

INSPECTION REPORT

SPARKENHOE COMMUNITY SCHOOL

Saxby Street, Leicester

LEA area: Leicester

Unique reference number: 120094

Headteacher: Mr R Bagilhole

Reporting inspector: Heather Evans
21374

Dates of inspection: 12 - 15 November 2001

Inspection number: 196614

Full inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Saxby Street Leicester
Postcode:	LE2 0TD
Telephone number:	0116 2512686
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Appropriate authority:	Governing Body
Name of chair of governors:	Heather Jallands
Date of previous inspection:	15 April 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21374	Heather Evans	Registered inspector	English as an additional language	<p>What sort of school is it?</p> <p>How high are standards?</p> <p>The school's results and achievements</p> <p>How well is the school led and managed?</p> <p>What should the school do to improve further?</p>
9472	John Edmond	Lay inspector		<p>How high are standards?</p> <p>Pupils' attitudes, values and personal development</p> <p>How well does the school care for its pupils?</p> <p>How well does the school work in partnership with parents?</p>
11810	George Logan	Team inspector	<p>Mathematics</p> <p>Physical education</p> <p>Special educational needs</p>	
22274	Vera Rogers	Team inspector	<p>English</p> <p>Art</p> <p>Music</p>	How well are pupils taught?
22740	Margaret Leah	Team inspector	<p>Geography</p> <p>History</p> <p>Foundation Stage</p>	
13805	Lynn Lowery	Team inspector	<p>Design and technology</p> <p>Information and communication technology</p>	

31742	Janet Marsden	Team inspector	Science Religious education	How good are the curricular and other opportunities offered to pupils?
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Sparkenhoe Community School is a larger than average school in the city of Leicester. It serves the community around the school although many families travel past other schools in order to attend. At the time of the inspection this inner-city split site school had 450 pupils on roll and of these there was a full-time equivalent of 103 in the Foundation Stage. The population of the school is very fluid and in the past year it has accepted large groups of pupils from Europe and elsewhere who have experienced war and trauma and who speak very little English. These pupils have joined a community that was already rich with pupils from many parts of the world. Almost 90 per cent of pupils are learning English as an additional language and half of these are at a very early stage of speaking English. There are 136 pupils, more than 30 per cent, who have identified special educational needs. These needs are predominantly in the English language and mathematics although the three pupils with statements all have physical difficulties. More than 40 per cent of pupils are entitled to free school meals. Following the last inspection the headteacher was seconded to the local authority for more than a year but has been back at the school since January 2001 when he was joined by a new deputy headteacher. The school is a totally inclusive community that is highly regarded by the families that it serves. On entry to the school attainment levels are low when compared with those of most children of the same age nationally. The school works within a small educational action zone.

HOW GOOD THE SCHOOL IS

This is an effective school that has faced many challenges and where standards are beginning to improve, although they must still be considered to be the top priority. The quality of teaching is predominantly good and much is very good and as a result pupils learn well. The curriculum provides good learning opportunities for pupils of all attainment levels. The care and support provided for pupils are very good and parents are well-informed about what their children are learning in all classes. There has been satisfactory progress since the last inspection and the school is totally inclusive in its policies, aims and practice. The school is led and managed in a cost effective way and overall it provides satisfactory value for money.

What the school does well

- Teaching and lesson planning are predominantly good.
- Pupils' behaviour and the procedures for the management of behaviour are good.
- Pupils' attitudes to school and their relationships with one another and with adults are very good.
- The overall provision for pupils' personal, spiritual, moral, social and cultural development is very good.
- The work of the Foundation Stage is good.
- The work of the team supporting ethnic minority achievements is good.
- Links with parents and the wider community are very good.
- The procedures to monitor and improve attendance are good.

What could be improved

- Standards in English, mathematics and science.
- Day-to-day assessment to inform planning, the quality of marking and the presentation of work.
- The time allocation for the development of the co-ordinator role and for the management of special educational needs.
- The use of the accommodation and provision for outdoor play in the reception classes.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Following the last inspection in 1997 the school has undergone many changes and there is evidence that for some pupils there was significant underachievement as shown by the published levels of attainment. The headteacher and governors have addressed the identified issues and other difficulties with considerable but not total success and the trend for improvement in the core subjects has been below that of most schools nationally. Comprehensive schemes of work are now in place with linked assessment strategies although some of these are very new. The quality of teaching is improved and is

predominantly good with many more lessons judged to be of very good quality. Teachers' planning is good throughout the school. There is a structured system of monitoring lesson planning, teaching and learning although the subject leaders still do not have sufficient time to enable them to fully support colleagues. The school now meets the requirements for collective worship but the split site and the restrictive size of the hall prevent the whole school meeting for worship or celebration. The school improvement plan is clear and detailed and is focussed throughout on ways of raising standards. There are now ways built in to the system that enable staff and governors to link spending to improving levels of attainment.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	Compared with			
	All schools			Similar schools
	1999	2000	2001	2001
English	E	E	E	C
Mathematics	D	D	E	C
Science	D	C	E	C

Key

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

For pupils at the age of 11 standards in English, mathematics and science were well below the national average in 2001 and appear to have declined in the past year. This is because of the inclusion in the figures of a significant number of newcomers to the group who had had no formal education and who did not speak more than a few words of English. If recalculated to omit these pupils the percentage of pupils attaining standards close to national expectations was much higher. When compared with similar schools, even with these pupils included standards were average. In all subjects a higher percentage of pupils attained standards that were above the expected level than in the last two years. During the inspection overall standards in English and mathematics remain below the expected level but in science they are now close to expected levels. Standards for seven-year-olds were similarly affected by the influx of new pupils and were low in reading and writing and well below the national average in mathematics and science. When compared with similar schools based on percentages of free school meals they were below average but this takes no account of mobility and language difficulties. The trend in standards over time is below that of most schools nationally. Children in the Foundation Stage make good progress but records show that overall many do not attain the expected early learning goals by the time they leave the reception classes. In information and communication technology pupils' attainments across the school are similar to those of pupils of the same age nationally. In art and design, music, design and technology and physical education attainment is in line with expectations in Years 1-6 but in Years 1 and 2 attainments in history and geography are below expectations but meet expectations in Years 3-6. In religious education pupils follow the locally agreed syllabus and their attainment is similar to that in most infant classes but it is above that regularly found nationally by the end of Year 6. The basic skills in English and mathematics are taught well and despite the low scores this year almost all of the pupils in school now are working as hard as can be expected.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to school; they want to learn and treat the building and the learning resources with care and respect.
Behaviour, in and out of	Behaviour is good because pupils are managed very well and they have a clear understanding of the system of rewards and sanctions of the

classrooms	behaviour policy.
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Personal development and relationships	Pupils' personal development is promoted well. Relationships are very good; pupils have a strong awareness and understanding of the beliefs and values of others.
Attendance	Attendance is satisfactory overall. Those visiting families abroad are trying to arrange their visits around holidays so minimising absence.

This is a welcoming school where pupils' attitudes to work and to one another are good despite the many and varied backgrounds within the school population. Pupils behave well in lessons and relate well to adults and other children. Attendance levels are now satisfactory because of the well-developed monitoring procedures. The school is now working to eliminate the problem of persistent lateness by some pupils.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Satisfactory	Good

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

The quality of teaching is predominantly good. There was just one unsatisfactory lesson and one lesson was judged to be excellent. Teaching was judged to be good in more than six out of ten lessons. Teachers have a good understanding of the basic skills required for pupils to learn mathematics and English successfully and they teach these skills well. Since the last inspection the percentage of very good lessons has increased from seven per cent to 29 per cent because planning has been made thorough and systematic monitoring has enabled good practice to be shared and incorporated into the teachers' strategies for helping pupils to learn. As a result learning is at least satisfactory in all lessons and is generally good in lessons across the curriculum. The use of teaching time has been improved as a direct result of regular staff development and support and thorough training to implement the national strategies for literacy and numeracy. This training has also had a positive effect on teaching in other subjects. The planning of teaching and support for those pupils with special educational needs and those learning English as an additional language, most of the school, enables them to learn at a similar rate to the rest of the pupils in their class.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum meets all statutory requirements. The extra provision through language support, clubs, visits and visitors to the school is very good.
Provision for pupils with special educational needs	There is satisfactory provision for pupils with special educational needs.
Provision for pupils with English as an additional language	The provision for pupils learning English as an additional language is good. There are more than thirty first languages in the school and all pupils are supported well.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for pupils' personal development is very well organised and pupils' personal skills are well developed. The school provides very well for the spiritual, moral, social and cultural development of pupils.
How well the school cares	The policy and procedures for child protection are clearly understood.

for its pupils	The school cares very well for all its pupils. Its aims are clear and are seen in practice.
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The information for parents is clear and informative and the school involves parents effectively in work in school and at home with their children. The only significant weakness in the curriculum is the timing and organisation of provision for swimming.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership and management of the headteacher, and the key staff are complementary, imaginative and effective. Through hard work and dedication they have been successful in creating a stimulating school.
How well the governors fulfil their responsibilities	The governors are fully involved in the committee structure and are working successfully to fulfil all of their responsibilities. They have a clear understanding of the finance and its effect on the curriculum.
The school's evaluation of its performance	The school now has a range of practical procedures for evaluating its performance. The governors now have an understanding of where strengths are found and a realistic view of areas for development.
The strategic use of resources	The strategic use of personnel and practical resources is good. Resources for teaching and learning are satisfactory. They are used well throughout the school.

There is a good number of suitably qualified teachers as well as a considerable number of well-trained skilled and enthusiastic support staff so that the needs of the pupils and the curriculum are met well. The new and more established staff members share a good range of expertise and experience and the support systems for new teachers are effective and efficient. The accommodation is adequate but is not ideally suited for the numbers of pupils. The split-site creates difficulties for time management and continuity in subjects such as information and communication technology and for lessons in physical education. The grounds place limitations on pupils' sporting opportunities. Every subject has an adequate supply of good quality resources. The leadership of the school has been disrupted since the time of the last inspection but the establishment of the present team has had a positive effect on the morale of teachers, governors and parents. Planning towards improving standards is now good and there are effective strategies to monitor work throughout the school and to evaluate the effectiveness of spending against improved standards. Financial planning and management are secure and available funds have been spent to improve staffing levels and resources. The school has effective ways of checking that best value is sought in its use of time, money and personnel.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The fact that their children like school. • That children are expected to work hard. • The good progress their children make. • The standards of attainment achieved. • The standard of behaviour maintained. • The quality of the teaching. • The approachability of the teachers. • The leadership of the headteacher. 	<ul style="list-style-type: none"> • Parents speak very highly of the school and although one child does not like school there were no areas for improvement identified.

The team agrees with the very positive responses made by parents about the school but has made it clear that despite teaching and learning being good standards still need to be raised even allowing for

the challenges presented to the school.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. There are 65 children on roll in the nursery, of whom 26 attend full-time. Children spend up to five terms in the nursery before transferring to the reception classes in the September or January of the school year in which they become five. There is currently a total of 38 children in the two reception classes. Twenty-two children will transfer from the nursery to the reception classes in January 2002.
2. The school based system of assessment undertaken in the nursery class when children begin to attend indicates that on entry to the school children's prior experiences cause them to have attainments that measure as below average when compared with those of most children of the same age nationally. On admission to the reception classes, although attainment overall is still below expectations, most children have made good progress in all six areas of learning during their time in nursery. Tests conducted on these young children soon after they start in the reception class confirm that in the areas of communication, language and literacy, mathematics and personal, social and emotional development, standards are well below those of most children of this age. Teachers use the information collected from these tests to set targets, which are shared with parents. This further promotes the partnership between home and school and supports the children's learning.
3. The children make good progress overall as they move through the Foundation Stage. Children with special educational needs are identified through careful observations and through tests. They are given a high level of well-planned support so that they achieve as well as they can. Children whose first language is not English, the majority, are very well supported and make good progress alongside their peers. All children are fully included in all activities. There is a well-organised programme of work, which enables children to build up skills step-by-step towards the early learning goals. All staff give special attention to the promotion of speaking and listening skills across all areas of the curriculum. They choose words carefully and demonstrate clearly. They involve children directly and use praise and encouragement to build confidence. Each child's progress is assessed through careful observation and new targets set. The children achieve well from low beginnings in spoken communication, language and literacy, mathematics, knowledge and understanding of the world, physical development and creative development. However, in all of these parts of the curriculum standards are still below expectations when the children start the National Curriculum in Year 1. In personal, social and emotional development the children make very good progress and achieve the early learning goal in this area.
4. The results of the National Curriculum tests at the age of seven in 2001, show attainment to be well below average when compared to the national average in reading, very low in writing and well below average in mathematics. The levels of attainment in the tests were similar to those attained at the time of the previous inspection. When compared with results from similar schools standards were well below in reading, writing and in mathematics. In reading and writing very few of the pupils with special educational needs were reaching the expected level. Teacher assessments in science indicate that pupils' attainments in the school were below average compared to both the national average and to other similar schools. The reason for the continuing low scores is that the mobility of pupils is high as families move in and out of the area and also because the school is regarded as a very safe refuge by families seeking refuge from war and persecution. Some children have suffered personal torture before arriving in England and at the school. Another factor was the absence of the headteacher for a period of four terms on secondment to the local education authority and significant changes in the management structure of the school, which has now returned to a stable state. During this time, for all of these reasons, there was a time when many pupils were underachieving because of the disruptions caused in the school by the influx of refugees and asylum seekers. These newcomers had had poor experiences of education and in some cases were too traumatised at first to even begin to learn. The effect of the disruption on other pupils meant that some of these also slipped back from standards that were already below the national average.

5. The classes are now full; there is no room for a similar influx and staffing arrangements are now secure. A new deputy headteacher was appointed in January 2001 when the headteacher returned to the school and joined the assistant headteacher who leads the staff in the second building. The new deputy headteacher has a role that has a strong focus on standards, assessment strategies and on a programme of accelerated learning, which involves pupils and teachers in physical and mental exercise at the start of each day. The structured programme for this initiative has been explained and demonstrated to teachers and parents. Other local schools have adopted the programme of activities designed to promote and sustain learning. They have employed the deputy headteacher to train other groups of teachers. Since the changes early in 2001 inspection evidence indicates that particularly in mathematics and science standards have begun to improve. However, the well below average start level and the disruption to many pupils learning experiences means that there is still much work to do before standards reach a totally acceptable level. The above average change in the school population means that continuity and progression of planned initiatives has been difficult to manage. Nevertheless, those pupils who do not have special educational needs and who have a regular pattern of attendance are now beginning to do as well as can be expected and some of the newcomers have fitted in so well that they too are learning well and are making good progress. Whilst increasing numbers of pupils are beginning to attain at least the expected levels until very recently too few pupils have been able to exceed them.
6. The results of the 2001 National Curriculum tests for pupils at the age of 11 show standards to be well below the national average in English, mathematics and science. However, when compared to similar schools, the school's results were broadly average in all of these subjects and an increasing number of pupils attained level 5, the higher level in mathematics with one girl attaining level 6, the level expected at the age of 14. This indicates that the school is eager to support any pupils who are identified as being particularly gifted or talented. When compared with published standards at the time of the last inspection standards in English and mathematics and science are broadly similar but the percentage of pupils attaining higher levels has increased. This is despite the fact that a number of pupils taking the tests had been in England for only a few months. Inspection evidence indicates that the additional help provided for pupils in Year 6 this year and the specifically designed work, structured to help individual pupils to meet their targets, means that the majority of average and above average pupils are now well set to attain the expected levels. A minority is on target to meet higher levels. However, with more than a third of the group having special educational needs the attainment level overall is below national expectations in English and mathematics but pupils are on course to attain the expected level in science because of the increased emphasis of investigational and practical work. As close to 90 per cent of pupils learn English as an additional language it is the 40 per cent who are at an early stage of learning English that are a particular concern. These pupils frequently do as well as their peers because of the support from the trained classroom support staff, the team of specialist teachers trained to develop their skills in English. They also thrive because of the fact that pupils regularly use their friends to help with unfamiliar words as they translate and explain for one another.
7. The provision for pupils with special educational needs is satisfactory. Pupils make satisfactory progress because of the quality of the teaching together with the effectiveness of many of the support staff. Progress is best, however, when pupils, particularly those at Stage 3, are individually supported. Progress overall is constrained by the variable quality of the individual education plans. Targets are often too generalised and do not indicate the small achievable steps by which pupils could make improvement. Teachers do not appear to maintain detailed records for targeted pupils and this is a weakness. No gifted and talented pupils have been formally identified, although the school is aware of the needs of such pupils. As part of the small schools action zone a planned intervention programme should have been begun but this is not yet the case.
8. In the classes for pupils in Years 1 and 2, pupils of all attainment levels learn purposefully although overall standards of work seen by many pupils are below the levels set by the National Curriculum in English, mathematics and science. In part this is attributable to the described problems. From a well below average starting point pupils' learning and progress is at least satisfactory and is often good and attainment is beginning to improve. Those pupils with special

educational needs are progressing along with their peers. In literacy, by the end of Year 2, reading is still a problem for some pupils. The most able pupils read texts with increasing accuracy and discuss the meaning in an interesting way, talking of characters they like and how they think the plot might be developed. However, the limited English vocabulary of many pupils and their underdeveloped skills in speaking clearly and purposefully mean that teachers have to be constantly encouraging, prompting and supporting their efforts. Some pupils who have experienced many difficulties in their lives choose not to speak until they feel secure in their personal lives outside school. The majority of pupils understands the role of the author and illustrator and the average and above average pupils are beginning to write simple stories using the words they know and are learning. Written work is limited but tends to reflect work that pupils have been following in subjects such as history or geography although much work in these subjects is carried out orally to encourage speaking aloud and extending special vocabulary. The quality of handwriting is not consistent, almost all pupils print and about a quarter of the pupils struggle to write clearly and legibly without constant support.

9. By the age of seven almost all pupils can add and subtract accurately up to 20 and some to 100 in mental mathematics, often using apparatus to check their results and when recording work in their books. In discussion many pupils use correct mathematical vocabulary and symbols with a developing understanding although there are times when specific mathematical terminology is not used and this then limits progress. In science, because of the increased amount of practical and investigational work undertaken, standards are improving in all of the areas of work undertaken across the curriculum. A majority of pupils in Year 6 are well set to attain levels close to national expectations by the end of this school year.
10. In information and communication technology standards are at expected levels by the end of Year 2 although, as yet, pupils' skills in control technology are not fully developed. Pupils' knowledge and understanding of topics match the required elements of the locally agreed syllabus for religious education. In art and design, design and technology, information and communication technology, music, physical education and religious education attainments are at the expected levels but although there is an improvement in learning and progress pupils knowledge and understanding in geography and history is still below that usually found in most schools. This is in part because the inspection was at an early stage in the school year because the school properly places greatest emphasis on pupils' learning English and mathematics and teaches much of the history and geography curriculum through visits and practical experiences in the spring and summer. Where the curriculum is supported effectively by practical experiences, visitors to the school and visits to places that extend pupils' knowledge attainment levels are then satisfactory and are better than at the time of the last inspection.
11. In Years 3-6 pupils of all levels of prior attainment make good progress. Taking into consideration the well below attainment levels of pupils on entry to the school, the overall level of progress, attributable to predominantly good teaching and conscientious and diligent application by teachers and pupils, is commendable. Overall standards of work seen by the oldest pupils at the end of Year 6 during the inspection are still below the expected levels set by the National Curriculum in English and mathematics but are moving to a level close to expectations in science. In all of these subjects there have been good improvements in the last three terms. Work on display is often at the expected level but the time taken to achieve this standard means that it is not repeated in test situations by most pupils. This is because they lack confidence and seek encouragement and reassurance that cannot be part of the testing process. In other classes there are parts of the basic curriculum where teachers need to repeat work that has been missed because pupils were either out of the education system or at other schools in different countries. There is now a secure staffing structure and work is in hand to remedy identified deficiencies. Alongside this there is a good level of skilled support for pupils in many lessons. The improvements in teaching and curricular provision, along with improved strategies for monitoring and assessing teaching and work are beginning to make significant contributions to the level of attainment and this improving position means that an increasing percentage of pupils are now approaching or attaining the expected levels.
12. The effective implementation of the National Literacy and Numeracy Strategies has had a positive impact on raising attainment for the majority of pupils. In the classes for pupils in Year 6 the most capable read fluently and confidently and locate information accurately using reference books.

Increasing numbers are now confidently beginning to use information and communication technology in the new computer suite. Unfortunately pupils do not regularly work in the library and have only just begun to access the Internet freely. For these reasons this strand of independent working is still under-developed. They write to a satisfactory standard although presentation varies and overall could be better. Some are developing a pleasing style of handwriting but accuracy in spelling depends heavily on their constant use of dictionaries and this slows the pace of work.

13. In numeracy most pupils understand the place value of numbers up to 1000. The majority adds and subtracts in sums using both decimals and fractions with a satisfactory level of accuracy and many of the pupils now select suitable ways of solving mathematical problems from a range of options that they have been taught. Some pupils capable of attaining higher standards look for patterns in their work and readily continue these using negative numbers.
14. In science, the increased emphasis on investigational and experimental strategies, where pupils find out things for themselves under the direction of the teacher rather than merely learning facts is playing an important part in helping to raise standards across all of the work undertaken. In information and communication technology, standards overall are now at the expected levels. Attainment in word processing is good overall but skills in control technology are under-developed and much of the software is very new. Pupils show enthusiasm and delight in their work but there remain areas where they need to learn additional skills. In art and design, geography, history, design and technology, music and physical education attainment are well on course to match the levels expected at the end of Year 6. In religious education pupils' attainment level is above that found in most schools mainly because of the awareness of the different faiths practised in their home life and shared and celebrated in the school. In this subject the teaching matches the elements set out in the locally agreed syllabus. In physical education although some pupils are skilled in parts of the curriculum the pattern of the provision for swimming means that there is a significant number of pupils who have not attained or have not had the opportunity to attain the expected level. Overall however, since the last inspection in those subjects where the opportunities for learning are linked to real experiences, practical work and visits to places of interest, the scrutiny of work and the inspection evidence shows that attainment levels and pupils' understanding have improved. Overall standards across the curriculum at least match those found at the time of the last inspection and following a time of difficulty within the school are now again beginning to improve. Skills learned in literacy and numeracy are used effectively to support learning in other subjects such as history, geography and science. The use of information and communication technology to support learning in other subjects such as in drafting and editing work in English and displaying results of work in mathematics and science is proving to be effective.
15. Taking into account the well below average prior achievements, pupils of all levels of attainment, at the end of both the infant and junior departments, are now learning well and making progress towards appropriate standards. Pupils know what they have learned and recall experiences with pleasure and confidence. The targets set in English and mathematics for pupils in Year 6 for 2002 are challenging but the school is confident that it will be close to achieving them. Work seen during the inspection indicates that the school is making effective progress towards achieving the set targets. The overall level of attainment for pupils at the age of 11 has been below the national average for the past three years and improvement in standards has been below that of most schools nationally although the improvements in 2001 are encouraging. During the inspection and when scrutinising written work, no significant differences were evident in the work of boys and girls. This is because teachers in most classes modify the work set for individuals following the assessment and analysis of the past two years' test results. Parents are very satisfied with the standards and progress that their children make. This is in part because they see the tremendous progress and improvements in learning and are not unduly troubled by national averages when they observe their children growing in confidence and maturity.

Pupils' attitudes, values and personal development

16. The last inspection report noted that the behaviour of children under five was good and that they worked happily together. Most of the older pupils were attentive in lessons and generally worked quietly and took part eagerly in discussions. They behaved responsibly around the school. They were very polite and responded positively to the respect shown them by teachers. They shared

resources well and were quick to notice when someone needed help. Racial harmony was a credit to the school and pupils were tolerant and showed respect for others' beliefs.

17. Parents consider that behaviour continues to be good and that the staff successfully maintains high standards. The evidence of the inspection strongly supports this view. Pupils' attitudes and behaviour during the inspection were good or better in four fifths of lessons and were very good or excellent in just over a third. Unsatisfactory behaviour was only seen in one lesson. Pupils greatly enjoy coming to school. In the great majority of cases pupils are very enthusiastic, particularly when the teaching is energetic and engaging. High levels of interest are apparent in many lessons, as in one physical education lesson in Year 6, where pupils wasted no time and their very focussed approach contributed to significant progress. Another very positive example was seen in a lesson in Year 3 during an information and communication technology lesson, where pupils' delight in learning lifted what would have been a dull task on paper to a fast-moving experience, where motivation was high. Often good behaviour stems from high quality teaching, as in one literacy lesson, where pupils listened spellbound and behaviour was almost perfect. Less effective class control skills and too long introductory sessions that did not retain pupils' interest were the two most frequent reasons for behaviour being no more than satisfactory. This was the case in just under a fifth of the lessons seen.
18. Marked enthusiasm for work was noted in many lessons, where the pace of working was brisk or the teacher made the lesson fun. Relationships between the teacher and the pupils were particularly warm in some lessons, for example in one science lesson in Year 5, where pupils were planning an experiment growing beans. Most pupils concentrate and work very well on their own or in pairs or groups. Their capacity to work independently and to persevere is good and even the youngest pupils work quietly and responsibly on their own. Pupils have a strong desire to improve their work and take pride in the finished product, as is obvious from some of the displays around the school. Very positive attitudes and high standards of behaviour in lessons make a major contribution to the learning of pupils.
19. Behaviour round the school is good, with pupils behaving sensibly when arriving at and leaving school. They walk quietly between lessons and to assembly and behave well in the dining hall. In the playground pupils play constructively at break time and return to their lessons in an orderly manner.
20. The school lays great emphasis on good relationships between staff and pupils throughout the school. It has been very successful in this objective, which ensures that pupils learn well and play constructively in an atmosphere of mutual trust. Time after time in lessons inspectors noted the high quality of relationships between staff and pupils and between the pupils themselves. Pupils are courteous to each other and friendly to staff and often hold doors open for others. They relate positively to each other and react politely when addressed. They are friendly and helpful to visitors. Only one pupil has been permanently excluded in the last year.
21. The school impresses on new pupils and their parents the need to consider others, and pupils respond positively. Respect for others' feelings, values and beliefs is high; pupils at early stages of learning English or with special educational needs are very well integrated into the school's social fabric. Whilst obviously being aware of individual differences friendships cross over all of these and race and racism is just not an issue. No incidents of untoward behaviour were seen; bullying is rare and very quickly dealt with when reported. Respect for property is high and there are no graffiti or litter.
22. Pupils take an active part in school life, when asked, but are not particularly good at taking the initiative for themselves. Nevertheless, they carry out their responsibilities very willingly and the members of the school council participate earnestly and effectively in that body's discussions. The budget for the school council is supported from the lecturing undertaken by the headteacher at the university and in his capacity as an external advisor. Pupils are enthusiastic about the school's programme of extra-curricular activities, for which levels of take-up are good.
23. Pupils with special educational needs, like others in the school, are keen to learn and they form good relationships with one another and the adults who support them in lessons. Pupils with behavioural difficulties respond well to praise and clearly understand the code of conduct in the

classroom. They respect the views of others in class lessons and pupils' personal development is reinforced by the satisfactory links between home and school. The local education authority Learning Support Service provides effective support to the school and pupils. Pupils learning English as an additional language represent almost 90 per cent of the school. For this reason their attitudes to the school and to learning must reflect those of the entire school in every way.

24. Pupils' attendance at the last inspection was reported to be below the national average, but with lower than average levels of unauthorised absence. Attendance over the last four academic years has been consistently low at between 91.7 per cent and 92.9 per cent. During 1999/2000, the most recent year for which there are national comparisons, it stood at 92.9 per cent, well below the national average and the position worsened slightly in 2000/2001 to 92.1 per cent. During the last two years, however, there has been no unauthorised absence, as long trips abroad are recorded as authorised absence and the school is working hard to encourage parents to make these important visits around school holiday times and thereby minimise the amount of absence. During the present academic year attendance has improved to 94 per cent, though over 100 pupils still have attendance levels below 90 per cent. Currently pupils' attendance is satisfactory and this has a positive effect on their attainment and progress.
25. Teachers are in their classrooms in good time. Lessons start punctually in the morning and after breaks. Most pupils are on time at the start of the day and display a responsible attitude to punctuality. However, too many are still arriving late. So far this term 250 pupils, 58 per cent, have been late at least once and more than five per cent have been late on 10 or more occasions. The school is working successfully to demonstrate to pupils and parents that this lack of punctuality has a negative effect on attainment and progress.

HOW WELL ARE PUPILS TAUGHT?

26. The overall quality of teaching is good. In the lessons observed almost all lessons, 99 per cent were judged to be satisfactory or better. Of these teaching was satisfactory in 30 per cent, good in almost half, 49 per cent, very good in 18 per cent and excellent in one percent. There was just one lesson that was judged to be unsatisfactory. These figures show an overall improvement since the previous inspection.
27. The quality of learning closely reflects these figures and judgements of the quality of teaching. The majority of teachers manage and control classes well; they have good relationships with the pupils. Since the last inspection the quality of teachers' planning has improved and this is now of a consistently good quality. Lesson objectives are clear and these are shared with pupils. Support staff are used very well and enable pupils with English as an additional language and those with special educational needs to make progress in their learning. The quality of teachers' marking of pupils' work is erratic. There are some examples of good marking in older classes in Years 4-6 but overall, marking is usually a confirmation that the work has been seen, with some encouraging comments, but generally it does not give sufficient guidance on what pupils need to do in order to improve.
28. The quality of teaching of the pupils in the Foundation Stage is consistently good. Ninety-two per cent of lessons seen were good or better and there was no unsatisfactory teaching. Teachers, nursery nurses and other adults manage the children well. They have good relationships with both the children and each other and plan carefully together so that the children are encouraged to learn. Tasks and activities are well planned; resources are attractive, plentiful and accessible and support learning well. Teachers use the wide range of cultural backgrounds well to bring the curriculum to life and build on what the children know already and can contribute. As a result pupils make good progress in their learning from a low starting point particularly in developing their language, social and co-operative skills. The development of skills in both English and in each pupils' community language is vital in developing individual understanding and confidence. The teachers and staff work well together as a team and provide a challenging curriculum for children in the Foundation Stage. They monitor the children's progress well and use their assessment to provide activities and experiences that are both appropriate and challenging.
29. In Years 1 and 2, the quality of teaching and learning is satisfactory, with a substantial number of

good lessons. In Years 1 and 2 there were no unsatisfactory lessons observed during the inspection and teaching was good or very good in four out of ten lessons. Teaching is good overall in English, mathematics and physical education and satisfactory overall in the other subjects. Planning for English and mathematics is particularly clear, with lesson objectives shared with the class so that the pupils are clear about what they are to learn. Discussion and questioning were used well at the start of lessons both to revise what had been learned previously and to further challenge pupils' thinking. Teachers generally have effective control of their pupils but there are a few instances where this is unsatisfactory and pupils call out rather than taking turns in discussion. Learning is then less effective in these lessons. In the good or effective lessons, the pace is good, teachers manage pupils very well and the teacher has high expectations of both the behaviour of the pupils and the quality and quantity of work. Time is generally used well and lessons are balanced with opportunities for discussion, tasks matched to pupils' abilities and opportunities to evaluate what has been learned at the end of a lesson.

30. The quality of teaching in Years 3-6 is good overall with a greater proportion of very good teaching and one excellent lesson. During the inspection three lessons in ten were judged to be very good or excellent, and almost half of all of the lessons seen were good. There was just one lesson, judged to be unsatisfactory and in this lesson there were some strong features including the teacher's knowledge and understanding of the subject. The overall quality of teaching in English, mathematics, science, art, information and communication technology, physical education, religious education, history and geography is good and in design and technology and music it is satisfactory. Overall the management of pupils is very good. In the best lessons teachers' subject knowledge is secure, expectations of the pupils are high, activities and tasks are appropriate and the pace of the lessons is good so that pupils do not become bored. The teachers ask searching questions to test pupils' prior learning and to arouse interest with the result that pupils make very good improvements in their learning. As in Years 1 and 2 teachers use support staff very well to support those pupils with special educational needs and those with English as an additional language. However, as in the classes for younger pupils there are weaknesses in the quality of marking and in the lack of insistence by the teachers on good handwriting and neat presentation of pupils' work. The use of homework is not always consistent across all classes.
31. Across the school the quality of teachers' planning in identifying clear learning objectives is good and this represents a good improvement since the previous inspection. Most teachers use a range of methods and strategies that engage the interest of the pupils and they manage pupils well. They use resources such as the large books, mathematics and scientific equipment well. Relationships are very good. Where teaching is of the very highest quality, teachers listen to children very carefully and, through skilful use of questioning, encourage pupils to talk; they use discussion well to challenge pupils and take their learning forward. Good use is made of the plenary session as both a period of reflection on what has been learned and also to take pupils' learning further. All teachers ensure that other adults who work with them are well briefed and deployed well. This is particularly effective for pupils with English as an additional language, where the support teachers provide very good assistance, and also in the help and encouragement given to pupils who have special educational needs.
32. Across the school the teaching of English is good overall. The recommendations of the National Literacy Strategy are used effectively and teachers usually include all elements regularly over time. Shared texts enable pupils to learn, to discuss their feelings and respond to literature, as in a good Year 6 lesson using an abridged version of *Twelfth Night* as the text. Pupils dramatised parts of the script which enabled them to understand the plot and in discussion one pupil then observed that the scene was made comic by creating confusion. The activities that teachers use to develop pupils' basic skills of phonics and word structure are sound. Recently additional time has been given during the week to provide opportunities for older pupils to write at length. The teaching of mathematics is overall good. Teachers use the recommendations of the National Numeracy Strategy well and have high expectations of the pupils with tasks generally closely matched to pupils' prior attainment. Teachers welcome the new opportunity to use the information and communication technology suite to extend learning in many subjects. This is a great improvement from pupils having to take turns with the one computer in the classroom as was the situation before this new academic year.
33. The early identification of pupils' special educational needs ensures that pupils are supported effectively when they start school. They make good progress overall in the Foundation Stage largely because of the good teaching in most lessons. Progress in the main school is only satisfactory. Teachers' lesson plans in literacy and numeracy lessons ensure that the work is planned to meet the needs of the broad ability groups. However, when planning activities in other subjects, little account is taken of the pupils' targets in their individual education plans. Teachers and support staff collaborate together when planning activities to help pupils with special educational needs. Teachers have high expectations for good behaviour. This creates a positive climate within which all pupils have an opportunity to learn. Their good questioning skills challenges the pupils to think.
34. Since the last inspection the school has developed satisfactory procedures to assess the work of pupils in English, mathematics and science. Pupils' progress is monitored through formal statutory testing at the end of Years 2 and 6 and through the use of optional school-based tests and assessments. However, some of the teachers do not always use assessment sufficiently on

a day-to-day basis to help them decide what the pupils are to learn next. The results of this regular short-term assessment are therefore not sufficiently precise in order to define clear aims for each group of pupils, based on a detailed assessment of what they already know and can do. This then leads to a less good match of appropriate work for some pupils and challenge for the higher attaining pupils, once they have finished their initial activities. Teachers across the school are aware of those pupils capable of higher attainment and in most cases they provide suitable additional work for them. The identification of gifted and talented pupils has been begun but progress has been delayed because of the school waiting for guidance from the steering group within the small action zone.

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

35. The curriculum for the Foundation Stage provides a broad range of learning opportunities and experiences in order to meet the requirements of early learning goals. Classes in Years 1-6 provide a broad range of opportunities to meet the needs and interests of all pupils, including those with special educational needs and those learning English as an additional language. The school is totally inclusive in its approach, allowing full access to the curriculum irrespective of gender, race, ethnicity, religion, disability or lifestyle. It uses data on the performance of different ethnic groups and gender groups in order to monitor the effectiveness of its initiatives. The school meets statutory curricular requirements, using predominantly the guidelines and schemes of work made available through the Qualifications and Curriculum Authority although the provision for swimming only in Year 3 prevents those pupils joining the school in Years 4-6 from gaining the recommended swimming standard. All subjects prescribed by the National Curriculum are taught and teaching time for pupils of all ages is within recommendations. There is a policy and scheme of work for every subject. The school provides teaching of religious education according to the locally agreed syllabus and parents have been informed of their right to withdraw their children.
36. The school has fully implemented the national strategies for teaching literacy and numeracy and teachers work hard to ensure that pupils learn the necessary basic skills. There is a global plan for linking subjects with plans for further development of numeracy, literacy and information and communication technology. Although the process is in its very early stages, plans are being implemented to assist with providing greater consistency in evaluation, planning and assessment in all subjects.
37. The policy for pupils' personal, social and health education is firmly established and provision for this reflects the commitment of the school to total inclusion together with effective strategies for developing citizenship and the curriculum. Sex-education is taught by the school nurse to separate gender groups as agreed by the school governors. Pupils are also taught about the dangers of drug misuse both through part of the science curriculum and through the active involvement of local police officers.
38. Pupils with special educational needs are provided with a range of experiences that broadly meet their needs. They work within a curriculum similar to other pupils. Some teachers do not consistently take full account of pupils' individual education plans when planning lessons in subjects other than English and mathematics. However, the variable quality of these plans means that in many cases they are not a wholly accurate indication of each pupil's need. In some cases they do not make clear what modifications or support pupils need if they are to make better progress.
39. The school provides enrichment for pupils through its extra-curricular provision and learning outside the school day. It is particularly well supported in this by the community and in its links with Leicester City Football Club and Cricket Club. The opportunities include drama, Asian dance, play therapy for traumatised children, art and craft club, netball, cross country running, 'kwik cricket', 'tag rugby' and modern creative dance as well as a club to extend pupils' knowledge and use of information and communication technology. At present, because of staff sickness there is no choir but there are plans to increase pupils' opportunities to make music through a new Sunday morning club.

40. There is an effective school council which represents the cares and concerns of pupils, and gives the pupils a forum to request extra-curricular opportunities. This work is also promoted well by links with outside agencies, such as the Environmental Audit Service, to promote awareness of and involvement in environmental issues. Children plan and carry out their own fundraising activities and support a range of charities that they choose themselves.
41. The school has excellent links with the local community. Many of the educational and cultural opportunities for enrichment of pupils' learning are achieved through strong links with representatives from the local community. These are supported by visitors from local faith communities, links with the community centre that is part of the school and the use of this facility as a focus of learning for adults, children and their families. The school makes good use of links with the local community college and sports college and with other schools to enhance learning. Links have been established with a number of village schools in Leicestershire and with schools in China.
42. Pupils in Year 6 share in a residential visit each year when their social skills are enhanced. Although every pupil does not make the school journey nobody is ever excluded for financial reasons. During the stay pupils have experience of working on a beach and in the countryside and benefit from activities such as canoeing, climbing and a wide range of geographic and environmental studies. The practical nature of this activity enthuses pupils and increases their knowledge and understanding of working and living in a totally multi-ethnic society.
43. The standing advisory council for religious education of the local authority has granted the school a determination and so worship reflects the different faiths within the school community. Daily acts of collective worship, which may be groups of classes, separate years groups or classroom-based, are provided in both buildings. This is a great improvement since the time of the last inspection. This established structure gives the pupils opportunities to pray, worship God as encouraged by their own community or to reflect on spiritual or practical themes as seem to be appropriate. Themes such as caring for one another or special festivals of the faith groups are used in order to provide consistency of focus and a structured approach. During the inspection the school and the community celebrated the Indian festival of Diwali with special events and lessons.
44. One of the strengths of the school is the very good provision for the spiritual, moral, social and cultural development of all pupils, the celebration of cultural diversity and its place in the community. The school promotes very strong principles that help pupils to distinguish right from wrong and as a result pupils' behaviour is very good. Pupils are provided with many opportunities to express their values, beliefs and experiences, with appropriate encouragement and support and are encouraged to respect racial, religious and personal differences.
45. The provision for pupils' spiritual development is good. Pupils are provided with opportunities to explore their feelings and to experience pleasure in their learning. They listen perceptively to poetry and write their own poems. They explore the variety of life forms in science and are beginning to derive pleasure in bringing their ideas to reality in art and design as well as in design and technology. Through the religious education curriculum pupils are provided with insights into the importance of spirituality through a study of world faiths. In classrooms, halls and along corridors pupils' self-esteem is raised by the celebration of their work through photographs and stimulating displays. The daily acts of worship are an important part of the school's spiritual provision. Because of the small size of the hall assemblies take place in various places in both buildings. The provision for collective worship complies with legal requirements.
46. The provision for pupils' moral education is very good. Enshrined within the school's aims is respect for the individual child. A clearly worded behaviour policy gives precise, positive expectations of pupils' behaviour and how good conduct will be promoted in the school. School rules understood by all pupils and separate class rules are displayed in most classrooms. The school promotes friendship and a zero tolerance of violent behaviour. Awards are given for good achievement both in work and at playtimes. Lunchtime supervisors have benefited from structured training to ensure their contribution to the promotion of the school's values. Award assemblies, which positively reinforce good behaviour, take place each week. They do much to promote good attitudes to behaviour and learning. Clear procedures and sanctions are in place to deal with any

persistent unacceptable behaviour. Pupils are taught very well the difference between right and wrong and all members of staff present good models as to how pupils should relate to other people both in and out of the classrooms.

47. The school makes very good provision for social education. Throughout the curriculum pupils are given many opportunities to co-operate and collaborate with each other in lessons. For example pupils are encouraged to share ideas during the big book focus of the literacy hour and when using the computers. Class teachers are very good social role models. They treat their children with sensitivity and respect and rarely raise their voices to them. At the midday break, the lunchtime supervisors successfully manage co-operative play although during mealtimes some pupils are noisy and do not always listen to instructions. Pupils enjoy opportunities to take responsibilities on behalf of their peers. Class monitors are chosen to carry registers to the office and to organise apples for the mid morning break. Older pupils regularly manage equipment and conscientiously help to clear plates after lunch.
48. Provision for cultural development is good. Through most subjects of the curriculum and through visiting community speakers pupils are introduced not only to their respective many and varied cultures but also to Western culture. The school has a variety of literature, recorded music and picture resources to aid this process. Work in science and mathematics to celebrate the work of important international scientists and the enjoyment of Egyptian and Aboriginal art and the Chinese mathematics system add to pupils' awareness of work across the world. There are examples of a range of styles of art displayed around the building. Their personal understanding of world faiths such as Hinduism and Islam and of world geography support their experiences of cultures from Europe, Africa and Asia. Faith objects, fabric designs and pictures attractively adorn many displays around the school and during the inspection the sound of steel band music and a range of dancing was used to enhance a special assembly to celebrate Diwali.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

49. The last inspection report recorded that appropriate procedures for child protection, medical incidents and health and safety had been adopted and that the school provided a safe learning environment. Proper child protection measures are still in place, though some of the new staff has not yet had their full induction training in this crucial matter. The headteacher plans to remedy this in the near future. Liaison with a wide range of support agencies is very close. The senior management and the health and safety governor regularly review the school's health and safety policy. A new policy, which complies with legal requirements for health and safety, was introduced this summer, though as yet no member of staff has been given formal responsibility for the co-ordination of this aspect of school life which includes risk assessment. Many risk assessments have been carried out; some in conjunction with the local authority and one member of staff had had some training. However, no member of staff has received full relevant training and it is not clear whether all risks are systematically assessed. The health and safety policy is backed up by a termly inspection, and satisfactory procedures are in force for taking immediate action on any matters needing urgent attention. All are properly recorded in the repair book. Provision for medical care and first aid and for evacuation in the event of fire is very good. Regular tests are carried out on all types of equipment.
50. At the time of the last inspection it was noted that the school monitored registers weekly and followed up instances of absence, with the home-school liaison officer. These procedures are still in force and have been tightened up; they are now very good and are already resulting in a sharper upward trend in attendance. Improvements include telephoning home on the first day of absence, setting targets for higher attendance, and a range of inducements to attend school, such a weekly award to the best classes, which are proving very popular with pupils. Punctuality is also being monitored on one day a week, but improvement here is proving more elusive. Good work provision continues to be made for pupils who go back on long holidays to their country of origin.
51. At the last inspection sound provision was made for the care, support and well being of pupils. The school was a very caring and supportive community, which provided a safe environment in which to learn. The systems for the support and guidance of pupils and for the provision for their

welfare and personal development continue to work well and to make a positive contribution both to educational standards and to helping pupils feel happy and secure. They include extensive support for traumatised pupils from overseas; drop-in centres, a breakfast club and child care before and after the school day. Class teachers and other staff know their pupils well and respond sensitively to their needs. They look after their pupils very well and are familiar with their strengths and weaknesses. They keep a close eye on personal progress and generally pupils know that they can turn to them for help. The school's very positive and cheerful ethos, backed up by assemblies and a good personal, health and social education programme, helps pupils to develop a strong moral and social sense and to act responsibly. The school council establishes pupils' views, and both the school and the pupils treat it very seriously. The school offers all pupils the chance of carrying out at least minor classroom duties. Older pupils, particularly those in Years 5 and 6, have the opportunity to take on extra responsibilities, such as operating the 'buddy' system, setting out computers at the start of the day and assisting at the breakfast club and community lunch. Parents greatly appreciate the school's highly effective procedures for helping new pupils to look forward with enthusiasm to joining the school. The well-organised arrangements for transfer to main secondary schools ensure that pupils move on with confidence.

52. The assessment and review of individual needs is satisfactory. It is undertaken by class teachers and monitored by the special educational needs co-ordinator who has only limited time to supervise a large number of pupils. The school realises that staff members need further training in the identification of individual needs and in the planning of detailed programmes of work to bring about improvement. Training for this work is included in the plans for the implementation of the revised code of practice for special educational needs. The support for pupils with statements of special educational needs, all of which relate to physical needs in this school, are very well supported and receive a high standard of care. Pupils with special educational needs have good access to the whole curriculum, largely because of the good support received from classroom support staff, and their spiritual, moral, social and cultural development is very good overall. The support for the social development of many of the pupils with special educational needs is a significant strength.
53. When the school was last inspected the measures used to foster good behaviour were judged to be well understood by all pupils, with the majority responding well. The school worked closely with those who had difficulty conforming. Current procedures for monitoring and promoting discipline and good behaviour are extensive and still very effective. Staff have high expectations of good behaviour and promote an orderly and cheerful atmosphere throughout the school. These expectations are realised by the standards of behaviour observed around the school. Pupils know that they are required to behave sensibly and react accordingly. The use of exclusion is not part of the school culture for maintaining discipline and only one pupil was excluded last year. The school provides, as necessary, extensive personal and behavioural support to those with special educational needs.
54. The last inspection report recorded that there was no evidence of bullying during the inspection, but that even rare incidents were dealt with promptly and effectively. These comments remain true. All of the staff make strenuous and effective efforts to maintain the school as a bully-free zone. Time spent by staff with pupils who may have difficulty in behaving sensibly and the sanction of reporting bad behaviour to parents usually act as effective deterrents. Proper records of bullying and racial incidents are kept, but there have been none in the last two years.
55. Assessment, which was identified as a key issue at the time of the last inspection, has been improved. There are now effective practical strategies for monitoring the academic performance of pupils although many co-ordinators have insufficient time allocated to cover their subjects. The national tests are completed in accordance with statutory requirements. Trends are analysed over years and good use is made of the information gathered to help the setting of school targets linked to the national requirement. This process is used to identify areas for improvement. The system enables realistic decisions to be made about where help needs to be targeted. The procedures are developed best in the subjects where there is regular statutory testing and in other subjects the process is less well developed but the systems in place are effective. There is now detailed error analysis of work undertaken that enables teachers to be precise in their planning of work for pupils at different attainment levels.

56. The school is making good use of past National Curriculum test papers and optional test results to assess pupils' progress and to inform learning needs. Work is set for groups and individuals. This work is done to best effect in English, mathematics and science. From Year 4 onwards pupils are informed about what they need to achieve in order to attain the expected level and the higher levels of attainment. In the nursery the teachers have devised a practical entry profile and in the reception classes a recognised assessment system is in use. These measures help teachers to identify children's attainment levels when they join the Foundation Stage and the school. The information gathered helps teachers to plan individual and group work and plan new work through small attainable steps. This assessment is undertaken to ensure that all pupils are given the opportunity to work towards the stepping stones leading towards the early learning goals in all of the areas of learning and to achieve increasing success.
57. The school's assessment policy is clear and contains full and appropriate guidance on the monitoring of pupils' performance. Teachers in many but not all of the classes use assessment after lessons each day in order to ensure a good match of work and to help in the revision of short-term curriculum planning. This is important because of the above average number of pupils with special educational needs and pupils learning English as an additional language in every class. Across the school the quality of day-to-day assessment varies. Where it is carried out carefully it works well and pupils benefit from being set work that is specifically matched to their prior attainment. When it is less good the work is not sufficiently well tailored to needs and in these lessons some pupils find work too easy and others need a great deal of additional support because they find the work too difficult. When this happens time is wasted and learning ceases to be good. Pupils are rewarded in a range of ways for outstanding effort, good work or progress. Pupils delight in being awarded blue dots, stickers and certificates and being praised in celebration assemblies. This praise can be for good work and exceptional efforts such as in writing or mathematics as well as for behaving responsibly or meeting challenges with enthusiasm.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

58. Relationships and communication with parents are strengths of the school. The last inspection report did not comment on parents' views about the school. However, it noted that partnership with parents was good and that there were clear lines of communication between the school and parents with regular opportunities for parents to discuss their children's progress and welfare.
59. Parents have an exceptionally positive view of the school. They confirm that their children enjoy coming to school and consider that they make good progress. Respondents to the questionnaire feel that behaviour in the school is good, and those at the parents' meeting confirmed this view, commenting that behaviour is better at school than at home. Parents see the teaching as good, with standards and teaching both having improved in recent years. They consider that pupils get the right amount of homework. They feel comfortable about approaching the school, which works closely with them, and are kept well informed about progress. Staff are very approachable and parents can see teachers on any day. Parents see the school as being well led. Respondents to the questionnaire and those attending the meeting recognise that that the school both expects their children to achieve their best and effectively helps them to mature and make progress. It promotes a caring attitude and high values. Parents are pleased with the interesting range of extra-curricular activities.
60. The inspection results confirm the parents' positive comments about the school with one exception: the standards of work seen, especially in English and mathematics, remain at a level that is still below the national averages.
61. The school's links with parents are highly effective overall and exceptional in some areas. The school frequently consults parents and the community on its performance and on their views. There have been three surveys in 2001 alone, and the school takes parents' comments into account, when making its plans. It provides them with frequent information evenings on matters of educational interest, such as accelerated learning and the mathematics curriculum. At all of these events translation services enable those parents with limited English to be well informed as to what the school is doing for pupils. The school holds three very well supported parents' consultation meetings on progress each year and actively encourages informal contact by

parents. Parents are invited to a wide range of musical and dramatic productions, sporting events and other activities, notably the weekly celebration assemblies. The parents', staff and friends' association holds cultural, social and fundraising events that raise some money for the benefit of their children, but more importantly they help cement the school's excellent relationship with the local community.

62. The quality of information provided for parents is very high, and at times excellent. The tone of the school's documentation is welcoming and the contents are very informative. Oral interpretations are available for parents who find written English daunting. The prospectus and governors' report to parents are comprehensive and meet statutory requirements. The regular monthly newsletter keeps parents informed on specific school events and requirements, though it might, perhaps, be improved by including pupils' contributions. Each year parents receive a copy of the outline curriculum and new parents are clearly informed of the school's policies in key areas, such as homework, behaviour and special educational needs. The induction documentation for new pupils is simple and effective. The school's information is available on its extensive Internet website. The school has set up excellent arrangements for ensuring that parents, whose English is limited or who have learning difficulties or physical disabilities, are kept in touch with the school and informed of developments.
63. Parents and pupils are involved as much as is possible in the review of individual education plans. However over time the practice has been inconsistent and often informal because of the need to involve translators or interpreters in what have often been personal and sensitive issues. The school is seeking to improve the consistency of approach, together with the quality of written records.
64. The annual written report to parents on pupils meets statutory requirements and the quality of both presentation and content is good. Staff are generally consistent in setting out what pupils know, can do and understand, though some teachers could evaluate more clearly the pupils' performance in a subject. The report incorporates rudimentary targets for the core subjects, but the available samples did not make provision for pupils' or parents' comments prior to discussing the report. Parents of pupils with statements of special educational need are fully involved in the reviews of their children's progress.
65. The overall contribution of parents to children's learning at school and at home is satisfactory. Parents want their children to do well and most see that homework is done. Homework was only introduced at the start of the summer term 2001 and pupils do not have homework diaries, so this activity has not yet become firmly embedded in the school's culture. As a result parents' opportunities to keep themselves informed about their children's homework and to support day-to-day progress are still limited. It would help pupils' progress if more parents were able to contribute by hearing reading and completing their child's reading diary. Currently there is a substantial number of dedicated parent volunteers working very effectively to broaden pupils' experience in school. They help in lessons and around the school, run after-school clubs and support outings and religious festivals. Many of those who are held back through their unfamiliarity with English are helped to have a considerable impact on the life of the school by attending community centre classes and doing what they can to enrich school and community life at the centre.

HOW WELL IS THE SCHOOL LED AND MANAGED?

66. The headteacher and most governors know their school very well and are sensitive to its high standing in the community. The school benefits from the imaginative leadership of the headteacher and the complementary skills of the new deputy headteacher who joined the school in January 2001 and those of the assistant headteacher who manages most of the day-to-day issues in the second building. With the governing body they have addressed most of the key issues from the previous inspection with considerable success, especially those concerning the policies and schemes of work and ensure that assessment procedures are used to guide teachers' planning and improve learning. The break in continuity of leadership between the summer of 1999 and January 2001, when the headteacher returned from a period of secondment meant that the resolution of some issues was not complete and these outstanding areas are still in the process of review.

67. The headteacher and all members of the management team work well together. They have clearly defined roles and use their respective skills to motivate pupils and strive for higher standards. The governors' committee structure works well and together with the subject co-ordinators and the senior management team there is effective educational direction for the school. The school improvement plan, drawn up in consultation with staff and governors presents a clearly defined programme for sustained improvement and includes review dates that demonstrate success criteria and also regular monitoring of progress made and reflection as to the next step forward. Careful financial management supports all of the listed educational priorities as a result the very recently established computer suite is now being used regularly to good effect by the staff and pupils from all classes.
68. The school is successful in meeting its published aims which are reflected in all policies and which help to make this a most successful and inclusive community. The school has a total commitment to all pupils being fully included in all its activities. The management team, subject co-ordinators and teachers now monitor the results of the statutory and non-statutory tests administered by the school very effectively. In response to the programme of detailed analysis of results, the governors and teachers have agreed very challenging targets for pupils in the present Year 6. The governors and headteacher have begun to delegate management responsibilities to members of staff. The work of the co-ordinators has been successful although the school recognises that they still need more time to be totally effective in their monitoring role.
69. The quality of curriculum planning is an improvement when compared with the findings of the previous inspection. The headteacher and curriculum co-ordinators have accurately identified the strengths and weaknesses in the curriculum and standards, and have used their findings to guide organisation. This improvement is also reflected in the lessons observed and in the analysis of pupils' work. Where teachers have worked together with knowledgeable co-ordinators the process of collaboration has helped to improve planning both on a day-to-day basis and for longer-term changes.
70. The governing body provides informed support and is now meeting its statutory requirements. Governors are alert to the strengths and weaknesses of the school and understand the issues concerning target setting and their individual and collective responsibilities. There are named governors who play active roles in supporting pupils with special educational needs and monitor procedures for literacy and numeracy. All of these governors have attended appropriate training with the co-ordinators. Some governors are new and a shared programme of training for co-ordinators and governors is planned.
71. The headteacher and governors have made good initial preparation for the introduction of appraisal and performance management. Priorities for development are determined through consultation with the headteacher, governors and staff. A weakness at present is that time for monitoring and evaluation of work in the classroom is still limited and the subject co-ordinators are not sufficiently involved in this work. The school has taken effective steps to implement a comprehensive programme for the monitoring of English, mathematics and science following the review of the results of tests and standards in the past three years, which were too low. The analysis of test results and the information revealed is now beginning to be used well to identify groups and individual pupils who need support for their learning and also those who need more challenge. This aspect is being managed most effectively by the deputy headteacher and is welcomed by the class teachers. The school uses assessment information effectively to set targets for future performance. The targets for pupils' performance in the statutory tests in the current year are challenging yet achievable, now that pupils are given strategic guidance and preparation for the process involved in taking these tests. The action plan for the academic year 2001 to 2002 is highly relevant to curricular and organisational needs, especially in literacy, numeracy, science and information and communication technology.
72. New staff are welcomed into school and the designated mentors offer good support and demonstrate good teaching skills that provide examples for newly qualified and newly appointed teachers and students. The school has appropriate systems in place for contributing towards the training of students.
73. Given the high number of pupils with identified special educational needs in the school, the

special educational needs co-ordinator has very limited time available from her classroom duties to fulfil the demands of this role, together with her other management duties. This has led to the responsibility for the writing of individual education plans and the planning of programmes of work being delegated to classroom teachers. Not all have the knowledge or experience necessary to ensure that these are of an appropriate quality or rigour. There is insufficient monitoring of documentation to ensure that inaccuracies are eliminated. There are too few systems in place to ensure that the progress of pupils is boosted by the brisk pace of their learning. The governor for special educational needs is actively involved in the support teaching of these pupils and liaises closely with the co-ordinator. Resources, particularly classroom assistants, are used effectively to support pupils' learning and have a positive effect on the standards achieved by the pupils. Statutory requirements of the code of practice for special educational needs are met. The provisions outlined in the statements of special educational

need are met fully. The school receives good support from the local education authority and from outside agencies.

74. The school's arrangements for financial management and control are good. The secretary, headteacher work well together with the bursar to ensure that the budget is tightly controlled so that the requirements of the governing body are met and that money is available for the improvements detailed in the school's plan for development. The governing body monitors expenditure from the statements provided by the bursar. The grants the school receives for supporting pupils with special educational needs and for those pupils learning English as an additional language are used well to provide extra help for these pupils. The school has a policy of inclusion for all pupils and the funding allocated for the provision for children with special educational needs is supplemented from the main budget. Plans to provide the same good quality of care for those pupils capable of higher attainment have been considered and the school is committed to support these needs through the small educational action zone and its shared strategies. Unfortunately these plans are very slow in being developed and as yet there has been little effect seen for these identified pupils.
75. The finance committee's considerable experience ensures that the school seeks and secures best value. Competitive quotations are sought when expenditure is involved. The chair of finance and members of the finance committee are particularly well-informed and fully understand the financial implications of school management and have detailed understanding of the principles of 'best value'. This understanding is not only applied to quotations from suppliers but also to teaching and standards and, during the inspection they discussed the benefits of spending decisions on the improving standards now being achieved by the pupils.
76. The school's financial procedures are efficient and readily provide accurate financial information to guide the governors in making their decisions. The most recent auditor's report for the school contains some minor recommendations, all of which have been addressed successfully. The administrative staff manage the day-to-day financial procedures of the school very efficiently. In addition, well-organised systems ensure that the school runs smoothly and money is handled securely. New technology is well used for the recording of financial matters and registration. The school is very well placed to use the additional new technology now that the computer suite has been installed.
77. Teachers provide a suitable range of experience to teach all subjects of the National Curriculum and religious knowledge. The teaching staff is supported effectively by skilled classroom support assistants and by the team for supporting the achievements of ethnic minority pupils and all of those learning English as an additional language. Together they form a strong team who are all involved in the planning so that aims and methods are agreed. The school also benefits from the support of a small group of parents and some voluntary helpers from the community.
78. Overall, the school has sufficient accommodation for its purposes although there is no specific secure outdoor area for children in the reception classes although they are sometimes able to use that designed for children in the nursery. The addition of dividing walls and partitions in the main building has brought with it benefits and problems although the benefits have enabled more effective class teaching to take place than at the time of the previous inspection. The building on the second site does not have as good a range of resources and the system of having to use

classrooms as corridors in both buildings detracts from the overall good atmosphere for learning. The classrooms in the second building are used effectively because of the management skills of the teachers using them and the predominantly good standards of pupils' behaviour. The second site is some distance from the main building and considerable time is lost when pupils need to walk from one building to another for lessons such as information and communication technology or physical education. This accumulated time takes away considerable learning opportunities over the academic year.

79. The effective financial management and commitment from the headteacher, subject co-ordinators and the governors, have enabled a well-equipped and attractive computer suite to be created and brought into use during the present academic year. The library is attractive but pupils rarely use it as a resource for independent learning and personal research and it is too far away from Years 2-4 to enable pupils to have easy access. The accommodation is well maintained in both buildings and is enhanced by high quality work, which is displayed very well. The outside accommodation is satisfactory although the separate enclosed play space is restricted to children in the nursery and the attractive courtyard area is little used except for some science lessons when pupils study, for example, the habitats of mini-beasts. There is no readily accessible field for team games and energetic pursuits although the facilities at the rather distant local park are good. The hard playgrounds are small for the numbers of pupils and, although the school organises different times for play for the older and younger pupils in both buildings they are sometimes very cramped. However, because of the pupils' generally good behaviour and the high quality of supervision, there are very few even minor accidents.
80. Learning resources are satisfactory. They are good in classes at the Foundation Stage and for literacy, and information and communication technology. In all subjects, resources are carefully catalogued and regularly checked. Resources to meet the needs of pupils with special educational needs are satisfactory and additional resources to support those pupils learning English as an additional language are good.
81. Considering pupils' gradually improving levels of attainment observed during the inspection, the increasingly good quality of teaching and pupils' learning, the very good behaviour and attitudes, set against the average level of income per pupil, the school provides satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

82. In order to build on the existing good practice, improve the school and further raise the standards the governors, headteacher and staff should:
 - (1) raise standards in English following all of the strategies listed in detail in the school improvement plan and by:
 - (a) improving the management of reading records and instituting a rigorous diagnostic process for the identification of difficulties when listening to pupils read in all classes whatever their attainment level;
paragraphs: 111, 119
 - (b) increase the direct involvement of all adults, including parents, in the support of pupils' reading skills;
paragraph: 119
 - (c) increase the opportunities for a wide range of independent writing using skills in information and communication technology to speed the process for reluctant writers.
paragraphs: 86, 110, 111, 116, 119
 - (2) complete the work aimed at raising standards in mathematics and science by the full implementation of planned work as set out in the action plans supporting the school

improvement plan.
paragraph: 71

- (3) fully implementing the existing policy for day-to-day assessment to improve planning and the marking of work to ensure that the standard of marking is equally high for all teachers so that in turn the accepted quality of the presentation of pupils' work might be improved.
paragraphs: 12, 30, 64, 116, 117, 119, 123, 180
- (4) exploring all possible ways of increasing the available time for subject co-ordinators and the special needs co-ordinator to support colleagues and fulfil their management role.
paragraphs: 52, 55, 57, 68, 73
- (5) the careful consideration of ways of providing full access to outdoor play facilities for children in the reception classes in the light of new recommendations.
paragraphs: 79, 106

THE EFFECTIVENESS OF EAL/EMAG PROVISION

83. At the time of the inspection there were 417 pupils in the school who were supported by the Ethnic Minorities Achievement Grant (EMAG) team and of these 383 were learning English as an additional language. Of these pupils 180 were at an early stage of English language acquisition and many in the Foundation Stage and in Years 1-3 were at an early stage of language acquisition in their community language as many had suffered severe trauma in their lives. There is also a significant number of pupils in Years 3-6 who are refugees and asylum seekers. Some of these pupils are learning English at a very rapid rate because the service enables them to have good support in learning the key words and phrases that allow them to access the curriculum and learn with their friends.
84. At the time of the last inspection the work of the language support team assisting the learning of pupils with English as an additional language was judged to be good. The position now is that it is at least as strong and in some aspects better than in 1997. Since the last inspection there have been a number of significant changes in provision for work with children learning English as an additional subject. The service is now based on the Ethnic Minorities Achievement Grant, (EMAG) and some important financial changes involved a reduction in the size of the team at a time when there was an increase of pupils with little or no English. The school has a team of two full-time and one part-time teachers, although other members of the teaching and support staff also have good knowledge of the community languages of some if not all of the pupils. The team has some assistance from the local education authority service for pupils from minority ethnic groups and this service is helping to train other members of staff to work effectively alongside the designated team.
85. More than half of the designated staff are bilingual teachers or language assistants who have had specialist training to work with pupils using English as an additional language. Mainstream teachers and support staff regularly use their own time to discuss pupils' needs and progress. This time is given willingly as it enables the specialist teachers to offer more to pupils than if they were working in isolation.
86. The team is carrying out invaluable work throughout the school especially with the youngest children in the nursery and reception classes. The value of these workers, with the other staff to the settling and establishment of routines for three and four year old children is immense. The help provided to pupils by the bilingual personnel during the literacy hour enables the majority to make progress at the same rate as all of the other pupils in the class. The observations and evaluations of pupils' needs, the preparation for new vocabulary and extended writing activities enable pupils from minority ethnic groups to be fully involved in the learning process.
87. At the present time, the evaluation of the benefits of the work of teachers from the service in the school, as reflected in the results in Years 2 and 6 is undertaken by the school following a set of procedures developed by the staff themselves. These strategies fit well with the assessment strategies used by the school. The well-developed monitoring files offer a practical, realistic and

manageable way of charting individual pupils' needs and progress. All available data in the teachers' shared and individual files is maintained meticulously for every individual pupil and shows in detail the work undertaken. This evaluation of the effect of raising pupils' standards and meeting agreed targets throughout each term and especially at the end of Years 2 and 6 is helping teachers and support staff to focus work exactly where it is needed. The benefits of the cost of the support staff are carefully evaluated to ensure that pupils' overall attainment is raised because of the success of the intervention.

88. The school uses the information gathered by the evaluation process in a careful and systematic way in order to ensure individually matched work for pupils planned by class teachers with the designated staff. The arrangement is time-consuming but during the inspection, as demonstrated in pupils' work and teachers' files it was seen to work well. The pupils receiving support benefit greatly from the extra carefully matched work. Good use is made of limited group and individual withdrawal during some lessons. The work undertaken is always linked to the purpose of the main lesson and the quieter group work enables pupils to listen carefully and to develop their understanding of the topics through English and sometimes their community language. Most frequently there is very effective support within the classroom. Since the previous inspection, the service and individual members of staff have worked to develop a process of tracking individuals and groups.
89. Teachers set challenging individual targets, which are invariably achieved because of the precise and detailed steps that are initiated. A structured analysis of attainments achieved in respect to ethnicity is carried out systematically and thoroughly. Every member of staff is committed to the care and the needs of the pupils and works hard alongside class teachers collaborating and discussing effective ways of supporting the work of the curriculum.
90. The service within the school is managed very effectively. Through collaborative planning all work is targeted to support the curriculum planned for pupils in every class. Resources are good and match the needs of teachers, individuals and groups. Despite the problems presented by the split site there is efficient use of time and every member of staff in the service is fully integrated into the life of the school. These teachers are known very well and are greatly respected by pupils and parents. Their work is valued highly by the rest of the school personnel. The team has very close effective links with members of the community who support their work and sometimes offer specialist translation services both orally and in written form. The team supports the families of pupils and the pupils themselves through clubs such as the breakfast club and a group where traumatised pupils and parents are able to develop strategies for coping with the difficulties that have caused them to seek refuge in England and within the school. The provision of these additional facilities is before and after the school day but helps pupils to feel secure and in turn to learn well.
91. The work of the EMAG team is very well organised and of good quality. This enables all of the identified pupils to be fully included in all aspects of school life and to have full access to the curriculum. When they remain in the school for any length of time these pupils make gains at the same rate as others in their class. As some pupils join the school at different times from other cultures and with very little English there are always a few pupils who do not attain the same standards as those who have been three or four years in the school. Indeed the entry of a group of pupils towards the end of the last school year had a marked downward effect on the overall results at the end of Year 6. Nevertheless these pupils almost always make good progress in relation to their prior attainment at the time of entry.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

79

Number of discussions with staff, governors, other adults and pupils

49

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	14	39	24	1	0	0
Percentage	1	18	50	30	1	0	0

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

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)	46	385
Number of full-time pupils known to be eligible for free school meals	0	171

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	9	136

English as an additional language

	No of pupils
Number of pupils with English as an additional language	383

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	127
Pupils who left the school other than at the usual time of leaving	63

Attendance

Authorised absence

	%
School data	7.1
National comparative data	5.2

Unauthorised absence

	%
School data	0
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 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	34	23	57

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	22	21	25
	Girls	16	15	19
	Total	38	36	44
Percentage of pupils at NC level 2 or above	School	67 (79)	63 (70)	77 (86)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	21	24	21
	Girls	15	17	14
	Total	36	41	35
Percentage of pupils at NC level 2 or above	School	63 (70)	72 (74)	61 (65)
	National	85 (84)	89 (88)	89 (88)

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

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	16	28	44

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	9	13
	Girls	19	17	22
	Total	27	26	35
Percentage of pupils at NC level 4 or above	School	61 (63)	59 (66)	80 (88)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	9	10
	Girls	19	17	21
	Total	27	26	31
Percentage of pupils at NC level 4 or above	School	60 (50)	60 (61)	72 (77)
	National	72 (70)	74 (72)	82 (79)

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

These pupils' scores include the results of pupils who had been in England for only 6 - 8 weeks before the inspection and who spoke little or no English.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	15
Black – African heritage	76
Black – other	11
Indian	107
Pakistani	35
Bangladeshi	65
Chinese	1
White	57
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR– Y6

Total number of qualified teachers (FTE)	19
Number of pupils per qualified teacher	20
Average class size	27.5

Education support staff: YR– Y6

Total number of education support staff	16
Total aggregate hours worked per week	397

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	2
Number of pupils per qualified teacher	23
Total number of education support staff	3
Total aggregate hours worked per week	97.5
Number of pupils per FTE adult	9

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	4.8
Number of teachers appointed to the school during the last two years	7
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	2

FTE means full-time equivalent.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	1	1
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.

Financial information

Financial year	2000/01
	£
Total income	907939
Total expenditure	904333
Expenditure per pupil	2393
Balance brought forward from previous year	65055
Balance carried forward to next year	68661

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

441

Number of questionnaires returned

71

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	71	25	0	0	4
My child is making good progress in school.	57	38	1	3	1
Behaviour in the school is good.	57	32	5	0	6
My child gets the right amount of work to do at home.	48	38	5	1	8
The teaching is good.	62	34	0	1	3
I am kept well informed about how my child is getting on.	61	29	0	0	10
I would feel comfortable about approaching the school with questions or a problem.	71	22	0	0	8
The school expects my child to work hard and achieve his or her best.	68	24	1	1	5
The school works closely with parents.	67	27	1	0	5
The school is well led and managed.	68	28	0	0	4
The school is helping my child become mature and responsible.	56	37	0	1	6
The school provides an interesting range of activities outside lessons.	53	32	3	1	11

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

92. As at the time of the previous inspection the school continues to make good provision for children in the nursery and reception classes. The quality of teaching has improved since the last inspection and is now good overall. A particular strength of the provision is the way the curriculum, in all areas of learning, shares and celebrates the rich ethnic diversity of the school population. Emphasis is also rightly put on the development of skills in communication, language and literacy, mathematics, and personal, social and emotional education.
93. There are 65 children on roll in the nursery, of whom 26 attend full-time. Children spend up to five terms in the nursery before transferring to the reception class in the September or January of the school year in which they become five. There is currently a total of 38 children in the two reception classes. Twenty-two children will transfer from nursery to reception in January 2002.
94. Most children settle happily into the nursery because of the careful and supportive induction procedures. All parents are invited to visit informally with their children before admission. Facilities in the community room encourage families to get to know the school and feel confident. Very good support is provided for the many families whose first language is not English. Bilingual practitioners support parents in English language classes as well as working with children in school. The weekly toddler group provides good opportunities for parents to meet nursery staff.
95. The nursery and reception classes comprise the Foundation Stage of education. The school closely follows the early learning goals, the national recommended Foundation Stage curriculum. This consists of six areas of learning: personal, social and emotional development, communication, language and literacy development, mathematical development, knowledge and understanding of the world, physical development and creative development. Each area of learning is made up of four stages or *Stepping-Stones*, from which progress and standards can be measured. The teachers use their good knowledge of the needs of young children to plan an appropriately practical curriculum, which interests the children and promotes their learning well.
96. Many children start school with very limited skills in all areas of the curriculum. Few have experience outside the home, and many have little or no understanding of English. Assessment of the attainments of these young children soon after they start in the reception class confirm that in the areas of communication, language and literacy, mathematics and personal, social and emotional development, standards are well below those of most children of this age. A possible reason for this is the disturbed pattern of life that some have had before reaching the school. Teachers use the information collected from these tests to set targets, which are shared with parents. This further promotes the partnership between home and school and supports the children's learning.
97. The children make good progress overall as they move through the Foundation Stage. Children with special educational needs are identified through careful observations and through tests. They are given a high level of well-planned support so that they achieve as well as they can. Children whose first language is not English are very well supported and make good progress alongside their peers. All children are fully included in the many activities. The good progress made by the vast majority of the children is due mainly to the rich curriculum and the consistently good teaching and learning. Teachers, teaching assistants and support workers work very closely together as a team so that their individual talents are used effectively to meet the children's needs. There is a programme of work, which enables children to build up skills step-by-step towards the early learning goals. All staff give special attention to the promotion of speaking and listening skills across all areas of the curriculum. They choose words carefully and demonstrate clearly. They involve children directly and use praise and encouragement to build confidence. Each child's progress is assessed through careful observation and new targets set. The children achieve well from low beginnings in communication, language and literacy, mathematics, knowledge and understanding of the world, physical development and creative development. However, standards are still below expectations when the children start

the National Curriculum in Year 1. In personal, social and emotional development the children make very good progress and achieve the early learning goal in this area.

Personal, social and emotional development

98. Many children start nursery with skills, which are well below the first *Stepping-Stone*. They have very little confidence and lack self-esteem. Whilst they are interested and curious they frequently need reassurance to join in activities and often prefer to stand and watch. Several have difficulty in taking turns and sharing, for instance, in number games or at snack time. They are largely unaware of others and play alongside each other in role-play areas. Older nursery children and children in the reception class, gradually show more confidence in selecting activities. They are working at the second and third *Stepping-Stones* and are in line to achieve the early learning goal. They are able to work confidently in small groups and in whole class situations. They are often thoroughly absorbed, for instance, in cutting and sticking to make a Diwali card, and persevere, with adult help, to complete their task. All children respond very positively to the stimulating learning environment. For instance, they show wonder at the bright and attractive clothes and jewellery in the dressing-up activity. They enjoy using them and treat them with care. They take turns at the shop. All are learning to respect different cultures and beliefs as when sharing in Diwali celebrations, and many are confident when acting out the story of Rama and Sita for others.
99. Teaching is very good in this area. Teachers set high standards of behaviour and model attitudes of care and consideration, so that the children learn what is expected, and respond well to consistent routines and daily procedures. Time is taken to build positive relationships and children learn to treat each other with respect. Staff use praise and encouragement to reward effort and promote confidence and self-esteem.

Communication, language and literacy

100. Many children start nursery with communication skills in English that are very low. The languages spoken in their homes are many and varied with more than thirty different languages in common use. A considerable number of children have little spoken language in either their community language or in English. A high proportion of the children have little or no understanding of English. They frequently show by their response that they have not understood. These children use gestures and very few words to communicate with adults and are reluctant to join in class discussion. They often revert to their mother tongue to converse with their peers and some children do not interact verbally at all. The children make considerable progress. Older nursery children and children in the reception classes become increasingly confident in speaking to adults and to one another in class and in small groups. Many still speak indistinctly, using short phrases and gestures, which are often difficult to interpret. Whilst they concentrate and enjoy listening to stories, their ability to ask questions is very limited. Through a range of structured first-hand experiences, they are gradually extending their skills. Staff use memory games, for instance, to help the children discriminate between letter sounds. Higher achievers are beginning to recognise some letters by sound and relate them to the first letters of toys as in duck and doll. A few children are beginning to recognise some letters by shape. Most older children make marks on paper when writing a shopping list and a few are beginning to use letter shapes randomly in their messages. Whilst they achieve well, many children are just approaching the second *Stepping-Stone* and are unlikely to reach the early learning goal in this area.
101. Teaching is predominantly good and is sometimes very good. Teachers take opportunities in all curriculum areas to teach language skills meaningfully so that most children achieve well. They speak clearly and give appropriate demonstration so that the children understand teaching points and have full access to the curriculum. Teachers use questions skilfully to draw children of different attainment into discussions and to assess what they know. The calm supportive atmosphere established throughout is helpful to the development of listening skills. Elements of the National Literacy Strategy are successfully incorporated into lessons in the reception classes although occasionally the work planned for groups is not sufficiently well matched to the children's needs. Children then do not sustain their concentration on the focused task and this

slows the pace of learning.

Mathematical development

102. Many children enter the nursery with very limited skills. For instance, they have little or no idea of how or where to start counting. In the nursery, they learn by sorting, matching and counting in many varied practical activities in groups and as a class. They are beginning to recite numbers although they often make mistakes with the sequence and are unsure in matching one-to-one. With help, older pupils in the nursery, count the number of spots on a giant dice so that they can join in a game. In the reception classes, most children recite numbers in order to ten and a few are confident to 20. Those capable of higher attainment are beginning to add one more when counting sweets. They do not yet have the concept to find one less. With help, most can copy a simple repeated pattern. Children exchange pennies for decorations in the shop and the higher attainers recognise groups of one, two or three pennies. Some of these children who are capable of higher attainment are approaching the third *Stepping-Stone* in this area of mathematics and are likely to reach the early learning goal. Most children, however, are working below this level and are unlikely to reach the early learning goal.
103. Teaching is good. Given the overall low starting points, children achieve well. The teachers plan a good range of practical mathematical experiences, which involve children in exploring concepts, for instance, through sand and water play, as well as through sorting and counting. Resources are well prepared and learning objectives have a very clear focus so that children build, step-by-step on what they already know. Language is used carefully and precisely as when children learn to sequence and order objects by size.

Knowledge and understanding of the world

104. The stimulating learning environment created in all classes in the Foundation Stage provides a wealth of first-hand experiences, which are well planned to increase the children's knowledge and understanding of the world. Many children have little experience; for instance, they cannot recognise colours consistently despite classroom displays in English and other languages. In the nursery, children are encouraged to help solve problems as when building a bridge with large wooden blocks to help Rama and Sita escape from an island. Most respond quickly to the teacher's suggestions and are curious and interested. They watch closely as the teacher lights a candle and a torch to compare with the special light of a diwa lamp. Few children are confident enough to express opinions. Through careful encouragement, they are persuaded to join in adult-led activities. In the reception classes, children are encouraged to use their senses, to look closely, to touch and to listen. They enjoy handling clay, rolling and squashing it to make Diwa lamps. With help, they describe the clay as *squidgy* and *squashy* as compared to the hardness of plates and dishes, but most do not really appreciate the nature of the change and the connection between the hard fired clay and the soft, malleable, cold and wet clay. Whilst they are undoubtedly interested many have insufficient language skills to extend their ideas and are not confident to ask questions. Most reception children are working at the second *Stepping-Stone* level and are unlikely to reach the early learning goal before they start in Year 1. Nevertheless, from their very low start they achieve well because of consistently good teaching. Activities are thoughtfully planned to interest and motivate children to learn.
105. Teaching is good and the teachers use questions skilfully to encourage the children to think for themselves. Teachers not only use language precisely to talk through ideas with emphasis on key words, they also demonstrate clearly so that all children appreciate what is happening.

Physical development

106. Children in the nursery have daily access to an outdoor play area where they make good progress in controlling large wheeled toys, in climbing and in balancing. Few nursery children are able to put on their own coats. They have little awareness of space and of others. They are tentative in their use of space in the hall. They listen hard to simple instructions but very few can control a football in a dribbling activity. Their control over tools like paintbrushes, pencils and scissors is only just beginning to develop. Children in the reception classes do not have the same amount of regular access to large wheeled toys or to outdoor play with climbing activities. Small apparatus like bats and balls are shared well with pupils in Year 1 that are available during playtimes. There

is insufficient structure to these play activities to fully promote physical development. The children in the reception classes require a more rigorous programme of structured play with planned activities to enable them to develop skills other than in the fun of playtime. Children in the reception classes have opportunities to join in physical education and dance lessons regularly but due to the organisation of the curriculum and the celebrations of the festival of Diwali, these lessons were not seen during the inspection. Children become increasingly adept at using tools although many still find managing scissors difficult. From the limited evidence available and from discussions with the staff, it is unlikely that all children will reach the early learning goal.

107. Teaching in this learning area is satisfactory. Teacher's plans show appropriate attention to the development of skills. Teachers give clear instructions and manage children very well so that they stay on task and move safely in space. They have high expectations of behaviour. Some tasks like dribbling footballs in the nursery are not well matched to the children's attainment.

Creative development

108. Children throughout the Foundation Stage enjoy exploring a particularly wide range of media. They squeeze and pummel clay enjoying the tactile experience when making Diwa lamps. They explore colour and pattern with paint, and with a range of pulses when making Rangoli patterns. Children tend to wait for instructions rather than responding with imagination, for instance, some children even need to be told, 'Pick up your scissors now'. Almost all are keen to dress up in the bright, attractive party clothes but are unable to develop their own ideas imaginatively in play without help from adults. They become gradually more confident in taking part in singing sessions and extend their repertoire over time. In the Nursery children enjoy banging, shaking and clicking percussion. Whilst they are confident to play alone they do not listen to each other. In the Diwali celebration, they sing together for other children and for parents. Most of the reception children are working within the second *Stepping-Stone* and are unlikely to reach the early learning goal in all aspects of creative development before they start in Year 1.
109. Teaching is good. Resources are varied, attractive and well prepared. Teaching assistants make a particularly good contribution to learning in this area by the sensitive intervention and careful support they give to children when they are working in groups and during musical activities. All staff respect the children's efforts and give positive feedback so that children become increasingly confident.

ENGLISH

110. Results in the national tests for seven-year-olds in 2001, show that standards were very low in both reading and writing when compared with national figures; they were well below average in reading and very low in writing when compared with similar schools. The percentage of pupils achieving the higher level 3 in reading was well below the national average and below the national average in writing. The results show a fall since last year when compared with national averages and a similar picture to that of last year when compared with similar schools. Results over the last five years, have remained stubbornly well below average in both reading and writing. Considering that the school has to start again from a level well below that found in most schools nationally this is likely to be a persistent difficulty. There are some differences in the attainment of boys and girls: this year, boys achieved better than girls in both reading and writing. Inspection evidence suggests that current standards in reading and writing remain below average overall. However, in relation to their prior below average attainment, progress overall is satisfactory.
111. In the 2001 National Curriculum tests for pupils in Year 6, results were well below average when compared with the national average; they were similar to those achieved by pupils from similar schools. The proportion of pupils achieving the higher level 5 was well below the national average and when compared with similar schools. As in Years 1 and 2, trends over the five years from 1997 to 2001 have remained well below average although the results this year show a slight improvement in average points over last year. There is a difference in the attainment of boys and girls with girls attaining higher levels in English. Inspection evidence suggests that pupils are now working below rather than well below average overall, which shows a movement towards the

expected levels. Although the eleven-year-olds have not reached the expected levels they have continued to make satisfactory progress. Much of their progress has been as a result of the strong teaching, particularly of the older pupils. In the school overall, pupils on the register of special educational needs make satisfactory progress. Those with English as a second language make good progress. Their needs are well identified and the good support and intervention programmes provided for them ensure that they are given every opportunity to develop effective use of language and early reading and writing skills.

112. Pupils in all classes are trained to listen carefully to teachers and to one another. Standards of speaking by the end of Year 2 are below those found in the majority of schools for seven-year-olds. However, pupils make steady progress as they move through the school and by the time they are eleven the majority achieve standards that are broadly in line with those expected. Most pupils listen attentively in class both to the teacher and to one another. Although many pupils in Years 1 and 2 have a limited range of vocabulary, they are keen to answer questions and join in with the discussions. However, in a few classes some pupils have not learned the conventions of listening whilst others are speaking, and their teachers have to remind them to listen to them and the other pupils. In Years 3-6, pupils generally listen attentively and take turns to contribute to discussions. Most pupils reply appropriately to teachers' questions in lessons and are keen to give their points of view. When given the opportunity they are eager to read their work to other pupils as in a Year 5 class when they read out the poems they had written with confidence. Pupils in one Year 6 class were eager to read the parts from the simplified play script of *Twelfth Night*, whilst in another they were prepared to speak openly when discussing the different groups which make up a nation during a personal, social and health education lesson.
113. In reading, standards are overall below those expected nationally at both seven and eleven. However, because most pupils enter school with underdeveloped skills, they make satisfactory progress in improving and extending their levels of attainment. Teachers' records show that although pupils in Years 1 and 2 develop their skills progressively in reading during the literacy hour, by the end of Year 2 overall standards are below those expected for their age by the time they are seven. Pupils in the present classes in Year 2 are on course to improve their present attainment levels. Despite this, although some pupils are doing well, overall the majority is not likely to reach the expected level by the end of the summer term. Pupils in Year 1 are interested in books and are beginning to recognise familiar words. The above average readers read fluently and with expression from a simple text and use the knowledge of basic phonics and picture clues to work out unfamiliar words. The average readers use pictures to tell the story but do not regularly use the letter sounds to work out new words without prompting and help from an adult. Below average readers are at the early stages of reading, they say that they enjoy books and repeat well-known phrases readily. By the end of Year 2 the pupils express an interest and enjoyment in books and reading and know how to use a contents and index page in an information book. When reading aloud, the higher attaining pupils read confidently with few mistakes. These pupils are aware of their mistakes and self-correct. They make effective use of their knowledge of letter sounds, pictures and prediction to make sense of new or unfamiliar stories or words. The average attaining pupils read accurately and carefully, using phonic skills and the pictures to work out unfamiliar words. The below average pupils recite the familiar parts of the story and although they are beginning to sound out unfamiliar words they still need help and encouragement in order to succeed.
114. At the end of Year 6, pupils who are by the school's standards, above average, read with accuracy and fluency and with expression. They recognise many words and use a range of strategies when meeting words new to them and most use contextual clues and their knowledge of phonics effectively. They enjoy reading and discuss their preferences for types of book. Higher attaining pupils refer to the use of metaphor when describing how the author has portrayed the character. The attainment of these pupils was judged to be higher than average by national standards. Pupils of average attainment read fluently and with few mistakes, they discuss the plot of a story with understanding and by the end of Year 6 they are on course to meet or even exceed the national expectations. Amongst pupils with below average attainment for the school, reading does not meet national expectations: it is often hesitant and inaccurate, and there is a tendency by some pupils to wait for help rather than to use recognised strategies. Some of these pupils have been in the education system for only a few months and their progress has been tremendous. However, many within this group are still unlikely to make up years without any

formal schooling in less than two terms. Those pupils who have been educated in the school from the time they were four or five are likely to attain the expected standards but this group is not likely to shift the adverse effect of the above average number of lower attaining pupils within the published score tables. Out of school many pupils read a range of literature including adventure stories, magazines and comics. They have knowledge of some authors and most make use of the school and local library. Pupils in Year 6 have developed

satisfactory library skills and are able to use the school's classification system to find specific books.

115. Pupils' attainment in writing in Years 1-6 is below average overall. At the end of the infants, pupils of all abilities can communicate some meaning though for the below average attaining pupils this is at the early stages of development and is limited to a series of unrelated words when writing independently. Pupils who are considered average for the school are beginning to write their ideas in sequence and in simple sentences. Spelling is often inaccurate and sometimes not even logical, as pupils confuse the word they are translating from their thought processes in their community language. In their writing, the higher attaining pupils use sentences to extend their ideas in a logical sequence of events. They write for different purposes such as telling their experiences or for retelling stories and traditional tales. They develop an understanding of how to use full stops and capital letters to denote sentences but the majority of pupils are not using them or more complex forms of punctuation. In some cases writing is inhibited by the cultural differences in right to left or left to right orientation. Handwriting, although correctly orientated, is not consistently well formed. Most pupils choose to print their work and by end of Year 2 very few pupils are beginning to use the cursive style regularly in their daily work.
116. Pupils' attainment in writing remains below the standard expected when pupils are eleven. Pupils throughout Years 3-6 write for an increasingly broad and imaginative range of purposes. They write narrative stories, simple play scripts, reports, poems, journals and for a range of purposes across the curriculum, for example pupils in a Year 4 class wrote an account of Queen Victoria's coronation as if they were present at the occasion. They undertook this work with enthusiasm but some written sentences lacked the flair shown by pupils in their preparatory oral work because of the difficulties presented by the effort of writing. In some lessons teachers are limiting this frustration by the increased use of the newly available computers. At the end of Year 6 those pupils considered by the school to be capable of higher attainment reach an average standard. Writing is technically competent from these above average pupils. There is consistently correct use of paragraphs and competent punctuation. Work is most frequently planned, written, redrafted and improved. The pupils in the more average groups find it difficult to write at length and for these pupils vocabulary is not adventurous. It is often inhibited by lack of extended vocabulary and inexperience with the complexity of English spelling. Most pupils use capital letters and full stops correctly when writing in sentences and are beginning to use speech marks, commas and exclamation marks. Below average pupils do not always join their letters properly and their sentences run on with the use of *and* to sustain them. Although the pupils have been taught the skills of joined handwriting, that is attractive in their special books, this is not well-developed and is not reflected in their work in all classes and across all subjects. The presentation of pupils' work varies and too often it is untidy and careless.
117. Many of the pupils enter statutory education from the school's reception class having received a sound grounding in language skills, although their attainment is below the national average. Other pupils join the school from different backgrounds and with different or no previous experience of the English education system. The percentage of pupils who join the school between Years 1 and 6 far exceeds that for most schools. Some newcomers are from countries where they have fled from war and there is a greater than average proportion of pupils who have been identified with special educational needs. In the lessons observed during the inspection, however, the quality of pupils' learning and the progress made were almost always at least satisfactory, and in seven out ten lessons they were good. This high mobility factor and the constantly changing school population results in the overall attainment remaining below average at the end of both Years 2 and 6. However, attainment, progress and learning are close to average for those pupils who have had all of their education within the school. This indicates that most pupils who attend regularly are making at least satisfactory progress over time. In speaking and listening across the school progress and learning depends on the way in which teachers' questioning stimulates the pupils

responses, and the way that their preparation for and introduction to the lesson engages their interest. This work is supported very skilfully by the specialist team with responsibility for helping those pupils learning English as an additional language. In reading, while an improvement has clearly been achieved through introduction of the National Literacy Strategy and its shared and focused reading elements, progress is still slower than it should be. This is largely because the approach to listening to pupils read across the school lacks structure and consistency. Teachers are not all sufficiently rigorous when assessing individual pupils' achievements and using this assessment to take learning forward at a more rapid rate. There is no shared approach to recording the achievements of pupils in reading as they move through the school. In writing, the quality of learning is satisfactory overall, although the day-to-day assessment of pupils' work is inconsistent. The quality of teachers' marking varies from class to class whilst some is good with clear detailed analysis of mistakes and pointers for improvement some is very basic and work is no more than acknowledged. Although samples of work are maintained and marked to an agreed standard, there is no shared recording of what the pupils can do, to indicate clear progression through the school. Despite these shortcomings in most classes the teachers are working hard to try to raise the quality of written English. Pupils are learning to write selectively and with excitement and are developing strategies that will enable them to produce more interesting and varied work. A significant handicap to pupils' attainment and progress throughout the school is presentation. Pencils are used almost universally, work is accepted when letters are often poorly formed and not joined. Sometimes the writing is not even clear to the pupils who are undertaking the exercise.

118. Pupils with special educational needs make progress that is similar to that of other pupils in the class. The set work is usually appropriately matched to their needs and the support available to these pupils is good. Those pupils with English as an additional language make good progress, starting as they do from a low base of knowledge of English. They are well supported and so enabled to gain knowledge, understanding and skills.
119. The overall quality of teaching is good in both key stages, with some examples of very good teaching seen. Across the school there are particular strengths in the whole class elements of the lessons and the use of classroom support staff. There is a consistent, whole school approach to the planning based on the recommendations of the National Literacy Strategy. Teachers have consistently secure subject knowledge of the subject generally and how to use the format of the National Literacy Strategy to teach pupils the basic skills of phonics and word structure; the week's activities are planned against a background of appropriate weekly objectives drawn from the strategy document. Most teachers use a clear, direct approach in class teaching and there is satisfactory questioning of and discussion with pupils. Relationships in classes are generally good and pupils work well in pairs or groups; pupils are managed well. Lesson objectives are usually made clear to the pupils. With few exceptions, pupils generally concentrate well during these activities. Where pupils have learning difficulties, support is well targeted on their needs. This ensures that their learning is managed effectively. In exercise books, however, there is insufficient insistence on good presentation of work. There is a suitable policy for marking. However it is not followed consistently across the school and often involves little more than ticks and bland praise rather than clear suggestions for improvement that are followed up. Time, support staff and resources are used well. The use of homework is inconsistent across the school. At best pupils take home reading books and spellings but there is no consistency in the use of reading records with a diagnostic purpose. Some teachers use a home/reading diary to monitor pupils' reading progress for example and parents are encouraged to share in the learning of their children but this system is not used consistently.
120. Pupils have adequate opportunities to use their literacy skills in other subjects such as science, history and religious education and there is evidence of the appropriate use of other subjects as the source for the texts for literacy. Although information technology is used by some teachers in lessons, it is not yet an integral part of the literacy lessons as a teaching and presentational tool.
121. Procedures for the assessment of pupils' work are satisfactory overall. Assessment in English over time is satisfactory, based on the optional standardised assessment tests suggested by the Qualifications and Curriculum Authority and undertaken at six monthly intervals. During the inspection however, short-term day-to-day assessment by individual teachers was seen to be inconsistent, and progress was not sufficiently plotted. The objective assessments of pupils'

speaking and listening skills are inconsistent and the recording and assessment of reading and writing are only undertaken as part of the overall process within the assessment for the National Literacy Strategy.

122. Currently the subject is managed by the headteacher during the absence of the co-ordinator who has only recently been appointed. Since the last inspection, the previous co-ordinator has successfully introduced the National Literacy Strategy and this has been particularly successful in raising the quality of teaching. The school's policy outlines the aims and procedures. There has been monitoring of the implementation of the work in literacy and good levels of in-service training to develop teachers' skills. The school has recently started to evaluate its performance in national tests and is beginning to use the information collected to track the development of pupils as they move through the school. Resources for English are satisfactory. The school library is attractive and has a satisfactory range of non-fiction and fiction books. However this is not yet used sufficiently as a learning resource to encourage pupils to become independent learners.

MATHEMATICS

123. The last inspection report indicated that attainment in mathematics was around the national average by the end of Years 2 and 6. Most pupils were making steady progress, although there were some inconsistencies in the coverage of the curriculum. Pupils with English as an additional language made good progress. The teaching of mathematics across the school was often good. The quality of marking was inconsistent. Assessment opportunities were not clearly defined in planning. The school has made satisfactory progress in all of these areas since that time.
124. Attainment in mathematics by the end of Year 2 as shown in the statutory tests has been consistently well below the national average up to and including 2001. Pupils' performance by the end of Year 6 was below average in 1999 and 2000 and well below average in 2001. However, pupils in Years 3-6 in 2001 were attaining standards that were average in relation to those achieved in similar schools. The school did not achieve its target for attainment in mathematics at Year 6 in 2001. However, those results were distorted by high levels of mobility and the significant number of pupils entering the year group from overseas who had experienced very little formal schooling and who had no understanding of English. The school's tracking systems show that, ordinarily, the majority of pupils make at least satisfactory progress in mathematics between Years 2 and 6, with an increasing number making good progress.
125. From the evidence available at this early time in the school year, standards are improving. A significant group of pupils in the current Year 2 are on track to achieve standards in mathematics, which are in line those expected nationally. Overall, however, standards are likely to remain below average overall, largely because the majority of pupils enter the school with low levels of attainment in mathematics and with only limited knowledge of English. From that starting point, they make steady progress, although there is too little time to raise standards sufficiently by the end of Year 2. In Year 6, standards are now below average, with some pupils achieving at higher levels. These improvements reflect the high quality of teaching, particularly in Year 6, and the high expectations of the staff, the depth and rigour of coverage being achieved by the end of the key stage and the structure and consistency provided by the numeracy initiative.
126. The school has implemented the numeracy initiative successfully and teachers are using the structure well. This is indicative of the good support given to newly-recruited teachers. Pupils have access to the breadth of the National Curriculum in mathematics and there is a good balance of experience through the school. In Years 1 and 2 progress is steady. Pupils acquire a secure foundation in mathematics, particularly number. They add and subtract accurately with numbers of increasing size, successfully perform simple multiplication calculations based upon familiar tables and estimate and measure accurately. They recognise time and clock-faces, understand symmetry and produce simple tally and bar charts. The great majority of Year 2 pupils speak at least one language other than English at home. The more able of these pupils, a small proportion of the group overall, were observed working confidently with a magic triangle to reinforce awareness of number bonds to 15. Some additional tasks were available to them and they could manage these independently. There is a positive emphasis on practical mathematical

activities in Years 1 and 2 in order to help pupils to develop confidence and understanding of mathematical concepts. Only a small proportion of the current Year 2 pupils are already working at level 2, with most of the remainder still working within level 1.

127. The emphasis upon number continues in Years 3-6. No pupils' work was available from the previous school year, but planning indicates that pupils cover an appropriate range of work. They have had experience of, and work accurately with, fractions, decimals and percentages, primes and factors, co-ordinates in four quadrants, negative numbers, tally charts, pie charts and grouped frequency bar charts. They understand basic geometry, can measure angles and construct triangles and classify two- and three-dimensional shapes according to their key features. There is a satisfactory balance between the elements of the curriculum. Although there is some slight variation within different classes there is no significant difference in attainment overall between boys and girls. The quality of presentation of written work is generally thorough and careful across Years 3-6 and expectations are made clear even to those who are new to the school. By the end of Year 6, pupils are familiar with, and can interpret confidently, bar charts and line graphs. These skills are used appropriately in other areas of the curriculum, particularly science. There is good use of practical activities. Provision for investigative work remains a positive feature.
128. The quality of learning is good overall. It is uneven in Years 1 and 2 but it is almost always good for the older pupils. The pace in some lessons in Years 1 and 2 is slow and this affects pupils' learning. Most teachers have a clear grasp of the standards that pupils should be achieving, and progress in Years 3-6 is increasingly brisk. There is evidence of more challenging work being provided for the higher attaining pupils throughout, particularly in Years 5 and 6. The school is not yet formally identifying gifted and talented pupils in mathematics, although teachers have a clear awareness of who the more able pupils are. The most effective learning is promoted by clear objectives identified in planning, high expectations by teachers and the lively pace of the better lessons. These factors, together with the good support from learning support staff for pupils with special educational needs and for those with English as an additional language, underpin the improvement in standards in mathematics, which is now coming through. However, for many pupils, issues of language, and the challenge of understanding what is required of them when mathematical problems have to be interpreted from a written text, remain a significant difficulty, regardless of the accuracy of their number skills.
129. The older pupils show a satisfactory grasp of multiplication tables and of the strategies required for accurate mental calculations. This is improving as pupils move through the school because they have had the benefit of regular practice as part of the National Numeracy Strategy. Higher attaining pupils in Year 6 were mentally - and accurately - adding pairs of two digit numbers by identifying near doubles. However, the grasp of multiplication bonds is much less secure in Years 3 and 4 and these pupils still have considerable ground to make up. Teachers recognise the importance of these skills and provide regular opportunities for practice.
130. Pupils have very positive attitudes towards mathematics. When the teaching is stimulating they are attentive and co-operative. They work well together. However, in some lessons pupils' attention sometimes wanders when the work set is less challenging and teaching fails to stimulate them sufficiently.
131. The quality of teaching of mathematics is good for both infants and juniors, with some very good teaching in the juniors. This includes the skilled work of some learning support staff, particularly those assisting pupils for whom English is not their first language. This was a particularly strong feature in Year 6. There has, recently, been some staff change and the school has done well to sustain the quality of teaching. Teachers' subject knowledge is good overall and often very good in Years 3-6. Expectations are high in most classes. Where teaching is best, teachers communicate their enthusiasm for the subject, so inspiring pupils to greater efforts. This was a particularly strong feature of the teaching in Years 5 and 6. There is very effective use of both whole-class teaching and group work within each class. The quality of teachers' planning is good. Learning objectives are always shared with the pupils as the session begins. This was seen used very effectively in classes at Year 1 and throughout the junior classes.
132. Information technology is beginning to make an increasing and improving contribution to the

teaching of mathematics. There is evidence of work in the data-handling element of the mathematics curriculum. The recent development of a high quality computer suite is providing staff with a viable opportunity to develop further the use of technology in the teaching of mathematics. Formal procedures for assessing pupils' progress are satisfactory. There is regular use of standardised test material, to support teachers in their planning. The marking of pupils' work is satisfactory overall and there is some good practice, particularly in Years 3-6. There are occasional comments to guide pupils and to show them how they might improve or extend their work. Targets are identified for groups of pupils, but not yet for individuals. The co-ordinator is providing clear leadership for the subject and has a good understanding of the standards being achieved and of the challenges faced by the school. There is a regular, but limited, programme of monitoring of mathematics teaching. The school has a good supply of resources to support the teaching of mathematics.

SCIENCE

133. It was only possible to observe a few lessons in Years 1 and 2 and additional information was gathered by the scrutiny of books, discussion with pupils and the co-ordinator and a careful review of the teachers' planning and their record and assessment files. The results of the teachers' assessments in 2001 indicated that pupils were attaining standards that were below national expectations. Following a review of teaching strategies the school has committed itself to increasing the amount of investigational and experimental work for all pupils and with the team for raising the achievement levels for minority ethnic groups they are teaching specialist scientific language from the earliest opportunities. As a result the early indications show that pupils' attainment is now well set to be broadly in line with expectations by the end of the present academic year. The school contains a high proportion of children for whom English is not the first language and there is evidence to suggest that many of these pupils have a knowledge and expertise that exceeds their abilities in writing but that given suitable opportunities they are well able to demonstrate. The percentage of pupils with special educational needs is well above the national average and across all classes teachers are working to enable all of these pupils to think and work as scientists rather than just learning scientific facts and copying them onto worksheets. The policy and practice is working well as seen during the inspection.
134. At the end of Year 6, the results of the statutory tests show that in comparison with the national benchmarks for all schools, performance in science in 2001 was close to national expectation with 90 per cent of pupils attaining level 4 or above. Twenty-three per cent of these attained the higher level 5. Again the newly developed strategies are working well and in the lessons seen attainment was already close to the expected levels in the part of the curriculum being studied. With the good teaching observed in Years 5 and 6 most of the pupils who do not have special educational needs are well set to reach the expected level and an increased number are on course to attain level 5 in the tests in 2002. Pupils learn well and when set against prior attainment the pupils make very good progress.
135. In Year 1, pupils are making sound progress and are able to describe characteristics of living and non-living things and discuss their five senses. They use correct scientific language. This progress continues in Year 2, where about half the pupils are already working at level 2 showing good skills in scientific enquiry. They are eager to predict, carry out an investigation and explain the results. They also enjoy looking at the results of other groups and deduce rules by comparing findings. This work is usually undertaken orally with the support of the bilingual staff but pupils remember what they have done far better than what they have just been taught. In physical processes pupils in the Year 2 classes are already working within level 2. They can compare speed and say why some objects move faster than others. However, some of the children for whom English is not the language of home and are relatively new to the school have difficulty in explaining what they have done and what they know.
136. Learning and progress through Years 3-6 is always at least good and is regularly very good because of the strategies employed by the teachers. These pupils acquire scientific knowledge, plan and carry out their own investigation with appropriate levels of support and use correct vocabulary to describe their findings. Pupils in Year 4 enjoyed identifying the natural habitat of wild animals in different locations such as the sea, the arctic and rural and urban Britain. They

then reviewed what effect man had had on the natural environment and this resulted in a discussion about preserving the environment and some very serious ecological issues. Pupils sometimes struggled for the correct terminology but together they worked out exactly what they wanted to say. By Year 6 pupils successfully carried out experiments to discover the effect of friction. Those pupils capable of higher attainment developed a fair test with minimal supervision and were able to explain their findings to the class clearly using scientific language.

137. Pupils' behaviour and attitude to learning in all the lessons observed is good and in some lessons in Years 3-6 it is very good. In most lessons pupils listen attentively to the teacher and co-operate well with one another when working in groups. Pupils are given many opportunities to discuss and explore their own ideas, sometimes using English and sometimes using their community languages before forming their answers in English. Concentration and perseverance are good and pupils are interested in, and enthusiastic about, their work, especially their practical activities.

138. The quality of teaching is never less than satisfactory and it was good in four out of ten lessons and very good in a further two lessons in ten. In the most successful lessons teachers employ good questioning techniques and these are used effectively in order to assess what pupils know and understand. This information enables teachers to plan the next stage of work very precisely and the small steps to success help pupils to learn incrementally, building on what they know and can do and where their own ideas lead them.
139. The support provided for pupils with special educational needs and those learning English as an additional language is good. It is provided across the school by teachers and the classroom assistants and is vital to pupils' learning. Sometimes the key word provided in translation is all that is needed to offer pupils the chance to move on and discover new facts for themselves.
140. The co-ordinator for science has been in post for only two months but has already audited and reviewed the science policy and modified the existing scheme of work to encompass the recommendations of the Qualifications and Curriculum Authority. With the support of colleagues she has worked hard to develop and implement assessment strategies linked to the school's new strategies for assessment in order to improve the accuracy of all teachers' assessment for pupils towards the end of Year 2 and to inform planning. The governors have approved a programme of diagnostic testing to be used during the present year to confirm teachers' day-to-day assessments. A portfolio of pupils' completed work that has been marked and annotated to agreed levels within the National Curriculum is almost complete. It is intended that this will assist teachers in deciding the level being attained by pupils in their work as the year progresses. Testing using a good range of commercial tests and assessment materials is also planned for reviewing special intervention in Years 3-6 where present attainments are not sufficiently high.
141. Materials and resources are adequate and, despite the problems presented by the split-site accommodation they are readily accessible to teachers. All of the equipment is in a good condition and despite the difficulties of having no field close by teachers use the environment in a very practical way to enhance scientific learning. Sometimes work is undertaken during field trips away from school that are totally inclusive for all pupils. The co-ordinator has identified a need to make resources more readily accessible for pupils as an aim for the present academic year with the intention of increasing opportunities for more independent study.
142. The co-ordinator has begun to identify opportunities for the use of information and communication technology and access to approved websites for increased personal study by pupils and to increase independent research. Significant improvement has been made since the last inspection and since the introduction of the new computer suite earlier this term but the school recognises the difficulties for pupils in Years 3 and 4 and the need for all pupils to extend their personal computing skills. The co-ordinator requires a greater amount of time to be made available for support, monitoring and evaluation of the work of colleagues before lessons at the planning stage and during teaching sessions. This will enable the school to be more effective in its commitment to raise standards and bring about improvements in quality, accuracy and consistency of assessment to continue.
143. Teachers are diligent in using skills learned in English and mathematics to support and record the work of pupils in science. With so many pupils using more than one language for thinking, learning and speaking, teachers consider it to be very important to promote good standards in English alongside the practically based work.

ART AND DESIGN

144. During the week of the inspection it was possible to see only a limited number of art lessons being taught, only one in the infant department and two in the juniors. These inspection findings are supported by teachers' planning, work on display, in portfolios and photographs of past work, discussion with the co-ordinator and lesson observations. The indications are that standards across the range of pupils are those expected for their ages, but there are some examples of work that are above or well above average.
145. By the time they are seven, pupils use a range of tools and materials appropriately. They develop

their skills in painting and use these to develop earlier drawings into paintings. Younger pupils make satisfactory use of pastel colour and paint in their pictures. They mix paints to match shades. However many pupils in Year 2 experience difficulty in achieving an appropriate consistency and neat application when working with powder paints. Past work indicates that pupils in Year 2 use a range of materials to make collage pictures after Matisse. They have made three-dimensional flowers and experimented with printing using repeating patterns.

146. By the time they are eleven, pupils carry out an appropriate range of work to build on their skills and techniques, using a wide range of media. Pupils in Year 6 make good drawings of moving figures, set in an urban environment. They use pastels to form a background of these figures in silhouette. They discuss the key features of the picture *The Cardiff Team* by Robert Delaunay and begin to use the techniques used to create pictures centred on landmarks in their own area. Past work indicates that pupils throughout Years 3-6 make successful links with other subjects, for example in illustrating aspects of celebrations from a range of cultures. Pupils paint pictures to illustrate their topic work such as aspects of Tudor life. They continue to use the environment to develop their techniques in observational drawing, collage pictures and paintings. Pupils make three-dimensional models and pots using clay; they use computer programs such as 'clipart' to generate pictures.
147. In the lessons seen pupils' attitudes towards the subject are positive and enthusiastic. They show good levels of concentration. Older pupils particularly, show care in what they produce and work well others, valuing the comments with regard to improving their work. In the lessons seen the pupils behave well and handle tools and materials appropriately and with care.
148. Very little direct teaching of art was seen and therefore it is not possible to make a secure judgement about the quality of teaching. However, the work of pupils implies that teaching is at least satisfactory. Teachers' planning for lessons is secure. What the pupils learn indicates that teachers' subject knowledge varies across the school. Pupils acquire a satisfactory range of skills, knowledge and understanding in their learning. The opportunities given to the pupils with special educational needs are the same as are those for other pupils and they make progress that is in line with that of other pupils.
149. The subject is led by two co-ordinators both of whom have good subject knowledge and are enthusiastic. They have had minimal opportunity to monitor the teaching and learning across the school, but informally monitor provision by seeing pupils' completed work on display. The school has adopted the recommendations of the Qualifications and Curriculum Authority to provide continuity across the school. There are currently no formal procedures for the assessment of pupils' work or records of pupils' achievements. However portfolios and photographs of the work of each class are maintained. The school makes good use of the kiln that is securely housed. The school is currently developing a policy for the display of pupils' work. Resources for art are adequate overall and are easily accessible to both teachers and pupils. The school makes good use of a range of visiting artists, representing a range of cultures and has been successful in exhibiting pupils' work in the community.

DESIGN AND TECHNOLOGY

150. Pupils at the ages of seven and eleven years achieve standards similar to those of pupils of the same age nationally. This is an improvement since the last inspection when pupils at the end of Year 2 achieved standards below the national expectation. These improvements are partly due to the adoption of recent national guidance on schemes of work. The school has adopted all the recommendations and the curriculum now ensures that pupils are consistently building upon prior knowledge and skills. As a result they are now making sound progress in all classes.
151. By the age of seven, pupils can draw pictures of what they intend to make and can list the materials they will need. They have the chance to work with an appropriately broad range of materials now and this is extending the range of practical skills. They are aware of a range of methods of joining things and are encouraged to make their own choices as to the best method to use for their piece of work. They have the chance to use their imagination and to use knowledge from work in other subjects to help them make informed choices about suitable materials. A

good example of this was seen when Year 2 pupils chose heatproof materials to make a house for 'Dino the dinosaur'. Year 1 pupils have visited a local park and evaluated the play equipment there. They are now busy designing their own playground, which they will eventually make using junk materials.

152. By the age of eleven, pupils have developed sound practical skills and their finished products are of a satisfactory standard. They improve the quality of their initial designs, giving colours, sizes and materials required. However, pupils rarely produce a range of designs and then choose the one that is best suited for the purpose. They develop their ability to evaluate products, although this remains the aspect of their work that is least well developed. In fact, they are much better at this than their written work suggests, as much of the evaluation is done orally and relatively informally. Pupils learn how to create movement in their toys, for example by the use of cams in Year 5 and by using motors powered by batteries in Year 6. They develop a sound knowledge about the production of certain foods and the necessary hygiene and safety procedures. In Year 4, pupils have the chance to visit the local pizza shop and experience at first hand how pizzas are produced commercially.
153. Pupils at both key stages are now making satisfactory progress as a result of the introduction of new schemes of work based on national guidance. As a result, they are now systematically developing an appropriate range of designing, making and evaluating skills. This should enable them to achieve appropriate standards in all year groups, rather than just at the end of each key stage.
154. Overall, the quality of teaching is satisfactory across the school with some good features. Teachers have a secure understanding of the subject. This enables them to plan activities that link well to ongoing work in other subjects, for example making a sarcophagus as part of their Egyptians topic in Year 5. The teachers also plan activities which pupils find interesting. As a result, pupils are well motivated, work hard and behave well. Teachers place an appropriate emphasis on the importance of making, without forgetting the place of designing and evaluating. Consequently, pupils have a secure understanding of the design process. Teachers provide competent demonstrations of new skills and techniques and pupils are able to acquire them quickly. Teaching assistants are briefed well and provide very good support for all pupils, including those with special educational needs. Teachers are well organised and lessons run smoothly, enabling the best to be made of the time available.
155. The subject is managed well and the co-ordinator is knowledgeable and very keen to support colleagues, organise training and promote the subject across the school. Assessment is currently a weakness with teachers using informal strategies. A more rigorous system needs to be adopted and consistently applied across the school. The quality of pupils' learning has been improved as a result of the purchase of a much better range of resources linked to the new scheme of work. There is limited use made of information and communication technology in design and technology lessons at the moment as the computer suite has only been in use for a few weeks. The school is aware that this is an area needing further development.

GEOGRAPHY AND HISTORY

156. At the time of the last inspection, standards in geography and history were below those expected. Progress overall was unsatisfactory. Since then the school has implemented a comprehensive scheme of work based on national guidance, which is beginning to promote the development of skills and knowledge step-by-step over time. This is having a positive effect on the pupils' achievement throughout the school. However, in Years 1 and 2 the pupils' poor understanding and use of English, and their inexperience of the world around them, continue to hamper their attainment in geography and history. The school properly places great emphasis on practical work and visits. These mostly take place in the spring and summer months when pupils' English is more established than at the early stage in the school year when pupils' abilities to ask and answer questions are particularly limited. Whilst pupils make satisfactory progress, standards in Year 2 at the time of the inspection are still below those found in most schools. In Years 3-6, the pupils make good progress as their language skills improve, and standards reached in Year 6 are similar to those found in most schools. Pupils with special educational needs make satisfactory

progress. In the main, appropriate group work is planned, but opportunities are missed to tailor work specifically to their individual education plans. Pupils who learn English as an additional language receive good support and make good progress.

157. Many children start in Year 1 with little appreciation of their local environment. Gradually they learn their own address and come to know that Leicester is a city in England. Their concept of city life is not well developed. In Year 2, pupils begin to consider life beyond Leicester. Many do not have the appropriate vocabulary to compare human and physical features in their own locality with isolated conditions on the Isle of Struay. Higher achievers suggest relevant comparisons, for instance, between methods of transport or shopping, but many pupils focus inappropriately on the numbers of toys or computers available. Most pupils are becoming aware of different world locations by following the travels of a toy bear on a world map. In Year 4, pupils consider ways of improving the locality. They suggest appropriate uses for an empty house and create simple designs to explain their ideas. They design an ideal town environment with some knowledge of the practicalities involved. In Year 5, most pupils are aware of the different stages of a river as it makes its way from source to sea. Despite the teachers' good attention to teaching specific key vocabulary, not all pupils are confident in using the appropriate language, for instance, 'tributary', 'estuary' or 'meander'. Discussions with pupils in Year 6 indicate that their knowledge and understanding of the subject are much greater than the work in their books would suggest. They show secure understanding of topics covered in the past and talk knowledgeably with considerable enthusiasm about current work. They name and locate main mountain chains, deserts and rivers on a world map although they are not competent in using co-ordinates. They use their knowledge of climate conditions to compare different regions, drawing out significant features. Their appreciation of conservation issues linked to world and to local issues is satisfactory.
158. Pupils in Year 1 are beginning to gain a sense of the past through comparing old and new toys. Their vocabulary to identify changes is limited. Through observing the Remembrance Day Service on video, and visiting the local war memorial, they are starting to gain some knowledge of significant events in the past. Many children are only in the very early stages of developing a sense of chronology to identify events in the recent past or a very long time ago. They are frequently confused between real events in the past and fiction. In Years 3-6, pupils increase their knowledge of historical periods. They make good progress in appreciating a range of ways of finding out about the past, but are less confident in using sources to carry out independent research. By the time they reach Year 6, pupils talk enthusiastically and knowledgeably about past societies from Ancient Egyptians and Greeks to the events and social changes in Britain since the 1930s. They have good understanding of current work on the Romans. In particular they draw clear distinctions between the roles of invaders and settlers and are aware of the role played by archaeologists in finding out about the past.
159. The quality of teaching in all lessons seen was satisfactory. Only two history lessons and one geography lesson were observed. Evidence from teachers' planning and from discussions with pupils in Year 6 indicates that the quality of teaching in the juniors is good and is leading to good progress particular in Years 4 and 6. Teachers plan their work with clear objectives, which promote skill development well. They use their secure knowledge and understanding of the subjects to ask questions, which clearly help pupils to extend their own ideas. Resources in lessons, as well as educational visits and visitors are used very effectively to bring the curriculum to life and to enhance learning. Pupils respond very enthusiastically. They are keen and eager to learn. Support workers are well informed and contribute significantly to the pupils' progress when working in groups. Good attention is always given to developing the pupils' use and understanding of English. Key words are promoted in most classes by teachers and support workers to enable pupils who speak English as an additional language to increase their involvement and learn effectively. Occasionally, learning slows when the pace of lessons is too slow and then some pupils lose concentration. In less successful lessons, group tasks do not always meet the children's needs, or maintain their interest sufficiently well to enable the potential higher achievers to make good progress.
160. The curriculum co-ordinators work closely together and are providing good leadership in implementing the curriculum and improving achievement since the last inspection. A small number of lesson observations have been used to promote teaching skills. Assessment

procedures at the end of each unit of work check on the development of skills over time, but have not yet provided information to further develop the curriculum. The subjects provide good support for the development of literacy and numeracy skills in the practice of speaking and listening, reading and writing skills and in the use of graphs to record information. The staff is beginning to make more use of information and communication technology through the new facility made available in October 2001. This practice could usefully extended and improved to help pupils to carry out more independent research.

INFORMATION AND COMMUNICATION TECHNOLOGY

161. Standards have improved significantly since the last inspection. Pupils' attainment at the ages of seven and eleven years is broadly in line with national expectations. Improvements in the provision of computer hardware since September 2001 are beginning to have a significant impact on pupils' achievements. Teachers have undertaken in-service training and as a result they are now much more confident in their use of computers. As a result, the quality of teaching has improved since the last inspection and it is now good overall. The school has adopted recent national guidance and there is now a consistency in the quality of subject planning throughout the school.
162. By the age of seven, pupils confidently use computers to word process their work. They can change the size, colour and type of font. Pupils readily use a range of tools in a basic painting program to produce different shapes and fill them with colour. They carry out surveys and enter their results on a database. Pupils then reproduce their findings in a range of different ways, including various types of graphs and pie charts. Pupils can instruct a programmable toy to move in different directions. The highest attaining pupils are able to use computers with a good level of independence. The lowest attainers rely heavily on teachers and their friends for advice. Most pupils carry out basic operations independently, but need support if the program does not perform quite as they expect.
163. By the age of eleven, most pupils have well developed computer skills. They confidently use computers to improve the presentation of their work. They use a spell checker to ensure that their spelling is accurate. They skilfully import pictures from other programs to illustrate their work. Pupils are developing a sound understanding of the need for accuracy in simple programming. They enjoy demonstrating how to write a series of instructions to move a screen turtle so that it will draw a range of regular polygons. Pupils improve their ability to use spreadsheets. They learn how to use formulae so that they are able to work out averages or costs. They are now beginning to access the Internet and to use it to carry out personal independent research. For example, they have supported their work in science by finding out about the planet Venus using the computer. During the inspection, pupils in Year 6 demonstrated a good range of skills as they put together a multi-media presentation. Higher attaining pupils did this with confidence, solving problems for themselves as they arose. The lower attainers needed a considerable amount of support, partly because their limited written English skills meant that they worked very slowly and as a result some pupils forgot the instructions they had been given by the time they came to use them.
164. Overall the quality of teaching is good. As individual teachers have grown in confidence using the new equipment, they report that the quality of their teaching has improved considerably during this term since the new computer suite has been available for use. Pupils use the computer suite each week and they have access to a laptop computer each. The oldest pupils in Year 6 spend two hours each week in the computer suite, using the laptop machines to support their work in almost all subjects. As a result of the frequent access to computers and the improved skills of the teachers, pupils are learning very rapidly and are making good progress in the acquisition of computer skills. Teachers plan lessons thoroughly. They ensure that lessons build effectively on earlier work and maintain a clear focus upon the development of skills. Effective use is made of the interactive whiteboard to provide clear demonstrations of new skills to the pupils. These are accompanied by clear explanations from the teachers and helpful written prompt sheets where appropriate. As a result, pupils quickly acquire new skills. Teaching assistants are briefed well and consequently they provide very effective support. As a result, pupils receive help promptly and do not have time to become frustrated when they experience difficulties. Good planning, using national guidance documentation provides appropriate progression in the development of skills and knowledge. Teachers are beginning to use the nationally suggested guidance on assessment, but this is in the early stages of development and its effectiveness is limited.
165. The co-ordinator is knowledgeable and has helped colleagues to develop their individual skills by encouraging them to use computers to plan their work and by enabling them to attend courses locally. The co-ordinator is aware of the need to develop a clear whole-school strategy for assessment and the recording of pupils' skills as a matter of urgency. Pupils with special educational needs receive appropriate help and guidance in lessons. As in all aspects and

subjects pupils learning English as an additional language are the majority in the school and they make the same progress as other pupils. Consequently pupils have full access to the curriculum and make good progress. The school is aware of the need to use information and communication technology as a means of supporting pupils with special needs and to make use of some of the dedicated special needs programs available.

166. Information and communication technology is used well to support learning in almost all subjects. The school and the governing body have made the provision for information and communication technology a high priority. Effective use has been made of national grants and the school's own funds to buy a large set of laptop computers and to create a specialist room with an interactive whiteboard. Teachers are becoming increasingly confident with its use, but would benefit from dedicated training on the use of the interactive whiteboard, so that they can deal with problems caused by this very useful but temperamental piece of equipment.

MUSIC

167. Standards in music are in line with those expected at the end of both key stages. In the previous inspection there was insufficient evidence to make a secure judgement about standards in music for pupils at the age of seven; standards by the time pupils were 11 were found to be in line with those expected.
168. By the age of seven, pupils are developing an understanding of the use of symbols to describe changing sounds. Most pupils compose a short sequence on untuned percussion instruments, using given symbols for fast/slow, high/low, loud/soft, although several are confused with the terms 'soft' and 'loud' and 'high' and 'low'. Year 1 pupils attain satisfactory standards when they explore the sounds made by a range of percussion instruments. The above average pupils are beginning to evaluate how the sounds can be improved. Pupils in Year 4 have developed their understanding of rhythm and pulse, maintaining the beat well when clapping the rhythm of two and three-syllable words. Other pupils in Year 4 explore different ways of playing the pentatonic scale to compose a tune to a simple song lyric. When singing unaccompanied they maintain the tune well in a range of songs and singing games. Pupils in Year 6 explore a range of cyclic patterns and rhythms. They maintain the rhythmic patterns well when playing untuned percussion. Most pupils show good attitudes to music. When required to do so, they work well together in groups, listen to the contributions from other pupils well and evaluate these appropriately. They behave well and treat the instruments with care.
169. The quality of teaching is satisfactory overall with strengths in the teaching of some pupils in Years 3-6. Good teaching is characterised by high expectations of the pupils with challenging and achievable targets set for them. The pace of these lessons is good and includes a variety of experiences for pupils that reinforce one musical idea and then provide further challenges. All teachers teach music although their subject knowledge is variable. Some lack confidence and as a result the pace of learning in these lessons is slower.
170. The co-ordinator has only recently joined the school. The school uses the recommendations and guidelines of the Qualifications and Curriculum Authority alongside the scheme of work devised by the local education authority. The co-ordinator plans to develop the teachers' subject knowledge and the quality of singing within the school. At present there are no regular extra-curricular groups, although several pupils learn to play the steel pans in a private group. Several musical groups representing a range of cultures visit the school to play. In the past the school choir has taken part in a concert with several other schools. Resources for music are adequate. The co-ordinator has recently reviewed these and is extending provision. At the present time music does not enjoy a high enough profile within the school.

PHYSICAL EDUCATION

171. A range of physical education activities was observed during the inspection, although there was no opportunity to judge standards in either dance or outdoor activities. On the evidence available,

standards by the end of Year 2 are in line with what would be expected. By the end of Year 6, standards in all elements other than swimming are around the expected level. Pupils, teachers and some parents report that an increased focus on physical education is encouraging pupils' enthusiasm and interest in the subject, and this is having a positive effect on standards. Current standards are similar to those reported at the previous inspection. In swimming, the standards achieved by the end of Year 6 are below the level expected. No dance lessons were observed, although there are a range of opportunities for pupils to take part in extra-curricular dance activities. Pupils, including those with special educational needs and with English as an additional language, make satisfactory progress initially, with the pace of progress improving as they move through the school. The satisfactory standards reflect in part pupils' limited involvement in sporting activities beyond what the school provides for them. Overall, the progress made since the last inspection has been satisfactory, with significant improvement in the opportunities provided for extra-curricular sport.

172. Most pupils up to the age of seven are keen to achieve and work with enthusiasm. Year 2 pupils were observed in a gymnastics session. When challenged to develop twisting, long and wide movement sequences, pupils were purposefully involved. They were keen to demonstrate their movements to the others in the class. The majority could replicate an intricate movement sequence and recall this in performance. Progress was good during the lesson, largely because of the brisk pace established by the teacher. Pupils with special educational needs are well supported by additional staff. This enables them to participate fully and make similar progress to others in the class. On occasions the use of time targets improves the pace. Regular opportunities are provided by teachers for self-evaluation in classes across the school; simply at first as teachers encourage pupils to develop their critical skills in observation and in speaking aloud. Teachers in the classes for older pupils expect more critical evaluations as they gain in experience. As might be expected the more advanced level of evaluation is seen only in classes at the top end of the school.
173. In Years 3-6, lessons are managed well. The quality of teaching ranges from satisfactory to outstanding. The majority of teaching is good. In Year 3, a well-managed games skills lesson was observed. This focused on the development of throwing and catching skills. It was quickly evident that some pupils have limited experience of throwing and catching and while they persevered and some made progress in the lesson, the progress which they have made over time has been restricted. Pupils were co-operative and listened carefully. However, some have poor co-ordination and this restricts their progress. In an impressive games skills improvement lesson in Year 6, the excellent soccer coaching skills of the teacher were enabling pupils to learn at a brisk pace. Although pupils have widely varying experience of invasion games, the lesson was structured so that activities were pitched at an appropriate level for different groups. The teacher's enthusiasm and very good subject knowledge inspired pupils to greater efforts and enabled them to learn very well. There were opportunities for pupils to evaluate the lesson and to suggest improvements. In most lessons pupils have the opportunity to analyse what they have done and to consider how their work might be improved.
174. At present, pupils in Years 3 and 4 have the opportunity to swim for three terms out of six across the two years. Relatively few of these pupils have regular opportunities to swim outside school and as a result a significant number do not have sufficient time to develop confidence in the water prior to the end of Year 4. Pupils' access to the water is restricted further by the way in which pool time is managed. Although they are out of school for approximately 75 minutes, pupils swim as two groups, with one group waiting while the other has a 20-minute session in the water. This may arise, at least in part, because the high proportion of weak or non-swimmers means that the learner pool is in heavy demand, while only a small number of pupils are sufficiently advanced to be able to use the larger main pool. As a consequence this is almost empty. However, this does not represent an efficient use of time at present. The school considers that around half of the pupils achieve the required swimming standard, 25 metres unaided, by the end of Year 6. There are no detailed records available for older pupils and so there is no means of confirming whether pupils subsequently achieve the standard. Equally, there is no opportunity for pupils who enter the school later than Year 4 to have access to swimming. This is a weakness in the school's provision.
175. The recently appointed co-ordinator has specialist knowledge in physical education, with

coaching expertise. She is keen to raise the profile of the subject and has already introduced extra-curricular football, rugby and cricket coaching. While some dance is taught within class lessons, this is considered to be an area for development. However, there is good provision for extra-curricular dance, including Asian, Afro-Caribbean and modern dance. The school also fields athletics, netball and tag rugby teams and a football team that has had considerable success in local leagues. This is an area where the school is significantly expanding pupils' opportunities. Staff are beginning to make better use of assessment information to inform teaching and learning. However, standards, particularly in swimming, remain a concern. Whilst the school does not have ready access to grassed playing areas there are a suitable range of good quality resources for physical education.

RELIGIOUS EDUCATION

176. Attainment is satisfactory and often good and fully meets the requirements of the locally agreed syllabus. Pupils' understanding of personal faith is very good throughout the school because of the devout nature of the home environment. Pupils in Years 1 and 2 listen to an extensive range of stories from most of the represented faiths in the school. Most of the children in the infant department are beginning to learn English as an additional language and so it is often difficult for them to express their knowledge and ideas clearly. Judgements in these classes are supported by a careful scrutiny of work, discussion with pupils, observation of lessons and celebrations for Diwali held during the inspection as well as an examination of the teachers' planning files and discussion with the co-ordinator. Pupils' work in Year 2 demonstrates clearly their ability to express their personal understanding of their God and how they are beginning to apply this knowledge to human relationships and to rules for living.
177. Pupils behave well because they have such a strong interest in their own patterns of worship and those of their friends. Pupils are interested in the subject and have opportunities to express their own ideas and work independently or collaboratively.
178. In Years 3-6 pupils build on their earlier experiences and their understanding and knowledge are very good. In some instances pupils' perception of faith issues and how these issues affect their daily lives and their relationships with others is excellent. Pupils know how and why believers of different beliefs worship, meditate and celebrate their faith. They understand the importance of religious texts and traditions. They are aware of the ways in which peoples' lifestyles are affected by their religious beliefs and have a sensitive understanding about the use of symbolism in religion.
179. Pupils learn well and make good progress as their confidence in speaking, listening and writing develops. They become increasingly aware of the ways in which religious beliefs can address issues raised in human relationships. In classes at Year 2 most pupils were able to relate this understanding to how to deal with bullying or people taking things which did not belong to them. With encouragement and support they are able to explore questions and respond to the beliefs of others. Pupils in Year 4 were able to compare worship in a Hindu temple with their own special places for worship in the home. Through sensitive discussion pupils are able to discuss, devotion to and adoration of a deity, who is everywhere, with respect and maturity and are they are clearly working at a level above that of pupils of the same age in many other schools. In Year 6, pupils discuss their personal faith and its effect on their own lifestyle. They refer to other faith communities with acceptance and respect. The school totally reflects the religious and cultural diversity of the pupils in the many good quality displays around the buildings and in the celebrations that it shares with the pupils and their families. Pupils benefit from talking with visitors representing the local faith communities. Members of staff share their diverse beliefs with pupils.
180. The quality of teaching is never less than satisfactory. It is predominantly satisfactory in Years 1 and 2 and ranges from satisfactory to very good in Years 3-6. In the lessons observed planning was detailed and teachers' knowledge and understanding were good. Teachers use good questioning techniques to assess what pupils know and they provide stimulating opportunities for them to discuss issues and to learn from each other. In a Year 4 class the teacher drew out ideas

from the children to extend their thinking and develop language. In one Year 6 class pupils worked in groups to prepare questions for those of a faith different from their own. The teacher encouraged pupils to be sensitive to others by asking practical straightforward questions that explained practice whilst not asking questions of too complex a theological nature that most adults might find challenging. The teacher emphasised that the process was not a test but was a shared learning process. Pupils with special educational needs work comfortably within groups and are sometimes given work that is adapted to help them achieve at the same rate as their friends. Almost all of the pupils speak languages other than English at home and so they find it easy to work within the support system of the school. Overall teachers` make clear to pupils what is expected of them. Teachers have high expectations of pupils; group work is well directed and supported as necessary so that a brisk learning pace is maintained. This gives a clear focus to the lessons and pupils never have to spend too much time on any one task.

181. The co-ordinator is new to the post this term and is enthusiastic and knowledgeable about the subject. The scheme of work has been developed in accordance with the locally agreed syllabus and has been developed from the guidelines of the Qualifications and Curriculum Authority. The school has adapted these documents to include all faiths represented in this very religiously and culturally diverse school. This sensitive focus is very supportive for pupils who have always attended this school as well as others, newly arrived from other countries. The strategies used help pupils to feel included and also promote closer understanding. The school works hard to ensure that there is an even spread of visits to places of worship from all of the faiths represented in the school and the city across all of the year groups. Teachers use their personal understanding and extensive knowledge to ensure a good coverage of topics, as the school population is very mobile. Strategies for assessment are now built into the curriculum at the planning stage but these are new and are not yet uniformly in place. There is clear evidence of purposeful and diagnostic marking being used effectively in pupils' books in some year groups as part of the assessment process. There still needs to be greater consistency with this system in order to enable teachers to evaluate more clearly what pupils know in each year group. The co-ordinator has already identified opportunities for promoting key skills, particularly literacy, through religious education. She now plans to identify additional training needs of colleagues but has not yet had sufficient time enable her to carry out this part of her monitoring role. Opportunities for pupils to carry out personal research and extend their independent study of aspects of particular interest are in the very early stages of development but access to the new computer suite is designed to remedy this deficiency. The school has adequate resources and materials and is able to supplement these from the multi-cultural resource centre as required.