

# INSPECTION REPORT

## HIGHFIELDS PRIMARY SCHOOL

Leicester

LEA area: Leicester City

Unique reference number: 130528

Headteacher: Mr Z Mohamed

Reporting inspector: Mr D J Smith  
3732

Dates of inspection: 28<sup>th</sup> February – 3<sup>rd</sup> March 2000

Inspection number: 192066

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Pluto Close Leicester
Postcode:	LE2 0UU
Telephone number:	0116 2531382
Fax number:	0116 2621651
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Mehboob Kantharia
Date of previous inspection:	17 <sup>th</sup> February 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr Derek Smith	Registered inspector	Special educational needs	What sort of school is it?
		Mathematics	The school's results and achievements
		Art	How well are pupils taught?
		Music	
		Religious education	
Mr George Braddick	Lay inspector	Equal opportunities	Pupils' attitudes, values and personal development
			How well does the school care for its pupils?
			How well does the school work in partnership with parents?
Mr Colin Goulding	Team inspector	English as an additional language	How good are curricular and other activities offered to pupils?
		English	
		Geography	
		History	
		Physical education	
Mrs Monica Timmis	Team inspector	Under fives	How well is the school led and managed?
		Science	
		Information technology	
		Design and technology	

The inspection contractor was:

Meridian Inspections  
 23 Marlingford Way  
 Easton  
 Norwich  
 NR9 5HA

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 Alexandra House

33 Kingsway  
London WC2B 6SE

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

The school is in inner city Leicester. The locality is characterised by high density housing and the school is described by a governor as an oasis in a sea of concrete. It was built in 1995 to accommodate increasing pupil numbers in the locality and has had to carve out its own niche by attracting pupils from other schools. There are currently 196 pupils on roll most of whom are of Asian origin. At their time admission to the nursery many pupils have little or no command of English. Over 40 per cent of pupils are eligible for free school meals and over 90 per cent have English as an additional language. There are 35 pupils on the school's register of special educational needs.

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

This is a good school which effectively promotes pupils' achievements. Pupils make rapid progress and although results show that attainment in English, mathematics and science is generally well below the national average pupils make considerable strides towards catching up with pupils in other schools. The school is characterised by good teaching, and effective leadership and management which balances what the school does well against the need for continuing improvement. The unit cost of educating pupils is high. However it is not unduly high when compared with other inner city schools. In view of the school's effectiveness and the progress which pupils make, the school gives good value for money.

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

- Pupils make rapid progress, particularly in the development of literacy and numeracy
- The quality of teaching good and often very good. This helps pupils with English as an additional language in particular to make very good progress
- The governors and newly appointed headteacher provide a clear educational direction for the school
- The spiritual, moral, and cultural development of pupils is very good
- The school gives pupils a very good start to their education in the nursery
- The contributions of parents, support staff and the community have a very positive effect on the quality of education
- The caring and happy ethos of the school supports pupils' learning

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

- Standards of attainment could be improved to enable the school to meet its targets at the end of each key stage
- The school should secure the stability of staff to enable more effective planning for the future
- The school could make more effective use of assessment data to help all children to do even better
- The school could make better use of computers to support pupils' learning
- The school should establish an appraisal system to support staff development

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

The school's strengths significantly outweigh its weaknesses. Other minor strengths are identified within the report and some minor weaknesses are highlighted in paragraphs 77, 83, 94, 96, 113 and 116. The school provides a good education for its pupils and has a significant impact beyond the school gate by providing educational support and guidance for the community. Its particular strengths are the support for pupils who begin school with little or no English and the overall quality of teaching which results in good progress.

However, pupils do not catch up with national standards by the end of either key stage.

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

There are few meaningful comparisons between the school as it is now and as was at the time of the last inspection. At the time of the school's first inspection in 1997 it had been open only a few months and there was a total of 57 pupils on roll and 36 children in the nursery. There are now 196 pupils on roll of whom 44 are children in the nursery. This represents a percentage increase of 110 per cent. The school has continued to admit pupils from the locality many of whom are just beginning to acquire English as an additional language. The school is effective in enabling pupils to learn.

However, the quality of teaching has improved markedly. At the time of the last inspection 20 per cent of teaching was unsatisfactory. No teaching is currently unsatisfactory and almost three-quarters of teaching is good or better. Most other aspects of the school's performance have also improved, for example, the spiritual, moral, social, and cultural development of pupils. The support and guidance provided for pupils have also improved and pupils' behaviour and their personal development are better than they were. Rates of attendance are steadily improving.

## STANDARDS

As the school is newly created no Key Stage 2 pupils took national tests before 1998, and since that time the very small number of pupils tested makes it impossible to draw reliable conclusions or comparisons with other schools. Inspection findings confirm that pupils' attainment is below average in English, mathematics and science at the end of both key stages, but they nevertheless make good progress from a low starting point.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have positive attitudes and are very enthusiastic for school
Behaviour, in and out of classrooms	Pupils' behaviour is almost always good in class and when they are at play
Personal development and relationships	Their personal development is good and they are very respectful towards the feelings, values and beliefs of others
Attendance	Pupils' attendance is steadily improving and is close to the average

Pupils have positive attitudes towards learning. Personal development and relationships are also good and their behaviour is a strength of the school. Pupils are enthusiastic towards school because they are accepted, valued and aware that they are making progress. As a result attendance rates are improving.

## TEACHING AND LEARNING



Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
46 lessons observed	Good	Good	Good

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

Over half the lessons observed were good and three quarters of the lessons were good or better. In one lesson teaching was excellent and the quality of teaching was never less than satisfactory. A high proportion of the teachers are bilingual. They understand well the problems that face pupils in their acquisition of another language, and recognise when the use of mother tongue helps in English lessons and in other subjects. The quality of teaching is the most significant factor in the rapid learning and achievements that pupils make whilst at the school, particularly in literacy and numeracy.

### OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of the curriculum are good. Pupils' needs are well met. The relative weakness is in provision for the arts
Provision for pupils with special educational needs	The school identifies pupils with special educational needs early. The additional teaching and non-teaching help that it provides is effective in helping them to improve
Provision for pupils with English as an additional language	The provision for the 90 per cent of pupils with English as an additional language is very good
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' spiritual, moral, social and cultural development is very good. The pupils' respect for the feelings and values of others is a strength of the school
How well the school cares for its pupils	Procedures are satisfactory overall. There are strengths in the support and guidance for pupils and in the promotion of good behaviour. The relative weakness is the monitoring of pupils' academic performance

The curriculum is well matched to the needs of the school's particular community. Provision for pupils with English as an additional language and relationships with parents are very good and strengths of the school. These have a beneficial effect on pupils' achievements and progress. The school's supportive ethos is very evident and this helps pupils to develop an enthusiasm for school. Positive attitudes and values enable pupils to make a full contribution to school life and for the school to make a valuable contribution to the community.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership and management provided by the headteacher and key staff are good. Staff morale has been raised, priorities identified and the school has a clear direction for further improvement
How well the governors fulfil their responsibilities	Throughout a turbulent period the governing body has fulfilled its responsibilities very well. It continues to support the school well
The school's evaluation of its performance	The school's evaluation of its performance is satisfactory. It is aware of the challenges provided by its pupils and increasingly informed of what they can achieve
The strategic use of resources	The school uses its resources well. It makes especially good use of parents and helpers who contribute a great deal to the quality of education

The newly appointed headteacher leads and manages the school well with the strong support of teaching and non-teaching staff and members of the community. He is in the process of setting a clear educational direction for the school. Teachers express a new found confidence, and improving morale which helps them to work well together supporting the needs of all pupils and the community. The governing body has fulfilled its responsibilities very well during a recent period of instability. Governors help the school to set its targets, meet and visit the school regularly. A significant number support the school by working with the pupils to develop their literacy skills. The school's accommodation is very good and the resources for learning are good. Although the expenditure per pupil is high and standards are low in comparison with other schools, the quality of teaching is good. Pupils achieve a great deal and this is recognised by parents and the community. In consideration of these factors the school provides good value for money.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Parents value the good progress their children make</li> <li>• The quality of teaching is good</li> <li>• The school promotes good behaviour</li> <li>• Parents feel comfortable in approaching the school with questions and queries</li> <li>• The school is well led and managed</li> </ul>	<ul style="list-style-type: none"> <li>• Some parents would like their children to have more homework</li> <li>• Some parents feel insufficiently informed of how well their children are doing</li> <li>• The school does not provide a range of activities outside school</li> </ul>

Inspection evidence supports the positive views of parents. Pupils do make good progress, especially in learning English and the quality of teaching is good. Although a minority of parents would like their children to have more homework and extra-curricular activities, most parents felt that the balance is about right.

## **PART B: COMMENTARY**

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

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

1. Pupils make good progress in school. However, the school's results and achievements must be viewed in the context of a newly created inner city school which has more than doubled in size in four years, so little meaningful comparison can be made with the school as it was at the time of the previous inspection. The school is growing rapidly with most admissions in nursery, reception and Key Stage 1. In contrast, only four pupils took the national tests at the end of Key Stage 2 and this is insufficient to compare school trends and achievements with schools nationally or with similar schools. Standards are well below average when children enter the nursery because many do not speak English, and in all year groups new pupils are admitted with varying degrees of competence in English. In all, over 90 per cent of pupils have English as an additional language, and many of these are just beginning to learn the language.
2. Whilst the school has been expanding rapidly over the previous four years, pupils' attainment has been consistently well below average whilst new pupils with limited understanding of English are admitted. However, there has been a marked upward trend in reading and writing in Key Stage 1 over this period while mathematics has remained well below average. Inspection findings confirm that pupils' attainment is below average in English, mathematics and science at the end of both key stages, but they nevertheless make good progress.
3. In the 1999 National Curriculum reading tests and teacher assessments for seven-year-olds, pupils' attainments were well below the national average. The percentage of pupils reaching the higher levels was very low in comparison with the national average, and below average when compared with similar schools. Attainment in writing was better. In the tests, pupils achieved close to the national average, although teachers had assessed them to be below the national average and well below the national average at the higher level. However, when compared with similar schools pupils' writing was above average.
4. The 1999 national tests of attainment in mathematics and teacher assessment in science for pupils aged seven show that attainment was well below the national average. This pattern is repeated in the national tests of attainment at the age of eleven. However when results of the Key Stage 1 tests are compared with schools that are broadly similar pupils are below average in reading and mathematics and above average in writing.
5. The school's priority is to develop pupils' literacy skills. It does this effectively. However, few pupils use computers as a natural tool for learning including literacy and at the end of each key stage standards of attainment in information technology are below the national expectation. This reflects a relative decline in standards since the last inspection when the small number of pupils on roll had good access to the computers.
6. Pupils have a good understanding of the arts of their own cultures. They are knowledgeable about Indian music and through the school's targeted support of music appreciation their attainment is satisfactory in music. A relative weakness however, is their lack of awareness of the role played by the arts in Western European culture. Whilst pupils are skilled in their representation of Islamic art, and they make good

progress throughout both key stages in both art and design and technology, pupils' attainment is below national expectations at the end of both key stages. In the other subjects of geography, history, and physical education pupils make good progress and meet national expectations at the end of both key stages. In religious education pupils meet the expectations of the locally agreed syllabus for religious education.

7. This is a school where pupils' achievements are significant because of the good quality teaching whilst their attainments in comparison with national or similar benchmarks remain low. Pupils, particularly those with English as an additional language and those with special educational needs do well. The whole school community of teachers, classroom assistants, ethnic minority support staff and parents pull together to enable pupils to begin to catch up with national standards.

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

8. Pupils have positive attitudes towards learning, which have been maintained since the last inspection. These are encouraged by good teaching that promotes pupils' personal development and good relationships. The pupils' respect for the feelings and values of others is a strength of the school.
9. Pupils show an interest in their work and persevere when difficulties arise. They listen well to their teachers and take a pride in their work. Pupils work well on their own and collaboratively and show enthusiasm and enjoyment in learning. They are able to sustain good levels of concentration. However, there are a small number of pupils with behavioural difficulties who find this difficult. They readily involve themselves in lessons, which is illustrated by their eagerness to answer questions, make good use of classroom resources and respond positively to new challenges.
10. The good behaviour of the majority of pupils, of all ages, both in classrooms and around the school has been maintained since the previous inspection. Relationships between pupils and teachers are good, as are those between the different ethnic and gender groups. There are one or two boys who take liberties but teachers manage these pupils well and they are not permitted to disrupt lessons or pupils' learning.
11. Older children show a caring attitude towards the younger ones. At break and lunchtimes pupils play and behave sensibly together and these attitudes are supported by the school's good procedures for monitoring behaviour. The school reinforces positive attitudes by praise, stickers and awarding certificates at a special weekly assembly.
12. Pupils are aware of what is right and what is wrong and respond positively to the school's high expectations. There was no inappropriate behaviour during the inspection and bullying is very rare. Should any such incident occur there are appropriate procedures in place to deal with matters promptly and efficiently. There were no exclusions during the last academic year and pupils show good levels of self-discipline. Parents are very satisfied with the standard of behaviour and also the way the school goes about promoting it.
13. Pupils are trustworthy and show a high degree of respect for other people's feelings and beliefs. They are courteous towards each other and respectful towards adults. For example, if pupils are close to a door, they hold open for adults to pass through. They are keen to take responsibility and readily help with the daily routines of school life and have collaborated with teachers in formulating class rules. The school has established

prefects and a school council and this is beginning to develop pupils' maturity and sense of responsibility towards the school community.

14. Pupils express care for those less fortunate than themselves by collecting for charity. At the present time the school is collecting for the Children in Need organisation. Pupils further enhance their personal development by participating in the many outside visits arranged by the school.
15. The induction procedures for reception pupils are very good and pupils with special educational needs are well catered for. Children under five make rapid progress in their personal development. The good attitudes pupils have towards learning and their good behaviour have a positive effect on progress and attainment which contribute to the quality of education.
16. The level of attendance has improved significantly since the last inspection and this has a direct effect on pupils' progress and attainment. It is currently close to the national average. The school is having an effect on improving attendance by discouraging parents from taking their children on extended holidays to the sub-continent. This accounts for the unauthorised absence figure which is above the national average. The observance of religious holidays also accounts in part for this high figure.
17. The large majority of pupils arrive punctually at school. Registration is carried out efficiently enabling classes to commence promptly. Registers are marked correctly at each session. They comply with statutory requirements and are kept in the school secretary's office. There are satisfactory follow-up procedures in place for investigating absences. For example, if a child has not arrived at school by 9.30 a.m, parents are telephoned to find out why. Parents agree that attendance and punctuality are good.

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

18. The quality of teaching has improved markedly since the previous inspection. At the time of the last inspection 20 per cent of the teaching was judged to be unsatisfactory. No teaching is currently unsatisfactory. Over half the lessons observed were good and three quarters of the lessons were good or better. In a minority of lessons teaching was excellent and the quality of teaching is never less than satisfactory. A high proportion of the teachers are bilingual. They understand well the problems that face pupils in their acquisition of another language, and recognise when the use of mother tongue helps them to understand their work in English and in other subjects. The quality of teaching is the most significant factor in the rapid learning and the achievements that pupils make whilst at the school.
19. The quality of teaching is good in the foundation stage of education. In the nursery and reception class teachers and assistants are knowledgeable about how young children learn. The energetic, lively assistants make a valuable contribution in all areas and especially in their use of the children's first language. As a result the school teaches effectively the very early skills in reading, writing and number. It caters well for the children's personal development, by for example giving them both structured activities and sufficient opportunity to make choices of their own. Teachers and classroom assistants work closely together to plan lessons with clear learning objectives. They discuss the organisation of activities and judge what progress children have made. Relationships are very positive and all staff respond sensitively to the children's differing cultures and needs. Teachers' classroom management and organisation are very good and they have established manageable systems for assessing the children's attainment. Teachers and support assistants who work in the nursery and reception

quickly identify those children who are experiencing difficulties with their language and learning, and support them well.

20. The quality of teaching is mostly good throughout Key Stages 1 and 2. However, teaching in almost a quarter of the lessons is very good and it is excellent in a few lessons. Teachers show by a valuable awareness and sensitivity towards the pupils' cultural backgrounds and their limited understanding of English. As a result they provide good teaching for pupils with English as an additional language and those with special educational needs. These pupils make good progress. Individual education plans include clear and attainable targets which represent milestones in pupils' progress. In the very best lessons such as a Year 1 English lesson and Year 6 mathematics lesson teaching was exciting and dynamic. Teachers are knowledgeable, for example in religious education; they plan their lessons well and make good use of available time. They introduce and conclude their lessons well and this helps pupils to recognise their strengths and weaknesses. However, the most striking aspect of teaching throughout both key stages is the very effective way in which teachers use the pupils' mother tongue language where it is appropriate. This helps many pupils understand their work in other subjects whilst simultaneously developing their literacy skills. Teachers use effective strategies for managing pupils with behavioural problems, for example in a music lesson where the teacher clearly explained what was acceptable behaviour and what was not.
21. Throughout the school classroom assistants and non-teaching staff provide good support for the teaching of pupils with English as an additional language. This proves very effective in helping them to learn. Similarly, parents who work in the school make a valuable contribution to the effectiveness of the teaching. However, the effectiveness of teaching extends well beyond timetabled lessons. For example, the Family Literacy Programme is having a significant effect on the community. Parents work very effectively with the ethnic minority support co-ordinator and develop their own competence in English. More significantly however, parents comment that working in the school helps them to understand the teaching methods which are unfamiliar to them. For example, a parent commented that she now understands that children under five learn through playing while another parent explained that she was finding it easier to discipline her son at home after observing the positive effect of teachers praising pupils in class.

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

22. The school fully meets statutory requirements for the provision of the National Curriculum and religious education at both key stages. It follows the programmes of study in each of the core and foundation subjects and the early learning goals. It teaches religious education effectively and follows closely the guidelines of the locally agreed syllabus. Teaching time for each of the National Curriculum subjects is in line with national recommendations at each key stage. The overall teaching time per week at Key Stage 1 exceeds the minimum recommended time by 40 minutes and is in line with the recommended time at Key Stage 2. The school was a pilot school in the development of the National Literacy Strategy and it fulfils effectively the requirements of both national strategies in literacy and numeracy.
23. The personal, health and social education programme includes teaching on sex education and the dangers of drug misuse. Although there is no sex education policy document in place, the school follows the local authority's guidelines in the teaching of

this subject. The school nurse teaches it to single sex groups at Key Stage 2. The school policy on drug misuse is good and backed by a comprehensive scheme of work. The school makes adequate time provision for personal, health and social education at both key stages. Suitable policies are in place for all other subjects and cross-curricular areas, but music and design and technology are in need of further development through whole school action planning.

24. Curricular opportunities to develop pupils' spiritual, moral, and cultural development are very good, and support for pupils' social development is good. This represents an improvement since the previous inspection. Pupils' spiritual development is very well supported by, for example, school assemblies, and the school fulfils the statutory requirement for a daily act of collective worship. The festivals of different religions are celebrated from time to time and each day pupils are provided with time for reflection, which the school calls 'Thinking Time'. The teachers hold different faiths and beliefs and this helps the pupils develop an awareness of the importance of the spiritual dimension of life. After school many pupils attend Madressa which consists of studies related to the Koran.
25. The school provides very effective opportunities for pupils in the school develop a very strong moral sense of right and wrong. They are respectful pupils who make a point of caring for others and recognise the importance of making living by the rules which govern their lives. The school ethos emphasises that individuals matter, and as a result the school is a social community. Pupils learn to relate well towards each other, and through subjects such as religious education they learn that different peoples have more similarities than differences.
26. Pupils' understanding of culture and how it affects people's lives is very well developed. Even the youngest pupils are aware of their cultural identity and this is celebrated in assemblies when pupils learn about the customs and lifestyles of people who celebrate Diwali, Eid, Vaisakhi and Christmas. They learn about the importance of different headwear and show an interest in cultures other than their own. The school provides appropriate opportunities to develop an awareness of other cultures through for example music appreciation and the study of artists such as Van Gogh. However many pupils do not experience music and art at home. As a result they lack appreciation of how a wider appreciation of the arts can enrich their lives.
27. The quality and range of learning opportunities for children under five are good. Teachers and support staff plan thoroughly and cover all the appropriate areas of learning. There is a strong emphasis on children's personal and social development and on literacy and numeracy. Literacy development extends through all the areas of learning. Opportunities for outdoor physical activities, identified as a weakness in the previous report in February 1997, are now satisfactory. Teachers prepare children well for the National Curriculum and provide a full range of stimulating experiences.
28. At Key Stages 1 and 2, the school has adopted effective strategies for the teaching of basic skills in literacy and numeracy and these are continuing to help raise standards of attainment. The school provides pupils with good curricular opportunities to use their skills of deduction and enquiry in mathematics and science and good curricular links are made between subjects. For example, in a Key Stage 1 literacy hour a Big Book on electricity used in group reading supported pupils' study of the topic in science and even very young pupils know the difference between fiction and non-fiction. Although the schemes of work for history and geography are good, sometimes younger pupils have difficulty in understanding the concepts due to cultural differences. For example, when pupils see pictures of people in Tudor costumes they think it is some form of fancy

dress and they find it difficult to understand the concept of changing fashion. Because the school is set in the middle of a high-rise housing estate and has no field, there are some limitations on what the school can provide within the scheme of work for physical education. Teachers make the best use of the hall and playground to teach outdoor games, but the lack of a field inhibits inter-school competition. Another relative weakness of the curriculum is the limited use of information technology to support pupils' learning in other subjects.

29. Provision for pupils with special needs is good and all pupils have full access to all aspects of the National Curriculum. These pupils, and particularly those with statements of special educational need, benefit from good support in all areas of the curriculum. Planning takes good account of their needs and individual requirements as set out in individual education plans are well met. A dedicated team of teachers, classroom assistants and parents very well supports pupils with English as an additional language, who make up the bulk of the pupil population in the school, across the curriculum. There are no issues related to equal opportunities in the curriculum; boys and girls have equal access.
30. The range of extra-curricular activities is limited. One or two clubs and activities, such as the design and technology club take place at lunchtime on occasions but after-school activities are rare. This is due to the fact that very high proportions of pupils are of the Muslim faith and they return to school for two hours each evening to attend Madressa. This consists of studies related to the Koran, many of which are in Arabic. The teaching is provided by members of the community and not by teachers of the school. This enriches these pupils' understanding of their own culture and faith but leaves little time for other activities.
31. Curricular and other opportunities for learning are good. Most pupils develop an enthusiasm for learning and benefit significantly from the curricular provision. Visits and visitors bring interest to the curriculum. The school receives a wide range of visitors from the community. For example Leicester City Football Club and Leicestershire County Cricket Club players assist with coaching from time to time.
32. The curriculum is regularly reviewed by the senior management team and particularly when new Qualifications and Curriculum Authority documents are published in the subject areas. The curriculum development plan covers each subject area well. The governing body's curriculum committee reviews progress in achieving targets set in the curriculum development plan. The local education authority's advisory service also monitors curricular provision. The review minutes of the senior management team and the governing body are detailed and of good quality.
33. Since the previous report, the school has made significant improvements in curricular provision. There are now sufficient opportunities to write for a range of purposes across the curriculum. Policies cover all subjects, although further work needs to be done on the scheme of work in design and technology. Schemes of work now link more closely to National Curriculum levels.

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

34. The school makes satisfactory provision for the support, guidance and welfare of its pupils in a safe and secure environment. The headteacher, staff and governing body are very conscious of their collective responsibilities for the protection, health and safety and wellbeing of the pupils. The teaching and non-teaching staff know the pupils well.



The school gives good support to pupils with English as an additional language and they make very good progress in learning.

35. The school has recently established an assessment, recording and reporting system to monitor the pupils' attainment and progress, although, it does not use the system with sufficient consistency to identify pupils' strengths and weaknesses. The school is using assessment and records for those pupils with English as an additional language and those with special educational needs to inform future planning in most areas. However, the school recognises that it is not consistently using assessment data to target specific areas for improvement and to raise standards further.
36. The school's behaviour policy is satisfactory and has had a beneficial effect on pupils' conduct. The staff are aware of its contents. There are satisfactory procedures for monitoring and promoting good behaviour, which include the use of praise, stickers and certificates of achievement. The school celebrates pupils' good behaviour and work in all areas of school life at special assemblies. It has adopted policies or statements for pastoral care, sex and drug education. The child protection policy is based on the local education authority guidelines. There is a designated person for child protection and the staff are aware of the procedures for identifying and reporting those who may be at risk.
37. Pupils know right from wrong and respond positively to the school's system of rewards and sanctions. Bullying is extremely rare. However, if an incident should occur there are well established procedures in place to deal with it promptly and efficiently. The school keeps a record on the pupil's file. The large majority of parents agree that the standard of behaviour is satisfactory.
38. Registers are computerised, marked correctly at the start of each session and are kept in the secretary's office. There are satisfactory arrangements for monitoring attendance and following-up absences. The school has access to the educational welfare officer, who calls at least once a month, and to all relevant outside agencies. The school's secretarial staff support it very well.
39. The school has effective measures to ensure early identification of pupils with special educational needs. The teachers and assistants provide good levels of support, which have a positive effect on pupils and enables them to make satisfactory progress towards achieving the targets set out in their individual educational plans. The recommendations in school meet fully the Code of Practice with regard to monitoring and periodic reviews. It keeps the parents and all the relevant supporting agencies fully informed and involves them in the decision-making process. It offers equal opportunities to all pupils. The school has a satisfactory health and safety policy and does all it can to promote awareness of this subject among its pupils. It accomplishes mainly through the curriculum, for example in science and physical education.
40. The good support given to children under five ensures they settle happily into school within their first days in the nursery or reception. They benefit from a well planned induction programme which involves parents well before their children come to school and gives them sufficient information to help them to prepare their children for this important step in life. The school has good procedures for the smooth transfer of its pupils to the high school. Reciprocal visits between the two schools serve to familiarise pupils with their future teachers and environment.
41. Members of the governing body and the staff carry out regular risk assessments of the premises, equipment and working practices. The school carries out fire drills each term. At the moment there are two qualified people trained in first aid on the staff. Three

more members of staff are about to take an examination to become fully qualified. The rest of the staff has basic knowledge of the subject. First aid boxes are strategically placed about the school and are accessible. The school checks regularly that they have suitable stocks. Accidents are logged and there are satisfactory routines for informing parents of any injury to their children. Parents are pleased with the way the school looks after the pupils when they are ill.

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

42. The school has maintained its excellent, effective relationship with parents and this is one of the strengths of the school. It welcomes parents into school and encourages them to be partners in their children's education. It makes good use of pupils' homework books, which act as a two-way communications system between home and school. Home/school agreements are now in place. The school operates an 'open door' policy for parents and is always ready to make an appointment to discuss children's progress in greater detail. The general consensus of parents is that they are very pleased with the standard of education and what the school provides.
43. The parents who attended the pre-inspection meeting and those spoken to during the inspection are very happy with the information provided by the school. It is of a good quality and parents are satisfied with the range and frequency of the data received. Pupils' annual written reports to parents give a brief synopsis of the children's attitude towards learning and what has been done, but lack detail of progress and attainment and future targets to achieve. The school communicates through newsletters, school brochure, pupils' and governors' annual reports, parents' evenings, policies and notice boards. The school will send out written translations and provide the services of a translator whenever the need arises. English classes for parents with English as an additional language are well supported and are valuable in helping children at home.
44. The school has very good liaison with those parents whose children have special educational needs and involves them and all the relevant outside agencies in the formal reviews and assessments.
45. The school encourages parents to take an active part in school life and those who have the time respond enthusiastically giving help in many ways, for example cooking, sports day, lunchtime duties and on educational visits. Some parents also help pupils with their homework, particularly reading and in the classrooms, which has a positive impact on the pupils' learning. There is at the present time no parent teacher association.
46. The school has made some good links with the community and is trying to widen these still further. For example, members of the Leicester Football Club come in to coach football, a local basketball club trains pupils, and the school is used for Madressa every day. Outside visits usually link to topic work, and have included trips to the theatre, science park, museums, botanical gardens and zoo. Also, a church theatre group has come in to perform plays, a music teacher to give music tuition. The school nurse visits the school every week and the school doctor and dentist visit periodically.

## **HOW WELL IS THE SCHOOL LED AND MANAGED?**

47. The newly appointed headteacher has been in post for less than a term, having being seconded on a two-term basis. This arrangement has ensured a strong, effective leadership. Staff work well together with a clear commitment to all the pupils. However,

the majority of teachers are not permanent employees and this results in an overall lack of stability which complicates planning for the future.

48. The governors meet and visit the school regularly, fulfilling their responsibilities very well. They share with the headteacher, staff and parents a very clear vision of what sort of school this should be. All want the best possible for the pupils and enthusiastically seek to help all pupils do its best and try to do better. Although results in comparison with other schools are generally low, the school has set realistic targets to raise standards towards which it is steadily and successfully moving. However, it has not undertaken further use of assessment data to identify specific areas for improvement and so raise standards further.
49. The management and provision for the foundation years is good and prepares children well for Key Stage 1. The staff have recently ensured helpful guidance is available reflecting the 'early learning goals' for children under five and the National Curriculum programmes of study for Key Stages 1 and 2 to help all teachers plan their lessons. In addition the school is successfully raising standards in literacy and numeracy. Although standards in information technology are low, improvement should follow the expected injection of new equipment.
50. Because of very recent appointment of the headteacher, the school's improvement plan is necessarily short-term focusing mainly on curriculum issues. Although detailed, it is not sufficiently linked with the school's financial planning. However, the overall financial control is very well managed, particularly the ethnic minority support grant, and this helps the school meet its identified priorities. The school makes good use of information technology to support this careful management. The recent audit report judged the school's financial control to be good. The school seeks specific grants and uses them effectively to support the pupils' learning.
51. The school has very good staffing in relation to the number of pupils on roll. Staff are well qualified. However, there are five teachers who are in temporary posts and this, alongside the relatively high turnover of staff, impinges on the overall stability of the school. However, all teachers remain loyal and hardworking. The school supports newly appointed and newly qualified staff appropriately and they quickly settle into their roles.
52. Clear, written job descriptions outlining the teachers' additional responsibilities as subject co-ordinators have not been agreed for the majority of staff. The co-ordinators' role in monitoring the subjects, for which they are responsible, is in the early stages of being developed. The school has not established an appraisal system to raise performance and provide teachers with support for their continuing professional development. However, it clearly recognises the value of in-service training within its written policy documents and staff are encouraged to participate in such training activities. Where training has occurred it is clearly having a very positive effect on raising the quality of work in the school and impacting well on the pupils' standards being achieved.
53. In general the quantity and quality of resources throughout the school are high. They are appropriate across the key stages. However, the number and quality of computers and software in the school are low. Spending on curriculum resources is not linked to the school development plan and co-ordinators do not have budgets. Several co-ordinators have carried out audits of their subject areas to assist the staff's awareness of teaching resources available and also prevent unnecessary duplication. Equipment and materials are generally available and used well.

54. The school built some four years ago, benefits from the provision of good, very attractive, well maintained buildings and adequate well cared for playground. The numbers on roll are growing, but have not reached capacity and hence accommodation is spacious. The school is open plan and most classrooms are of an adequate size. However, the noise penetration between areas sometimes causes a distraction. The large multipurpose hall is used well for dining and a range of other activities. Pupils make very good use of the very attractive, centrally located, and well stocked library. Facilities for outside games and activities are more limited. The school has no grassed area although it has access to other venues. Benches and seating around the site enable pupils to sit and chat or quietly reflect and relax.
55. Many pupils on entry have had no playschool experience. Their social skills are often low and for a very high percentage English is not their first language. The school has adequate funding. The teachers work extremely hard and in just over half of lessons the teaching was good or better. Pupils make good progress and the school is setting targets to raise their attainment, although to date it is still below the national average at both key stages. Within this context the school is giving good value for money.

#### **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

56. The school is successful in helping pupils to achieve. Nevertheless attainment remains low. In order to build upon the strengths of the school's leadership and management in addition to the good quality teaching, the headteacher, governors and staff should:

(1) raise standards of attainment in English, mathematics and science by

- securing greater stability of staff which would enable more effective planning for the future and continuing opportunity to monitor pupils' progress

**paragraphs 47, 51**

- making better use of assessment data to ensure that teachers are able to record their pupils' progress and plan future work which is matched to their learning needs

- ensuring continuing high levels of support for pupils who begin school with little or no English

**paragraphs 35, 48, 75, 85, 91**

(2) improve pupils' confidence and competence in using computers as a natural tool for learning by

- providing more opportunities for pupils to use computers to support their work in other subjects such as mathematics, history and geography
- linking pupils' work in information technology to research and investigation work, for example in the school library

- further emphasising the importance of information technology within the school development plan

**paragraphs 5, 105,106,107**

- (3) develop pupils' awareness of the arts, especially the art and music of western European cultures  
**paragraphs 6, 111**
  
- (4) as the stability of staffing is secured, support teachers with regular appraisal to further their professional development.  
**paragraphs 47, 51.**

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	46
Number of discussions with staff, governors, other adults and pupils	13

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2.2	21.7	52.2	23.9	0	0	0

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

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	29	196
Number of full-time pupils eligible for free school meals	7	81

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	2	32

English as an additional language	No of pupils
Number of pupils with English as an additional language	176

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	50
Pupils who left the school other than at the usual time of leaving	32

### Attendance

Authorised absence	%
School data	7.00
National comparative data	5.4

Unauthorised absence	%
School data	0.2
National comparative data	0.5

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

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		1999	18	8

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	15	14
	Girls	5	7	4
	Total	20	22	18
Percentage of pupils at NC level 2 or above	School	77(50)	85 (34)	69 (17)
	National	82 (80)	83(81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	14	15
	Girls	6	4	6
	Total	20	18	21
Percentage of pupils at NC level 2 or above	School	77 (50)	69 (55)	81 (50)
	National	82 (81)	86 (85)	87 (86)

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

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		1999	5	0

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	N/a	N/a	N/a
	Girls	N/a	N/a	N/a
	Total	N/a	N/a	N/a
Percentage of pupils at NC level 4 or above	School	N/a	N/a	N/a
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	N/a	N/a	N/a
	Girls	N/a	N/a	N/a
	Total	N/a	N/a	N/a
Percentage of pupils at NC level 4 or above	School	N/a (n/a)	N/a (n/a)	N/a (n/a)
	National	68 (65)	69 (65)	75 (71)

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

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	7
Black – African heritage	2
Black – other	0
Indian	53
Pakistani	3
Bangladeshi	9
Chinese	0
White	3
Any other minority ethnic group	51

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

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

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

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

### ***Teachers and classes***

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

Total number of qualified teachers (FTE)	8.9
Number of pupils per qualified teacher	19
Average class size	21.7

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

Total number of education support staff	2
Total aggregate hours worked per week	97

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

Total number of qualified teachers (FTE)	1.0
Number of pupils per qualified teacher	29

Total number of education support staff	2.0
Total aggregate hours worked per week	65

Number of pupils per FTE adult	9.6
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*FTE means full-time equivalent.*

### ***Financial information***

Financial year	1998
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	£
Total income	276,623
Total expenditure	273,091
Expenditure per pupil	1,821
Balance brought forward from previous year	3,532
Balance carried forward to next year	5,746



## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	166
Number of questionnaires returned	93

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	82	14	2	2	0
My child is making good progress in school.	61	31	0	1	6
Behaviour in the school is good.	62	28	5	0	4
My child gets the right amount of work to do at home.	40	34	8	5	13
The teaching is good.	69	24	1	2	4
I am kept well informed about how my child is getting on.	58	27	9	6	0
I would feel comfortable about approaching the school with questions or a problem.	61	30	1	3	4
The school expects my child to work hard and achieve his or her best.	60	30	4	0	5
The school works closely with parents.	62	18	10	3	6
The school is well led and managed.	58	27	2	5	8
The school is helping my child become mature and responsible.	61	25	1	3	10
The school provides an interesting range of activities outside lessons.	45	22	2	12	19

### Other issues raised by parents

Parents raised no other issues. At the meeting prior to the inspection parents' views were overwhelmingly positive.

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

### **AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE**

57. For most children English is not their first language and this poses a barrier to their learning. Many speak little or no English. Very few have previously attended playgroups and their social skills are low. Overall the children make good, and at times rapid, progress in their learning from this relatively low starting base in the nursery and reception classes, so preparing them well for their next stage of education. However, children are still below the level expected when they begin National Curriculum programmes of study in Key Stage 1.
58. Language and literacy provision is very good. Teachers make considerable effort to help the many children who speak very little English on entry. They place high priority on speaking and listening and encourage children to listen and respond to stories and nursery rhymes. They encourage them to talk and to ask and answer questions. A few can speak at reasonable length and give explanations. In the story about 'A Duck in a Truck' the teacher occasionally encouraged the children to take part, which they did, with some enthusiasm repeating rhyming words. The imaginative and creative role-play situations stimulate a wide range of activities in language and literacy. Particularly effective was a role-playing situation in which children were either the driver of or passengers on their imaginary bus. Books are important and children enjoy looking at them in their own time and sharing them with adults. They were clearly captivated by the story of 'The Hungry Caterpillar', joining in to name the foods that the caterpillar had eaten. Children follow the sequence of a story well. Most children understand that print carries meaning, but some are in the early stages of understanding that print goes from left to right on the page. A few children can copy teachers' writing and a significant number can write their own name and know single letter sounds. Their pencil control is in the early stages of development.
59. Within the area of mathematics the provision for numeracy is good and children make good progress. Most can count to five and many to ten. Some children are initially more confident counting in their first language. Some older children can add and take away and record their work. Good arrangements are in place to develop mathematical skills in a wide range of contexts, including counting, ordering, sorting, matching, identifying patterns and relationships in number and naming common regular shapes.
60. The children's knowledge and understanding of the world is well developed from a low level of understanding. Good opportunities are given for the children to learn about their local environment and the weather is discussed every morning. All know the different areas of the classroom, where equipment is stored and have some understanding of the routines. There is an investigation area where children showed fascination when using magnets to pick up a range of objects. They worked well in groups to make biscuits with visiting parents. Children have access to a computer and their skills in information and communication technology are starting to develop. They learn to 'click' on to objects and move them about the screen using the mouse, so enhancing their number and language skills. During an effective demonstration by the teacher they enjoyed interacting with the computer programmes, laughing gleefully as the humorous story unfolded.
61. Good provision is made for the children's physical development. Their confidence and

ability to co-ordinate their movements are often poor when they start in the nursery. However, they have many good opportunities to use small items such as beads, counters, pencils, crayons and scissors and develop well their hand/eye co-ordination and manipulative skills. They enjoy feeling spaghetti, cornflour mixed with water, and working in the water and sand areas. A varied programme of activities, such as hopping, skipping and running enables children to develop well their awareness of and sensible use of space while enhancing well their skills and control of a range of movements. There is provision of a delightfully decorated covered play area, as well as an outside hard surfaced area well marked out for games, and a small grassed section. A regular programme of outdoor play ensures good use of an array of equipment and tricycles. In addition the nursery is developing its garden area.

62. Provision is good, well planned and structured for the children's creative development. Children learn well about different textures and contrasting shapes and forms. They use sponges, brushes and their hands to apply paint producing a range of pictures. They learn to cut and construct, although few can use scissors well or colour within lines. Some work well with much adult support to make model cars with simple wheels and axles. Children use building blocks and other construction materials to create model structures competently. They enjoy singing with the appropriate actions rhymes such as 'Incey, Wincey Spider', 'Head, Shoulders, Hands and Knees' and the 'Wheels on the Bus', which they have learnt by heart.
63. The provision for the children's personal and social development is a strength in the nursery and reception classes. Many children on entry have limited experiences of play and sharing and working with a group of other children. They take time to adjust before starting to settle happily to the routines and respond to the wide range of learning experiences available. These include directed play and opportunities to play on their own using a variety of materials. The children are interested in their activities and are given many opportunities to share materials with each other. They line up, change for physical education and are encouraged to display independence in their approach and attitudes to work. They take turns and are learning to share equipment with each other. In class 'circle time', discussions and snack time, children have time to articulate their own ideas and concerns.
64. The quality of teaching is good. The teachers and assistants are knowledgeable about the desirable learning outcomes and the areas of learning for children under five years of age. The energetic, lively assistants make a valuable contribution in all areas and especially in their use of the children's first language. The very early skills in reading, writing and number are carefully taught. The children's personal development is well catered for. Foundation years' staff work closely together to plan carefully the work and each session has clear objectives. They meet regularly to discuss the organisation of activities and to evaluate them. Relationships are very positive and staff respond sensitively to children's requests and needs. They clearly want the children to do well, although occasionally the pace is a little slow and does not always challenge the most able children. Manageable systems for assessing the children's attainment have been established and form part of an on-going record of attainment as children move through the school. Teaching methods are generally effective and day-to-day on the spot assessment highlights what children know. Teachers use this information appropriately to plan the next stage of the children's work. They quickly identify those children who are experiencing difficulties with their learning and support them appropriately.
65. Accommodation in the nursery and reception is spacious and of good quality. It is welcoming, stimulating and well maintained and is enhanced with some attractive displays showing a balance between children's and teachers' work. The school has

developed a quiet reading corner with appropriate seating in the area, although children also visit the school library. Resources are good with a wide range of books, games and equipment, though few programmable toys. All are in good condition and made readily available. Parents are made very welcome. They talk to the staff and offer very good support and help working with the children. The 'Family Literacy Project' supports parents well and encourages them to work with their children. Alongside this the school's involvement in several projects on 'play' has clearly impacted well on its present provision. Overall, since the last inspection, the numbers in the foundation years have increased and the quality of the provision continues to rise.

## ENGLISH

66. In the 1999 National Curriculum reading tests and teacher assessments for seven-year-olds, pupils' attainments were well below the national average. The percentage of pupils reaching the higher levels was very low in comparison with the national average. Attainment in writing was better. In the tests, pupils achieved close to the national average, although teachers had assessed them to be below average and well below average at the higher level. Inspection findings confirm the test results.
67. Comparison with similar schools, using the national benchmark criteria, indicates that pupils' performance was below average in reading but above average in writing. This comparison should be viewed with caution. The national benchmark criteria only take account of the size of the school and the percentage of pupils entitled to free school meals. They do not take account of the most distinguishing feature of this school, which is that almost all pupils entering nursery or reception class have no English and have to learn with a considerable amount of bilingual support. In addition the bilingual support has to cover a number of languages from the Indian sub-continent.
68. By the end of Key Stage 1, pupils' speaking and listening skills are approaching the national average, and a small number demonstrate a competence in English that is above the average. During literacy and other lessons pupils are beginning to use their oral skills well. Confidence and competence have increased markedly since their entry to the school. They listen carefully to instructions, respond well to questions, and show good understanding although, and on occasions, the bilingual teachers or assistants continue to give support when necessary. For example, in a poetry lesson, support was given to some pupils for whom the concept of rhyme was proving difficult because it was not a literary form in their first language. In this instance, the assistant had to tell the poem as a story before understanding of the concept could begin. Stories are a traditional learning medium for many of these pupils. They enjoy them, are able to retell them using appropriate words and descriptive language, and are able to predict outcomes of situations or relate them to their own experiences.
69. Through Key Stage 1, pupils' reading skills improve significantly. They use a range of strategies, including phonics, to work out the sounds and meanings of unfamiliar words. Increasingly, they are able to read and make sense of a variety of texts, for example, in science and history as well as storybooks. While there is a heavy reliance on pictures for context cues in reception class, this gradually diminishes as they pass through the key stage and more meaning is drawn from the text itself. Teachers enable pupils effectively to move from reading to writing, by repeatedly emphasising the conventions of writing, such as full stops at the end of sentences and capital letters at the beginning. They also explain the functions of various types of words, such as adjectives and adverbs and use appropriate technical language in doing so.

70. The 1999 National Curriculum tests in English for pupils at the end of Key Stage 2 also showed that their attainment was lower than the national average and that no pupil reached the higher level of attainment. The cohort was small however, and consisted only of boys. No pupil in the cohort had been through the school from the nursery and one or two were very late entrants to the school prior to the tests. Inspection evidence indicates that attainment in the national tests in 2000 is likely to improve, more pupils attain in line with national expectation, and a small number attain at the higher level.
71. By the end of Key Stage 2 most pupils communicate very effectively. They speak with confidence, read more fluently and with expression. The majority express themselves clearly in their writing. They use Standard English well, understand technical vocabulary such as phoneme, semi-colon and compound noun, and can use it appropriately when talking about their writing. They use a dictionary and a thesaurus independently and with confidence. They understand the purpose of drafting and redrafting and some produce good final drafts of work using a word processor. They write for a range of purposes effectively and appropriately. The majority of pupils write using a well formed cursive style and they use punctuation well. Standards of presentation are good for the most part.
72. The school was a pilot school for the National Literacy Strategy. Attainment is lower than the national expectation at the end of both key stages. However, pupils' starting point on the baseline is low, as almost all pupils have English as an additional language on entry. Pupils make good progress, through both key stages, in their acquisition and use of language. The school lays very good foundations for pupils' learning in the nursery and reception class where they develop their reading, writing, speaking and listening skills consistently well. Pupils with special educational needs also make good progress, as do more able pupils. Their acquisition of skills, knowledge and understanding is very good, particularly so in the nursery and at Key Stage 1. They apply themselves well to the challenge of learning in a new language and this, for the most part, is due to the sustained efforts of the teachers, classroom assistants and parents to develop the pupils' competency in, and understanding of English in all lessons.
73. Pupils' attitudes to learning English are good throughout the school and this contributes to the rising standards of attainment in literacy. They are well motivated and demonstrate their interest and growing confidence by asking relevant questions and willingly taking part in discussions. They draw upon previous knowledge and their own experience well, to support a point of view. They work well together and most pupils persevere and complete their set tasks. Behaviour and pupils' personal development in lessons are good.
74. The quality of teaching is never less than satisfactory and in almost all lessons it is good, frequently very good and occasionally excellent. This is the most significant factor in the good progress that pupils make throughout the school. A high proportion of the teachers are bilingual, and understand well the problems that face pupils in their acquisition of another language. Teachers are knowledgeable, confident, skilled in teaching the subject, and keep pupils working hard. They have high expectations of pupils. They appropriately challenge all pupils, including those with special educational needs, by well planned work. Teaching strategies are often innovative and produce very good outcomes. For example, in a Key Stage 1 lesson, a teacher used a glove puppet of a frog to teach word recognition and pronunciation. The puppet pulled objects and word cards from a bag and tried to say their names. Inevitably, the puppet pronounced or read each word incorrectly. The pupils intervened and were insistent that the frog pronounced it correctly. Pupils were totally engrossed in this activity that produced very

good learning outcomes. Similarly, in a Key Stage 2 lesson, aimed at building vocabulary related to the qualities of an object, pupils blew bubbles and talked about their colours, fragility and transient nature of their existence. These good practices stimulate and retain the interest of pupils and extend pupils' learning very effectively. Overall, there is a good balance of direct class teaching and group teaching and individual support. Classroom assistants make a very good contribution in all these teaching and learning situations. Relationships between pupils and all adults who teach and support them are very good.

75. Assessment procedures are generally effective. However, teachers do not consistently use them to inform future planning. Marking is consistent and comments on pupils' work often indicate where and how improvements can be made. For those younger pupils who find reading in English difficult, oral feedback is given. Where this happens, teachers often indicate on a pupil's book that this has taken place.
76. Links with parents are very good and, through the Family Literacy Project, which involves parents working alongside their children in school developing literacy improvement strategies which can be used in the home, home/school liaison is proving very effective in raising attainment in literacy.
77. The leadership and management of the subject development by the co-ordinator are good. All teachers have undergone training in the teaching of literacy and have successfully implemented the literacy strategy. Pupils are making good progress as a result. Pupils' achievements are celebrated in attractive displays throughout the school. Teachers follow the well designed policy and plans for all areas of the English curriculum, which ensures a consistency in their teaching of it. Although the co-ordinator scrutinises teachers' planning, there is a need to monitor classroom practice in a systematic way to provide an effective base for future improvements.
78. Teachers continue to develop literacy skills in other subjects, which helps sustain pupils' progress towards competency in this area. The school has adequate stocks of appropriate books and supplements them from time to time with the local education authority's library service. Other resources are satisfactory and are used well. Pupils make good use of the library for independent reading and for research.
79. Since the previous inspection in February 1997, the school has made considerable improvement in the teaching of English, which was a key issue in the report. Pupils' progress in all areas of English is now good in the nursery and at both key stages. At both key stages, pupils are now more secure in their use of phonic and contextual cues when reading. Presentation of work has improved, as has handwriting and the use of punctuation. There was no unsatisfactory teaching and the general quality of teaching was good or better. Teachers now plan different work for pupils of differing abilities. Assessment is more formative and class organisation is generally good. The school now has a good scheme of work, which all teachers follow consistently, thereby ensuring that pupils make progress in the subject.

## **MATHEMATICS**

80. The 1999 national tests of attainment for pupils aged seven show that attainment was well below the national average. When compared with schools which are broadly similar pupils' attainment was also below average, and no pupils reached the higher level of attainment. Over the previous four years pupils' attainment has been consistently well below average. National Curriculum test results were similar for pupils aged eleven. However, very few pupils were tested at the end of Key Stage 2 and these

results do not bear reliable comparison with national attainment or the attainment of pupils in similar schools.

81. At their time of admission pupils' attainment is well below average. Most pupils are only beginning to learn English and this is the major factor in explaining their low levels of attainment in all subjects including mathematics. Due to teaching which is good and often very good they make rapid progress throughout Key Stage 1 but by the age of seven they are still well below the national average. Some pupils do not recognise single digit numbers such as seven. Counting skills of the youngest pupils are weak and a number make up words such as 'eleventeen'. Their understanding of basic addition and subtraction is well below average and pupils often cannot add one more to five. Nevertheless, their progress in lessons is good. With the help of teachers who use pupils' mother tongue language to great effect, those with English as an additional language and special educational needs learn that the number three represents three objects. By the end of the key stage pupils are able to work out how to make nine by adding single digit numbers. However, many use only the most basic strategies such as adding one at a time. The highest attaining pupils know addition facts to 20 and make two digit numbers by adding, subtracting, and multiplying.
82. By the end of Key Stage 2 most pupils can count forwards and backwards in tens and hundreds and about a third of pupils are confident with number facts up to 100. They develop their skills of mental mathematics by practising the seven, eight and nine times tables at the beginning of lessons. With the help of teachers who use their mother tongue very effectively pupils learn to estimate the size of acute and obtuse angles. They develop their literacy skills by explaining that an acute angle is less than  $90^\circ$  and that an obtuse angle is greater than  $90^\circ$  but less than  $180^\circ$ . However, many pupils are working at levels which are below and often well below average for their age.
83. Pupils have positive attitudes to mathematics. They are keen to answer questions and respond thoughtfully to their teachers' questions. They work well together and frequently rely upon each other to explain words that they do not understand. For example, a pupil in Year 2 asked what 'recording an answer' meant. Pupils demonstrate that they want to learn and they show considerable satisfaction when they succeed. In the main pupils are well behaved and on the rare occasions when a minority overstep the mark they are well controlled by their teachers. Pupils make good progress in their personal development. Some of the pupils in Key Stage 1 have not learned to take turns and a minority call out their thoughts and answers without waiting their turn. However, by the end of Key Stage 2 they exercise much more self control and have developed more maturity.
84. The quality of teaching is good and often very good. Teachers are very effective in helping pupils with English as an additional language and those with special educational needs to learn and make good progress. A key feature of the teaching is the commitment of teachers and depth of understanding of the needs of pupils from different cultural backgrounds, and those with limited understanding of English. Teachers are patient and recognise and praise pupils' achievements. Teachers are knowledgeable and confident when teaching mathematics. They explain the work clearly and when they suspect that pupils do not understand parts of the lesson they use mother tongue to help pupils learn. This has a positive effect on their literacy as well as numeracy skills. Throughout the school teachers make very good use of classroom assistants, parents and other helpers. This is very effective in helping pupils, especially those with English as an additional language and those with special educational needs to make progress. Teachers use the National Numeracy Strategy and plan their lessons well to meet the needs of pupils. They have high expectations of

pupils' rate of learning and challenge them to learn new facts and skills. Teachers intervene effectively to help pupils develop problem-solving skills.

85. The mathematics co-ordinator is very skilled and knowledgeable and has a significant impact on the teaching of mathematics throughout the school. She is aware of the problems which pupils face when learning mathematics through English as an additional language. All aspects of the mathematics curriculum are taught and the current emphasis on developing pupils' skills of mental mathematics is proving effective. The school has a policy statement and uses a whole-school scheme of work, which ensures that pupils build their understanding from year to year. The school has recently established an assessment, recording and reporting system to monitor the pupils' attainment and progress. However, it does not use the system with sufficient effect to identify pupils' strengths and weaknesses.

## SCIENCE

86. The 1999 teacher assessments for pupils at the end of Key Stage 1 showed that the percentage of pupils reaching the expected levels was broadly the same as similar schools, whilst the percentage of pupils attaining higher levels was well below. However, when compared with the national figures the percentages are well below at both the expected and higher levels. In the 1999 national tests taken by pupils at the end of Key Stage 2 the percentages reaching the expected and higher levels were well below those for similar schools and those nationally. However, these results should be treated with caution as very few pupils were tested. Overall, the results reflect the work observed during the inspection in both key stages. Comparisons with the previous inspection report are not viable as the school's numbers have risen so rapidly and the intake is clearly changing.
87. The pupils enter school with very low skills in both speaking and listening and these initially affect their ability to grasp the knowledge and understanding needed within science. However, pupils' knowledge in science develops well during Key Stage 1. They apply themselves to the tasks set, enjoy practical investigations and make good progress. Year 2 pupils approached their work of finding items which were powered by electricity with enthusiasm and energy as they toured the school searching for examples.
88. Progress in Key Stage 2 is good, and pupils build well on their earlier work. They work sensibly and collaboratively in groups, most applying themselves well to the tasks, although a few are too easily distracted and this impedes their learning. In Year 3 most pupils worked co-operatively, made predictions and observed carefully when investigating significant features of different kinds of rocks. In most lessons the pupils' successful learning is allied to the teachers' enthusiasm, detailed preparation and eagerness. They worked hard to challenge the pupils, who in turn enjoyed finding solutions. The pupils organise resources well, investigate, suggest explanations, and record information appropriately, such as when in Year 5/6 they investigated how solids that do not dissolve in water can be separated. They worked well testing a range of materials to find out which filtered the solids from rainwater most effectively.
89. Pupils at both key stages are clearly aware of the need to carry out a fair test and use their numeracy skills well. Their attitudes to learning are positive, and maintain well their enthusiasm and concentration during lessons. The behaviour of most pupils is good, as are the relationships between fellow pupils and with their teachers. Most handle equipment and resources safely, with care and respect.



90. The quality of teaching is good at both key stages. Teachers plan lessons well and prepare them to match appropriately the requirements of the National Curriculum. Teachers have a secure knowledge of the subject, which is evident in the way in which pupils' responses to questions are built on so that their ideas and suggestions are developed. Pupils receive constant feedback and praise for their efforts. Teachers define activities clearly and prepare them meticulously to match pupils' learning needs. They present work excitingly, for example when they ask Key Stage 1 pupils to put their hands in a box and feel and describe the item inside. This work of describing often demands oral responses using specific language which many pupils find challenging, but achievable with the support of the teachers. The teacher extended this work very effectively during a Year 1 lesson when pupils were recording their findings by placing materials in groups depicting whether they were hard or soft, smooth or rough. In Years 5/6 lively enthusiastic teaching motivates the pupils to proceed carefully in investigating and recording their work. Teachers confidently explain that sieving and filtering are not the same although they share the same word in their own language. Some use is made by pupils of a computer to support their work in the classrooms, although it could be more extensive.
91. The school has a policy statement and a whole-school scheme of work which ensures the continuity of the pupils' learning as they move through the school. It clearly reflects the requirements of the National Curriculum. The school has recently established an assessment, recording and reporting system to monitor the pupils' attainment and progress. However, it is in the early stages of development. There are two co-ordinators, one of whom is on secondment. The other, recently appointed, is starting to guide the subject forward successfully. The school has yet to formulate and agree a clear, documented job description for the new co-ordinator. It audits and centrally stores resources appropriately. These are of good quality and adequate quantity.

## **ART and DESIGN AND TECHNOLOGY**

92. Few art lessons and no design and technology lessons were observed during the inspection. However, there was sufficient evidence of pupils' previous work to make judgements on their standards. By the end of both key stages pupils meet the national expectation in art, but standards in design and technology are below expectations. This is much the same as at the last inspection.
93. In Key Stage 1 pupils develop their skills of observation and their techniques of observational drawing. They look closely at their fingerprints through a magnifying glass and draw them in satisfactory detail. They take this one stage further when they examine the detail of their hands and decorate them with Mendhi patterns. Pupils make some use of computers to make patterns with lines and curves, but they do not have very much influence on either subject. Pupils work with crayons and develop increasing confidence to produce patterns with complementary and contrasting colours. However, pupils' awareness of the art within their own cultures is better developed than their knowledge of western European art. At their time of entry pupils have little experience of designing and making. However, they make satisfactory progress. The youngest pupils learn to join card with split pins and by the end of the key stage pupils design and make playground equipment using rolled paper and other materials.
94. By the end of Key Stage 2 pupils learn to make a tile, to print repeating patterns on fabric and develop a good awareness of the shapes and symmetry which contribute to Islamic art. In design and technology pupils design and make toys with moving parts. They use these skills to design and make useful tools, for example a litter picker. Pupils

learn to use tools appropriately, particularly for spreading and gluing, but some pupils lack experience of working with everyday tools such as scissors. In the main however, they make unsatisfactory progress because there is insufficient emphasis on the processes of design, making and evaluation. There is nevertheless some good practice in Years 5/6 where pupils designed and made moving models for a fun park.

95. Pupils have good attitudes to both subjects. They are attentive, interested and sufficiently confident to try new techniques. They work harmoniously together and share resources well.
96. The quality of teaching is satisfactory. Teachers plan lessons appropriately to enable pupils to develop their skills of observation. Teachers help pupils to identify shape, form and hue, and as a result pupils recognise the impact of light and shade. They demonstrate how pastels can be used to create fuzzy outlines and to merge shades of colour. Teachers intervene well to help pupils improve, but in the main they have moderate expectations of them. There is no designated co-ordinator for these subjects, and the schemes of work are at an early stage of development. Resources are generally adequate and the spacious accommodation provides sufficient space for pupils to work.

## **GEOGRAPHY AND HISTORY**

97. Although only two geography lessons were seen, one in each of the key stages, and one history lesson at Key Stage 2, the inspection team gained sufficient other evidence to make judgements from discussions with pupils and a scrutiny of their work. The limited amount of lesson observation in each of the two subjects was due to the timetable organisation during the inspection period. The evidence confirms that the great majority of pupils meet the national expectations in both subjects at seven and eleven.
98. In geography, at the end of Key Stage 1, pupils have gained a good understanding of the physical and human features of their local community and of more distant places. They use geographical terms accurately and with increasing confidence. They are able to draw simple maps and understand their purpose. For example, pupils in this key stage were asked to draw a map of their own home from the front elevation, showing the location of different types of rooms. This they did very successfully, and after discussion, they were able to locate appropriate types of furniture and equipment in the correct rooms, for example, a cooker in a kitchen and a bath in the bathroom.
99. At the end of Key Stage 2, in geography, pupils have built successfully on the good foundation laid at Key Stage 1. Their geographical skills become more refined. They carry out fieldwork using demographic measuring techniques. For example, a Year 5 and 6 class carried out surveys in the immediate vicinity of the school to assess what effect the closure of certain roads to traffic would have on the life of the community. They took account of the business needs of the community as well as its social needs. This was done very systematically and their map work was sophisticated. All pupils made a good oral contribution to the debate that followed the surveys. Pupils' knowledge and understanding of the world increases significantly during this key stage.
100. In history, at Key Stage 1, pupils develop a good sense of chronology and place historical events within a time line. They understand how historical knowledge is transmitted and recorded. They gain knowledge about oral traditions, official records and ancient documents, and also the writings of people who lived at the time events took place. For example, in one lesson, the diary of Samuel Pepys was used as a

source to illustrate what it was like to live through the events surrounding the Great Plague and the fire that engulfed London the following year. However, one or two younger pupils within this key stage view these events merely as entertaining stories and have difficulty in coming to terms with them as historical facts. Others find difficulty with the concept of changing fashion in dress over the centuries and view the garments of Henry VIII, for example, as some form of costume for a play or fancy dress. By the time pupils reach the end of Key Stage 2, pupils' conceptual development is more secure in these and other areas related to the study of history. By the time they reach the end of the key stage, pupils have gained a good knowledge and understanding of history in this and other countries.

101. All pupils, including those with special educational needs, learn well and make good progress at both key stages in geography and history. Over time, pupils gain good knowledge and understanding in these subjects. They know about their own locality and other places in the world through geography and are able to discuss the cause and effect of events in history. They develop appropriate vocabulary in each area. Work is generally well presented and this often leads to some very good displays in classrooms and public areas.
102. Pupils' attitudes to both subjects are good at both key stages. They enjoy learning and apply themselves to their work with enthusiasm. They become engrossed in tasks and work hard. After fieldwork, they are very keen to discuss their experiences and put forward opinions about what they saw and did. They share equipment amicably and relationships, between pupils and with their teachers, are very good.
103. At both key stages, in both subjects, teaching is never less than good and on occasions it is very good. Teachers have good subject knowledge and high expectations of pupils. They plan lessons well and match work appropriately to the needs of all pupils. Teachers vary the activities well in long lessons to sustain the interest and motivation of the pupils. They achieve a good mix between fieldwork, visits and classroom studies within both key stages. They kept the lessons seen proceeding at a good pace and used time well.
104. The subjects are managed well throughout the school but there is a need for the co-ordinator to have time to monitor teaching and learning. The policy documents and schemes of work are generally of satisfactory quality and take account of the latest recommendations for the most part, but are in need of review. Resources are sufficient in each area and are used well.
105. The weakness identified in the previous report, in both subject areas, related to the same curriculum being offered to pupils of different ages and abilities in mixed age classes, has largely been attended to. This has been done through planning which takes account of the attainment of different pupils, and when a subject area is revisited in the following year, it does not have the same focus as in the previous year in mixed age classes. Although some use is made of information technology it does not play a sufficient part in the learning of either subject.

## **INFORMATION TECHNOLOGY**

106. Although information technology appears on the current timetable, it is still in the early stages of development. The school has rightly applied for, and are expecting, funding for more computers. However, the present small number of computers limits the opportunities for all pupils to have sufficient access to use and so raise their skills. The outcome is that at the end of each key stage standards of attainment in information

technology are below the national expectation. This reflects a lowering of standards since the last inspection when the low number of pupils on roll had good access to the computers. During the inspection pupils used computers in most classes, mainly for word processing or interactive learning programmes, for example in mathematics. In Years 1, 5 and 6, pupils were effectively using the computer to record their findings in science. However, few pupils turn to computers as a natural tool for learning.

107. The progress of all pupils, including those with special educational needs, is unsatisfactory. However, when the school has an increased number of computers providing more opportunities for pupils to have hands-on experiences standards should rise through the school. The school has recently established comprehensive programmes for each class, which should ensure that appropriate attention to the requirements of the National Curriculum is met. Pupils use other technological equipment well such as tape recorders, digital cameras and simple robots. The school does not use information technology sufficiently to support developments in other subjects. It does not link information technology specifically to the school library for research and investigative work, and it does not make sufficient use of CD Roms. It has not established links to the wider world via the Internet.
108. The pupils' attitudes to learning are good. They are well motivated, react very positively to the work set and enjoy using computers individually and in pairs. The school has not yet fully captured their enthusiasm to learn. Pupils respect and take care of equipment. Behaviour is generally good. Older pupils, when given the opportunity, often sustain their concentration and work responsibly with minimal need of supervision. Attitudes in lessons are constructive and positive. Pupils willingly offer help and guidance to any that are having difficulties.
109. The teachers of information technology have sufficient knowledge of computers to enable them to develop the pupils' skills progressively. The quality of teaching at both key stages is satisfactory and at times good. It is clear and extends well the pupils' technical vocabulary. Lessons are well planned to sometimes make best use of the present range of computers and provide good opportunities for pupils to develop their knowledge and understanding.
110. The newly appointed co-ordinator has rightly recognised the need to promote the use of information technology in the school. The school's policy and scheme of work meet the requirements of the National Curriculum. The school has carefully formulated assessment of pupils' attainment and is starting to use it well to monitor the pupils' progress. Recent in-service training has been productive and has enhanced the teachers' competence. An information technology lunchtime club has recently started and members have much enjoyed using the computers to control a series of lights and a simple fan. The school recognises in its school development plan that information technology should have a higher profile and when it gains its new computers and Internet access it will be in a position to increase the impact of information technology and so enhance the pupils' learning.

## **MUSIC**

111. By the end of both key stages pupils' attainment in music is below national expectations. However, the school has made improvements since the previous inspection. Pupils have limited understanding of the role music plays in life and little experience of different styles of music. In Key Stage 1 pupils' singing of 'Old MacDonald had a Farm' is rousing but it is naive and lacks tune. A minority of pupils can identify high and low notes, but most cannot. Most pupils have not learned how long to hold notes and as a

result they do not keep good time whilst singing. Their knowledge of instruments is limited and most pupils do not know for example, the names of instruments, such as the tambourine.

112. By the end of Key Stage 2 pupils' musical development and awareness are below what is normally expected. They begin to respond to music and follow and repeat simple rhythms led by their teachers. However, pupils' knowledge and understanding of Indian music is significantly more advanced than their knowledge of the music of other cultures. In this aspect of music their attainment is good. They recognise different forms of Indian music and know the names and music of popular artists such as Asha Bhasle, Shamsad Begum, and Muhammed Rafi.
113. Pupils in Key Stage 1 concentrate hard, although it is a struggle for some. They listen carefully to their teachers although a minority of pupils in Year 3 show insufficient respect for their teacher. During music appreciation lessons in Key Stage 2 pupils are positively interested and thoroughly involved in their work and are keen to identify a dhol, bayan and tabla. They show their appreciation of Indian music and one pupil for example explained that she had visited the Wembley Arena to listen to contemporary artists in concert.
114. The quality of teaching is mostly good. Teachers are aware of the pupils' lack of musical experience and provide well organised and structured teaching which enables them to make progress. For example in Year 1, teachers use effective strategies to help develop pupils' recognition of pitch by using tambourines and chime bars to demonstrate high and low notes. In Year 6 the teacher builds very effectively on the pupils' own musical heritage by playing Indian music and challenging them to identify the mood the music portrays. This is especially effective in helping pupils with English as an additional language to participate fully in lessons and to make progress.
115. Resources for music are satisfactory. The school has adopted the Leicestershire music scheme to support the teaching and learning of the subject. As a result the school provides pupils with the opportunity to listen to music, make sounds, experiment by composing music of their own, and to understand pitch rhythm and movement.

## **PHYSICAL EDUCATION**

116. During the inspection, it was possible only to observe two dance lessons at Key Stage 1 and one indoor athletics lesson at Key Stage 2, due to the organisation of the timetable during the inspection. The evidence base is therefore limited because pupils are not required to produce written work in this subject. However, the school complies fully with the requirements of the National Curriculum in this subject area. Outdoor team games are limited by the lack of a playing field but some do take place on the playground and the school has swimming within the physical education programme.
117. Standards of attainment in dance at Key Stage 1 are above national expectations. Pupils have a good sense of rhythm. Their performances are graceful and stylish and pupils work well together in pairs and groups. Pupils respond well to the music and perform various parts of the dance with good control and co-ordination. They are spatially aware and work well with partners. Most, but not all, are creative in their interpretations of set tasks; others require more direction. Nevertheless, the quality of movement is generally good in these lessons. At Key Stage 2, standards of attainment in athletics are below national expectations. In an indoor lesson on hurdling, a significant number of pupils lacked co-ordination in their approach runs and led over the

obstacles with different leading legs. A number jumped over the obstacles landing on two feet while others merely trod on the obstacles.

118. Pupils at Key Stage 1 learned well and made good progress in their dance lessons. The quality of their interpretation and movement during these lessons indicated that they had made good progress over time. There was insufficient evidence to make a judgement about progress over time in athletics at Key Stage 2 because this was this was the first lesson in a series and the subject was new. Progress in the lesson, given that this was the first time pupils had been introduced to what is a difficult athletics event, was satisfactory. On the available evidence, pupils with special educational needs make at least satisfactory progress and, in the lessons observed, their rate of progress was indistinguishable from that of their peers at both key stages.
119. Pupils have a good attitude towards physical education. They listen attentively to their teachers. For the most part, they work hard to improve their performance. They enjoy the subject and commit themselves to practical work with vigour and enthusiasm at both key stages. Relationships between pupils, and with their teachers, are very good.
120. Teaching is very good at Key Stage 1 and good at Key Stage 2. Teachers have good subject knowledge and plan lessons well. There is appropriate staff expertise to teach the curriculum. Class management is good and teachers achieve high standards of discipline. They manage time is well and pupils are physically active for a high proportion of each lesson. Teachers demonstrate well and use pupils' demonstrations to good effect. They present a good model to pupils and are just as enthusiastic and physically active as the pupils themselves.
121. Overall, the subject is managed well. The school has adequate resources. Indoor accommodation is good but the school continues to suffer from the lack of an adjacent games field. This adversely affects the amount and type of work that can be done in invasion games and in athletics. The policy and scheme of work are satisfactory and cover the National Curriculum programmes of study at both key stages.
122. Since the previous report, the quality of teaching has improved, particularly at Key Stage 1 and swimming has been included in the curriculum. However, the school has not been able to acquire a suitable games field.

## **RELIGIOUS EDUCATION**

123. Pupils meet the expectations of the Leicestershire Agreed Syllabus for Religious Education. They are from multi-faith families and for many pupils religious education plays an important part of their lives. In Key Stage 1 pupils begin to broaden their understanding of religion and develop an awareness of similar features of different faiths. For example in assemblies and in religious education lessons pupils learn about the significance of headwear in different religions. They recognise a turban, burkha, and topi and know that they have a special importance. They learn about the role religion plays in their own families and understand the importance of celebrations such as Diwali, Eid, Vaisakhi and Christmas.
124. Throughout Key Stage 2 pupils' religious education continues rapidly. By the end of the key stage they have a good knowledge of their own religion, particularly Islam, but they are well informed about other faiths. Pupils with special educational needs make the same good progress as the other pupils and for example, learn that the man who leads prayers in the Mosque is the Imam. Pupils confidently talk about the ceremony of Al-Wadhu and know the rituals involved in saying prayers.

125. Pupils are interested in religious education and are deeply committed to their own faith. Younger pupils talk to each other about the clothes that their families wear, and when they work together they inform each other of details of their own lifestyles determined by their faith. In Key Stage 2 pupils show considerable respect for different beliefs and demonstrate tolerance of each other.
126. The quality of teaching is good. Teachers, just like the pupils, are from different faiths and this ensures that the school has a good breadth of knowledge and understanding of religion. Teachers build effectively upon what pupils already know and the themes introduced in assemblies. Teachers use resources well, including the pupils and community, and make explanations. In the best lessons, for example in Year 6, teachers provide pace and challenge for pupils, and as a result all pupils including those with special educational needs and English as an additional language make good progress.
127. The subject is well co-ordinated and this reflects its importance within the school. The co-ordinator is particularly knowledgeable as she was a Hindu and later converted to Islam. Resources for religious education are good, particularly for the teaching of Hinduism, Sikhism, and Islam.