ordinator looks at pupils' work on display, but does not yet monitor teachers' planning to ensure continuity in the development of pupils' skills. Assessment of pupils' skills is done informally on a day-to-day basis, and on the completion of projects. The scheme of work has recently been revised in accordance with national guidance and is intended to ensure a more logical progression in the teaching of skills when it is adopted in the next academic year. A good range of materials is used when designing and making models, but

there is currently no work in food technology, and no use of information technology to design or control models. Resources are good. There is a good supply of tools and there are plenty of consumable materials available. Resources are well catalogued and are easily accessible. Good use was made of a 'Millennium Challenge' competition to encourage pupils to design a device which would count down the last minute of 1999. The challenge produced many interesting ideas including 'hour glasses' constructed from plastic bottles and elaborate marble runs, and helped to stimulate pupils' interest in the design process.

GEOGRAPHY

101. Pupils' attainment is typical for their age at the end of Key Stage 2. This is in line with standards seen in the previous inspection.
102. By the end of Key Stage 2, pupils explain the layout and functions of British settlements of different sizes, and compare these with villages and towns in other parts of the world. Pupils in Year 3, for example, interpret aerial photographs and simple maps of the local area and discuss road patterns and land use in Knighton. In Year 4, pupils compare the transport and services available on a farm in Devon with those in a village in Suffolk, a seaside town in North Wales and a large city in Yorkshire. They recognise how new developments can improve or damage the environment, and understand the importance of town planning. Pupils in Year 5 contrast the local climate and lifestyle with those in a Peruvian town, and study the environmental problems associated with the destruction of the Amazonian rainforest. In Year 6, pupils trace the development of rivers, and explore the many uses of water and the problems resulting from pollution.
103. Teaching is sound overall, and some good teaching was observed in each year group. Teachers plan their lessons thoroughly and usually make the objectives of each lesson clear at the start. This allows pupils to know what they are expected to learn during lessons. Teachers give interesting introductions to lessons and use a good range of resources to stimulate pupils' interest. In a Year 4 lesson, for instance, the teacher made good use of photographs and maps to compare the location and features of four settlements, then showed a video to compare the types of transport and services available. Good use is made of detailed questioning to probe issues and to elicit information from pupils. Good teaching results from teachers' secure knowledge of the subject and high expectations of pupils' performance and behaviour. This enables pupils to make sound progress in lessons. In a Year 5 lesson, for example, pupils were challenged to use photographs of a town in Peru to describe the shopping facilities. Pupils in Year 4 use maps printed from the Internet to locate their own home, and in Year 6, pupils use aerial photographs from a CD ROM to identify different types of river features. Generally, however, not enough use is made of information technology to assist pupils' learning. Teachers assess pupils' work informally during lessons, and use these observations to help pupils focus their ideas more clearly.
104. Pupils' attitudes and behaviour are usually good. Pupils enjoy geography lessons and show a keen interest in the subject. They listen attentively to their teacher and are well behaved. They concentrate well when working on their own, and co-operate well when working in pairs or in small groups.

105. Leadership in geography is sound. There is a helpful policy document, and the scheme of work is planned effectively so that pupils develop their skills in a logical progression. In mapwork, for instance, pupils progress from the use of simple co-ordinates in Year 3 to four-figure grid references in Year 4, and to six-figure references and Ordnance Survey map symbols in Years 5 and 6. The co-ordinator looks at work on display, but does not monitor pupils' work systematically, or check that teachers' planning is ensuring continuity and progression in pupils' learning. Good use is made of the local park in Year 3, and pupils in Year 5 make weather recordings in the school grounds, but there are no visits to other villages, towns or cities. Links with other subjects such as science ensure that pupils are introduced to moral and environmental issues such as the destruction of the rainforests and the pollution of rivers.

HISTORY

106. During the week of the inspection, history was being taught only in Year 6 classes and these lessons were observed. History is taught in blocks of time and most classes had completed their topics for the year. Other evidence was gathered from a scrutiny of pupils' work and from discussions with staff and Year 6 pupils.
107. By the end of Key Stage 2 standards for the majority of pupils are in line with national expectations. Year 6 pupils have developed their understanding of chronology and can place periods and events studied in chronological order. They show sound knowledge of periods they have studied and can explain why, for example, their lives are very different from those of Victorian children. They know many of the sources where information about the recent and distant past is found and some know the difference between primary and secondary sources.
108. Year 3 pupils are beginning to discover how to find out about the past, for example from Greek pottery and paintings. They are starting to use time lines to show when important events happened. Pupils in Year 4 have studied the Tudor period and have recorded their knowledge and understanding in different ways. They have written newspaper articles about the Spanish Armada from the points of view of both Spanish and English journalists. In both year groups work was of sound quality. Work seen from Year 5 classes was often of a good standard. Pupils have recorded in depth about aspects of Victorian life such as the plight of children in factories and mines and their work shows good knowledge and understanding. They have used their visits to 'Victorian Knighton' well to find out about housing and are generally able to make good comparisons between life in Victorian times and their own lives today.
109. In all three lessons seen in Year 6 the quality of teaching was good or better. In one lesson very good questioning enabled pupils to review their learning from a television programme and to focus on the key areas of relationships and the structure of society in terms of religion and power. In this lesson learning was very good and pupils were able to discuss the advantages and disadvantages of being a pharaoh and could find similarities and differences with the present day relationship between the Queen and Parliament in the United Kingdom. In the other lessons seen pupils made good progress when using reference books to find out about the process of mummification. The books used were well matched to pupils' reading attainment and this enabled all pupils to extract the relevant information. In both lessons pupils with special educational needs and pupils needing language support made equally good progress because of good teacher support. Both these lessons made an effective contribution to the teaching of literacy as pupils developed their reading and note-taking skills.

Key vocabulary was emphasised and explained. Good class management and organisation was exhibited in all three lessons. Learning objectives were clearly explained and pupils worked towards achieving these. Generally teachers make good use of a range of sources to teach history, including local visits to museums and battle sites and this helps pupils to develop an interest in the subject.

110. Pupils' responses in lessons are very positive and they show great interest in finding out about Ancient Egypt. They listen well, make good contributions to discussions and show good cooperative skills when finding information.
111. Because of other priorities there has been little development in the subject since the previous inspection and the findings generally reflect those in the previous report. There are no assessment procedures in place and there are no formal opportunities for the coordinator to monitor standards across the school. However the subject leader is enthusiastic and committed to raising the profile of history when time allows. She has written a detailed action plan which involves reviewing the present scheme of work in readiness for the implementation of Curriculum 2000 in September. It is intended that the new scheme then be monitored and evaluated during the year. Resources for the teaching of history are generally good although the range of IT software is still inadequate.

INFORMATION TECHNOLOGY

112. Standards in information and communication technology are below national expectations by the end of the key stage. The school has recently improved the quality of hardware and has introduced a new computer suite which is having a positive impact on standards. However, there is still insufficient hardware and software throughout the school to ensure that the full range of activities in the curriculum can be planned and taught. The rate of progress of pupils in individual lessons is often good or very good. However, they do not systematically develop the necessary skills and confidence, year on year, to achieve the expected standards.
113. By the end of the key stage pupils have reached the expected levels in some of the aspects of the information and communication technology curriculum. They are confident in the use of computers and use them for a variety of purposes. They are competent in gaining access to the Internet and using it as a source of information. They follow instructions carefully and logically in order to extract and reorder information and are unafraid to explore alternative pathways when they come up against problems. However, due to the lack of sufficient relevant equipment in the classroom, pupils have too few opportunities to explore the wider uses of information technology as an integral part of their daily learning. Consequently, their skills, for example in modelling and control technology, are too limited and their range of competence remains too narrow.
114. Teaching is good, overall with some very good features. All of the teaching observed took place in the recently developed computer suite. Teachers throughout the school make very good use of this facility to improve on standards. All lessons are carefully planned and prepared for. There is a clear structure to each session and the teaching strategies and organisation of equipment are considered in great detail. Consequently, learning objectives are clear and most lessons are well balanced, ensuring good or very good progress. Teaching is most effective where the correct balance is achieved between the time devoted to the demonstration of skills and the time allowed for pupils to practice them. This results in pupils making good progress

through the task in hand. It also increases their ability to solve problems for themselves, for example when re-ordering data on mini-beasts or planets. Due to a lack of suitable equipment in classrooms, teachers are unable to plan opportunities for pupils to systematically develop skills and use computer technology in the wider curriculum. There are occasional opportunities to explore the combination of text and graphics or to use floor robots for direction finding. However, these are far too infrequent and this has a negative impact on progress throughout the school.

115. Pupils have a very positive attitude to the subject and behave very well. They look forward to and enjoy their lessons in the computer suite and follow instructions first time. The vast majority listen attentively and patiently during the teacher's demonstration and this contributes to their progress when they are using the computer themselves. On a very small minority of occasions, when the demonstration section of a lesson goes on for too long, there is some restlessness and inattention. All pupils work well together in pairs and lessons make a good contribution to their social development. They are very willing to teach each other simple skills, for example by guiding each other through a trail of instructions. Pupils who are not directly engaged in computer work get on sensibly with their set task without supervision.
116. The subject coordinator has only recently been appointed and has created a very positive ethos for learning. A clear strength of the subject is teachers' willingness to seek advice and support which is freely available. Teachers regularly work in groups or pairs on computers to plan interesting and well structured lessons. They are also willing to evaluate the strengths and weaknesses of their teaching and adopt the strategies which are most successful. Consequently, teacher confidence and expertise are developing well. The school development plan reflects an awareness of the need to provide equipment in classrooms to meet the demands of the curriculum. It also recognises a need to implement an appropriate scheme of work, with suitable strategies for assessment, as soon as possible.

MUSIC

117. By the end of Key Stage 2, pupils' attainment in music is above national expectations. The satisfactory standards reported at the last inspection have been improved. The school provides many opportunities for all its pupils to appreciate music and there is a thriving school choir and orchestra.
118. By the end of the key stage most pupils understand elements of music such as rhythm, pitch and dynamics. They understand the principles of graphic scoring and can interpret them confidently. In Year 3, pupils understand and recognise simple rhythm patterns. They are able to read basic rhythmic notation symbols and use them to support a piece of music. Pupils are able to extend their awareness of rhythm by progressing from simple chanting to tapping with chopsticks and finally playing untuned instruments to accompany a taped version of the 'Can-Can'. They perform accurately and confidently. Pupils in Year 5 sing enthusiastically, keep good time and demonstrate their awareness of pitch. Pupils in Year 6 sing with enjoyment and understand pitch and tempo. They confidently sing rounds, keeping rhythm and structure. A significant number of pupils are members of the school orchestra and are able to read music and perform before an audience.

119. Most pupils make good progress as they move through the different years of the school. An example of this is the high quality of singing demonstrated by the older pupils. This good progress is due to well-planned lessons, good teaching, positive attitudes shown by pupils and an enthusiastic music co-ordinator.
120. The great majority of pupils respond well to music and they behave well in lessons. They are keen to learn and make effective use of the opportunities to play instruments. They show restraint and care when using the instruments, work in a constructive manner, respect the performances of others and are keen to learn.
121. Teaching is good overall. Teachers plan effectively, organise their lessons to make best use of time and resources and expect good standards of attainment from their pupils. In one lesson, teaching was judged to be very good because it contained all the elements expected for such a high standard. The teacher was organised, confident and enthusiastic. Her well-planned lesson was structured to allow for a variety of teaching strategies and her delivery was stimulating. The teacher effectively intervened and interacted with her pupils, maintained a friendly but firm relationship, challenged them at every opportunity and made clear what she expected them to achieve. The pupils' response was to rise to the teacher's challenges by working hard, contributing to the lesson with well-chosen answers, sustaining their concentration and producing work of a high standard.
122. The music co-ordinator is effective and manages her subject efficiently. Procedures for assessment and monitoring are informal and lack a clear structure. The co-ordinator is aware of this and has identified them as priorities for inclusion in the current school development plan.

PHYSICAL EDUCATION

123. During the week of the inspection the range of physical education lessons observed covered swimming, games and fitness training. Planning indicates that there is a balance of activities during the year, which includes gymnastics and dance.
124. Standards have been maintained since the previous inspection. By the end of the key stage attainment is broadly in line with national expectations. Pupils in Year 5 improve on their throwing and catching skill, remembering the importance of using their legs for balance. The majority can throw and catch accurately. Year 6 pupils practise and perform basic stroke play and ball skills for rounders with increasing accuracy and precision. In both year groups pupils evaluate others' performances to help them to improve. In swimming lessons all pupils make good progress. Beginners show increasing confidence during the lessons and some manage to swim short distances on their backs without buoyancy aids. Improvers and more advanced swimmers refine their arm and leg movements for the back crawl.
125. There has been an improvement in the quality of teaching since the previous inspection. It was good overall in the lessons observed. The teaching of swimming was always very good. Teaching was good in two games lessons and satisfactory in the remaining two. Good teaching was characterised by the good teaching of skills and techniques to improve performance. High expectations lead to appropriate challenge and the pace was good. Praise was used well to encourage pupils. All lessons were well planned and organised to ensure that pupils made progress and health and safety issues were considered. Lessons were structured appropriately with warm up and cool down activities. In the satisfactory lessons seen pupils were less involved in evaluating and improving their performance.

126. Pupils' attitudes to physical education are overwhelmingly positive and they show sustained interest, enthusiasm and motivation. They persevere well in their efforts to improve their performance, particularly in swimming lessons where all pupils worked very hard throughout the thirty-minute period. They show good cooperative skills when playing team games. A minority of pupils became restless in one lesson where the pace was slow.
127. The scheme of work for physical education is sound and supports teachers in their planning. The employment of a qualified swimming instructor has improved provision and is having a positive impact on the quality of teaching and learning. Provision in other areas has been enhanced by using the expertise of representatives from Leicester City football club and Leicester Riders basketball club although the impact on standards could not be judged. There is a good range of extra-curricular activities for pupils in all year groups. Pupils have the opportunity to play team games and they develop a sense of competition and fair play, which helps their social and moral development. Pupils would like more school teams to play competitively and ways to promote this have been discussed in the School Council.
128. The coordination of physical education is good. As at the time of the previous inspection there are no formal assessment procedures in place although, in most lessons, pupils are involved in evaluating their work. The action plan for physical education suggests that a programme for monitoring and evaluating provision will be written next term. Resources are good and are used well. The school benefits from, and makes good use of, the extensive grounds which provides spacious hard surface and grassed areas as well as a modern swimming pool.

RELIGIOUS EDUCATION

129. As at the last inspection, standards are above those expected in the locally agreed syllabus at the end of Key Stage 2. Pupils meet the attainment statements in the local syllabus and go beyond its requirements by studying details of all five major world religions.
130. By the end of Key Stage 2, pupils know the significance and meaning of some of the main festivals and traditions of Christianity, Judaism, Sikhism, Hinduism and Islam. Pupils in Year 3, for instance, recall events in the life of Mohammed and study the main beliefs of Islam, while those in Year 6 hear the story of Guru Granth Sahib and learn about the rules for living followed by Sikhs. Year 4 pupils compare the revelation given to Zachariah with the message revealed to Mohammed, and compare the holy books of Islam and Christianity. Pupils in Year 5 study people from different religions whose faith changed their lives, while pupils in Year 6 read different accounts of creation, and go on to discuss different ways of caring for the Earth's resources.
131. The quality of teaching is good. Teachers have a good knowledge of the major world religions, and plan their lessons well, making good use of the detailed guidance provided by the co-ordinator. Pupils are well managed, and teachers work hard to involve all the pupils in discussions. Teachers are sensitive to the wide range of pupils' cultural and religious experiences. Good use is made of Bibles and holy books from other faiths, religious symbols and a variety of artefacts, and pupils are encouraged to think for themselves by careful questioning, analysis and reflection. Pupils' work is marked regularly, but there are only occasional comments on how the work might be improved. Sound use is made of day-to-day assessment to cater for the individual needs of pupils, and pupils' work, attitudes and contributions to discussions are monitored to check that they are meeting the attainment statements in the locally agreed syllabus.

132. As a result of good teaching, pupils, including those with special educational needs and those for whom English is an additional language, make good progress in their understanding of spiritual and moral issues. They develop an awareness of their own feelings, and an understanding of the ways in which different religions celebrate their main festivals. Pupils develop a good knowledge of the main similarities and differences between the major world religions, and learn to respect the beliefs and customs of others.
133. Pupils' response to teaching in religious education is good. Pupils behave well in lessons, and show respect for the feelings and beliefs of others. They listen very carefully to their teacher, and empathise with the feelings and emotions of the characters in the stories they study. They work very sensibly on their own and are keen to answer questions and to join in class discussions.
134. The co-ordinator provides very good leadership. She helps staff to develop their planning and assesses pupils' work on display and in their books. The school's religious education policy promotes helpful understanding and respect of the major world faiths, and provides many opportunities for extending pupils' spiritual, moral and cultural development. The scheme of work follows the Leicestershire Agreed Syllabus for Religious Education, but goes beyond its requirements by studying all five of the major world religions. Detailed planning helps all teachers to cover the chosen topics with a secure knowledge and understanding of the different religious traditions. Pupils also learn about people of great faith, for example, Martin Luther King and Guru Gobind Singh, during school assemblies. There is a very good range of resources for studying the major world religions including Bibles, information books, posters and many artefacts. The resources are well catalogued, easily accessible and used frequently. There are good links with the local religious communities. Pupils visit a Christian church, a Hindu mandir and a Sikh gurdwara, and representatives of these faiths talk to pupils about their beliefs and customs.