

INSPECTION REPORT

**SACRED HEART CATHOLIC PRIMARY
SCHOOL**

Leicester

LEA area: Leicester

Unique reference number: 120222

Headteacher: Mr G A Hirst

Reporting inspector: Mr G W Cooper
23647

Dates of inspection: 21st - 24th May 2001

Inspection number: 195709

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Voluntary Aided

Age range of pupils: 3 to 11

Gender of pupils: Mixed

School address: Mere Close
(Off Mere Road)
Leicester

Postcode: LE5 3HH

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Appropriate authority: The Governing Body

Name of chair of governors: Father J Lally

Date of previous inspection: 3rd March 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
23647	Mr G W Cooper	Registered inspector	Science Music Physical education	What sort of school is it? School's results and achievements How well is the school led and managed? What should the school do to improve further?
8982	Mrs K Berry	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
11611	Mr J Hall	Team inspector	Information and communication technology Art and design Design and technology	How well are pupils taught?
17685	Mrs L Spooner	Team inspector	Areas of learning for children in the Foundation Stage Equal opportunities	How good are the curricular and other opportunities offered to pupils?
27718	Mrs S Abrol	Team inspector	Mathematics History English as an additional language	

18618	Mrs J Gibson	Team inspector	English Geography Special educational needs	
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Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	8
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	13
The school's results and achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	15
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	17
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	19
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	20
HOW WELL IS THE SCHOOL LED AND MANAGED?	21
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	22
PART C: SCHOOL DATA AND INDICATORS	23
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	27

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Sacred Heart Catholic Primary School caters for 275 boys and girls aged four to eleven. In addition, a total of forty boys and girls attend the Nursery full time. Most pupils come from the parish of Sacred Heart in Leicester. Some pupils travel some distance to attend the school. About 18 per cent of pupils are on the school's register of special needs, a little below the average for schools nationally. The proportion of pupils with a statement of special education needs (0.4%) is about a quarter of the national rate. The majority of pupils are of European ethnic origin. About 25 per cent of pupils are of mixed ethnic origin. Of the 15 per cent of pupils from other ethnic backgrounds, about one third are of Indian heritage and two thirds are of black heritage. English is not the mother tongue for four per cent of pupils. These pupils are not at an early stage of English language acquisition. Statistical data and the incidence of free school meals (currently 36 per cent of pupils) indicate a degree of social and economic deprivation within an inner city environment. Most children move from the school Nursery to school Reception classes. When pupils enter full time school, assessment of their knowledge and skills indicates attainment below that which might be expected of most children of their age.

HOW GOOD THE SCHOOL IS

School effectiveness is satisfactory. Pupils join the school with below average attainment and leave having achieved standards in line with expectations, except for writing when they are seven and eleven and mathematics when they are eleven. Teaching and learning are satisfactory. Leadership and management are sound. The school provides satisfactory value for money.

What the school does well

- Maintains satisfactory standards of attainment in most areas of the curriculum; compares well with schools in a similar social and economic context.
- Gets children off to a good start in the Foundation Stage.
- Ensures good progress for pupils learning English as a new language.
- Makes good provision for extra-curricular activities for its older pupils and makes good use of homework.
- There is good special educational needs support for pupils up to seven years old.
- Good use is made of information and communication technology both for teaching and in administration.

What could be improved

- Below average standards of attainment in writing when pupils are seven and eleven; and below average standards of attainment in mathematics when pupils are eleven.
- The consistency of teaching and learning to ensure the step by step progress of all pupils.
- The systematic delegation of meaningful management responsibilities.
- Procedures for the promotion of good attendance.

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

Governors may wish to include in their action plan:

- provision of resources for the library and for some foundation subjects;
- more active use of the Early Learning Goals and the associated 'stepping stones' in planning and assessment for the Foundation Stage;
- the appointment of a co-ordinator for the Foundation Stage;
- access to challenging outdoor play for children in Reception classes.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was previously inspected in March, 1997. Substantial improvement has been made since then. The governing body is much more involved in its strategic function. The headteacher has instituted a programme of monitoring for teaching and learning. Work has taken place in monitoring curriculum development, ensuring that subjects that were not taught according to requirements now

meet statutory requirements. Satisfactory systems for assessment are in place, although there is still work to be done in using assessment information. There are improved standards in a range of subjects across the curriculum. The quality of teaching and learning has improved quite dramatically. However, there is still inconsistency in the way school policies are applied and inconsistencies within the quality of teaching and learning. Overall, good improvement has been achieved since the previous inspection.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	E	E*	C	A
mathematics	D	E	D	B
science	C	E*	D	B

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

The table shows results that have varied a great deal in recent years. A difference from year to year in attainment on entry to school accounts for some of the variation. Other factors include staff absence and staff changes, the need to have a number of different teachers for some classes and a significant minority of pupils joining and leaving classes during the school year. The E* results for English and mathematics in 1999 mean that attainment was in the lowest five per cent of results nationally. Results for 2000 show considerable improvement. Improvement in results over a period of years shows improvement in all areas tested. However, the school trend in improvement is not as good as the national trend because of a sharp decline in 1999 results. The school is on course to recover from the decline. Most heartening for the school is the comparison of results with those of schools in a similar social and economic setting. Results in English for eleven year olds in 2000 are well above average, results for mathematics and science above average. Similar school comparisons for seven year olds are similarly well above in reading and writing and above average in mathematics. Seven year olds in 2000 had results that were average when compared with all schools nationally. In the work seen, children in the Foundation Stage achieve well. They join school with a range of skills and knowledge below that of children of similar age. By the time they enter full time education, they have made good progress and attain at a level similar to others of similar age. Satisfactory progress is maintained through Years 1 and 2. By the time pupils are seven, achievement is satisfactory. Attainment is broadly in line with that expected nationally except for writing where attainment is below expectations. Attainment of eleven year olds is in line with the standard expected in all areas of the curriculum except writing and mathematics where attainment is below the standard expected. A number of factors contribute towards the fact that pupils do not make the progress expected of them through Key Stage 2:

- the continuity of teaching has been disrupted by staff absence and staff resignations;
- a high proportion of pupils join the school after the Foundation Stage;
- attendance at the school is well below the national average which this has a significant bearing on the lower attainment of a small number of pupils.

Targets are set for attainment in English and mathematics as the result of assessment of prior attainment. The targets are realistic. In 2000 targets were exceeded. Pupils are on track to achieve their targets for 2001. Given attainment on entry to school, standards are sufficiently high, although the school is aware that there is room for further improvement.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Satisfactory. Pupils are positive about their life and work in school. A minority has negative attitudes to tasks.
Behaviour, in and out of classrooms	Satisfactory. Most classrooms are calm learning environments. Occasionally pupils grow emotional and uncooperative. Behaviour during long lunch times is sometimes difficult to manage.
Personal development and relationships	Satisfactory. Pupils usually work well together. A small number of pupils consistently want to have things their own way.
Attendance	Unsatisfactory. Attendance is well below the national average. This has impact on the attainment of those who do not attend well.

TEACHING AND LEARNING

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

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.

Teaching is satisfactory overall. The teaching of English and mathematics is satisfactory. As a result pupils acquire a satisfactory range of skills in literacy and numeracy, given their prior attainment. The quality of teaching varies widely: some teachers have consistently good teaching skills; the skills of others are satisfactory. Teaching with five to seven year olds is a little better than that of seven to eleven year olds. However, there are examples of good and very good teaching across most year groups in the school and in most subjects. There are inconsistencies within the school in:

- the pace and challenge of lessons;
- the preparation of different tasks for different levels of ability;
- the application of teacher knowledge;
- the use of pupil management skills.

In the better lessons, these skills are used well. In other lessons, the skills are not used to best advantage. On rare occasions the lesson is unsatisfactory. This is the result of a lack of pace and challenge, with behaviour that is not well managed and a lack of sharp focus on what needs to be learned. Teachers make good use of homework. Occasionally, activities planned for pupils are too difficult and occasionally, they are too easy. As a result the progress pupils make is uneven at times. This affects the learning of both higher attaining pupils and those who have difficulty in learning. Overall, learning is satisfactory. Most pupils work hard and concentrate. Where teaching skills are less well established, learning is not as good. Out of 59 graded lesson observations, 97 per cent were satisfactory or better. Eight per cent of lessons were very good. Three per cent of lessons were unsatisfactory.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The school has made sensible use of national strategies and national guidance to ensure that subjects meet statutory requirements.
Provision for pupils with special educational needs	Satisfactory. The school makes systematic provision within the Code of Practice for these pupils.
Provision for pupils with English as an additional language	Good. No pupils are identified as at an early stage of language acquisition. Additional provision for these pupils is well targeted, ensuring their good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory. The school successfully promotes its Catholic ethos through spiritual values. Pupils of different ethnic backgrounds value their differences: however, insufficient is done within the curriculum to celebrate the richness of ethnic diversity in society.
How well the school cares for its pupils	Satisfactory. Procedures for child protection are more successfully promoted than at the previous inspection. Assessment arrangements are satisfactory for supporting the progress of pupils.

The school has a satisfactory partnership with its parents. They are much more welcome to the school than previously. A minority of parents have continuing concerns about behaviour.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. There is a sense of vision about what the school can achieve. Policies are not yet consistently observed to ensure that they become reality. Delegated management responsibilities are not well developed.
How well the governors fulfil their responsibilities	Satisfactory. Governors have a much fuller view of their responsibilities than at the previous inspection. They are supportive of the school in their strategic planning role.
The school's evaluation of its performance	Satisfactory. The school has a secure understanding of its performance. It uses performance information effectively although not enough is made of the detail of analyses.
The strategic use of resources	Satisfactory. Finance is used efficiently in the support of school priorities. Although there are areas where resources are not generous, most areas of the curriculum receive adequate and appropriate funding.

Sufficient teachers and learning assistants support the work of the school. Accommodation is satisfactory, although at times inconvenient. There are sufficient resources. However, the school library and geography resources are outdated and in limited supply. Reception pupils do not have sufficient access to stimulating and challenging outdoor play. The school makes satisfactory application of the principles of best value in its decision-making. Care is taken to ensure that decisions are appropriate to the needs of the school and the funding available.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • That their child likes school and is expected to work hard. • That teaching and leadership and management are good. • That they can approach the school freely and they are well informed about pupil's progress. • That school is helping their child to become more mature. 	<ul style="list-style-type: none"> • The amount of homework given. • The range of activities out of school hours. • Behaviour, particularly at lunch time. • Closeness of working with parents.

The inspection team agrees with parents' positive views, although inspectors categorise teaching, leadership and management as satisfactory rather than good. A significant minority of parents indicate concern about behaviour. Inspection findings are that a minority of pupils have difficult behaviour patterns. These are usually managed effectively in the classroom. Some behaviour difficulties spill over into playtimes and lunchtimes and this behaviour is not always dealt with successfully. Inspectors disagree with parents about the amount of homework given and the range of activities provided out of school hours. Inspection evidence is that there is a greater volume of homework to be seen at Sacred Heart than in most other schools and that school has struck a good balance in the homework given. The school provides a good range of extra-curricular activities, especially in sport and music. Some of this provision is through lunchtime clubs and may not be seen to be 'out of school hours' by parents. Most provision is for older pupils and this is the most usual pattern in primary schools. Although inspectors agree that there is room for improvement in the close working between school and parents, the school has become much more open to parents in recent years and continues to develop ways in which parents are consulted. A small number of parents who had discussions with the inspection team felt that they had concerns that had not been fully resolved.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. When children enter Nursery classes, assessment of their skills and understanding shows attainment below the level expected for their age. They make good progress in the Foundation Stage (Nursery and Reception classes) and by the time they leave these classes, they are well on target to achieve the early learning goals for children of their age.
2. The results of standard tests and teacher assessments in the year 2000 for pupils aged seven, show that most have continued to make satisfactory progress and that attainment is broadly in line with the national average. This is the case in reading, writing and mathematics – the areas tested. When results are compared with those of schools in a similar social and economic context, pupils achieve very well in reading and writing and well in mathematics. Compared with these other schools, reading and writing is well above average and mathematics is above average. Achievement in science is not as good. Compared with national results attainment is well below average. Trends in attainment are inconsistent. Although there is improvement since the previous inspection, results over the last five years have gone from above the national average to below the national average in different subjects in different years. The current two-year trend is upwards. A feature of results in English and mathematics is that higher attaining pupils do better than average and lower attaining pupils when results are compared with other schools. There are no significant differences in the attainment of boys and girls.
3. The results of standard tests and teacher assessments in the year 2000 for pupils aged eleven, show that pupils have not built sufficiently well on their prior attainment. Attainment in English is in line with the national average. In mathematics and science it is below. When compared with the results of similar schools, achievement is well above average in English, and above average in mathematics and science. While a large proportion of pupils achieve average grades in all areas tested, there were insufficient higher grades to achieve the national average, except in English. There are no significant differences in the attainment of boys and girls. Results are inconsistent from year to year. There was a significant decline from 1997 to 1999. The school has not kept pace with the national trend of improvement. The decline in results to a low point in 1999 is the major contributing factor in this. This was a period of significant staff instability. From 1999 to 2000 there was a great improvement. Inspection findings indicate that the improvement continues.
4. Standards of attainment in the work seen show that pupils are working at the level expected for their age, except in writing for all pupils and in mathematics when they are eleven. Speaking and listening and reading standards are maintained at the expected level. Although there are areas of improvement necessary in writing in both key stages and in mathematics in Key Stage 1, pupils acquire satisfactory literacy and numeracy skills in the light of their prior attainment. Mathematics standards are in line when pupils are seven. Attainment in the non-core subjects – art and design, design and technology, information and communication technology, geography, history, music and physical education - are all in line with the expected standard at the end of both key stages. In some cases, this represents considerable improvement since the previous inspection. The curriculum in design and technology, information and communication technology and physical education did not meet requirements in the previous inspection. Now, standards match what is expected for

pupils' ages. Although there are improvements that need to be made, the school compares well with schools in a similar context. In many classes, pupils are encouraged to work and think as young scientists and geographers. However, in some classes there is insufficient emphasis on thinking skills. Talented pupils make good progress through the provision made for them in music and physical education. Overall, pupils make satisfactory progress over time. Where teaching is at its strongest, progress is good.

5. Pupils acquiring English as a new language make good progress across the curriculum. They get off to a good start because specific support for them is well targeted on their needs.
6. Pupils with special educational learning needs in infant classes make good progress in relation to their prior attainment. The standards achieved by junior pupils vary according to how well the individual learning needs are met. For those who have difficulty in learning to read and write, most make satisfactory progress in building on their prior attainment and achieve appropriate standards. Learning objectives are insufficiently specific. Classroom support assistants have insufficient guidance in recording what pupils have learned. Pupils with emotional and behavioural difficulties make satisfactory progress through the firm but sensitive support they receive.
7. The school sets challenging targets that are appropriate to the prior attainment of pupils. Targets for the year 2000 were slightly exceeded. Targets for 2001 are likely to be met.

Pupils' attitudes, values and personal development

8. Pupils' attitudes to school and to their learning are satisfactory overall. Attitudes in classrooms are usually good but tend to become less so where classroom management is insecure or outside lessons where pupils are not supervised sufficiently well. In the Nursery and Reception, attitudes are mostly good and never less than satisfactory. Children work hard to complete their tasks and are always keen to share their ideas. Classroom routines are well established ensuring the children feel safe and secure. They are learning to work together in pairs, share resources and wait patiently for their turn. This is particularly noticeable when using outdoor equipment. Attitudes throughout the rest of the school are mainly good and on occasions very good. Unfortunately there are elements of less than satisfactory attitudes amongst some of the older pupils both in and out of lessons. This is reflected in their level of attainment and progress.
9. In the majority of cases pupils settle to their work quietly and sensibly and with the minimum of fuss. They enjoy the question and answer sessions, always eager to contribute to a discussion. They work hard, listen to their teacher and strive to finish their tasks within the time set. This is a similar picture to the previous inspection. Where activities are insufficiently challenging, attitudes are less than positive. As a result some pupils lose interest. In some cases there is a lack of urgency or pride in their work. Behaviour is satisfactory overall, better in the classroom than at lunchtimes for the most part. There were six fixed term exclusions in the last academic year. This is not as positive as at the previous inspection. Pupils are generally sensible and mature and enjoy talking to adults. Many of them are polite and courteous and enjoy helping their teachers where possible. They respect their environment, form lasting friendship groups and enjoy the sense of belonging to a school community. A small number of pupils display challenging behaviour. Where this is not dealt with immediately and successfully there is some disruption of the lesson for others. These pupils have been identified by the school for extra support.

Some of the older pupils especially find it hard to be part of a team. Arguments develop, pupils become frustrated and this reflects on the successful outcome of the activity. Playground rivalries sometimes develop and very quickly deteriorate if not supervised effectively.

10. The school is fortunate in that bullying and racist behaviour are not major problems. Pupils are well integrated but sometimes lack the skills to control their frustrations resulting in aggressive behaviour and inappropriate name-calling. Older pupils are identified as prefects and house captains. They provide good role models for the rest of the school. From the start of their school career, pupils experience the responsibility of being a monitor. They take this on with confidence and poise.
11. Attendance is unsatisfactory and well below the national average. This is at a time when national figures have improved and the school's figures have remained static. A number of factors affect regular attendance that relate to family circumstances or condoned absence. There is a marked effect on levels of attainment for persistent non-attenders. For a significant number of families punctuality does not have high priority. Not only does this disrupt the lesson but also pupils do not experience the start to the day they deserve.

HOW WELL ARE PUPILS TAUGHT?

12. The overall quality of teaching is satisfactory. In the lessons observed, 97 per cent of teaching was satisfactory or better, 45 per cent was good and eight per cent was very good. Unsatisfactory teaching was observed in three per cent of lessons. This indicates that the school has improved the quality of teaching since the previous inspection. This is particularly evident in art and information and communication technology (ICT), where the improved quality of teaching has clearly contributed to the raising of attainment. The inappropriate range of activities for pupils' needs is a major factor in a small amount of unsatisfactory teaching in Year 4 in English and Year 6 in physical education. Pupils' learning is restricted in these lessons by teachers providing tasks for pupils which do not take sufficient account of their abilities and which fail to maintain pupils' interest and concentration. There is an inconsistency in the quality of teaching, management of pupils, design of tasks and challenge to pupils of different abilities that has not yet been identified and rectified by the monitoring of teaching and learning.
13. The quality of teaching for children in the Foundation Stage (Nursery and Reception classes) is good. Teachers and support staff have a good understanding of the developmental needs of children. Children are well managed. Although planning is secure, insufficient attention is given to the latest national guidance through the Early Learning Goals and 'The Stepping Stones' of the Foundation Stage curriculum.
14. Teaching of English is satisfactory. Teachers are secure in their knowledge of the National Literacy Strategy. Reading skills are taught well and this assists learning in all other subjects. The careful teaching of letter sounds starts in the Reception class and continues throughout the infants. Pupils have many opportunities to read and parents' support is harnessed well, with homework generally being used well to support pupils' learning. Spelling and punctuation skills are well taught but there are inconsistencies in the way that other writing skills are taught. There is too little emphasis on helping pupils to learn from their own mistakes by helpful marking, except in Year 6. There are insufficient opportunities for writing in other subjects.
15. Teaching of mathematics is satisfactory. Teachers generally plan well and cater for the needs of pupils with special educational needs and pupils for whom English is an

additional language. Application of the national strategy for numeracy ensures that these skills are taught to a satisfactory standard. Where teaching is good, pupils are fully engaged and concentrate well through interesting class discussions and stimulating activities. Higher achieving pupils are challenged and extended in their work in these lessons through carefully planned activities. The pace of learning is sometimes slower among older pupils where the tasks are not sufficiently matched to their abilities. This results in some pupils not having a clear understanding of what they are doing.

16. Teaching of science is good overall, which is an improvement since the previous inspection report. Teachers plan well. Lessons are well organised and the progression of activities helps pupils to understand clearly what they are doing. Teachers are confident in their knowledge of the subject and pupils are challenged well in questioning and activities.
17. The quality of teaching in ICT is good. This is a significant improvement since the previous inspection report. Good training opportunities, together with better use of resources and good subject management, has given teachers a sound understanding of ICT. This means that pupils now have the opportunity to access the full range of National Curriculum programmes of study. For example, pupils in Year 6 quickly accessed information on the general election through an Internet website individually or in pairs. Well-prepared resource sheets and good questioning in class discussions gives pupils confidence in their use of the computers for finding information. Teachers solve problems quickly and effectively and the pace of learning is good.
18. The implementation of schemes of work and use of national guidelines has helped to improve the teaching of design and technology and art since the previous inspection report. Teaching is now satisfactory in art. No teaching judgement is made for design and technology as insufficient lessons were seen. Pupils have more access to a wider range of learning experiences and make satisfactory progress overall in these subjects. However, there are still limited opportunities available for pupils to develop ideas and extend the process of their work individually according to their abilities in art. In design and technology teachers' expectations of the quality of finished work, particularly among older pupils, are not high enough. Teachers have insufficient confidence in their knowledge of the subjects and direct the outcome of pupils' work too closely.
19. In Years 3 to 6, support assistants are effectively deployed to assist teachers in the classroom. These assistants bring a good range of skills to bear on the help they give pupils. There is effective support for pupils with special educational needs and those learning English as a new language in foundation classes and Years 1 and 2. However, across the school, support assistants are insufficiently involved in the planning process and most need more training in recording what pupils have done so that progress can be sustained. Some support in Years 1 and 2 is not effective enough in giving appropriate guidance to pupils.
20. Pupils with special educational needs in the infant classes make good progress in relation to their previous learning. In Year 2 the special needs teacher ably supports them. In the junior classes, pupils make satisfactory progress overall. In some classes, teachers' planning for lower attaining pupils and use of resources for literacy do not always ensure that work is well matched to pupils' learning needs. The classroom support assistants are not involved in the weekly planning, which would help them to understand why tasks have been planned to meet the needs of pupils and what is expected of them. This is particularly the case in infant classes. When in

the classroom, some support assistants are clear in their role and support pupils' learning sensitively. This is particularly the case in junior classes.

21. Overall, pupils make satisfactory gains in their learning. Most pupils concentrate well. They try hard in their work and show interest. As a result they acquire skills, knowledge and understanding in relation to their prior attainment. Teachers frequently discuss with pupils what is to be learned. This sharing of learning objectives keeps pupils in touch with what they need to do and helps them to focus on the purpose of the activity. Pupils are not always given the opportunity to be independent in their learning. Some lessons are too teacher directed. Although pupils stay interested, they are insufficiently challenged in their thinking and creativity.

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

22. The quality and range of the curriculum is satisfactory overall. It promotes pupils' intellectual, physical, social and personal development and prepares them for the next stage of education. Statutory requirements are fully met. This represents a significant improvement since the previous inspection when the school did not meet statutory requirements in design and technology (DT), information and communication technology (ICT), and swimming. The school now ensures that each subject has sufficient time and there is now adequate coverage of these areas of learning. Occasionally, the half hour allocation to lessons in history and geography are too short if lessons do not start promptly.
23. The curriculum for children in the Foundation Stage is satisfactory. It addresses the six areas of learning recommended nationally and ensures children are prepared for entry into Key Stage 1 at the end of the Reception year. However, planning has not been revised to take full account of the early learning goals for children in Nursery and Reception classes. A high level of emphasis is placed upon the children's personal, social and emotional development and on the development of basic skills literacy and numeracy and as a result they achieve well in these areas. Good opportunities are planned for the promotion of language development. Learning through play is valued and there is a good balance between adult-directed activities and opportunities for children to make their own choices. Elements of the National Literacy and Numeracy Strategies are being successfully introduced in the Reception class. Teachers in the Nursery and Reception plan the curriculum jointly. This promotes opportunities for continuous learning throughout the Foundation Stage. Children with special educational needs and those who have English as an additional language receive good support through planned activities and this helps them to make good progress.
24. The previous report stated that the curriculum at Key Stages 1 and 2 was insufficiently balanced and not broadly based. The school has remedied this and the curriculum complies fully with national requirements. Religious education is delivered through the approved scheme of the Nottingham Diocese, and is subject to separate inspection. The governors' policy for equality of opportunity is implemented successfully and all pupils have full access to the curriculum. The school has successfully implemented the National Numeracy and Literacy Strategies especially in the teaching of reading throughout the school. Satisfactory provision is made for personal, social and health education. Sex education and drugs awareness are delivered principally through science and religious education. The school is poised to adopt the Diocesan policy for teaching sex education.

25. All subjects now have policies and schemes of work. This represents an improvement since the previous inspection when the lack of these in some subjects was identified as a weakness. There is no recent updated policy for physical education. The school takes satisfactory account of the most recent national curriculum guidelines to support teaching and learning. Teachers plan in year groups and long-, medium- and short-term planning are satisfactorily matched to the needs of most pupils. In some lessons, however, planning is not always well matched the learning needs of higher attaining pupils. The school library is limited in range and contains many out-of-date books some of which now provide pupils with incorrect information. The school also misses opportunities to ensure that its book collection reflects the heritage of all pupils in the school.
26. There are no significant differences in achievement between pupils. All pupils have equal access to the curriculum. The school is committed to social and racial inclusion. There is no significant evidence of sex discrimination or race-relations issues. There is currently restricted access for pupils or adults in wheelchairs or needing the help of walking frames.
27. Learning opportunities and full access to the curriculum for pupils with special educational needs in infants are good. For pupils in junior classes, learning objectives in some education plans are not specific enough to ensure the planning of a focused learning programme, individual education plans are not always used to plan appropriate tasks and classroom support assistants are not fully involved in the planning of activities and recording progress. These pupils do not make progress at the same rate as others. The provision for pupils who are gifted is satisfactory.
28. The school makes good provision for pupils to take part in a range of extra-curricular activities. These include a wide range of sporting and musical activities such as basketball and membership of the school orchestra, and are available to boys and girls alike. A gymnastics club is provided for the younger pupils in Key Stage 1. Educational visits to places such as the Haymarket and Phoenix Theatres and visits by members of local sports teams to provide coaching offer pupils additional learning opportunities. The school has, in the past, offered pupils in Year 6 the opportunity to take part in a residential visit but there are no plans in place for this year.
29. There are satisfactory links with the community, principally through the church and performances by the school choir in the local hospital and home for the elderly. A Caribbean Week was held approximately two years ago. There are plans for a Celtic week in June of this year. These events offer good opportunities for pupils to learn about their own and others' cultures. However, the school does not make sufficient use of the rich ethnic diversity the school and local communities. Relationships with local primary schools and the main receiving secondary school are satisfactorily established through sport, inter-school visits and curriculum links.
30. The school makes sound provision for the pupils' spiritual, moral, social and cultural development.
31. Provision for spiritual development is satisfactory. Pupils are provided with a variety of relevant experiences. These occur regularly through prayer during the school day, school assemblies and collective worship. Pupils contributing towards the celebration of Ascension Day Mass made a significant contribution to spiritual development through their music and dance. Pupils are given opportunity to recognise a Supreme Being. Class assemblies are relevant occasions that offer opportunities for spiritual development. During one class assembly, pupils discussed newspaper cuttings about a flood in another country, and they consider how they might help and care for

others. A few minutes of silence where pupils establish calmness of thought before prayer extends pupils' appreciation of inner tranquillity and spirituality.

32. The provision for moral development is satisfactory. The school has a good behaviour policy. However, it is not applied with consistency throughout the school. Outcomes show that some pupils do not adhere to the high moral values that the school aspires to teach. There are high expectations of care, respect, tolerance and positive behaviour. Some pupils are unable to maintain those high expectations. There is consistent teaching throughout the school so that pupils understand the difference between right and wrong. Positive strategies are used to support the needs of pupils with emotional and behavioural difficulties. Opportunities are provided for pupils to take responsibility. Many pupils make a significant and mature contribution towards the school community. Some teachers consciously plan lessons to contribute towards this dimension of the curriculum. Pupils read and discuss stories with feelings of fairness and social justice.
33. The provision for social development is satisfactory. Numerous situations are created to develop a sense of responsibility, self-confidence and self-reliance through school structures. For example, there are duty rotas in classrooms and lessons, responsibilities as monitors and group and paired work. Pupils consider the thoughts and feelings of others. They usually co-operate willingly in groups, although much group work involves pupils working on individual rather than collective tasks. Older pupils help during the school lunch hour. Pupils share resources willingly. They take turns. Collections are made for charity. Visitors in school, group discussions, the prefect structure and after school clubs enhance social development.
34. The provision for cultural development is satisfactory. Good opportunities exist to promote understanding of pupils' own culture. Although the school has made vigorous moves towards establishing links with the adjacent multi-faith and multi-ethnic school, the promotion of other culture awareness throughout the curriculum is not as well promoted. Pupils participate in a range of community activities such as carol singing, singing to the elderly. There is recognition and celebration of other cultures on special occasions. For example, school held an Afro-Caribbean week last year and there are plans for other such occasions. However, the significant role and place of a wide range of cultural contributions across different religions and ethnic backgrounds is not consistently promoted through the whole curriculum. Staff and parents work together consistently to enhance the understanding of the different cultures represented within the school. Pupils are made to feel valued whatever their ethnic origin. Visits to museums and theatres add to pupils' cultural development.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

35. The school's arrangements for child protection are satisfactory. Monitoring individual pupils through recording is not rigorous. All staff are aware of the procedures and who to inform when concerns arise. This is an improvement since the previous inspection. Training is still informal with no recent review of the procedures. Arrangements for ensuring pupils' welfare are also satisfactory. Medical and accident procedures are well established and formally recorded. There are a high number of minor cuts and grazes evident in the records. The steady stream of 'casualties' observed during the week of inspection is not untypical but they are dealt with effectively and with sensitivity. Teachers know their pupils well and are vigilant in supporting and monitoring their personal development, self-confidence and safety. The monitoring of attendance is not effective in raising levels to the national average nor is there enough emphasis placed on promoting good attendance across the school. The issue of punctuality is not challenged sufficiently or promoted effectively.

This area of the school's provision has declined since the previous inspection. There is a thorough behaviour policy covering all aspects of behaviour management and discipline. This has a positive effect overall but occasionally there is a lack of consistency in applying sanctions for inappropriate behaviour. Not all staff use the progressive procedures consistently both in the classroom and in the playground for pupils to be clear on what to expect from the outset. In some cases there is an inflexible approach to managing behaviour in the classroom. At lunchtime there is not enough early intervention to prevent incidents and minor accidents. A more systematic approach to organising and involving pupils in games is needed to alleviate some of the confrontational behaviour. Incidents are reported to the headteacher or deputy but there is no formal arrangement to involve class teachers from the outset.

36. Arrangements to assess pupils' attainment and progress have improved since the previous inspection and are now satisfactory, although there is room for further improvement. Pupils' basic skills are tested annually in Years 3 to 5, using a range of national tests for English and mathematics. This information, together with baseline assessment and standardised test results in Year 2, is used to track pupils' progress and to set whole school targets. Pupils' work is also used well to inform the target setting process and to identify those in need of additional literacy support. Whole school targets are reviewed twice yearly and extra classroom support is provided where needed. Two classroom assistants have received training for additional literacy support to help pupils who are underachieving. Satisfactory arrangements are in place to assess attainment in science and the foundation subjects.
37. Individual targets for literacy, mathematics and personal and social development are set for all pupils in the school. Parents receive copies of these at the beginning of the school year. The form of language used for literacy targets is generally too complex however to be helpful to both parents and pupils. The targets have a good potential for raising achievement but are not currently shared with pupils or consistently reflected in teachers' marking. Teachers have a generally good knowledge of pupils' strengths and weaknesses in all aspects of their work, behaviour and personal development. Behaviour targets are appropriate to pupils with identified special needs. Reading records are consistently good across all year groups and include detailed comments about pupils' developing skills and pointers for improvement. The school's literacy targets focus appropriately on the development of writing as a result of the analysis of national test results for eleven year olds. National guidance on the teaching of writing has begun to be used but this is not helpfully linked to ways in which individual and whole school literacy targets can be achieved.
38. The school has good procedures for the early identification of pupils with special educational needs. However the targets set in some of the individual education plans are inconsistent with the initial assessment and too broad for pupils' progress to be easily measured. This results in targets being carried forward following the termly review.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

39. Parents have a perceptive view of the strengths and weaknesses of the school's provision and are generally supportive of the way it operates and helps their children achieve. There is an effective partnership with parents that has developed steadily over recent years. There is a more of an 'open door' approach towards welcoming parents and carers and listening to their views. There are some parents who still feel their concerns are not acted upon and perceive the school as not providing enough information in some areas. The school has put a lot of effort into improving the

partnership with parents, particularly those of differing backgrounds and has organised trips and courses to improve communication and parenting skills. This has an impact on the number of parents recruited to work in the school. There is regular communication between home and school. Information is concise, helpful and well presented. There is very little information for parents of pre-school children. Annual reports are useful but do not always show future targets for development. Information on personal development is an important part of the report. The majority of parents support their children through homework, shared reading and ensuring they attend regularly and on time. However, attendance and punctuality is not a priority for a significant minority of parents and this has an effect on attendance and good time keeping. A small group of parents organise fund raising activities and social events to support and enrich the school's provision.

HOW WELL IS THE SCHOOL LED AND MANAGED?

40. Leadership and management are satisfactory. This represents improvement in some aspects of leadership and management since the previous inspection. The headteacher has established a sense of educational direction through the school's mission statement and its supporting aims. The deputy headteacher successfully carries major areas of responsibility. Action taken to ensure that aims become reality is positive but not always consistent. What the school values most is very clear to everyone involved in the work of the school – adults working in the school, members of the governing body and pupils. Inconsistencies mean that there are sometimes conflicting values. Strategies for the delegation of responsibilities are well established but affected by staff vacancies and absences. Areas delegated do not at present empower subject managers sufficiently through financial responsibility and the monitoring and development of teaching and learning.
41. The role of the governing body is secure in the fulfilment of their statutory duties. They have a good sense of the strengths of the school and some understanding of what needs to be strengthened and developed. They use the good information they receive from the school to inform the decisions they need to make in supporting the school in the decisions they make.
42. The monitoring, evaluation and development of teaching is better than it was at the previous inspection. There are strategies for monitoring teaching and learning. National initiatives in performance management have helped the school in this. However, the influence of this monitoring has not spread sufficiently wide to overcome inconsistencies in the quality of teaching. Strategies for performance management with supporting arrangements for teacher appraisal are well in hand. The school has effective systems for identifying appropriate areas for development. The school improvement plan is a useful tool in pointing the school forward. Suitable action is taken to ensure that priorities are met. The use of specific grant is clearly defined and effectively used. For example, the school ensures that delegated funding for special educational needs and for professional development is spent appropriately. Financial planning makes sufficient provision for the support of targets. There is satisfactory capacity to succeed. However, commitment to improvement is not always wholehearted.
43. There are sufficient arrangements for training of staff and there is induction for new members of staff. Newly qualified teachers have a mentor and opportunities for professional development. The school receives students for a range of work experience placements. These students receive support appropriate to their needs. The school has sufficient staff to meet the needs of pupils and to support the curriculum. There has been difficulty in establishing a settled teaching team and the

school currently has significant appointments to make. Accommodation is not always convenient but is adequate for the school's needs. Outdoor play provision for children in the Foundation Stage is not adequate at present. Access for pupils with physical disability is difficult. Learning resources are not generous overall but are sufficient to meet the needs of pupils and the curriculum. The provision of books for the library and for geography is inadequate. Good use is made of new technology, both in the computer suite and for administration.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

44. The headteacher, governors and staff of the school should work together to identify the good practice which exists in the school and to improve its consistency, through:
- (1) greater use of assessment data and target setting to improve standards of attainment in writing and mathematics;
(paragraphs 4, 25, 27, 36, 37, 38, 71, 73, 75, 77)
 - (2) developing strategies to support teaching and learning with the aim of:
 - enhancing teachers' knowledge of the subjects they teach;
 - identifying what makes a lesson brisk and challenging;
 - ensuring that lessons capitalise on pupils' thinking skills;
 - making good use of the school's behaviour policyand
 - working towards a greater understanding of how provision for spiritual, moral, social and cultural development can enhance the quality of teaching and learning;
(paragraphs 12, 14, 15, 16, 19, 20, 21, 25, 32, 33, 34, 35, 42, 72, 78, 86, 91, 97, 107, 133, 124)
 - (3) plan for a more systematic and meaningful delegation of responsibilities to members of teaching staff;
(paragraphs 40, 42, 88, 92, 108, 120, 125)
 - (4) find ways to encourage better attendance and timekeeping for a minority of pupils.
(paragraphs 11, 39)

These issues are already identified as priorities within the school improvement plan and in plans for the development of performance management.

In creating their action plan, the governing body should also consider the following less important weaknesses:

- provision of resources for the library and for some foundation subjects;
- more active use of the Early Learning Goals and the associated 'stepping stones' in planning and assessment for the Foundation Stage;
- the appointment of a co-ordinator for the Foundation Stage;
- access to challenging outdoor play for children in Reception classes.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	74
Number of discussions with staff, governors, other adults and pupils	31

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	8	45	44	3	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	40	275
Number of full-time pupils eligible for free school meals	14	100

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	7	46

English as an additional language

	No of pupils
Number of pupils with English as an additional language	13

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	15
Pupils who left the school other than at the usual time of leaving	15

Attendance

Authorised absence

	%
School data	6.4
National comparative data	5.2

Unauthorised absence

	%
School data	0.4
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
	2000	17	26	43

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	12	14
	Girls	22	22	24
	Total	34	34	38
Percentage of pupils at NC level 2 or above	School	79 (77)	79 (74)	88 (86)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	12	14	15
	Girls	21	22	21
	Total	33	36	36
Percentage of pupils at NC level 2 or above	School	77 (74)	84 (86)	84 (74)
	National	84 (82)	88 (86)	88 (87)

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
	2000	27	24	51

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	22	22	24
	Girls	18	16	19
	Total	40	38	43
Percentage of pupils at NC level 4 or above	School	78 (44)	75 (50)	84 (42)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	21	22
	Girls	18	17	17
	Total	33	38	39
Percentage of pupils at NC level 4 or above	School	65 (58)	75 (58)	76 (54)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	16
Black – African heritage	6
Black – other	4
Indian	11
Pakistani	0
Bangladeshi	0
Chinese	0
White	132
Any other minority ethnic group	62

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	5	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	1	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	14
Number of pupils per qualified teacher	19.6
Average class size	22.9

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	128

Qualified teachers and support staff: nursery

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

Total number of education support staff	3
Total aggregate hours worked per week	64

Number of pupils per FTE adult	10
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FTE means full-time equivalent.

Financial information

Financial year	2000 - 2001
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	£
Total income	641,113
Total expenditure	651,083
Expenditure per pupil	1,877
Balance brought forward from previous year	15,081
Balance carried forward to next year	5,111

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	315
Number of questionnaires returned	126

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	60	34	6	0	0
My child is making good progress in school.	48	41	7	3	1
Behaviour in the school is good.	38	36	14	6	6
My child gets the right amount of work to do at home.	33	36	16	9	6
The teaching is good.	52	39	5	1	3
I am kept well informed about how my child is getting on.	52	31	8	4	5
I would feel comfortable about approaching the school with questions or a problem.	59	30	6	2	3
The school expects my child to work hard and achieve his or her best.	56	37	4	2	2
The school works closely with parents.	37	42	10	6	4
The school is well led and managed.	37	48	3	6	6
The school is helping my child become mature and responsible.	44	40	9	2	5
The school provides an interesting range of activities outside lessons.	37	27	13	7	16

Other issues raised by parents

Issues raised by parents are dealt with on page 12 of the summary of the report.

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

45. At the time of the inspection there were forty-one children attending full-time in the Nursery and 30 children attending full-time in the Reception class. Good links are established between home and school. Children settle quickly into the routines of the Nursery. This was very evident in the positive relationships observed between parents and Nursery staff as the children were brought into school at the beginning of the school day. When the children start in the Nursery their knowledge, skills and understanding in all areas of learning are generally lower than expected for their age. By the time children start in the Reception classes, although attainment is still below expectations they have made good gains in learning. Effective teaching throughout the Foundation Stage ensures that the children continue to make good progress during their time in Reception. At the time of the inspection, the large majority of the children in the Reception class had either already exceeded the early learning goals or were in line to achieve them by the end of the school year. Although standards would indicate a decline since the previous inspection, when attainment in most areas of learning was judged to be above expectations, national guidance has changed and children continue to make good progress. Children with special educational needs or for whom English is an additional language also make good progress as a result of effective learning support.
46. Teachers and support staff plan together and this provides a continuous framework for learning. Planning is appropriate to the six areas of learning for the Foundation Stage but it does not currently take full account of the Early Learning Goals (as outlined in the curriculum for this stage of learning) or the individual steps towards their achievement. Assessment procedures for recording what the children have learned and the progress they are making are satisfactory, but do not systematically track children's attainment in all six areas of learning. Many opportunities are planned and taken for the children to develop language. Teachers and support staff work very effectively together.

Personal, social and emotional development

47. By the end of the Reception year, most children will have achieved the Early Learning Goals in this area.
48. The children come into school happily. They know the routines of the classroom well. In the Nursery the children are confident to leave parents and carers. Most have already developed good skills in choosing which activity to work at and often remain involved with the activity for a good length of time. This is due to well-established routines, interesting activities and a good balance between adults supporting learning and promoting independence. The children are almost always well behaved because teachers and support staff ensure that children know what is expected of them. In some lessons in the Reception class, the children are not consistently expected to be attentive or to wait until it is their turn to speak. This sometimes results in inattention and calling out. During group activities, many opportunities are planned for children to take turns and share, and as a result, most are developing good collaborative skills.
49. Teaching in this aspect of learning is of a good quality. All staff are effective role models and have appropriately high levels of expectations for children to develop good relationships with others. They encourage them to persevere with activities and

the children respond well. Children are encouraged to take some responsibility for aspects of their own learning, for example, organising their clothes when changing for a dance lesson. However, in both classes, resources are not organised so that children can access them easily and put them away in the correct place when they have finished an activity.

Communication, language and literacy

50. The language skills of the large majority of children are in line with national expectations for their age by the end of the Reception year. This represents good progress being made during their time in the Foundation Stage. Most children listen attentively and teachers and support staff provide them with good opportunities to develop language. When speaking to adults or other children, most use short phrases or sentences to talk about what interests them or to answer questions. Higher attaining children use more complex sentences to explain what they observe and understand. For example, when working with bubble prints, "Do you know that when I have a straw in my milk, it goes all bubbly". The children enjoy listening to stories and are provided with good opportunities to talk about what is happening in the pictures.
51. The effective teaching of reading skills throughout the Foundation Stage results in the large majority of children in the Reception class confidently reading the first books in the school's reading scheme. Many are able to read familiar words accurately and explain in simple terms what is happening in the story or in the pictures. Levels of writing are in line with what is expected of children of this age. In the Nursery children make marks on paper and a small number are able to write recognisable letters to represent words. In the Reception class, the majority of children recognise initial sounds in words. Higher attaining children recognise sound blends and use their knowledge of words to make simple rhymes. Most children can write short phrases or sentences with support from the teacher. Higher attaining children write one or two sentences independently. Teachers have high expectations of the presentation of work. This is reflected in the work in the children's books.

Mathematical development

52. The majority of children are on target to attain the Early Learning Goals for mathematics by the end of the Foundation Stage. They make good progress as attainment in mathematics on entry to the Reception is just below expectations for children of this age. The work of higher attaining children indicates that they will exceed the early learning goals for mathematics by the end of the Reception year.
53. In the Nursery, the children are interested in counting objects and sorting them according to shape or colour. They label simple shapes, such as describing the biscuits they were making as 'round' and 'circles'. When building towers with large blocks, they are beginning to develop an understanding of 'taller than' and 'the same size'. Elements of the National Numeracy Strategy are successfully taught in the Reception class. Children in the Reception classes count and sort numbers to 10. They confidently talk about 'one more/less than' in class discussions. When working independently, higher ability children add two sets of objects together to find the total. Lower attaining children with the support of an adult, are beginning to recognise and count numbers to 5.
54. Teachers use a good variety of activities that are appropriately matched to the children's learning needs. This promotes mathematical understanding both in lessons and as part of other activities. Effective use of number rhymes and songs

helps to develop mathematical vocabulary. Group work is effectively organised and practical resources for learning are well prepared. Teachers and support staff work well together and provide children with good support.

Knowledge and understanding of the world

55. By the end of the Reception year, the large majority of children are in line to attain the Early Learning Goals in this area of learning. Teachers plan a range of interesting and appropriate activities to enable children to explore aspects of the world about them. Children in the Nursery decorate biscuits and talk about the picnic they are going to have later in the day. In their work on how people grow, they talk about what they see in the photographs and order the life cycle into 'baby, girl, big girl and grown up'. Children working on the computer use the cursors on the keyboard well to control events on the screen.
56. Children in the Reception class are interested in the world around them. In their work on plants, they remembered some of the names of the herbs, even the more difficult ones such as 'Rosemary'. During a lesson where they were helping to bake a 'Whole World Cake', children were fascinated by the process and asked questions such as "How does the sugar melt?"
57. Teaching of knowledge and understanding of the world is effective. Activities are well organised and planned to build on previous learning. These activities extend the children's experiences of the wider world. Children are usually encouraged to work independently but are also provided with appropriate help to encourage language and understanding. Occasionally, opportunities are missed for the children to take a more active part in an activity, such as helping to mix icing or weigh ingredients. Many of the activities for this area of learning are planned so that children work together. This has a positive impact not only on behaviour and relationships but also on opportunities for children to communicate with each other.

Physical development

58. Most children are likely to achieve the early learning goals in this area of learning and have made good progress during their time in the Foundation Stage.
59. In the Nursery, children ride bikes with confidence and show an awareness of space and safety. They demonstrate satisfactory control of large balls and hoops. Good opportunities are provided for the children to experience outdoor play each day. The playhouse provides good opportunities for children to develop communication skills. For example, "Come inside and play with me", with the reply, "I can't, I'm having a drink". The teacher and support staff provide good levels of supervision and care. However, outdoor play is not as well planned as some other areas of learning and does not regularly focus on specific skills development. There is a lack of dedicated play space for children in the Reception class to be involved in planned, challenging outdoor activities.
60. In the dance lesson observed in Reception, the children made good use of the space in the hall and demonstrated a satisfactory awareness of their own and others' safety. In response to the teacher's instructions, they moved around the hall using different parts of their bodies and with teacher support were able to sequence these movements. Daily activities ensure the children make sound progress in using a range of classroom equipment. Children use scissors, pens, glue and paint with increasing skill.

Creative development

61. Children in the Nursery paint, draw, print and make collages. During the inspection they made bubble prints and were able to identify red, blue, yellow and pink. Independent learning is encouraged and at the same time, many opportunities are taken to promote language and develop basic skills. In the Reception, the standard of work is broadly similar to that found in most schools. They make careful drawings of the herbs they are learning about and print patterns using a range of fruits and vegetables. Children in the Nursery respond well to music. This was observed in a dance lesson where they moved, stretched, balanced and hopped to pre-recorded music.
62. Teaching is good overall and never less than satisfactory. Teachers know their children well and have a good understanding of the learning needs of young children. Lesson planning is satisfactory overall with particular strengths in planning for language and mathematical development. However, objectives for other areas of learning are not as clearly planned. Children are usually well managed and good relationships are actively promoted. In the Reception class, expectations that children are attentive at all times are not consistent. This occasionally results in some children not paying enough attention to what the teacher or other children are saying. Teachers and support staff work very effectively together. Support staff are included in planning and assessment and know what is expected in the activities they supervise. Resources are used effectively to support learning. Teachers keep satisfactory records of children's attainment and progress. Reading records are of a very good quality and provide a clear picture of how well individual children are progressing. Overall, however, records of attainment do not pay enough attention to the stages of development leading to the Early Learning Goals for each of the six learning areas. Homework is used effectively in the Reception class to reinforce knowledge and understanding and involve parents in their children's learning.
63. A draft policy for the Foundation Stage is due to be introduced this year. Long- and medium-term planning is satisfactory but needs to take more account of the Early Learning Goals in all learning areas. There is no co-ordinator for the Foundation Stage to provide a clear overview and direction to developments in this area. Parents are provided with satisfactory information before children come into the Nursery and are welcome to discuss their children's progress on an on-going basis. Currently, however, parents of children in the Nursery are not provided with a written report. Good relationships are maintained with parents and a small number of parents help in both classes.
64. The accommodation is of a good size and is bright and attractive. The outside Nursery play area provides a secure hard and grassed area with shade for the summer and seats and tables. The lack of playground markings limits opportunities for children to develop control and directional skills. Opportunities for planned outdoor play are limited for the children in the Reception class. Resources to support most areas of learning are adequate. However, some of the large outdoor play equipment is in need of replacement. There is no soft landing area in the Nursery outdoor area. This limits opportunities for the children to develop their climbing skills as the climbing frame can only be used when the grassed area is accessible.

ENGLISH

65. The school's 2000 results of national tests for seven year olds in comparison with all schools were average in reading and writing. In comparison with similar schools they were well above average. Standards in 2000 were similar to those found in the

previous inspection. Current standards are around expected levels in reading and speaking and listening but are below in writing. The school's 2000 results of national tests for eleven year olds showed standards were in line with the national average and well above the average for similar schools. Standards are currently at expected levels in reading and speaking and listening but are below in writing. The current decline in writing standards is partly explained by the difference in ability between year groups. It is also a reflection of the early stages of the school's writing initiative in English and in other subjects, and to some extent staff instability.

66. Pupils are developing speaking and listening skills satisfactorily and standards are average for seven and eleven year olds. Infant pupils mostly listen well to explanations and instructions due to the good opportunities created for them to join in discussions. In a Year 1 lesson, the teacher's varied use of voice helped pupils to change their speech appropriately when reading aloud to the class. Year 2, higher and average attaining pupils are confident and articulate speakers. Average and lower attaining pupils are developing the ability to explain word meanings; one lower attaining pupil was given thinking time and eventually gave an accurate explanation of the term 'rhyme'.
67. Junior pupils mostly respond positively to opportunities to contribute to class discussions. In a Year 4 lesson however, planning did not allow for such opportunities and the simple, closed questions at the end of the lesson failed to arouse the pupils' interest. Year 5 pupils listen carefully to their teachers' explanations of the features of debate. In one lesson, good opportunities for group discussion enabled pupils to think about arguments for and against the motion of whether animals should be kept in zoos. Lower attaining pupils, mainly boys, lack confidence in speaking to the class and girls tend to dominate discussions both at class and group levels. One higher attaining pupil showed a developing understanding of the different ways to link sentences 'Although animals are well fed in a zoo, on the other hand they are not allowed to hunt naturally for food'. Year 6 pupils made good suggestions for effective arguments against smoking. They listen carefully and identify the language of persuasive writing.
68. Standards in reading are average for seven and eleven year olds. Reading skills are taught well and pupils' achievement is generally good throughout the school. This assists their learning in other subjects. Higher and average attaining pupils throughout the school read aloud accurately and confidently from appropriate texts. They read expressively and recognise a good range of increasingly complex words. Books are self-chosen by these pupils in Year 2. They use speech marks and other punctuation well to make sense of what they read. A higher attaining pupil explained the feelings of a character in the book when 'His mouth went further down' as 'He's a bit cross'. The good teaching of reading skills enables the lower attaining pupils to identify and spell a range of simple rhyming words. In one lesson, a group of pupils with special educational needs made good progress identifying simple rhyming words through the very good support provided by the special needs teacher.
69. In Year 6, one pupil explained her understanding of the phrase 'Give me strength!' as 'She's tired of being nagged'. Another recognised the period of time in which a book was set as World War 2, drawing on knowledge and understanding gained in history. Lower attaining pupils lack confidence in their ability to read and lack expression, but one pupil made a sensible suggestion as to why one of the book's characters was making up 'stories', 'because she didn't want the others to think she hadn't done anything at the week end'. Most pupils enjoy reading. They use the contents page to find information in different books and higher attaining pupils find specific information using an index.

70. Some parents feel there is insufficient time for reading. The inspection finds that pupils have many opportunities to read in class, for example, at the beginning of lessons, in group reading time and when reading their own writing to the class. Reading diaries are taken home regularly. The school places good emphasis on developing pupils' reading skills.
71. Standards in writing are below average for seven and eleven year olds. In Year 2, higher and some average attaining pupils achieve satisfactory standards. Good opportunities are created for them to write for different purposes, such as lists, poetry, instructions and stories. Pupils are developing their vocabulary and understanding of simple punctuation to write more interesting sentences. Some higher attaining pupils write lengthier pieces of work, such as the interesting accounts of the Plague in history. Handwriting is neat and clear with most common words spelt correctly. However, a significant minority of pupils achieve standards below average. The writing of higher and average attaining pupils in Year 6 is of a satisfactory standard. They write in paragraphs and use a range of punctuation accurately, such as direct speech. Spelling is mainly accurate and handwriting fluent and legible. Most are developing their vocabulary to write interesting stories. Work on sentences and paragraph beginnings to create immediate interest has improved their writing skills, although some story endings fail to maintain the reader's interest. Teachers create good opportunities for pupils to write in different styles for different purposes. For example, one pupil's diary entry begins 'Wait, bad news, school starts tomorrow and I'm so nervous'. A significant minority of pupils have difficulty in developing a point of view through writing. Although their stories are mostly well organised, ideas and vocabulary to provide interest are less well developed.
72. The quality of teaching is satisfactory. A significant proportion of lessons are well taught. One unsatisfactory lesson was seen. Teachers have good skills in the teaching of reading, particularly in the infant classes. The learning needs of pupils are well known and different groups are given good levels of support to overcome their difficulties in Year 2. The teaching of writing skills is more variable throughout the school. In two lessons seen, in Years 2 and 6, examples of writing were created effectively by the teachers using pupils' suggestions. These helped pupils to work independently using their own ideas. In some lessons where the focus is on writing, teachers support the writing process well in small groups. In a Year 5 lesson, the teacher skilfully combined aspects of grammar and vocabulary in modelled writing, which gave pupils an opportunity to see an example of how to construct an argument. Where some or all of these methods are absent in lessons with a writing focus, a significant minority of pupils struggle or are slow to think of ideas. Writing tasks are not always sufficiently broken down into small, achievable steps for the lower attaining pupils and those with special educational needs in the juniors. Where teaching is unsatisfactory, there is over-reliance on duplicated worksheets involving comprehension questions. The level of work is undemanding and inappropriate to the development of writing skills. The same work is given to pupils with special educational needs and does not match the learning objectives in their education plans. The learning support provided by the classroom assistant is ineffective because of the teacher's inappropriate planning.
73. Marking is inconsistent throughout the school. It is very good in Year 6 classes, where helpful written feedback relates to lesson objectives and areas for improvement are identified. The school has implemented the literacy strategy satisfactorily and management of the subject is satisfactory. The need to raise standards in writing has been recognised. To help achieve this, guided reading and guided writing have been allocated equal teaching time in lessons throughout school,

and individual literacy targets have been set for all pupils. Parents have been informed of these targets but the form of language is generally too complex to be of any help. They are not immediately accessible or understandable to pupils and, given the inconsistencies in marking, are unlikely to raise achievement without further development. There are no criteria by which to judge the success of this initiative. Teachers are beginning to use national guidance in relation to the teaching of spelling and writing. This is at an early stage of development, although where seen to be taught effectively is beginning to have a positive impact on learning and attainment. There are no plans as yet to monitor the success of this writing initiative. Action has not yet been taken to address the under-performance of boys in writing. The focus on raising standards in writing is not reflected in English and other subject displays in classrooms and around the school. There are very few examples of pupils' writing and no interactive displays.

74. The range of books in both the junior fiction library and classrooms is barely adequate, although the range of reading materials for the literacy hour is satisfactory. Old and unattractive reading schemes take up shelf space. During the inspection, bookshelves were blocked by a blackboard and table, which made them inaccessible to pupils. Many information books in the infant and junior reference libraries are shabby, outdated and some racially stereotyped. Opportunities for independent study are very restricted by these limitations. The school uses the local authority's library service to supplement its information books, but these are kept in boxes rather than used as a classroom learning resource.

MATHEMATICS

75. The standards attained at seven years old are in line with national expectations. At eleven, attainment is just below the national expectation. Test results for pupils during 2000 indicate attainment in mathematics for seven year olds in line with the national average and below the national average for eleven year olds. However, when compared with schools in a similar social and economic setting, pupils attain above average. There is no consistent trend: standards have varied a great deal from year to year. The attainment of eleven year olds has been consistently below the national average. There are no significant differences in the attainment of boys and girls. Much fluctuation in standards is attributed to staff changes. Pupils with special educational needs make sound progress in relation to prior attainment. Pupils learning English as an additional language make good progress. The results of standard tests for both seven year olds and eleven year olds show improvement since the previous inspection. This is most noted for pupils about to leave the school. Overall standards at the previous inspection were judged to be in line with national expectations for both seven and eleven year olds. This continues to be the case for seven year olds but not the case for eleven year olds. The standards of eleven year olds, although improving, have not quite kept pace with the national rate of improvement. Achievement is satisfactory when pupils are seven. They do not build learning gains sufficiently consistently and progress through to the end of Key Stage 2, when they are eleven is unsatisfactory.
76. Attainment for pupils in Key Stage 1 (Years 1 and 2) is in line with the standard expected nationally. In Year 2, pupils have a sound knowledge and understanding of the number system. Year 1 pupils count with reasonable accuracy. They order numbers to 20 and beyond. Most Year 2 pupils read, order and write numbers up to 100 with secure accuracy. By Year 6, pupils continue to make sound progress in their facility with number. Most demonstrated a satisfactory understanding of place value. They are usually accurate in their calculations. They use negative numbers and understand relationships between fractions, decimals and percentages. Both at

seven and eleven, pupils have good mental calculation skills. They listen well and answer eagerly. They participate fully in oral sessions in mathematics lessons. Teachers follow the national numeracy strategy, placing stress on the correct use of mathematical language. Pupils are required to use the vocabulary with precision. This supports consolidation and the extension of effective learning.

77. Attainment for pupils in Key Stage 2 (Years 3, 4, 5, and 6) is a little below the standard expected. Year 3 pupils benefit from a variety of activities and practical experiences that support their learning in work related to shape, space and measure. They use the correct words when describing the properties of two and three-dimensional shapes. Some higher and average attainers express a good understanding of co-ordinates. They use this knowledge effectively when directing and drawing various journey routes. At seven, pupils are introduced to handling data, through simple pictograph work. They collect data, record results and interpret their findings. By eleven, pupils have a secure sense of using the measures of average: they use terms such as mode, median and mean range appropriately to solve problems.
78. Teaching and learning is sound. Some lessons are good where a variety of activities and practical activities are provided to promote and extend learning. Particularly in Years 1 and 2, expectations of pupils are high. Teachers make good use of appropriate language, for example, the language of shape. Some teachers make good use of pupil explanations. This strategy motivates pupils and gives them opportunities to show their thinking processes. However, there are insufficient opportunities to extend pupils' mathematical thinking, as not all teachers make use of this strategy. Expectations of pupil involvement are not always consistently high. Planning and pace of lessons are secure. In the best lessons the pace is very brisk. This excites pupils and enhances the quality of their learning. In some classes, behaviour difficulties restrict the full implementation of planned activities. Calling out at inappropriate times slows the lesson and reduces progress. Sometimes a lot of pupil talk inhibits the ability of others to concentrate in their learning. Prior attainment is not always taken into account sufficiently in planning activities. Although teachers mark work, they do not make sufficient use of the feedback they get from marking. Consequently some tasks are not appropriate to pupils' needs. However, there is frequent appropriate use of question and answer sessions at the beginning of lessons. This clarifies what pupils have learned in previous lessons and what the starting point needs to be for this lesson. Some lessons are too teacher directed, reducing opportunities for pupils to think and do. Pupils stay on task and co-operate productively in paired tasks. They follow instructions and persevere to complete tasks.
79. Sound use is made of the national numeracy strategy. The curriculum is sufficiently broad and balanced. Assessment of progress is secure through a range of strategies. For example, there is a useful understanding of what the results of National Curriculum tests mean to the school. However, there are gaps in linking the assessment information to influence further planning and to ensure further progress. Insufficient use is made of the information gained from marking pupils' work to set short term targets for future learning and progress. School has recently enhanced the resources available for teaching and learning in mathematics. There has been insufficient use of monitoring to share good practice in the classroom. Although the national numeracy strategy has been evaluated through observing teaching of mathematics, the influence and impact of monitoring has not yet had sufficient effect on improving the consistency of lessons and driving forward the progress pupils make. Pupils use their numeracy skills to support work in other areas of the curriculum. This is particularly the case in science and geography. Although pupils

get good experience of the potential of information and communication technology in their lessons in the computer suite, there is little day-to-day use of computers to support learning in mathematics.

SCIENCE

80. By the time they are seven and eleven years old pupils attain standards that are broadly in line with those expected for their age. Given prior attainment, pupils achieve well. The school is keeping pace with the trend of improvement nationally and pupils' raw scores in national curriculum tests have improved significantly since the previous inspection.
81. In tests for eleven year olds in 2000, standards were below the national average. This was largely because fewer pupils than in most schools gained the higher grades possible. When results are compared with those of schools in a similar social and economic context, results are above average. The school trend is upwards. Results in 1999 were well below national averages. The school is recovering from that decline in its standards. Teacher assessment for seven year olds in 2000 showed attainment well below average. Again, much of this is due to fewer higher grades than is normal in most schools. There are some differences between the results of national tests and inspection findings.
82. Inspection findings are that standards are rather better now than were found in the tests. School assessments show that more pupils attain the national standard expected and more are working at the higher levels. Inspection findings agree with this. Pupils enter school with a range of experience and skills below that usually expected. They make good progress through the Foundation Stage. Progress is maintained at a satisfactory level through the school. Pupils with special educational needs acquire satisfactory learning gains. Pupils learning English as a new language make good gains. Higher attaining pupils now make the progress expected of them in working to a higher level.
83. Much of the work is based on first hand experience. Pupils observe closely, interpret what they see and make appropriate conclusions. They conduct scientific experiments, recording their findings using scientific methods. They acquire a growing understanding of the principles of fair testing and talk with increasing maturity about factors they control and what variable factors there should be in an investigation. They learn to make scientific predictions using their existing knowledge and make careful observations to test their hypothesis.
84. Pupils in Year 1 and 2 explore the science of forces as they experiment with toy cars down a ramp. They know that forces can be described in terms of 'pushes' and 'pulls'. They decide how to make their investigation a fair test. They record their investigation, writing conclusions such as 'The higher the ramp the further the car rolls'. Pupils know how to make a simple circuit with battery and wires so that bulb lights up. Higher attaining pupils investigate how to make a circuit with two bulbs and describe what happens when both are lit up.
85. Pupils in Year 3 lesson discuss with their teacher conditions for growth. They have a great deal of prior knowledge and the discussion takes them very little further. However, they are quick to point out how the investigation should be managed to test the validity of their learning. More challenging work was done with another Year 3 class where they made the decisions about what to test, how to test and what elements of the investigation to keep the same. Although this group arrived at some strange test data, they were able to use their common sense to explain why the data

could be flawed and what they could do to get more reliable results. Year 5 pupils, working on evaporation and states of matter, made good cross-curricular links with their work in geography, discussing how their science overlapped with the work they had done on the water cycle. Pupils in Year 6 worked on paper spinners, discussing how the force of gravity and air pressure affected their spinner. Most of these pupils had a secure knowledge of basic scientific principles. However, not all pupils were able to express their understanding clearly and lucidly. Higher attaining pupils had very precise and detailed answers to the teacher's searching questions.

86. In the lessons seen, the teaching and learning were good. Pupils' books reflect this quality of learning, although marking by teachers is not always consistently supportive. Some marking is very good, praising pupils for what they have done well, setting further targets for learning and asking questions which challenge pupils' thinking. Some marking is just acknowledgement of the work with a tick or with an encouraging comment. Most teachers have high expectations of pupils' thinking. They ask challenging questions. They make the pupils do the work. In lessons like these, pupils are excited about what they are doing and concentrate well. Occasionally, lessons are too teacher directed. Pupils are given too much information and their thinking is not challenged sufficiently. Teachers' knowledge of the subject is good. This enables lessons to be taught confidently and at a good pace. Sometimes lessons are slower paced because teachers lack the full range of skills to motivate, challenge and manage pupils. However, most teachers manage pupils effectively. Planning of lessons is secure. Resources are well used and this helps the lesson go smoothly. Some teachers have good strategies for issuing resources gradually. This intrigues pupils, keeps them wondering what is coming next and motivates them in their learning. The quality of teaching ensures that pupils acquire a good range of skills and knowledge. Strategies for ensuring pupils know the intended objectives of the lesson give them a good understanding of the purpose of their activities. One or two pupils are not sufficiently interested and find it difficult to concentrate. These pupils have not developed the investigational skills needed in science. This puts extra pressure on the teaching and not all teachers deal with this well. Teachers are careful to ensure that all groups of pupils are successfully engaged in the learning. Pupils with special educational needs make satisfactory progress in the light of their prior learning. Pupils for whom English is not the language of the home are well motivated and make good progress overall.
87. The curriculum is satisfactory. The most recent National Curriculum requirements have been successfully implemented. Note has been taken of the most recent guidance from the Qualifications and Curriculum Authority. Lessons make a contribution to the school's provision for pupils' personal development. Pupils are taught to respect and challenge their understanding of the natural world in which they live. There are good opportunities for working together in a co-operative environment. However, curriculum planning does not plan specifically for personal development. There is a determination to ensure that all pupils have full access to all aspects of the curriculum.
88. Leadership in the subject is good, although other priorities in the school mean that not as much time is available to the management of the subject or to the monitoring of the work in the classroom. There are secure strategies for assessment. More assessment data is available than at the time of the previous inspection. There is some effective use of this information. However, there is still room to use the data to fine-tune the curriculum to the specific needs of individuals and groups so that their progress can be intensified. There was no evidence of the use of information and communication technology during the inspection. Effective use is made of pupils'

literacy and numeracy skills in the work they do; recording investigations, measuring, collecting and tabulating results.

ART AND DESIGN

89. Pupils aged seven and eleven year achieve standards in art that are in line with the standards expected nationally. This represents an improvement since the previous inspection report.
90. Pupils in Year 1 use paints and crayons to record their observations and ideas from a painting by Picasso. They recognise the qualities of their own work and how they would like to improve it. Seven year old pupils extend the range of materials that they use and produce images of landscapes, portraits and patterns using a variety of papers. They explore a number of ways in which these materials can be used to communicate their ideas. Pupils, including those with special educational needs and those for whom English is an additional language, make satisfactory progress, as they move through the school. The range of materials that pupils use is extended further in Year 3 where they design and make a model sculpture and explore where it should be sited to enhance the school environment. By the time pupils are eleven years old they become familiar with the work of artists such as Henry Moore, Degas and Van Gogh by reproducing and interpreting their style and techniques. They use clay to make small-scale sculptures based on Moore's work and explore the ways in which Degas interpreted the movement of figures. However, pupils do not extend their work individually nor do they develop their own ideas beyond the limits of the task they have been set.
91. The quality of teaching has improved in Year 3 to 6 since the previous inspection report and is now satisfactory overall. Teachers prepare resources well enabling pupils to begin their activities quickly and maintain the pace of their learning. Explanations and introductions to lessons are clear and pupils understand what they are doing and how it relates to previous work and lessons. There is a clear structure and direction to lessons and pupils tackle their work confidently. Whilst teachers have given pupils more opportunities to use a greater variety of materials and techniques, since the previous inspection report, there is insufficient scope for pupils to develop and refine their work and make independent choices. Finished work is often uniform in scale, form and image. Pupils, particularly higher attainers, have little scope to extend their own ideas. Teachers' subject knowledge is not sufficiently developed and, consequently, they have limited expectations of what pupils can achieve.
92. The recently appointed co-ordinator is aware of the need to develop teachers' skills and knowledge, and the School Development Plan suggests that this issue is to be addressed. There is currently a scheme of work and assessment procedures that incorporate elements of the Qualifications and Curriculum Authority guidelines and there is appropriate coverage of the curriculum throughout the school in teachers' planning.

DESIGN AND TECHNOLOGY

93. Pupils aged seven and eleven year achieve standards that are in line with the standards expected nationally. This represents an improvement since the previous inspection report.
94. Pupils in Year 1 plan and cut out a series of small circles in card. They fasten these in a variety of ways using split pins and describe the process. They construct "snowmen" using card that is folded to make the models freestanding. Pupils,

including those with special educational needs, build successfully on their skills and in Year 2 they design and make a glove puppet. They label the design showing what materials are to be used and the method of construction. Most pupils suggest things they could do better in the future, whilst higher attaining pupils make an evaluation of their work using more complex language. Pupils design and make a model vehicle with moving axles using foil boxes, straws and card. They show a sound understanding of the design process by drawing and labelling the way in which they would like to see their model finished.

95. Pupils in Year 3 analyse what food is needed to stay healthy. They carry out a survey of pupils' favourite sandwiches and taste a variety of breads, commenting on their findings. They carry through their study well to completion by making a variety of sandwiches and analysing the ways in which packaging can be used to enhance the finished product. Older pupils develop their knowledge and understanding satisfactorily as they move through the school, and by the time they are eleven years old they design and make model shelters on a variety of scales. They take into account the purpose of the shelter and consider the use of materials that should be waterproof, portable and flexible. They make good use of design sheets prepared by the teacher to study shelters such as commercially produced sheds and tents. They use more complex materials to design and make marionettes with moving parts and slippers that are constructed with fabrics and adhesive.
96. Only one lesson was seen during the week of the inspection, and therefore it is not possible to make an overall judgement on teaching. In the lesson seen, the teacher prepared thoroughly for the lesson and resources were readily available to enable pupils to begin work quickly. Pupils had a clear understanding of what they were doing. They worked with enthusiasm. The teacher prompted and encouraged pupils throughout to think about how to construct the moving parts of their model vehicle and maintains a clear focus on the objective of the lesson.
97. Teachers' planning and the work seen suggest a significant improvement in the quality of teaching overall since the previous inspection report. There is a greater emphasis in pupils' work on the design process and in many instances pupils have design books in which they draw and label their ideas and attempt to comment on their work. Teachers' planning takes account of the need for pupils to make realistic plans to achieve their aims. However, teachers' expectations of the quality of finished work, particularly among older pupils, are not high enough. Teachers' subject knowledge is still underdeveloped.
98. The requirements of the National Curriculum Programmes of study are now met. A co-ordinator has been appointed and a scheme of work has been drawn up. This scheme has been reviewed in the light of guidelines from the Qualifications and Curriculum Authority, incorporating relevant assessment procedures.

GEOGRAPHY

99. During the inspection, two lessons were seen in infant classes and two in junior classes. These, together with analysis of pupils' work in books and on display and talking to pupils show that standards are broadly in line with those expected for seven and eleven year old pupils. Standards have been broadly maintained since the previous inspection, but pupils in Year 6 do not achieve high enough standards because of a lack of appropriate resource material.
100. The majority of pupils in Year 2 are able to make simple comparisons between Leicester, a seaside location and a village in Mexico. They talk confidently about the

different amenities in Blackpool and Leicester, such as Blackpool having a beach, more parks and fairs, but one pupil quickly responded, 'Leicester's got some parks and fairs'. They know that Mexico is 'a long way away' and can locate it on a world map. Pupils discuss the Mexican family enthusiastically and explain the tradition of making masks 'to drive away evil spirits'. When comparing a village in Mexico to where they live, most pupils are able to point out the differences, such as traffic, mountains and weather, and similarities, such as electricity, a church and houses. The majority of pupils have an understanding of the term environment and talk about features that spoil the environment, such as litter and cutting down trees.

101. In Year 6, good links are made with literacy through, for example, reasoned arguments for keeping rickshaws and letters of complaint about pollution. The good opportunities to study topical news items, such as vandalism, help develop geographical, reading and writing skills satisfactorily for the majority of pupils. Through the study of a local river, pupils have some understanding of how a river might change along its course, including the effects flooding. Their study of distant places such as mountain environments is at an early stage but pupils identify main mountain ranges and are beginning to locate them using an atlas. They use information and communication technology well to find information about mountain environments, but a minority of pupils has difficulty in extracting information from the printed texts.
102. Teaching in the lessons observed in the infants was good. This is because of the good questioning skills that built on the pupils' knowledge of their own location and the good use of photographs of a village overseas. Teaching in the lessons observed in juniors is satisfactory. In a Year 4 lesson, the teacher created opportunities for a pupil to talk about his experiences of school in India and pupils used this information when comparing the school with their own. In Year 6, pupils are taught to use information and communication technology to find information but the lack of a range of resources restricts the pupils' learning about other places in more interesting ways. The text readability levels are difficult for the lower attaining pupils, including those with special educational needs, to make meaning of what they read in order to find the appropriate information. Instructions had to be repeated for these pupils.
103. The national guidance for geography has recently been introduced and the curriculum is not yet fully resourced and fieldwork is not planned, for the river study, for example. This places limitations on teaching and learning in some year groups through, for example, a lack of globes, photographs and reference books. The co-ordinator is on extended leave and consequently, developments have yet to take place. Learning outcomes are used appropriately to assess pupils' attainment but until the subject is properly resourced, assessment strategies are unlikely to produce an accurate picture of pupils' capabilities.

HISTORY

104. Standards in history are in line with the standard expected nationally when pupils are seven and eleven.
105. Pupils in Year 2 have studied the Great Fire of London and The Plague. They know about Florence Nightingale, 'the Lady with the Lamp'. Pupils have a sound knowledge of old and new. They talk about what it was like when their parents and grandparents were young. They discuss new and old toys with particular reference to Teddy Bears. The content of their writing is satisfactory but brief in length and not well presented. Year 6 pupils have studied Vikings, Egyptians, Victorian Britain and modern history since World War II. They have a good sense of the impact of recent

history on present day life. They have a good knowledge base about changes since the Second World War. They understand about the introduction of the National Health Service and the growing use of computers.

106. Attitudes to learning are satisfactory. Pupils are keen to learn. They usually stay on task – even when the task is relatively dull. Some behaviour is unsatisfactory where tasks do insufficient to engage lively pupils. Pupils with special educational needs make progress in relation to their prior learning. Pupils learning English as a new language make good progress. Teachers give these pupils good support to ensure that they know what they are learning and what is expected of them. Older pupils have access to information and communication technology for research and investigation. Literacy skills are promoted through history tasks.
107. The quality of teaching is satisfactory. The main emphasis is on the teaching of historical fact, rather than on the development of skills. Much teaching is teacher directed and this hinders pupils' deep understanding of historical fact. Planning does insufficient to extend the learning of higher attaining pupils. Teachers' knowledge of history is secure. Pupil management is inconsistent. Pupils are usually well managed in infant classes. However, pupils are insufficiently well managed in some junior classes.
108. Development of the history curriculum has not been a priority during the implementation of national strategies in English and mathematics. However, the co-ordinator has a good action plan for the subsequent development of the history curriculum and for the acquisition of resources that more successfully reflect pupils' background and pupils' needs. A reviewed policy is in place since the previous inspection. A revised scheme of work is being developed. Study units are sufficiently supported by existing resources. There is little that supports pupil progress through assessment. The co-ordinator has no opportunities for monitoring teaching and learning to bring about consistency and to raise standards.

INFORMATION AND COMMUNICATION TECHNOLOGY

109. Pupils aged seven and eleven achieve standards in information and communication technology (ICT) that are in line with the standards expected nationally. This represents an improvement since the previous inspection report.
110. Pupils in Year 1 use word processing to write simple descriptions about themselves and print out the results. They draw houses on the screen, developing their skills in manipulating the mouse, and understand how to combine a picture with simple text. In a lesson using a floor robot, Year 2 pupils plan a route for the "roamer" and enter instructions accordingly as a simple program to achieve their planned route, with varying degrees of accuracy. In a lesson in the computer suite, they use the mouse to create a picture on the screen. Pupils select the appropriate tools such as flood, fill and pencil with confidence and higher attaining pupils make more complex choices of colour, shape and line.
111. Older pupils, including those with special educational needs and those for whom English is an additional language, make satisfactory progress, as they move through the school and their range of skills and understanding develops appropriately. Pupils in Year 4 confidently make choices and solve problems when designing a playground by manipulating objects on the computer screen. They understand how to resize, rotate and move the objects and use these skills to develop and organise the on-screen display. Year 5 pupils collect data in a survey of crisp flavour preferences and enter the information into a spreadsheet. They produce a bar chart of the results and

present their work with appropriate titles. By the time they are eleven years old, a significant majority of pupils understand how to access the Internet by using the relevant website addresses. They use the computers individually or in pairs to research information, for example, on the political system with precise questioning and appropriate language. Higher attaining pupils use website links successfully to explore political history and confidently use menus and buttons in the web server and browser.

112. The quality of teaching is good overall and there have been significant improvements in many areas since the previous inspection report. Teachers use the new computer suite successfully to develop pupils' skills and learning appropriately. As a result of effective training, they are confident in their knowledge of the subject and use their skills very well to support and extend pupils' learning. They now understand the requirements of the National Curriculum and pupils are provided with opportunities to access the range of programmes of study. Resources such as work sheets are carefully planned to cater for the varying needs of pupils and individual problems are quickly solved which maintains the flow of lessons well and enables pupils to understand clearly what they are doing. The pace of learning is good and pupils have a sense of achievement in lessons, for example, by printing out their pictures, plans and charts immediately or through rapid access to information on the Internet. Most ICT teaching is currently carried out as a class activity in the computer suite. Whilst this enhances pupils' learning in subjects such as mathematics, history and geography, there is currently little opportunity for pupils to use ICT as a resource for independent learning across the curriculum.
113. The subject is managed well by the co-ordinator, who has done a substantial amount of work to address the weaknesses highlighted in the previous inspection report. Comprehensive schemes of work are matched by relevant software and teachers have benefited from the subject expertise of the co-ordinator in enhancing their knowledge of the National Curriculum requirements. Good resources are used effectively to give pupils access to computers in a consistent ICT programme of study. Whilst much progress has been made in a short space of time, the co-ordinator is aware of the areas that need developing, such as the use of computers as a resource for independent learning across the curriculum and the implementation of consistent assessment procedures.

MUSIC

114. Attainment is in line with the standard expected when pupils are seven and eleven. Achievement is satisfactory given pupils' prior attainment. Standards have been maintained since the previous inspection. The school continues to provide opportunities in music which go beyond the basic curriculum: in developing talented pupils' individual musical skills, in providing opportunities for making music together and making provision for public performance.
115. Pupils develop effective singing skills. They sing tunefully and with clear diction. Good use is made of these skills in collective worship. For example, during inspection week, pupils led the singing during a public Ascension Day service. They sang enthusiastically and with good tone. Pupils have a good repertoire of well-known songs. At the same service, some pupils played instruments as an accompaniment to the music.
116. Pupils in Year 1 and 2 play instruments to a repetitive beat maintained by the teacher. They respond with louder sounds and quieter sound while keeping in time. They follow the 'conductor', knowing when to start and stop, play louder and quieter.

They control sound through playing and singing. Older pupils make a more sophisticated response to the rhythm of their name in Year 4. They show their secure understanding of the rhythm by clapping, speeding up the rhythm and slowing it down. They quickly assimilate more complex rhythms. They recognise and perform repeating rhythm patterns. They work in groups, combining sounds, varying volume and pace. Year 5 pupils know a good range of songs in different styles. They analyse the structure of the songs they sing and develop their own. They are pleased to perform to an audience, although sometimes performing in front of their peers is difficult. As they perform, they begin to engage the audience and deliver their compositions for effect and impact. Some of the songs created are complex. All are created with a specific purpose in mind. Year 6 pupils develop good listening skills. They appreciate the performance of a skilled adult, listening attentively and applauding spontaneously. They listen to repetitive patterns, using early skills in formal notation of music to write down rhythms on a staff. Most manage this task quite accurately. Some pupils have a good knowledge of notation and find this activity very easy. These talented pupils have the opportunity to lead the rest of the class, explaining aspects that others do not yet understand.

117. A good feature of the work in the school is that pupils maintain a music exercise book. This provides ample evidence of work done on a range of activities: learning notation, listening to and writing about a range of types of music, including classical and ethnic pieces. There are also examples of their own compositions and accompaniments.
118. The teaching of music is satisfactory. The school is fortunate in having a number of teachers with a good range of experience and skills. This enhances the work in the classroom. Sometimes teachers take a whole year group together. Although this is a large number of pupils, the lesson is skilfully planned to make the best use of the individual abilities of the teacher. Teachers plan successfully. Pupil management is satisfactory. Most lessons are planned with interesting activities and go at a satisfactory pace, maintaining interest and motivation. Occasionally, pupils lose concentration and interrupt, slowing down the pace of learning.
119. The curriculum is good. A broad range of musical experience is provided. This is well enhanced by the opportunities offered to pupils: to learn to play an instrument, to sing in a choir, to perform to a wider audience, to play in a school ensemble of instruments. These activities are a great enhancement to the work of the school. During the inspection, a number of these activities were observed: skilled tuition for a gifted pupils playing the violin, enthusiastic and accurate playing of a young saxophonist, well ordered and tuneful playing of an ensemble which included violins, recorders, guitars and percussion. Music makes a significant contribution to the school's provision for personal development.
120. An enthusiastic co-ordinator leads the subject effectively. She is responsible for many of the activities that enrich the curriculum. A good policy gives direction to the work in the classroom. There are no opportunities for monitoring teaching and learning and there is no budget to manage. This limits the effectiveness of subject management. The range of resources available is good overall and resources are well used. During the inspection there was no evidence of the use of ICT to support learning in music.

PHYSICAL EDUCATION

121. When pupils are seven and eleven, attainment is in line with the standard expected. Achievement is satisfactory overall. Pupils with special educational needs and those

learning English as a new language make satisfactory gains in their learning. Pupils with particular sporting talents make good progress through the provision made by the school for activities outside normal lessons. Standards have been maintained since the previous inspection. However, the curriculum has been extended and now meets statutory requirements. This was not the case at the previous inspection.

122. Pupils in Year 1 take part in an appropriate warm-up, although there is no indication that they understand the need for this activity or that they recognise changes in their body as a result of warm up. They are willing to try out new ideas as they practise the skills of jumping and landing. They jump and land from the floor or from a safe height. However, they do not work to perform at a higher standard with finesse or polished style. Year 3 pupils listen to teaching points about strategy and technique. Some pupils try very hard to put activities and skills into practice. Where explanations are lengthy, lower attaining pupils have difficulty in concentrating and they make less progress. In their aiming and throwing activities, these Year 3 pupils demonstrate elements of strength, agility and mobility. However, there is no planned opportunity for pupils to compare their performance with that of another. There is no discussion about how good performances are or how they may be made better. Activities are more challenging in a parallel class, where skills are taught to individuals, with good use of pupils to demonstrate. Pupils have opportunity to practice, to watch and discuss the performance of others before putting skills into use in a small team game. Pupils in Year 6 enjoy the competitive nature of their small team games. Some have not yet acquired the skills of working together as a team and this makes it difficult to get satisfaction from a game. In a dance lesson, a number of talented girls performed well, with strength, grace and skill. However, a significant number of pupils were not successfully engaged in this lesson. A number of de-motivated pupils made little or no progress. These pupils made poor use of the available space. Pupils with special education needs make satisfactory progress, although they sometimes find difficulty in concentrating successfully and this slows their progress. Language acquisition is no barrier to the progress of pupils whose first language is not English.
123. Teaching is satisfactory overall, although lessons range from good to unsatisfactory. The subject knowledge of some teachers is good. Others are less aware of some basic expectations of the National Curriculum. There is little discussion of health and safety requirements. Most teachers give pupils some explanation about health and safety matters. Few get the pupils to tell them what expectations are. Most teachers encourage pupils when they perform well. Few give pupils the opportunity to watch and give their own evaluations of performance. Not all lessons begin with a warm up or end with a suitable cool-down. The management of pupils is satisfactory. Occasionally, where the activity is not stimulating, or where pupils are not expected to think hard about what they are doing, behaviour management is difficult. Some pupils are unwilling to listen intently and as a result, their performance is less satisfactory.
124. The curriculum is sound. It provides the range of activities required of the National Curriculum. It now includes swimming. The strength of the curriculum lies in the provision made in the school for enriching activities. There is a wide range of clubs – for boys, for girls and for mixed gender. Pupils have opportunities to play soccer, rugby and netball. There are opportunities to play Gaelic football and tag rugby. The school is diligent in welcoming outside expertise. For example, there is a good relationship with Leicester Tigers Rugby Club. The school is successful in its competitive games with local schools. For example, during inspection week, the netball team won the local rally. The school also provides opportunity to watch sport at a high level. This is a useful tool in encouraging and motivating pupils. During inspection week, pupils attended the England versus Mexico under 21s match. The

school is conscious of the need to make provision for all pupils irrespective of ethnicity, ability or gender. Equality of opportunity is good. In praising the dance group that performed in church, positive comment was made about the rich diversity of ethnic origin within the dance group. However, there is no recent policy update for the subject. This is a major contributing factor to the inconsistencies within the teaching. Teachers do not have the guidance and advice they need.

125. There is a temporary co-ordinator. She is enthusiastic and is responsible for much of the curricular enrichment. However, there has been no opportunity for her to review the curriculum. She does not see others teaching lessons. Although she knows what is planned and has an overview of what is being covered, she has no knowledge of how well the content is taught. This restricts opportunities to target what needs to be improved. There is no budget to manage. Learning resources are good and well used. Good use is made of existing accommodation. However, there is no easy access to grassed surfaces.