

INSPECTION REPORT

Westfield Junior School

Hinckley

LEA area: Leicestershire

Unique reference number: 119928

Headteacher: Mrs. P. McSorley

Reporting inspector: Mrs. G. Peet
18842

Dates of inspection: 27th November – 1st December 2000

Inspection number: 224698

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior School
School category:	Community
Age range of pupils:	7 to 11
Gender of pupils:	Mixed
School address:	Westfield Road, Hinckley, Leicestershire
Postcode:	LE10 0LT
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr. M. Hopkins
Date of previous inspection:	20 th January 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mrs. G. Peet 18842	Registered inspector	Information and communication Technology	What sort of school is it?
		Art and design	What the school should do to improve further
		Design and technology	The school's results and achievements
		Music	How well pupils are taught
			How well the school is led and managed
Mrs. G. Marsland 13706	Lay inspector		Pupils' attitudes values and personal development
			Pupils spiritual, moral, social and cultural development
			How well the school cares for its' pupils
			How well the school works in partnership with parents
			Staffing, accommodation and learning resources
Mr. M. Heyes 30439	Team Inspector	Science	How good the curricular and other opportunities offered to pupils are
		Physical Education	
		Religious Education	
Mr. T. Elston 20704	Team Inspector	Mathematics The provision for pupils with moderate learning difficulties	
		Special Educational Needs	

Miss. L. R. Spooner 17685	Team inspector	English	
		Geography	
		History	
		Equal Opportunities	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Westfield Junior School is situated in Hinckley in the county of Leicestershire. The school serves a mixed area of both owner occupied housing, and housing owned by the council and housing associations. The school has 288 pupils aged 7 to 11 who attend full time and is bigger than the average primary school. Pupil turnover is average for the size of school. The number of pupils eligible for free school meals is average. There are 59 pupils on the register of pupils with special educational needs which is average for this size of school. There are 15 pupils with a statement of special educational need which is high. This includes the pupils in the Unit for Pupils with Moderate Learning Difficulties who each have a statement. There are very few pupils from minority ethnic backgrounds. Assessment on entry to the school indicates that pupils enter with attainment that is below average. Pupils are taught in 10 age related classes with an average of 29 pupils in each class. There are 10 pupils in the Unit for Pupils with Moderate Learning difficulties, aged from 7 to 11.

HOW GOOD THE SCHOOL IS

Westfield Junior School is an effective school where pupils are valued and very well cared for. The relationships throughout the school are good. The quality of teaching is good and pupils achieve high standards in mathematics and science. Standards in English are below average because although standards in reading are satisfactory the standards achieved in writing are below average. The headteacher, governors and staff work closely together to achieve their aims of producing pupils who are independent, confident and caring achievers. The school has above average income and provides satisfactory value for money.

What the school does well

- The leadership and management of the school is very good.
- The implementation of the National Numeracy Strategy has been very successful, the subject is very well managed and the standards pupils attain are above average.
- The provision for the pupils in the Unit for Pupils with Moderate Learning Difficulties is very good and these pupils make good progress.
- The procedures for the promotion of good behaviour are very good which results in pupils behaving well and having good attitudes to their work.
- The procedures for ensuring pupils' welfare are very good.
- Teaching throughout the school is good.

What could be improved

- Standards of writing.
- The School Development Plan could be more explicitly linked to the raising of standards.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in January 1997. The key issues of the last inspection have all been satisfactorily addressed. The headteacher, who was new to the school at the time of the last inspection, has established good systems and leadership and management. The governors and the senior management team are very good. Standards since the last inspection have been maintained or improved in all areas except writing. Mathematics has improved from satisfactory to good. Standards in geography and music which last time were below expectations are now in line with those expected of pupils at the age of eleven. Teaching has improved and is now good. The level of improvement since the last inspection is good.

STANDARDS

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

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

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

Although standards in English, mathematics and science were well below the national average in 1999 they are now above average in mathematics and well above in science. Standards in English are below average because standards in writing are below. Standards in reading are in line with average. Although standards dropped after the last inspection in English, mathematics and science they have now recovered and are as high as they were in English and higher in mathematics and science. In English the national results have risen and so the school's results in English are still below average. One reason why standards were so low in 1998 and 1999 was that there were an unusually high number of pupils with a statement of special educational need in those groups including pupils from the Unit for Pupils with Moderate learning Difficulties. A particular strength of the pupils' attainment is in numeracy where pupils are confident and competent. A weakness is in the pupils' writing skills. There are insufficient opportunities across the curriculum for them to practise writing and so attainment is unsatisfactory. Challenging targets are set and last year were exceeded in both English and mathematics.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to school are good and are an important contributory factor to successful learning. Pupils are attentive and eager to contribute during classroom discussions.
Behaviour, in and out of classrooms	Pupils' behaviour both in the classroom and around the school is good.
Personal development and relationships	The personal development of the pupils and relationships throughout the school are good. However, there are still insufficient opportunities for the pupils to show initiative and take responsibility.
Attendance	Attendance throughout the school is good. It has improved since the previous inspection and has had a positive effect on attainment and progress.

TEACHING AND LEARNING

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

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

The quality of teaching is good overall. During the inspection no unsatisfactory teaching was observed, 67 per cent was good or better of which 15 per cent was very good. This marks a considerable improvement since the last inspection when 16 per cent of all teaching was less than satisfactory. The best teaching is in numeracy and science and this results in the high standards being attained in these subjects. The teaching of literacy is good although the teaching of writing and the application of writing across the curriculum is underdeveloped. Teachers' expectations of the quality and quantity of written work to be produced by pupils of all abilities are not high enough and this results in pupils attaining standards that are below expectations. A strength of the teaching is the very good management of pupils which keeps all pupils on task and supports effective learning. Learning support assistants are very well informed and make a significant contribution to pupils' learning. This was seen especially in information and communication technology. Another strength of the teaching is in the relationships teachers have with their pupils. This inspires pupils to want to do their best and to learn more. The quality of teaching and learning for pupils with special educational needs is good. The school makes effective use of a specialist teacher for these pupils, and provides informed teaching and useful diagnostic assessments of pupils' difficulties.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of learning opportunities offered to pupils are good. A good range of educational visits enriches and supports the curriculum. The school has worked well to implement the provision of the National Literacy and Numeracy strategies and this is reflected in the good standards achieved by pupils in mathematics and improved standards in reading. Opportunities are well organised for pupils to apply skills in numeracy across different areas of the curriculum and this is having a positive impact on overall standards in the school. The school has recognised, however, the need to provide extra writing opportunities for pupils. The curriculum meets statutory requirements.
Provision for pupils with special educational needs	Curricular provision for pupils with special educational needs is good. The needs of pupils with statements of special educational needs are met well and their annual reviews provide a very good focus for further improvement. The requirements of the Code of Practice are fully met.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school's provision for promoting the pupils' spiritual, moral, social and cultural development is good overall. Provision for moral development is firmly rooted in the caring ethos of the school. Social development is encouraged through opportunities for pupils to work co-operatively together.
How well the school cares for its pupils	Very good. The school's procedures for child protection and for ensuring pupils' welfare are very good. Procedures for monitoring pupils' progress over time are good and in literacy and numeracy are very good. The care and support of pupils with special educational needs are good.

The overall quality of the school's partnership with parents is satisfactory.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school benefits from the very good leadership of the headteacher and is very well managed. The headteacher has successfully nurtured good relationships between all members of the school community and inspires her staff to work hard to provide a good education that will raise standards.
How well the governors fulfil their responsibilities	The governing body offers good support to the school.
The school's evaluation of its performance	Good. The headteacher and the senior management team analyse the results of tests and other data on how well the pupils are doing. Monitoring of teaching is taking place and feedback is given to the teachers on the relative strengths and weaknesses in their classroom practice.
The strategic use of resources	Good. The additional funds provided for the Unit for Pupils with Moderate Learning Difficulties are used appropriately and to good effect.

The provision for staffing, accommodation and learning resources is good. The match of teachers and support staff to meet the demand of the National Curriculum is good. The accommodation is very good and has improved since the previous inspection. The school building is welcoming and maintained and cleaned to a very high standard. Resources for learning are satisfactory overall and have improved since the previous inspection. The school's aims are explicit and are reflected in all aspects of the work of the school. The school is aware of the principles of Best Value and is starting to apply them to its major financial decisions.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • That the school expects their children to work hard. • Their children like school. • The teaching is good. • The behaviour in the school is good. • Their children are making good progress. 	<ul style="list-style-type: none"> • The amount of homework their children get. • The information they get on how their children are getting on. • The leadership and management of the school.

The inspection team agree with most of the parents' positive views about the school. They agree that their children are making good progress in reading, mathematics and science but they find that they are not making sufficient progress in writing. The inspection team feel that the amount of homework pupils are asked to do at home is similar to that of other similar schools. The inspection confirmed that parents are well informed and receive invitations to two formal parents' evenings each year. Written reports to parents are of a satisfactory standard. Should they want to consult teachers after the issue of the pupils' progress reports in the summer term, they are very welcome to do so. The inspection findings do not agree with the parents' view on the leadership and management of the school. Leadership and management are very good.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

- 1 At the time of the last inspection, attainment was judged to be in line with the national average in English and above the national average in mathematics and science. In the years since the last inspection the school's results deteriorated and in 1999 were well below the national average in all three core subjects. The reasons for this fall in standards were the very low attainment of particular groups moving through the school in 1998 and 1999 and the high number of pupils with statements of special educational need. In 1999, ten pupils had a statement of special educational need for learning difficulties. The statistics included the results of pupils from the Unit for Pupils with Moderate Learning Difficulties. In 2000 standards improved considerably in all three subjects and especially in science. In English standards were still below the national average. This is because although standards in reading were in line with the average, standards in writing were below average. In mathematics standards were above the national average and in science well above. Standards in the current Year 6 in English are below average and in mathematics and science above average. Attainment in all other subjects is in line with that expected of pupils at the age of eleven. This marks an improvement in geography and music where results were previously judged to be below expectations.
- 2 Pupils enter the school with results at the age of seven that are generally below average. They make satisfactory progress through the school in English and good progress in mathematics and science.
- 3 Pupils with special educational needs do well at this school in relation to their previous attainment, and many attain, or come close to, national standards by the time they take the national assessment tests in Year 6. Parents are very pleased with their children's rate of progress and the extent by which they grow in confidence. Pupils make particularly good progress in literacy and numeracy, where the school's effective implementation of the national strategies is giving them good practice in the basic skills of reading and number. Pupils' writing develops more slowly, because teachers do not always insist on them producing their best work in lessons other than English.
- 4 The findings of this inspection indicate that the current Year 6 is achieving standards in English that are overall below average. This is because although standards in reading and in speaking and listening are in line with the average, standards in writing are below average. Teachers provide many good opportunities for pupils to develop speaking and listening skills and by the time they are in Year 6 pupils are confident to speak to a group, for example, when speaking to the whole school in assembly. They listen well to each other and to their teachers. Formal reading mainly takes place outside of the 'literacy hour'. Good teaching of reading helps pupils extend their range of reading material and develops their understanding of significant ideas, themes and characters in the text. Standards in writing are unsatisfactory and this is the weakest area of the school's attainment. The quality of what pupils write and their use of grammar and punctuation are below expectations both in English and in other subjects. Short pieces of written work do not demonstrate the extent of pupils' knowledge and understanding in subjects and written work fails to support pupils in consolidating their learning. Pupils' attainment is below expectations because they are given insufficient opportunities across the curriculum to develop their skills and because teachers' expectations of the quality and quantity of pupils' writing are too

low. The school is aware of the need to improve standards in this aspect of English and has a subject action plan in place as part of the School Development Plan. Trends in English attainment over the last four years have been below the national trend but are now rising. In most subjects the quality of written work is unsatisfactory.

- 5 Standards in mathematics are above the national average. This judgement shows an improvement since the last inspection when, although good standards in numeracy were reported, overall standards were judged to be in line with the average. Trends in performance over the last four years have been inconsistent but overall indicate an improvement in standards, in line with the national trend. Pupils enter the school with standards of attainment that are slightly below average. They make good progress, especially in the development of their numeracy skills. They become increasingly comfortable with number, calculating numbers in their head, and rounding decimals up and down confidently.
- 6 At the time of the last inspection attainment in science was judged to exceed national expectations. In the latest national tests for eleven year olds, the pupils' results in science were well above the national average. The inspection findings are that pupils' attainment at the age of eleven is above average. In 2000, the results were particularly high because the pupils in the Year 6 group were temporarily housed in the science laboratories of a local college. This inspired pupils in their work in science and had a positive impact on pupils' performance. The school hopes to maintain the science links with the college and so maintain high standards. Trends in science have been inconsistent but overall in line with the national trend.
- 7 At the time of the last inspection attainment in music and geography were both judged to be below that expected of pupils at the age of eleven. They are now in line with expectations in both subjects. The school has fully addressed the weaknesses previously identified and now has a policy and scheme of work in place for both subjects. In music, pupils' composing skills are sound. Singing is a particular strength and pupils are able to sing with clear diction and in tune. In geography they make good progress in the acquisition of geographical knowledge but their skills of enquiry are not as well developed.
- 8 In order to maintain standards in information and communication technology the school has introduced a new computer suite and installed new computers. Regular use of the suite has ensured that pupils are both confident and competent in their use of the computer.
- 9 In all other subjects attainment at the time of the last inspection was judged to be in line and remains so now. Changes to the curriculum have been made to keep the subjects in line with the recently introduced new curriculum guidelines and to maintain standards.
- 10 In the drive to improve standards pupils are set into groups according to their prior attainment for English and mathematics. Funding for boosting attainment is used to help pupils in Year 5 attain higher than predicted standards. Close monitoring of individual pupils enables targets to be set that are challenging but achievable. Challenging targets are set and last year were exceeded in both English and mathematics.

Pupils' attitudes, values and personal development

- 11 Pupils' attitudes to school are good and have been maintained since the last inspection. Pupils are attentive and eager to contribute during classroom discussions. Most pupils persevere when lessons become more difficult. This was seen in a Year 4 numeracy lesson when pupils who were learning about multiplication and division persevered when they found the concept difficult. Pupils are particularly eager and enthusiastic when the pace of lessons is brisk and they are challenged appropriately. Pupils understand what is expected of them and respond positively. During a Year 3 physical education lesson when they were learning ball skills, they conducted themselves maturely. The positive attitudes of the pupils are an important contributory factor to successful learning.
- 12 Pupils' behaviour in the classroom, in assemblies and around the school is good. This confirms the findings of the last inspection. The school has clear guidelines for behaviour which are consistently applied by the staff. Pupils are eager to open doors and welcome visitors. At breaks and lunchtimes the pupils move around the school calmly and interact sociably with their friends. The pupils respect the school's behaviour guidelines, which are displayed throughout the school, and understand the impact that their actions have on others. During the last reporting year there have been two permanent exclusions from the school. Both incidents related to boys with serious behaviour problems. No bullying or oppressive behaviour was seen during the inspection week.
- 13 The personal development of the pupils and relationships throughout the school are good overall. This is an improvement since the last inspection. The pupils work together well in pairs and in groups. Good examples of this were seen in a Year 3 physical education lesson and a Year 6 information and communication technology lesson when they were learning data handling. Pupils are respectful of the feelings, values and beliefs of others. Pupils in a Year 5 religious education lesson were observed discussing forgiveness without fear or embarrassment. The good relationships between the pupils and the pupils and staff make a positive impact on the caring ethos of the school. The pupils are responsible and trustworthy and assist with tasks in assemblies and classrooms. Year 6 monitors take responsibility for answering the telephone at lunchtime and assisting in the dining hall. Pupils are also encouraged to design their own fund-raising activities and approximately £100 each term is raised for various charities. However, the opportunities for the pupils to show initiative and take responsibility throughout the school are still underdeveloped.
- 14 Attendance throughout the school is good. This is an improvement since the previous inspection and has had a positive effect on attainment and progress. For the last reporting year (1999/2000) the attendance rate of 96 per cent was above national average. Unauthorised absence was well below national figures. The pupils are punctual for school and registration is efficiently undertaken and meets statutory requirements.

HOW WELL ARE PUPILS TAUGHT?

- 15 The quality of teaching is good overall. During the inspection no unsatisfactory teaching was observed, 67 per cent was good or better of which 15 per cent was very good. This marks a considerable improvement since the last inspection when 16 per cent of all teaching was less than satisfactory.

- 16 The best teaching is in numeracy and science. Teachers have a good understanding of numeracy and are confident teaching it. Lessons always start with a good pace and pupils are fully involved from the beginning. Questions are used well to assess pupils' understanding and encourage them to think about the strategies they use. Even though pupils are grouped into sets according to prior attainment, work within classes is still well planned to meet the needs of individual pupils. Teachers have high expectations of the pupils but their warm and friendly manner with the pupils gives them the confidence to live up to these expectations. Sessions at the end of lessons are generally well used to reinforce the learning that has taken place during the lesson and to prepare pupils for the next lesson. Good teaching has had a positive effect on the standards pupils attain in mathematics and in science.
- 17 In science, teaching is good overall and nearly one third is very good. Teachers have good subject knowledge and a clear understanding of fair testing, the correct way to handle resources and the correct use of technical language. Lessons provide a good level of challenge and pupils respond positively. Teachers have high expectations of pupils and make these clear to their class. Careful attention is paid to health and safety, for example when pupils were reminded to wash their hands after handling soil.
- 18 The teaching of literacy is good. All teachers have a good understanding of the requirements of the National Literacy Strategy and set clear learning objectives for each lesson. In most lessons these are shared with the pupils. Teachers generally have high expectations of pupils and manage their classes well. In the better lessons questions are well used to check pupils' understanding and the teachers use pupils' responses to focus teaching. In these lessons time is well used and there is a good balance between teacher talk and pupils' time to think. Texts are well chosen to interest pupils and keep them involved with the task. In some lessons that were only satisfactory, the text was of little interest to the pupils, teachers did not organise time well and at the end of two lessons observed there was insufficient time at the end of the lesson to reflect on what pupils had been doing.
- 19 Teachers' knowledge and understanding of what they are teaching is always at least satisfactory and in literacy, numeracy and science is good. In other subjects teachers prepare thoroughly and are always confident with the subject matter they are teaching. Teaching of the basic skills in reading, numeracy and science is good, although the teaching of writing and the application of writing across the curriculum is underdeveloped. Teachers' expectations of the quality and quantity of written work to be produced by pupils of all abilities are not high enough. As a result, work is often unfinished or too short and the skills of writing are underdeveloped.
- 20 Teachers' planning is effective and pupils usually learn what teachers expect them to learn. Teachers plan together effectively and support each other well. Teachers have high and sometimes very high expectations of pupils.
- 21 Teachers use a range of effective teaching strategies. In one Year 6 class, the display of work on the Tudors effectively supported pupils in their learning and added interest to the topic. In another lesson on religious education a teacher brought in her own Bible from home to add interest and relevance to the lesson. Lessons usually have a brisk pace and a variety of activities are offered to pupils. This helps to retain pupils' interest.
- 22 A strength of the teaching is the very good management of pupils. Teachers quietly implement the assertive discipline policy in such a way that pupils fully understand the expectations and when pupils have to be reprimanded there is little or no disruption to

the teaching and learning. In some classes rewards are used well, for example in Years 3 and 4 when 'chance' cards are given to pupils who work well. Another strength of the teaching is in the relationships teachers have with their pupils. This inspires pupils to want to do their best and positively effects the progress pupils make.

- 23 Learning support assistants are very well informed about the lessons and the pupils and they make a significant contribution to pupils' learning. This was seen particularly in information and communication technology lessons where their expertise was well used to help pupils with difficulties. Resources are well prepared and well used. An example of this was seen in design and technology when the teacher brought in a range of photograph frames from home so that pupils could see for themselves the variety available. They were then able to design their own frames to meet specific purposes or for particular people.
- 24 Day-to-day assessment is good. Teachers use questions well to check pupils' progress and in one lesson observed the teacher repeated work from the previous day because pupils needed more reinforcement. Marking provides good information on how work might be improved. Homework is given regularly. Teachers check that it has been completed.
- 25 The quality of teaching and learning for pupils with special educational needs is good. Teaching is well focused on pupils' needs, and the targets in pupils' individual education plans are clear and realistic. The sets based on prior attainment for literacy and numeracy work well for these pupils, and ensure that they are set appropriate challenges. They are supported well in their work by knowledgeable teaching assistants. The school makes effective use of a specialist teacher for pupils with special educational needs, who provides informed teaching and useful diagnostic assessments of pupils' difficulties. Teaching in the Unit for Pupils with Moderate Learning Difficulties is good.

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

- 26 The school provides a broad and balanced curriculum, which meets all statutory requirements. Findings are broadly similar to those of the last inspection. The quality and range of learning opportunities offered to pupils are good and successfully promotes the intellectual, physical, moral, social and personal development of all pupils, including those with special educational needs. The provision for religious education meets the requirements of the locally agreed syllabus. The school has systematically reviewed its policies and schemes of work since the last inspection and they have been suitably aligned with new national guidelines. This has led to the curriculum being planned effectively to ensure that learning is progressive in all subjects. The school has worked well to implement the National Literacy and Numeracy Strategies and this is reflected in the good standards achieved by pupils in mathematics and improved standards in reading. Opportunities are well organised for pupils to apply skills in numeracy across different areas of the curriculum and this is having a positive impact on overall standards in the school. The school has recognised in the School Development Plan, however, the need to provide extra writing opportunities for pupils across the curriculum.
- 27 Curricular provision for pupils with special educational needs is good. There is good provision made for pupils' literacy support through the Additional Literacy Support programme and in classes where learning support assistants work with individual pupils or with small groups. Targets in individual education plans are well thought out, and they are reviewed regularly. This has satisfactorily addressed a key issue of the

last inspection. Their targets include goals for literacy, numeracy and behaviour. The needs of pupils with statements of special educational needs are met well, and their annual reviews provide a very good focus for further improvement. They have full opportunity to join extra-curricular clubs. The requirements of the Code of Practice are fully met.

- 28 A good range of educational visits enriches and supports the curriculum. These include places of local interest such as Hinckley town centre, Lunt Fort in Leicester, Drayton Manor Park and tree planting in Clarendon Park. There are residential visits by pupils in the lower school to Beaumanor in Leicestershire, and upper school pupils visit an outdoor activity centre in Shropshire. This gives pupils an opportunity to deepen their awareness of a more distant and contrasting environment to that of their own in Hinckley.
- 29 The provision for extra-curricular activities is good. These activities are led by all members of staff and are well supported by the pupils. They include a chess club, a choir, a computer club, knitting and sewing clubs and a mathematics club. There is a good range of sporting activities offered to pupils and these include athletics, rounders, soccer, basketball, hockey, netball and gymnastics.
- 30 The programme for personal, health and social education is good. Lessons are used well to explore a variety of issues to help the pupils develop and improve themselves. For example, in a Year 4 lesson, pupils acted out in role-play how language and body gesture influences decisions regarding complaints over taking a faulty product back to a shop or store. The school nurse comes into school and discusses with the older pupils issues of personal hygiene and growing up. There are policies in place to deal with sex education and issues regarding drugs and substance awareness in modern society.
- 31 The contribution of the community to pupils, learning is good. A number of visitors come into school. For example, representatives from different churches make regular contributions to school assemblies and talk about the Christian faith. The police come into school and talk about citizenship and road safety. Visitors from different art groups, such as the East Midlands Arts Group and Mantle Arts, give pupils opportunities to participate in dance and choral speaking. The school has good links with partner institutions such as the infant school and is a member of the Hinckley Development Group of schools.
- 32 Provision for promoting the pupils' spiritual, moral, social and cultural development is good overall. Provision for spiritual development is satisfactory. Spiritual awareness is promoted in art, music and religious education but is not well developed during acts of collective worship. During the inspection pupils in a Year 5 and 6 music lesson wrote about their thoughts and feelings after listening to Mozart. Pupils in the Unit for Moderate Learning Difficulties were also observed writing prayers during an information and communication technology lesson. Collective worship meets statutory requirements.
- 33 Provision for the pupils' moral development is good and is firmly rooted in the caring ethos of the school. Teachers provide good opportunities for the pupils to discuss moral issues in assemblies and lessons. They have high expectations of behaviour and work hard to ensure pupils know right from wrong. The teachers are good role models for the pupils. Pupils treat each other fairly and comply with the school rules.

- 34 The school's provision for social education is good. Pupils work co-operatively in pairs and groups, for instance, handling data in a Year 6 information and communication technology lesson. The pupils successfully develop a sense of responsibility to others when they raise funds for charity. Older pupils take responsibility as monitors. Activities such as art, dance, music festival, sporting activities and residential visits also widen the pupils' social horizons.
- 35 Provision for the pupils' cultural development is good. The school celebrates the culture of the area through involvement with the local community. The school has participated in art and dance festivals, the mass choir in Birmingham and performed at the Haymarket Theatre in Leicester. The school hosts regular productions and at the time of the inspection was preparing poetry for the Christmas Concert. Displays throughout the school include work on the Tudors, chalk portraits in the style of Holbein and photographs taken during the school's Greek Day. At present older pupils are studying Christianity, Hinduism and Islam during religious education lessons. Displays relating to Divali, Divali lights and Rangoli patterns are attractively on view in the school. Recent visitors to the school have included Asian dances, African and Caribbean drummers and African Arts.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

- 36 The school's procedures for child protection and for ensuring pupils' welfare are very good. This is an improvement since the last inspection. The issue regarding the location of medicines has now been addressed. The school has adopted the local education authority guidelines for child protection. The headteacher is the named member of staff responsible. The headteacher, deputy headteacher and chair of governors have all received training. Staff are aware of procedures and training is updated annually. The school has an effective health & safety policy in place which is consistently adhered to. Fire drills are held termly and fire fighting and electrical equipment are serviced annually. Whole-school risk assessment has been carried out. The school promotes the pupils' personal safety well and an assembly during the inspection reminded pupils of the hazards of fire. Safety is also promoted in displays and physical education lessons. The pupils are well supervised by teachers and ancillary staff at breaks and lunchtimes. There are five members of staff trained to administer first aid and this provides effective support for dealing with accidents and illness. First aid boxes are well stocked and distributed throughout the school.
- 37 Procedures for monitoring and improving attendance are good. Attendance is monitored daily by class teachers and the office staff and headteacher are well informed. Monthly analysis of attendance data also takes place. The school has recently been allocated the services of a new educational welfare officer but have found it only necessary to refer one child in the last four years. Good attendance is successfully promoted with certificates which are also given to the staff.
- 38 The school has very good procedures in place for monitoring and promoting good behaviour. Assertive discipline is well established at the school and a scheme of rewards is in place. This includes the issue of certificates, stickers, the Goodies disco and Pizza Parties. Good behaviour is also promoted in school assemblies. Procedures for the monitoring and eliminating of oppressive behaviour are good. Appropriate sanctions are in place which include warnings, isolation and placing pupils on report. Incidents of inappropriate behaviour are recorded by the headteacher.

- 39 Procedures for monitoring and supporting the pupils' personal development are good. These procedures are underpinned by the caring ethos of the school and the personal, social and health education programme. Staff know their pupils well. The pupils' targets for improvement are displayed on the classroom walls and some pupils maintain records of homework tasks. Links with outside agencies such as the educational psychologist and speech therapist are maintained and which make a positive impact on the pupils' academic and personal development.
- 40 Procedures for monitoring pupils' progress over time are good and in literacy and numeracy are very good. Standardised tests are given to pupils each year. These give useful information about pupils' progress and identify areas of underachievement. Good and detailed records are kept of pupils' attainments in English and mathematics. This is used well by teachers to group pupils into sets of pupils with similar prior attainment for literacy and numeracy and to identify pupils who need extra support, for example in booster sessions in numeracy. Both these measures are helping to improve standards. In science there are good whole school assessment procedures in place to help monitor pupils' attainment and progress over time. In the foundation subjects, there are end of year assessments of pupils' progress, which are passed to the next teacher or school, but there are currently no whole school assessment procedures in place. The school is planning to address this situation in the near future. Teachers' day to day assessment is good. Class work is marked regularly and good use is made of questioning within lessons to assess individuals' progress.
- 41 The care and support of pupils with special educational needs is good. Teachers and learning support assistants know the pupils they work with well. The whole school ethos is well reflected in the way they ensure that pupils with special educational needs have opportunities to take part in all school activities. Their contributions are valued highly and their achievements are well recognised. This is particularly true for those pupils who have statements of special educational need and ensures that these pupils make good progress. There are good procedures for the identification of pupils with special educational needs. Pupils' needs are quickly identified when they enter the school, and appropriate arrangements are made for the regular review of their progress. There is good liaison with outside agencies, which provide valuable support. Good records are kept of pupils' progress in relation to their targets.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

- 42 The overall quality of the school's partnership with parents is satisfactory. Parents feel welcome in school but would welcome more parents' evenings. The inspection confirmed that parents are well informed and receive invitations to two formal parents' evenings each year. Should they want to consult teachers after the issue of the pupils' progress reports in the summer term, they are very welcome to do so. A significant minority of parents feel that the school is not well managed and a very small number of parents have had difficulty dealing with the headteacher. The inspection findings do not agree with the parents' view on the leadership and management of the school. Inspectors have insufficient evidence to support the view that the headteacher is not easy to deal with.
- 43 The school maintains good links with parents. They view parents as partners and encourage parental involvement. Parents are invited to class assemblies and parental attendance is good. The school has appointed a school liaison officer to promote links with parents and the community. Every Friday an attractive newsletter is sent home to parents, which keeps them informed about achievements and school events. Over 80 per cent of parents attend parents' evenings and good support is

received during school productions. A recent school initiative has been demonstrations of literacy and numeracy lessons for parents. However, these were not well attended and many parents have not returned the Home/School Agreements. There is a regular opportunity for parents to help their child in school.

- 44 The impact of parental involvement with the school is satisfactory. The Parent Teachers' Association provides effective support by organising fund-raising events and social activities. During the last year £1500 has been raised to provide the adventure playground, musical instruments and library books.
- 45 The quality of information for parents is satisfactory. The school prospectus has improved and now contains all statutory information plus detailed curriculum information for parents. Parents have the opportunity to consult staff about their child's progress on two formal occasions each year. In the summer term they are also welcome to consult staff after the issue of the annual progress reports. The pupils' progress reports are satisfactory and include all statutory information plus targets for improvement. The recent 1999/2000 Governors' Report to Parents however, does not meet statutory requirements and contains insufficient information regarding special educational needs.
- 46 The contribution of parents to their children's learning at school and at home is satisfactory. There are two parents who frequently assist in classrooms on a voluntary basis and some parents work as ancillary staff. Parents have responded positively to the parents' club for improving tuition skills and the computer literacy courses offered by the school. This enables parents to acquire skills which could assist pupils' learning. Homework requirements are clearly stated in the school prospectus and some parents have responded positively.
- 47 Parents of pupils with special educational needs are well involved with supporting their child. They are informed as soon as the school has concerns and they are consulted in all procedures. Parents are kept well aware of the school's targets for their child and can meet staff three times a year to discuss how much progress is being made.

HOW WELL IS THE SCHOOL LED AND MANAGED?

- 48 The school benefits from the very good leadership of the headteacher and is very well managed. The deputy headteacher and the senior management team ably support her. The headteacher has successfully nurtured good relationships between all members of the school community and inspires her staff to work hard to provide a good education that will raise standards. The school aims are explicit and are reflected in all aspects of the work of the school.
- 49 The headteacher knows what the school achieves. She has a grasp of its strengths and areas for further development. For example, the staff and governors clearly see the further development of writing as a crucial feature in driving the school forward. The headteacher and the senior management team analyse the results of tests and other data on how well the pupils are doing. In reading and mathematics, for example, the information has been used effectively to improve reading and numeracy skills. Monitoring of teaching is taking place and feedback is given to the teachers on the relative strengths and weaknesses in their classroom practice. However, this is not yet done in all subjects or by all co-ordinators. The school recognises the need to introduce this and co-ordinators are to be trained in lesson observation in the new year.

- 50 The headteacher and senior management team monitor on a regular basis the planning of all aspects of the curriculum under its rolling programme. History is currently being reviewed and monitored by staff. Curriculum co-ordinators monitor planning and pupils' work to ensure that there is adequate coverage and progression in learning in their curriculum areas.
- 51 The co-ordinator of the school's provision for special educational needs is a full time class teacher who carries out her responsibilities effectively and efficiently. This co-ordinator is supported well by the headteacher, who held the post previously. The school has addressed the issues from the last inspection well, making significant improvements in the assessment of pupils and allocation of resources. The school meets the requirements of the Code of Practice for special educational needs in all respects other than the inclusion of the required information about its provision in the governors' annual report to parents. There is a designated governor, who has a good involvement in the work of the school.
- 52 The governing body, which is properly constituted, offers good support to the school. Governors are aware of its positive achievements and where there are weaknesses. They are both realistic and challenging in their aims for the school and its pupils. Governors visit the school regularly and are instrumental in identifying where some improvements can be made. For example, governors identified where improvements could be made in the system of supervision at lunchtimes.
- 53 The school's planning takes account of its immediate priorities and identifies suitable resources to support them. The school is aware of the principles of Best Value and is starting to apply them to its major financial decisions. For example, the computer suite was installed and then maintained by a local company at a competitive price. The additional funds provided for the Unit for Pupils with Moderate Learning Difficulties are used appropriately and to good effect.
- 54 There are good financial systems in place to ensure that finances are kept in order. The school responded positively to the recommendations made in the latest local authority audit report. The school's development plan identifies specific areas that require attention but the educational priorities and success criteria identified in the plan are not focussed enough on the raising of standards. The financial implications of the plan are identified with estimated costs.
- 55 The match of teachers and support staff to meet the demand of the National Curriculum is good. Their efforts have succeeded in raising attainment since the last inspection. Teaching is effectively managed and the training of the teaching and support staff is effectively linked to the School Development Plan. There are co-ordinators for all subjects and the school has acknowledged the need to develop their role further.
- 56 The school has prepared well for the introduction of performance management. It has provided appropriate training for the headteacher and governors. The governors have approved a formal policy, as is required by law.
- 57 The accommodation is very good and has improved since the last inspection. The school building is welcoming and maintained and cleaned to a very high standard. The environment is enhanced by colourful displays and provides a stimulating place to work. The school benefits from a separate computer suite, dining hall and gymnasium. The grounds are spacious and accommodate two hard play areas and a playing field. The issue from the previous inspection regarding the isolation of the Unit for Moderate Learning Difficulties has been addressed. Accommodation for the

unit has been located in the main building alongside Year 3 classrooms. Access for the disabled is available at the rear of the school.

- 58 Resource issues regarding geography, religious education, science and special educational needs have been addressed. There has been a significant improvement in the quality of the library and the ratio of computers to pupils is satisfactory.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- 59 In order to raise the standards of work and the quality of education the headteacher, governors, and staff should:

- (1) Improve standards in writing by:
- providing more opportunities for pupils to write extended pieces of writing across a wide range of subjects;
 - raising teachers' expectations of the quality and quantity of the work pupils should produce;
 - providing training opportunities for teachers to develop their skills in teaching handwriting and spelling;
 - monitor the quality of the teaching of writing and the progress that pupils are making, and
 - improve the quality of presentation.
- (paragraphs 1, 4, 19, 26, 49, 66, 68, 72, 74, 75, 92, 105, 109, 133)

- (2) Improve the School Development Plan by more explicitly linking success criteria to the raising of standards.
(paragraph 54)

OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL

- (1) meeting the statutory requirements relating to the governors' annual report to parents.
(paragraphs 45 and 51)

THE UNIT FOR PUPILS WITH MODERATE LEARNING DIFFICULTIES

- 60 The school's provision for the ten pupils with statements of special educational needs in the Unit is very good and significantly improved from the last inspection. The school has addressed all the issues rigorously. Procedures for assessment, their use in the setting of clear targets in pupils' individual education plans and the quality of resources are all now good.
- 61 The nature of pupils' learning difficulties means that standards are below, or well below, national levels. Nevertheless, pupils make good progress in all areas of their development.
- 62 Pupils make particularly good progress in English. The strong focus in the Unit on the development of language ensures that all pupils learn to listen carefully and make appropriate responses. Their speech is often indistinct but the confidence given them by the staff encourages all pupils to respond readily to teachers' questions. Their reading develops well, particularly their memory of words, but few work out new words without a lot of help. They write slowly, but a scrutiny of their previous work shows

how well this has improved over time. In their mathematics, pupils make good progress in the basic numeracy skills, adding and counting numbers with increasing skill. They progress well in the sorting of objects and when ordering days of the week and months of the year. In science, pupils' best work is on the main parts of the body, as they name the main bones and limbs, and when making their own 'thermometer' and deciding whether their experiments are fair. Pupils improve their design and technology skills well as they make boxes out of card, with the oldest pupils evaluating their work well, saying "I think it would work better if it was stronger". In religious education, they retell the story of Rama and Sita with reasonable confidence. They produce interesting work in geography about the local environment.

- 63 A significant aspect of pupils' progress is in their personal and social development and parents see this as a particular strength of the provision. Pupils grow in confidence as they are constantly rewarded for their efforts and staff are particularly good at giving pupils responsibility for making their own decisions about their work.
- 64 The quality of teaching and learning in the Unit is good. The teacher knows pupils very well, and plans lessons carefully to address their weaknesses, whilst building on their strengths. The staff build excellent relationships in the unit, and, whilst all lessons are demanding, pupils enjoy their work and the success they achieve. The teacher combines very good direct teaching with opportunities for pupils to apply their new skills, and this accelerates pupils' learning. She makes it clear at the start of the lesson the learning pupils should achieve and this helps them focus on the work to be done. The support staff and the teacher make a very good team and this makes the most of group work as all pupils benefit from well-informed guidance. A mathematics lesson which exemplifies the strengths of this team work began with the teacher expertly probing pupils' knowledge of the days of the week and months of the year. When gaps appeared in pupils' knowledge, the teacher went over the order of days and months until pupils were clear about them. When one pupil had particular difficulties, the teacher said "I know you find this hard, but by Friday you *will* know all the months of the year." In the group work that followed, the three staff used a variety of stimulating resources to reinforce the concepts, and by the end of the lesson, all pupils had made significant progress in their knowledge.
- 65 The assessment of pupils' progress is good. There are effective systems for establishing pupils' levels of performance, identifying the main targets for improvement and tracking pupils' progress towards them. Support staff make a valuable contribution to these assessments by keeping records during lessons about how well pupils are learning and these form a good basis for further work. The school meets parents regularly to discuss their children and the annual reviews provide a clear picture of pupils' progress.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	61
Number of discussions with staff, governors, other adults and pupils	31

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	15	52	33	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	Y3–Y6
Number of pupils on the school's roll (FTE for part-time pupils)		288
Number of full-time pupils eligible for free school meals		52

FTE means full-time equivalent.

Special educational needs	Nursery	Y3–Y6
Number of pupils with statements of special educational needs		15
Number of pupils on the school's special educational needs register		59

English as an additional language	No of pupils
Number of pupils with English as an additional language	4

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	18
Pupils who left the school other than at the usual time of leaving	14

Attendance

Authorised absence

	%
School data	4.2
National comparative data	5.4

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	33	34	67

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	23	29	33
	Girls	27	24	34
	Total	50	53	67
Percentage of pupils at NC level 4 or above	School	75 (49)	79 (48)	100(64)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	28	30
	Girls	24	24	28
	Total	43	52	58
Percentage of pupils at NC level 4 or above	School	64 (46)	78 (49)	87 (54)
	National	70 (68)	71 (69)	82 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	1
Pakistani	0
Bangladeshi	2
Chinese	1
White	283
Any other minority ethnic group	1

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: Y3 – Y6

Total number of qualified teachers (FTE)	13
Number of pupils per qualified teacher	24
Average class size	28.8

Education support staff: Y3– Y6

Total number of education support staff	9
Total aggregate hours worked per week	219

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	0	2
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	1999/2000
	£
Total income	581,138
Total expenditure	578,161
Expenditure per pupil	1,872
Balance brought forward from previous year	18,283
Balance carried forward to next year	21,260

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	288
Number of questionnaires returned	72

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	51	46	3	0	0
My child is making good progress in school.	44	43	4	1	7
Behaviour in the school is good.	29	61	4	0	6
My child gets the right amount of work to do at home.	22	53	24	1	0
The teaching is good.	46	49	3	0	3
I am kept well informed about how my child is getting on.	31	43	25	0	1
I would feel comfortable about approaching the school with questions or a problem.	51	39	7	1	1
The school expects my child to work hard and achieve his or her best.	53	43	0	0	4
The school works closely with parents.	32	49	15	1	3
The school is well led and managed.	32	38	18	7	6
The school is helping my child become mature and responsible.	38	50	6	0	7
The school provides an interesting range of activities outside lessons.	26	51	13	3	7

Other issues raised by parents

A very small minority of parents felt that the headteacher was not easy to deal with.

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

ENGLISH

- 66 In the latest national tests for eleven year olds, the pupils' results in English were below the national average. When compared with those of similar schools, the results were also below average. However, although the percentage achieving Level 4 and above in writing was low, the proportion achieving the expected level in reading was relatively high. A small percentage of girls achieved Level 5 in writing but no boys attained at this level. Over the four years, 1996 to 1999, there has been no significant difference between the performance of boys and girls. Taking the four years 1996 to 1999 together, pupils' performance in English has been below average. The 1999 results represented a further decline over the previous two years. However, they included the results of pupils on the special educational needs register and some in the unit for pupils with moderate learning difficulties.
- 67 The previous inspection reported that attainment in English by the end of the key stage was in line with the national average. The findings of this inspection indicate that the current Year 6 is achieving standards in English that are overall below average. This is because although standards in reading and in speaking and listening are in line with the average, standards in writing are below average. This judgement shows that the school has maintained the standards in reading and in speaking and listening reported in the last inspection, but that standards in writing have declined. Assessment evidence indicates that the overall attainment on entry to the school is below the national average. Over time, pupils in the recent Year 6 have made good progress in reading and satisfactory progress in writing. During the inspection, there was no evidence of a significant difference in the performance of boys and girls.
- 68 The principles of the National Literacy Strategy are satisfactorily established throughout the school. The teaching of reading mainly takes place outside of the hour. These sessions are effectively organised with well-established routines and practices that enable pupils to make good progress. The lessons are well prepared and provide good opportunities for pupils to read a range of reading material, talk about what they know, and develop their understanding of significant ideas, themes and characters. As a result, pupils have good listening skills and are confident when talking in lessons. Although pupils are provided with satisfactory opportunities to write for a range of purposes, they are rarely expected to produce good quality, longer pieces of work in which they develop ideas and use interesting words with increasing levels of complexity from year to year. This weakness in provision is also evident in other subjects of the curriculum where writing is an expected feature, for example, history, geography and religious education. Although some teachers have high expectations of presentation, handwriting and spelling, this is not yet consistent across the school and results in standards in these aspects of writing are below national expectations.
- 69 In all year groups, pupils are organised in teaching groups according to their prior attainment. This provides good opportunities for teachers to plan lessons more closely to the needs of the pupils. Where teaching groups include pupils with special educational needs, effective levels of adult support result in these pupils making good progress.
- 70 Standards in speaking and listening are satisfactory by the time pupils reach the age of eleven. Most pupils listen carefully, make thoughtful responses to teachers' questions and join in with class discussions. For example, they are able to respond

with appropriate answers when asked to discuss aspects of characterisation in stories or to share their ideas when working on newspaper type headlines. Many opportunities are provided in lessons and in other activities in school for pupils to express their views and ideas. Teachers' good questioning techniques encourage pupils to extend their ideas in a broad range of areas of learning. Participation in drama activities, including working with a visiting drama specialist during the week of the inspection, and opportunities to speak in assemblies contribute positively to the good progress made. By Year 6, the majority of pupils talk about facts and events clearly and are confident when expressing their ideas and opinions. During the inspection, most pupils demonstrated good skills in listening both to their teachers and to others.

- 71 By Year 6, attainment in reading for the majority of pupils is at least average with some pupils demonstrating more advanced reading skills. Most enjoy reading and use their skills well to help their learning in many other subjects. They read a range of fiction and non-fiction books confidently and with good levels of independence. Most pupils read accurately and are developing appropriate levels of fluency and expression. More able pupils respond to the text with good levels of sophistication and are very confident in expressing their understanding of events, characters and themes. Most pupils know how and where to find information in books. The majority confidently tackle unfamiliar text and demonstrate satisfactory levels of understanding when questioned. Pupils have satisfactory library skills because they are taught specific library skills teaching during their weekly visits to the school library.
- 72 In all year groups and by the time pupils reach eleven, attainment in writing is below national expectations. The quality of the content of what pupils write and their use of grammar and punctuation are below expectations both in English and in other subjects. When given a writing task, most pupils do not produce enough work. Although in some classes work is well presented and handwriting is fluent and legible, this is not the case across the whole school. The quality of spelling is variable. Dictionaries and spelling strategies are under-used to check the accuracy of spelling. Many pupils do not review their work critically. Although drafting and editing work were featured in some lessons and evident in some pupils' books, there was limited evidence of this practice being consistent across the school. There are limited opportunities for pupils to use information and communication technology to support their learning in English.
- 73 Since the last inspection the National Literacy Strategy has been successfully introduced and the quality of teaching has improved. A comprehensive policy is in place. The scheme of work provides a good framework for planning. The quality of the library was identified as unsatisfactory at the time of the last inspection. This has been substantially improved and now makes satisfactory provision for pupils to develop library and research skills.
- 74 Teaching is good or better in eight out of ten lessons and in almost a quarter of lessons seen it was very good. This is an improvement since the last inspection when teaching was judged as satisfactory overall. Teachers have good subject knowledge. They usually share the learning objectives of the lesson with the pupils and use the time at the end of lessons effectively to check what pupils have learned and to provide opportunities for them to explain what they have been doing. Planning addresses most aspects of the National Literacy Strategy and is clear and detailed. It provides good opportunities for listening, speaking and reading but does not ensure a sufficient emphasis on the development of writing skills. As a result the majority of pupils do not put enough effort into their writing and pieces of written work are often too short or not completed. Teachers' explanations are clear and questioning is used effectively

to find out what pupils know and understand. This helps pupils concentrate well on what their teachers say and they listen attentively and learn effectively. They are keen to take part in discussion and listen respectfully to others. Teachers know their pupils well and provide resources they know will interest the class. For example, older pupils were enthused about writing in the style of a newspaper reporter and enjoyed reading the exemplar material and using a 'newspaper' writing frame. Teachers provide good opportunities for pupils to work together and as a result pupils have developed good skills in collaboration. During lessons, teachers manage the pupils very well and this has a positive effect upon behaviour and relationships. Good use of time is made by most teachers. Where teaching is very good, lessons are conducted at a brisk pace and all pupils are fully engaged in learning. Additional staff work with individual pupils and small groups and provide good support. Teachers use questions well to assess pupils' knowledge. Planning makes appropriate reference to what has been learned in previous lessons. The marking of pupils' work in books often provides them with good information on how they might improve their work. Pupils' attitudes to the subject and their behaviour is consistently good and this is helping to raise the standards of pupils' work.

- 75 Teachers' expectations of the quality and amount of written work to be produced by pupils of all abilities is not high enough. As a result, work is often unfinished or too short. Where teachers have high expectations of handwriting and spelling, pupils produce satisfactory levels of work. However, this is not consistent across the school and often results in poorly presented work with many spelling inaccuracies.
- 76 The school is beginning to address the issue of improving writing and has a subject action plan in place as part of the School Development Plan. Although this goes some way towards addressing issues in writing, it does not as yet target specific and measurable areas for improvement. Good assessment procedures are in place and pupils are assessed against National Curriculum levels of attainment at the end of each school year. Test results are analysed and used to track the progress of groups of pupils. Some use is made of information and communications technology. However, most computers are centrally based thus limiting opportunities for pupils to use them during lessons. Leadership and management of the subject are good although there are insufficient opportunities for the co-ordinator to monitor standards in each year group and consistency in teaching across the school.

MATHEMATICS

- 77 In the latest national tests for eleven year olds, the pupils' results in mathematics were above the national average. When compared with those of similar schools, the results were also above average. There was no significant difference in the performance of girls and boys. Trends in performance over the last four years have been inconsistent but overall indicate an improvement in standards, in line with the national trend.
- 78 The findings of this inspection indicate that pupils in the current Year 6 are achieving standards in mathematics, including numeracy, that are above the national average. This judgement shows that the school has maintained the good standards in numeracy reported in the last inspection and improved pupils' overall attainment. By Year 6, pupils have a good understanding and knowledge of the multiplication tables up to ten, convert percentages to fractions and decimals confidently, and explain their mental strategies well. Pupils are good at working out challenging problems, to do with sequences of numbers, for example, and try different approaches to confirm their hypotheses. They divide numbers by tens, hundreds and thousands accurately and have a good understanding of the use of the decimal point. Pupils use non-calculator

methods for long multiplication and long division, including the multiplication and division of decimals. When working with two-dimensional shapes and angles, pupils label the various shapes with confidence, and have a good understanding of congruent and symmetrical shapes. Pupils have a good grasp of databases, and how to compile data using frequency tables to produce a graph of their investigations about the throwing of dice. They make good use of information and communication technology in their mathematics, following up work on fractions, for example, in the computer suite. A weakness in pupils' work is linked to their problems with writing, and the presentation and spelling in their investigations are often below the standards usually found. Pupils have sound opportunities to develop their numeracy skills in other subjects, when measuring liquids in science, for example, and calculating distances in geography.

- 79 Given their slightly below average standards on entry to the school, pupils are achieving well. They start well by building up good basic skills in Year 3, and achieve average standards in their work counting up and down in multiples of two, five and ten. Year 4 pupils make sound progress as teachers teach and reinforce skills associated with calculating numbers in their head, and they achieve average standards in their work on shapes. Many Year 5 pupils achieve above average standards, and profit from the extra classes to boost attainment which work on their numeracy skills in particular. They are becoming increasingly comfortable with number, rounding decimals up and down confidently. Their use of number is good, and their work on probability shows a clear understanding of how to tackle problems in different ways to achieve the required result. The demanding teaching in Year 6 ensures that pupils' progress accelerates rapidly, and their overall attainment is soon above average.
- 80 Pupils with special educational needs make good progress. They benefit from informed help from learning support assistants, which enables them to attain, or approach, national standards by Year 6. More able pupils achieve good standards and are supported well by challenging teaching and good extension work in the curriculum planning. Their results in the national tests, particularly the proportion of pupils exceeding the national standard, show the effectiveness of this support.
- 81 After the last inspection the National Numeracy Strategy was successfully introduced into the school before it was introduced nationally. This gave the school an advantage in being able to establish it and gain benefit from its effects sooner than other schools. The co-ordinator for mathematics has become a leading mathematics teacher and has been instrumental in training and helping teachers in the school develop their skills. Extra classes for some pupils in Year 5 have been introduced and these also are having a positive effect on raising standards.
- 82 The quality of teaching and learning is good and similar to that reported in the previous inspection. The main factor in the success of teaching and pupils' good progress is the clear structure provided by the school's National Numeracy Strategy. Teachers plan together effectively and are supported very well in their planning by the mathematics co-ordinator. This gives teachers the knowledge and confidence in their direct teaching of mathematical skills, and ensures that pupils build well on their learning from year to year. The teachers have high expectations of all pupils, and their planning shows a good regard for all groups of pupils. All teachers encourage the pupils to develop a mathematical way of thinking and to relate their work to that done before. In a Year 6 lesson, for example, the teacher followed the question "How can we find the area of a triangle?" with "Think about how we found the area of a square last time." This approach leads to a deeper understanding of mathematics and helps pupils make sense of difficult work.

- 83 Teachers' control of classes is good, and many lessons are characterised by a busy hum of activity. Sessions of mental mathematics are usually brisk and exciting, and are a key reason why pupils enjoy mathematics and develop quick recall of facts. Occasionally, however, when these go on too long, pupils start to lose interest, and their learning slows as a result. Teachers use time at the end of lessons very well, both to assess how much pupils have learned and to gauge which topics may need to be revisited.
- 84 The curriculum is broad and balanced and fully covers the requirements of the National Curriculum for pupils of all ages and abilities. All classes have introduced the National Numeracy Strategy very well into their lessons, with an hour of numeracy teaching every day. Leadership and management of the subject are very good. The subject co-ordinator is very enthusiastic and knowledgeable and gives support of high quality to the staff. He has monitored teaching and provided staff with 'model' lessons. These are important reasons why the quality of teaching is consistently good. The co-ordinator has introduced a good scheme of work, which provides a good structure for teachers' planning and excellent ideas for those who are not specialists. Assessment is thorough, and used very well to analyse the national assessment tests and identify elements of the subject that pupils find difficult. Resources for the subject are good, with a wide range of books and practical equipment available in all classrooms to provide easy access for teachers, support staff and pupils. Some use is made of information and communications technology during the weekly lessons pupils have in the computer suite. However, because most computers are centrally based this limits the opportunities for pupils to use them during lessons.

SCIENCE

- 85 In the latest national tests for eleven year olds, the pupils' results in science were well above the national average. When compared with those of similar schools, the results were also well above average. There was no significant difference in the performance of girls and boys. Trends in performance over the last four years are inconsistent but indicate an overall improvement in standards, in line with the national trend.
- 86 Pupils' attainment at the age of eleven is above average. This maintains the standards identified in the previous inspection. Over the last four years results have been below the national average and well below schools in a similar social context. The reasons for this fall in standards were the very low attainment of particular groups moving through the school in 1998 and 1999 and the number of pupils with statements of special educational need. Another contributory factor was the pupils' poor skills in writing, which were having an adverse effect on standards in the subject, along with staffing changes as teachers were moved to teach different year groups. In 2000, the results were particularly high because the pupils in the Year 6 group were temporarily housed in the science laboratories of a local college. This inspired pupils in their work in science and had a positive impact on pupils' performance. The school hopes to maintain the science links with the college and so maintain high standards. There was no significant difference observed between the performance of boys and girls during the week of the inspection.
- 87 Pupils build on their skills of observation, predication and hypothesising as they move through the school. Year 6 pupils know and understand that electricity passes through a circuit and there are good conductors and insulators of electricity such as wire and plastic. They know a switch can break the flow of electricity around the

circuit. Pupils in Year 6 know and understand that it is essential to eat food with fibre to help the digestive system get rid of bodily waste products. Pupils know which organs are concerned with this process and can say where organs such as their kidneys are on their own bodies. Years 5 and 6 pupils deepen their knowledge and understanding of the factors that influence the different habitats of a beetle, horsefly, millipede and woodlouse by drawing 'habitat keys'. Pupils in Year 5 identify differences and similarities between two types of soils using magnifying glasses. Pupils in a Years 3 and 4 know that to insulate a bottle or container you need two layers of material and that any change in the variable will affect the outcome of an investigation or experiment. In Year 3 pupils know and understand and they need a standard temperature measure when recording different temperatures of liquid. They also recognise that the thermometer needs to be handled by the plastic top or it will affect the accuracy of the reading they are taking.

- 88 Pupils develop their investigational skills well and can follow a line of enquiry. For example, pupils in a Year 4 lesson planned and used their own ideas for an investigation into which materials would insulate most effectively. They planned how they would record their results. Most pupils acquire much of their knowledge and understanding through this type of practical investigation.
- 89 Pupils make good progress in lessons and over time in their learning of the skills of scientific enquiry and in working towards the National Curriculum attainment targets on living things, materials and physical processes. Pupils with special educational needs are well supported by their teachers and support staff and also make good progress over time.
- 90 Since the last inspection the policy and scheme of work for science has been updated to meet the new curriculum. The development of investigational skills in the younger classes, an issue of the last report, has improved. Resources have been improved.
- 91 The quality of teaching and learning is good. All staff have good subject knowledge and understanding. Lessons are well planned with clear learning objectives, which are effectively shared with pupils. Teachers use questioning well, particularly open-ended questioning, to make the pupils think like scientists and find answers and conclusions about everyday things in a scientific way. This was seen in a Year 3 and 4 lesson when pupils were asked how a vacuum flask kept things warm or cold. Lessons proceed at a good pace and are well timed to include an appropriate introduction and a plenary to discuss what pupils found out in the main part of the lesson. Resources are used well to support learning. For example, in Year 6 pupils used batteries, bulbs and crocodile clips well to support their learning in electricity. Pupils use and handle all equipment safely and with respect, and have due regard to the impact of their actions on others. They have a good rapport with the teachers. Pupils' attitudes to their work in science are good; they are keen and eager to participate in the activities planned for them. In lessons pupils are well behaved and relationships are good. This has a positive impact on pupils' rates of learning in lessons. Pupils demonstrate good co-operation skills when working in groups. This was seen in a Year 3 lesson when pupils became involved in discussing with each other their results and findings of different temperatures of liquids.
- 92 The curriculum for science is good. The subject makes a positive contribution to pupils' moral and social development. The development of scientific vocabulary and speaking and listening skills in lessons, makes a significant contribution to the overall development of literacy in the school. Numeracy is developed through activities such as pupils measuring whether boys are taller than girls in Year 4. However, pupils'

writing in science and the use of information and communication technology is insufficiently developed to support learning in science.

- 93 The leadership and management of science are good. The co-ordinator is committed to raising pupils' attainment and the school's performance in the subject. The policy and scheme have been updated to meet new national initiatives in the subject. The school is adequately resourced to teach all aspects of the subject. These are stored centrally or in the classroom and are accessible to both staff and pupils. The co-ordinator monitors and evaluates planning, pupils' work and teaching on a termly basis to ensure there is progression in learning in all aspects of subject. There are good whole school assessment procedures in place to help monitor pupils' attainment and progress over time. In most classrooms there is a display of scientific work, which helps promote pupils' interest in the subject.

ART AND DESIGN

- 94 By the age of eleven, pupils' attainment is at least in line with that expected of pupils in all schools. No lessons were seen during this inspection and so judgements have been made by looking at the work of pupils, the teachers' planning and by talking to pupils. The school plans the subject in blocks of learning and pupils will study art next term. Standards have been maintained since the last inspection when standards in art were judged to be average.
- 95 Pupils make good progress as they move through the school. They work with a range of media, such as paint, crayon, pastel and wax and study the work of famous artists such as Van Gogh. In Year 3 pupils discover warm and cold colours when experimenting with colour mixing. Pupils in Year 4 make shades lighter and darker when they shade caterpillars. Pupils in Years 3 and 4 learn about the work of other artists when they look at the paintings of Lowry and try and produce good quality work in his style. They study movement in the paintings of Monet. Pupils in Year 5 use special paints to produce designs on fabric and produce artwork in the style of Matisse's 'Snail'. Pupils in the Year 5 and 6 class produce good quality pencil drawings of trainers and some charcoal portraits in the style of Holbein. Pupils in Year 6 experiment with printing when they print flowers. Pupils with special educational needs also have work displayed around the school and make satisfactory progress. Pupils in the Unit for Pupils with Moderate Learning difficulties make satisfactory progress. They have produced illuminated writing and experienced the art of other cultures when they make Rangoli patterns.
- 96 Because no lessons were seen it is not possible to make a judgement on the quality of teaching. There is a policy and a scheme of work for the subject that clearly outlines the development of skills. The school is presently changing from this scheme of work to the nationally produced scheme in order to ensure that they meet the needs of Curriculum 2000. Although at present monitoring is informal, the school has plans to formalise the monitoring of teaching in all subjects. Resources for the subject are satisfactory. The profile and appreciation of art are enhanced by the attractive display of art work throughout the school.

DESIGN AND TECHNOLOGY

- 97 The attainment of eleven year olds is in line with that expected for their age. This judgement reflects that made at the time of the previous inspection.
- 98 When designing musical instruments pupils at the end of the key stage in Year 6 are able to generate a wide range of ideas. They think about the processes they will need to follow in order to make their instruments and prepare in advance the materials they will need. They use saws appropriately and follow the safety advice given by the teacher. Pupils make satisfactory progress as they move through the school. In Year 3 and in the Unit for Pupils with Moderate Learning Difficulties, pupils have looked at different sorts of packaging before designing their own. They are able to see that when designing they have to think about not just how the finished product might look but also about how they are going to join it together. In Year 4 pupils make very good progress in learning to design when they look at a range of different photograph frames and think about the different situations in which they might be used. The subsequent activity of drawing the frames from three different angles helps them understand that designing is not simply drawing a picture but considering the whole artefact. In Year 5 pupils use a design framework to help them think about the materials and techniques they will use to make a musical instrument. Pupils with special educational needs also make satisfactory progress and are fully included in all activities.
- 99 Teaching and learning are satisfactory overall and one very good lesson was seen. In this lesson the teacher's enthusiasm for the activity was transferred to the pupils who became equally excited by the prospect of designing a photograph frame. The teacher planned a lesson that would help develop pupils' understanding of the different elements of designing. The lesson was stopped in time for the teacher to discuss the problems that pupils had faced and in this way build on pupils' learning whilst the problems and issues were fresh in their minds. Teachers have satisfactory knowledge and understanding of the subject. They are well prepared and manage the activities effectively. Pupils enjoy design and technology and are very sensible when carrying out practical activities. Pupils in Year 6 waited patiently for their turn to use the tools and helped each other by holding things when required.
- 100 The school has only recently adopted the nationally recommended scheme of work for design and technology but this is already increasing teachers' confidence in their teaching of the subject. The co-ordinator has only recently been appointed and so his role in monitoring and evaluating the teaching is still underdeveloped. He is, however, very enthusiastic and is already taking an active role in monitoring the subject informally and in supporting teachers that need support. The resources are satisfactory and are easily accessible to all teachers. During lessons pupils are encouraged to talk about their work and this helps to develop speaking and listening skills. There were few opportunities however for pupils to develop their designing skills through the use of information and communication technology.

GEOGRAPHY

- 101 During the inspection, it was possible to observe only two lessons. However, this, combined with an analysis of the work of pupils in all classes indicates that by the age of eleven, pupils attain standards that are in line with those expected for their age. Much improvement has been made since the last inspection when attainment was judged to be below national expectations. The school has fully addressed the weaknesses previously identified and now has an effective policy and scheme of work

in place. These have provided an effective framework for consistency in planning throughout the school.

- 102 Pupils enter the school with overall attainment below national expectations. They make good progress in acquiring knowledge acquisition and in their understanding of some environmental and conservation issues. Skills of enquiry are not as well developed. Only a minority of pupils is able to evaluate what they have learned and draw conclusions. Pupils are developing good skills of discussion but the quality of their written work is unsatisfactory. Most pupils do not put enough effort into their writing. This often results in very short pieces of work that do not demonstrate the extent of their knowledge and understanding. Pupils with special educational needs are provided with effective support in lessons and make good progress.
- 103 Pupils in Years 3 and 4 have been studying the school environment. Their work indicates a satisfactory understanding of how they might improve the school premises and facilities. The school has taken the pupils' suggestions seriously and has responded positively. Other work indicates that pupils are developing a sound understanding of the importance and use of water in different countries of the world.
- 104 In a Year 5 lesson pupils demonstrated a good understanding of biodegradability and its effect on the environment. In discussion work they compared aspects of recycling in Hinckley and Calcutta. Pupils in a Years 5 and 6 lesson demonstrated a satisfactory level of understanding of energy saving and alternative power sources. Work completed earlier in the term indicates a sound knowledge of the physical features and characteristics that go towards making a city. In their study of Peru, pupils are beginning to grasp the issues surrounding the effects of migration on the environment.
- 105 In the two lessons seen, the quality of teaching and learning was satisfactory overall with some good features. The best features of teaching are the good opportunities for discussion. Pupils listen attentively and many are keen to answer questions and take part in discussions. Lessons are planned clearly and pupils are managed well. The effective use of resources, for example, interesting video recordings, promotes good levels of interest and involvement. Teachers do not however provide sufficient opportunities for pupils to write at length. Expectations of the quality and presentation of work are not high enough. As a result, pupils' writing is often too short and sometimes unfinished.
- 106 The co-ordinator has worked hard to successfully develop the policy and scheme of work. Resources, identified as unsatisfactory at the time of the previous inspection, are now sufficient to support all aspects of the programme of study. The approach to planning is consistent across the school. The co-ordinator's monitoring role includes the evaluation of planning but the present system does not provide sufficient opportunity for her to be able to monitor planning across the whole age range. A programme is in place as part of the school development plan for the co-ordinator to monitor and evaluate teaching and standards of work next term. The planning and teaching of geography provide many opportunities for pupils to learn about social, moral and cultural issues and the subject makes a very good contribution to these aspects of the pupils' development.

HISTORY

- 107 By the time pupils reach eleven, standards in history are broadly in line with national expectations. This judgement broadly reflects that made at the time of the previous inspection. The school plans the subject in blocks of learning. Pupils in Years 3 and 4 will study history next term. During the inspection, three lessons were observed in Years 5 and 6, discussions took place with pupils and samples of work completed earlier in the term were analysed. Attainment on entry to the school is below national expectations overall. Pupils have made good progress in knowledge and understanding by the end of Year 6. Pupils with special educational needs are provided with effective levels of support in lessons and also make good progress.
- 108 Pupils are developing a satisfactory knowledge and understanding of Tudor monarchs and aspects of life in Tudor times. In the lessons observed pupils demonstrated a secure understanding of the differences and similarities between food today and food in Tudor times. They are acquiring a sound knowledge of the construction of Tudor houses and the differences in the way of life between rich and poor. Pupils in Year 6 are able to describe some of the methods of conserving food and the reasons why this was so important. Work completed earlier in the term indicates a satisfactory knowledge of the facts and some of the reasons surrounding the many marriages of King Henry VIII. Most work, both discussion and written, indicates that although pupils are developing satisfactory knowledge and understanding, they are not yet well skilled in interpreting issues through research and enquiry.
- 109 The quality of the teaching and learning observed is satisfactory overall with some good features. Teachers have secure subject knowledge. They make explanations clear to the pupils and this helps them to acquire knowledge and understand some of the reasons behind life and politics in Tudor times. Teachers plan and provide good opportunities for pupils to discuss in class and small group sessions. As a result, pupils are confident to talk about what they know and exchange knowledge and ideas. Pupils are well managed and are well behaved as a consequence. Insufficient opportunities are provided for pupils to write. This often results in short pieces of work that do not demonstrate in sufficient depth what pupils know and understand. The analysis of pupils' work also indicates that throughout all year groups pupils are generally not expected to produce sufficient written evidence.
- 110 A satisfactory policy and scheme of work are in place. These provide teachers with appropriate guidelines and support for planning. Planning follows consistent practice throughout the school and ensures that all pupils make progress. Resources are well organised and stored. The subject makes a good contribution to the pupils' moral, social and cultural development. The leadership and management of the subject is good. The co-ordinator monitors teachers' planning and has had some opportunities to monitor teaching.

INFORMATION AND COMMUNICATION TECHNOLOGY

- 111 By the age of eleven pupils have attained standards in information and communication technology which are in line with those expected for pupils of that age. This maintains the standards judged to meet national expectations at the time of the last inspection.
- 112 Pupils in Year 6 use computers confidently. They load and close down programs independently and are confident to explore what the computer can do. Pupils are able to access and use information in order to produce graphs showing various attributes. They present information in a variety of forms. Throughout the school

pupils make satisfactory progress in developing their skills. Pupils in Year 3 learn how to use the computer for word processing. They edit using the spell check and with support use the mouse to click on commands. Pupils in Year 3 and 4 open and close a paint program. They choose from a range of fonts and colours. Pupils with special educational needs receive the same opportunities as other pupils and make satisfactory progress. They are well supported in class lessons by the teachers and the learning support assistants. Pupils in the unit have their own computer which means that they have regular access and make good progress.

- 113 The school has recently connected five computers to the Internet and some pupils have recently been given their own e-mail addresses. Pupils in Year 5 receiving e-mails for the first time needed help from the learning support assistant but quickly gained confidence. When replying to emails, they are confident entering text and in rectifying mistakes. Pupils in Years 5 and 6 begin to get familiar with the Internet by exploring the school's own web site.
- 114 Pupils share computers well and discuss what they are doing in a mature way. Pupils struggling to send and receive e-mails help each other when the teacher or learning support assistant is not available. Their sensible attitudes and willingness to collaborate helps them to learn from one another.
- 115 Since the last inspection a new computer suite has been installed and computers have been upgraded. There is a satisfactory range of software. A new co-ordinator has been appointed who has been active in providing training for teachers to help them increase their own confidence in the use of computers.
- 116 Teaching and learning are satisfactory. Lessons are well organised with clear learning objectives. Teachers' confidence varies but all are well prepared for the lessons they teach and have the necessary skills to give pupils the support they require. There is an appropriate focus on the teaching of basic skills, which teachers do well. Learning support assistants are well trained and make a significant contribution to pupils' progress. Pupils are encouraged to try things out for themselves and this helps them learn and gain confidence.
- 117 Classes are timetabled to use the computer suite regularly and whole class lessons on the use of information and communication technology are helping pupils to develop the expected skills. The lack of computers in classrooms however means that the subject is not always used well to support other subjects, for example spontaneous research into some aspect of history or geography. Pupils get few opportunities to use information and communication technology for extended writing and so the contribution of the subject to the development of literacy skills is limited. In order to address these problems teachers plan the use of the computer suite for activities in subjects such as mathematics and music. Pupils are able to use CD-ROMs using the computer in the library but no pupils were seen taking advantage of this opportunity during the week of the inspection.
- 118 The co-ordinator is enthusiastic and hard working and is successful in improving teachers' confidence in teaching of the subject and in maintaining standards. She prepares all lessons for the Years 5 and 6 classes but at present has little opportunity to monitor work in Years 3 and 4. The school is aware of the need to address this problem and plans to give time in future to enable her to monitor planning and teaching more thoroughly. She gives technical assistance in the use of computers and has recently designed the school web site. Leadership and management of the subject are good.

MUSIC

- 119 At the time of the last inspection attainment in music was judged to be below expectations and the rate of progress unsatisfactory. The findings of this inspection are that standards have improved and at the age of eleven are now in line with national expectations.
- 120 Pupils make satisfactory progress as they move through the key stage. Pupils' composing skills are sound. Pupils in Year 3 compose their own pieces using the movement of animals as a stimulus. They perform their work to their class. Pupils in a Year 5 class use percussion instruments to make the sounds of nature and link this to the work they have been doing in science. By the time they are eleven pupils are beginning to improve repeated patterns and make sound to reflect differing intentions. Pupils learn to listen carefully and attentively when, for example, relating the ways in which animals move to the music of 'The Carnival of the Animals'. Older pupils begin to appreciate the music of the great composers such as Mozart and write their thoughts and feelings about what they hear in their own listening book. Pupils in Year 6 learn about music in Tudor times when they listen to the music of the 'Pavanne' and try to dance the correct steps. Pupils from the Unit for Pupils with Moderate Learning Difficulties are well supported when joining other classes for music lessons and make satisfactory progress. Other pupils with special educational needs make progress in line with that of other pupils.
- 121 Singing is good with pupils able to follow the lead from the piano. They start confidently at the beginning of each verse of a hymn, sing with clear diction and in tune. They lower their voices at appropriate moments and show sensitivity to the words they are singing.
- 122 Teaching and learning are satisfactory overall although one good lesson was seen. In this lesson the teacher had clear learning objectives that were shared with the class. The activities were well matched to the learning objectives. The tasks were explained clearly and groups of pupils efficiently organised. In other classes teachers did not always insist on the full attention of the pupils and sometimes pupils' excitement with the activity limited the learning that could take place. Pupils enjoy music lessons and when singing in assembly show obvious enjoyment. In music lessons their attitudes to learning are satisfactory and good when the teaching is good. When working together they work collaboratively and productively. Pupils have some opportunities to use computers to support learning in music.
- 123 Leadership and management are good. Since the last inspection a new co-ordinator has been appointed who is enthusiastic and keen to motivate teachers in the teaching of music. Several workshops for staff have been organised and teachers are now confident. A room has been dedicated to music and extra resources have been bought. Resources for music are now overall good although there are insufficient instruments representing the music of other cultures. There is a school choir which meets every week. Choir singing is of a high standard and pupils represent the school at a number of functions.

PHYSICAL EDUCATION

- 124 By the time pupils reach eleven standards are in line with national expectations. This maintains the standards identified in the last report. Pupils of all abilities make good progress over time. As they move through the school, pupils develop their skills and perform with an increasing competence. All pupils have a clear understanding of the effects of physical activity on the body.
- 125 During the week of the inspection, lessons observed covered games, dance and gymnastics activities. Discussions with the subject co-ordinator, teachers and pupils, and a scrutiny of planning indicate that the school provides a balanced programme of physical education, which fully meets the requirements of the National Curriculum. Pupils learn to play games, participate in gymnastics and respond to music through dance. All pupils in the school have swimming lessons on a termly basis. By the time pupils leave the school they can swim the minimum recommended 25 metres. Pupils also have experience of outdoor and adventurous activities using the 'trim trail' on the school playing field.
- 126 Pupils acquire a good range of small-sided games skills. They can bounce and pass a ball accurately and send it to a partner in a practice session. They can use hockey sticks to strike, receive and pass a ball. This was seen in a Year 5 and 6 lesson, in which pupils used their hockey skills in mini-sided games of attack and defence. Pupils also develop a good sense of the need for rules when participating in such activities. Pupils respond to music through dance movements. This was seen in a Year 5 lesson, when pupils created 'Winter Olympic' sports of ice hockey, speed skating and figure skating in their dance sequences. Pupils develop and improve their gymnastics skills by working on routines and sequences of movements using apparatus. This was seen in a Year 3 lesson, when pupils performed a sequence of movements, which included a forward roll and pivotal jump using mats to the accompaniment of music. Pupils gain experience of participating in a wide variety of sports and compete effectively within school, and in competitive inter-school sports events in Hinckley.
- 127 The subject makes a positive impact and contribution to pupils' social and moral development in the school. All pupils have opportunities for playing team games and develop a sense of competitiveness and fair play. Pupils' speaking and listening skills in lessons make a sportive contribution to promoting literacy skills in the school.
- 128 The overall quality of the teaching and learning observed in lessons is good. Lessons are well organised, structured and planned effectively to offer pupils progression in learning and a safe working environment in lessons. They begin and end in an orderly manner and contain well-planned warm-up and cool-down activities. Teachers set appropriate physical activities, which also include clear explanations and instructions and encourage pupils to develop their skills. This was clearly demonstrated in a Year 3 gymnastics lesson, in which the teacher provided a series of activities, which culminated in pupils' performing a sequence of gymnastic movements. All lessons observed have a good pace and class management of pupils is a feature of lessons seen. Teachers have good subject knowledge. They are effective in encouraging pupils of all abilities to participate in all aspects of the subject. Guidance and questioning are used well and pupils are encouraged always to refine and improve their performance, for example in a dance activity. All teachers act as good role models, dressing appropriately for lessons and showing a real enthusiasm for the subject which is reflected in the good pupils' attitudes. Behaviour whilst pupils are preparing for and participating in lessons is of a good standard and this includes moving around the school to go to the gymnasium or playground. Pupils listen

carefully and respond well to teacher advice or guidance. They are enthusiastic participants and make good use of the opportunities provided, for example, when practising small games skills or dance activities. They co-operate well in small groups or working in a larger group.

- 129 A good range of extra-curricular sporting activities takes place in the school and includes soccer, basketball, gymnastics, both boys' and girls' dance, rounders and athletics.
- 130 The subject is well led and managed by an enthusiastic co-ordinator. The school is well resourced for teaching physical education. There is a large hall and gymnasium, a large playing field with a 'trim trail' for outdoor and adventurous games and two large hard surfaced playgrounds. There is also a wide range of apparatus available which is stored centrally in the gymnasium and an adjacent hut and which is accessible to pupils and teacher alike. The policy and scheme of work are currently being redrafted and updated to meet current national initiatives within the curriculum. Although there are no formal whole school systems of assessment in place, teachers' provide clear feedback and encouragement during lessons.

RELIGIOUS EDUCATION

- 131 Standards have been maintained since the previous inspection and they meet the expectations set out in the locally Agreed Syllabus. Pupils of all abilities, including those with special educational needs make good progress in lessons and in learning over time. Issues expressed in the previous inspection have been addressed through the school adopting the recent curricular initiatives and updating its resources and artefacts to teach pupils about the major world faiths.
- 132 By the age of eleven pupils have developed and extended their knowledge of the major world faith communities. In Year 3 pupils know about the Hindu religion and the importance of Rama and Sita to the faith. Pupils in Year 4 know about the significance of the Divali celebration in the Hindu faith. Pupils in Year 4 also learn about other religions such as Christianity and know stories from the Old and New Testament of the bible. For example, in a Year 3 and 4 lesson pupils discussed and compared the dreams of Joseph with their own dreams and experiences. Older pupils learn more about Christianity and understand its beliefs and ethics for the practising Christian. For example, in a Year 5 lesson, pupils listened to the parable from the New Testament of the 'Unforgiving Servant', and then related it their own personal life and how they tried to forgive people. Issues of everyday life are considered alongside religious belief such as community, the family, personal and social responsibilities. This was clearly seen in a Year 6 lesson, when, after listening to the parable of the 'Good Samaritan', pupils considered what their actions would be if someone needed their assistance.
- 133 The quality of teaching observed is never less than satisfactory. Teachers' subject knowledge is secure. They use correct religious terms and this supports pupils' rates of learning in lessons well. Religious education makes a positive contribution to pupils' spiritual, moral, social and cultural development. For example, in a Year 3 and 4 lesson, pupils were asked to think about the moral dilemmas of their dreams. Pupils are well managed in lessons and are taught by teachers' telling examples of how to respect the beliefs and values of others. Lessons are well planned by staff and proceed at a good pace. Pupils work well and collaboratively and they listen to each other's opinions. This was seen in a Year 6 lesson, when pupils worked well together in sharing and writing about their feelings. Teachers use questioning and advice well to support and help pupils' learning well. This was seen in a Year 6 lesson, when the

teacher moved around the classroom helping and supporting different pupils. Pupils have good attitudes to the subject. They behave well in lessons, work well and are interested in the artefacts, and religious rituals. Pupils' cultural development is promoted effectively through the progressive gains in learning about some of the beliefs, festivals, rituals and lifestyles of Christianity and Hinduism. Pupils speaking and listening skills and the development of specialised vocabulary make a positive impact on the development of literacy in the school. However, pupils have too few opportunities to express themselves fully through writing to support the development of their writing skills or to use information and communication technology to support their learning of that subject.

- 134 The subject co-ordinator is enthusiastic and manages the subject well. The policy is being currently updated to meet national initiatives in the subject and the scheme follows the locally Agreed Syllabus. The co-ordinator monitors teachers' planning and pupils' work and staff will come into his classroom to observe his teaching and practice in the subject next term. There are end of year assessments of pupils' progress over time, which are passed to the next teacher or school, but there are currently no whole school assessment procedures in place. However, the school is planning to address this situation in the near future. Resources are stored in the co-ordinator's classroom and are being gradually being built up.