

INSPECTION REPORT

draft

SKETCHLEY HILL PRIMARY SCHOOL AND MENPHYS NURSERY

Hinckley,

LEA area: Leicestershire

Unique reference number: 119986

Headteacher: Mrs. Susan Lees

Reporting inspector: Mr. Alan Fullwood
21184

Dates of inspection: 1st – 2nd July 2002

Inspection number: 2303~~2~~59

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

© Crown copyright 2002

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior with SEN nursery |

School category: Community

Age range of pupils: 2-11 years |

Gender of pupils: Mixed

School address: Sketchley Road
Burbage
Hinckley
Leicestershire |

Postcode: LE10 2DY |

Telephone number: 01455 238640

Fax number: 01455 614201

Appropriate authority: The governing body

Name of chair of governors: Mr. Daniel Banks |

Date of previous inspection: November 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
21184	Mr. Alan Fullwood	Registered inspector
14324	Mr. Michael Hudson	Lay inspector
24031	Ms. Iris Idle	Team inspector
4350	Mr. Clive Whittington	Team inspector

The inspection contractor was:

Full Circle [division of Parkman](#)

The Brow
23 Trewartha Park
Weston-Super-Mare
North Somerset
BS-23 2RT

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London
WC2B 6SE

REPORT CONTENTS

	Page	
PART A: SUMMARY OF THE REPORT	<u>16</u>	
Information about the school		
How good the school is		
What the school does well		
What could be improved		
How the school has improved since its last inspection		
Standards		
Pupils' attitudes and values		
Teaching and learning		
Other aspects of the school		
How well the school is led and managed		
Parents' and carers' views of the school		
PART B: COMMENTARY		
WHAT THE SCHOOL DOES WELL	<u>12</u>	
WHAT COULD BE IMPROVED	<u>18</u>	
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	<u>20</u>	
[OTHER SPECIFIED FEATURES]	[]	
PART C: SCHOOL DATA AND INDICATORS	<u>21</u>	

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Sketchley Hill is a bigger than average sized primary school situated in Burbage, on the edge of Hinckley in the county of Leicestershire. The 381 pupils on roll, aged from four to eleven11 years, are taught in 15 single-aged classes. Currently, there are slightly more girls than boys. At the time of the inspection, 40 children were in their Foundation year. The school has a special educational needs assessment nursery attached to the school. This provides a twenty20 full-time equivalent place nursery for children with physical and mental disabilities. The school mainly serves the immediate area around the school while the nursery serves the county of Leicestershire. Pupils live mainly in owner occupied houses. Approximately three per cent of pupils are currently entitled to free school meals, which is well below the national average. Approximately 12 per cent of pupils are on the school's register of special educational needs, broadly in line with the national average. All children in the nursery are on the register of special educational needs. Ten pupils come from ethnic minority backgrounds and none are at an early stage in the acquisition of English. There is little movement of pupils to and from the main school at times other than their normal first admission or when they transfer to secondary school but there is considerable movement of children in the nursery. The attainment of the children on entry to the school is generally average. However, their attainment in mathematics is generally above average.

HOW GOOD THE SCHOOL IS

Sketchley Hill Primary is a good school where pupils of all abilities make good progress in English, mathematics and science. It provides a good all round education for its pupils and successfully encourages them to develop good attitudes to learning and to behave very well. The school is led and managed well and provides good value for money.

What the school does well

- Enables pupils to make good progress in English, mathematics and science by the time they leave the school.
- The very good provision made for pupils' personal development that enables them to be independent and to use their initiative.
- The very good provision made for pupils with special educational needs in the nursery and main school.
- The school provides well for all pupils by responding positively to their varying educational, physical and emotional needs.
- The school is led and managed well.

What could be improved

- The standards pupils attain in information and communication technology (ICT) at the end of Year 2.
- The quality of pupils' annual written reports.
- The school's policy and practice for the setting of homework.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good progress since it was last inspected in November 1997. Standards of attainment in English, mathematics and science have improved. Pupils' standards of attainment in design and technology and music are now at expected levels due to the better provision and teaching of these subjects. The quality of teaching has improved. Good improvement has been made to procedures for assessing pupils' attainment and

tracking their progress. The school now provides very well for pupils' social and moral development and is a strongly caring community. The school now provides good leadership and management and staff have a shared sense of purpose in improving the quality of education the school provides and the standards pupils achieve. The school is well placed to make further improvement.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	A	C	B	C
Mathematics	B	A	A	C
Science	A	B	A	A

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

The above table shows that pupils' standards of attainment in mathematics and science were well above average, and above average in English, in the year 2001 National Curriculum tests in comparison with all schools. Pupils' standards of attainment in comparison with similar schools, based on the percentage of pupils eligible for free school meals, was average in English and mathematics and well above average in science. Although varying from year to year, standards have generally maintained an upward trend and are higher than at the time of the last inspection. Inspection evidence indicates that the attainment of the current group of pupils in Year 6 in English, mathematics and science is above expected levels. While at the school, pupils make good progress in these subjects and achieve well in relation to their attainment on entry to the school. Standards in other National Curriculum subjects are at least at expected levels and a minority of pupils achieve above this. Pupils make satisfactory progress. Standards have been maintained in these subjects since the time of the last inspection except in design and technology and music where they have improved.

The school's targets for 2001 were exceeded in English and mathematics. Targets for 2002 are much higher and have again been exceeded this year.

National Curriculum test results at the end of Key Stage 1 in 2001 showed standards of attainment in reading to be above average when compared with all schools and below average when compared with similar schools. Standards in writing were below average while standards in mathematics were well above average. Pupils' standards of attainment in reading and writing have shown a slight downward trend in recent years but there has been a consistent upward trend in pupils' attainment in mathematics. Evidence from the inspection indicates that the attainment of the current group of Year 2 pupils is in line with national expectations in writing and mathematics and above expectations in reading. There is a larger percentage of pupils with special educational needs in this year group and this is affecting overall standards. However, pupils make good progress and achieve well in relation to their abilities. Standards at the end of Year 2 in other National Curriculum subjects are satisfactory except in information and communication technology|CT where they are below expectations.

The majority of children in the reception classes make good progress and are on track to exceed the Early Learning Goals¹ in all areas of their learning by the end of the Foundation Stage². Children achieve well in relation to their abilities.

Pupils with special educational needs make good progress in relation to the targets set for them in their individual education plans and receive very good support from teachers and teaching assistants. Pupils with English as an additional language also make good progress and are supported well by staff.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very Good. Pupils are enthusiastic, work hard and enjoy their learning.
Behaviour, in and out of classrooms	Very good. Pupils behave well around the school and understand clearly how the school expects them to behave. They are courteous and polite.
Personal development and relationships	Very good. Pupils' relationships with staff and each other are very good. They are supportive of one another and work very well together. They readily accept the many opportunities they have to show initiative and to take responsibility.
Attendance	Very good. Pupils' attendance rates are consistently well above national averages. There is very little unauthorised absence. Pupils arrive at school on time and are punctual for lessons.

TEACHING AND LEARNING

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

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

The quality of teaching and learning is good overall, and varies from satisfactory to very good. It was particularly good in the Nursery, Foundation Stage and Year 3 to 6 classes. Teaching was satisfactory in a third of lessons and good or better in two-thirds of lessons, of which a third were very good. The overall profile of teaching has improved since the last inspection.

¹ Early Learning Goals - these are expectations for most children to reach by the end of the Foundation Stage. They refer mainly to achievements children make in connection with the following six areas of learning: communication language and literacy; mathematical development; ~~and~~ personal, social and emotional development; knowledge and understanding of the world; physical and creative development. There are many goals for each area of learning, for example, in language and literacy pupils should be able to write their own name and other things such as labels and begin to write simple sentences.

² The Foundation Stage begins when children reach the age of three and finishes at the end of the reception class year. It is a distinct stage in preparing children for later schooling and is based on six areas of learning.

A significant strength of the teaching seen was the effective promotion of pupils' basic literacy and numeracy skills, the generally high expectations of teachers in what pupils could achieve, and the consistently good management of pupils by teaching staff.

The National Literacy and Numeracy Strategies has been implemented well. The teaching of mathematics and science is good across the school and pupils achieve well in these subjects and make good progress. The teaching of English is good in Years 3 to 6 and satisfactory in Year 2. Lessons are planned well in all classes but in the better quality teaching the pace of lessons is brisk and activities motivate pupils to give of their best and to make good progress. Only a few lessons were observed in other National Curriculum subjects and, therefore, no overall judgement can be made of the overall quality of teaching in them.

The quality of teaching of pupils with special educational needs in the Menphys Nursery and the main school is good. Pupils who have English as an additional language are also taught well.

Homework is used well in Year 6 to support pupils' learning but not in other classes where it is set inconsistently. The quality of marking is satisfactory overall and there are some examples of very good marking in some classes. However, marking does not always point out how pupils could improve their work. Good use is generally made of assessments of pupils' attainment and progress to plan future work.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	A good range and quality of learning experiences is provided for pupils. There is a good range of extra-curricular activities.
Provision for pupils with special educational needs	Very good. The curriculum is tailored to promote pupils' understanding of the work in classrooms. Learning support assistants work effectively with these pupils. When pupils are withdrawn from class for more focused teaching, the work covered matches closely the tasks being learned by their classmates. Pupils in the Menphys Nursery are very well catered for and individual programmes closely focus on their particular needs.
Provision for pupils with English as an additional language	Very good. There are good procedures for assessing and supporting pupils with targeted work and these pupils generally achieve well.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall. Frequent opportunities are provided for pupils to reflect on their own and other assumptions, to work and play together, and to learn to respect the ideas, opinions and beliefs of others. Pupils willingly accept the frequent opportunities they have to show initiative or take responsibility. A good example of this is shown by Year 2 and Year 6 pupils helping at the Menphys Nursery.

How well the school cares for its pupils	Very well. There are very good procedures for monitoring and supporting good attendance and behaviour. Pupils' academic performance is closely tracked. This is a significant improvement since the last inspection when assessment procedures were unsatisfactory. Pupils' annual written reports do not mention what they know, understand and can do in all National Curriculum subjects.
--	--

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The strong leadership of the headteacher gives a clear educational direction to the work of the school and has improved since the time of the last inspection. She is ably assisted by her deputy and the senior management team.
How well the governors fulfil their responsibilities	Good. Governors are enthusiastic, very supportive of pupils, parents and staff, and fulfil their statutory duties well. They are well informed about the work of the school by staff and through their own monitoring of the school's work.
The school's evaluation of its performance	Satisfactory. The school has made a good start in establishing a policy for self-evaluation. It has comprehensive and effective procedures for the appraisal and performance management of teachers. The headteacher and her staff monitor teaching and learning satisfactorily.
The strategic use of resources	Very good. The headteacher and governors ensure that the school's budget is spent wisely to support school priorities for improvement. All specific grants are used very effectively and the principles of best value are applied very well.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children enjoy coming to school, make good progress and are expected to work hard. • Their children are becoming more mature and responsible. • The quality of teaching is good. • Staff are approachable and work closely in partnership with them. • Pupils are well behaved. 	<ul style="list-style-type: none"> • The amount of homework their children receive.

Inspectors strongly endorse parents' positive views of the school and share parents' concerns about the inconsistent amount of homework set across the school. This is the

result of an unclear school homework policy and the lack of clear communication between the school and parents, except in Year 6, about what homework has been set. Pupils' annual progress reports do not detail what pupils know, understand and can do in all National Curriculum subjects and this is a weakness. Parents are very supportive of the school and are appreciative of the hard work and commitment of staff. The school for its part is grateful for the whole-hearted support of parents and the positive partnership that exists in the education of their children.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Enables pupils to make good progress in English, mathematics and science by the time they leave the school.

1. Results in 2001 in the National Curriculum tests in English at the end of Year 6 were above the national average in comparison with all schools and in line with the national average in comparison with similar schools. The school's results have varied from year to year but generally maintained an upward trend and pupils' standards of attainment are higher than they were at the time of the last inspection. Girls and boys perform similarly well. Inspection evidence indicates that pupils of all abilities are making good progress in Years 3 to 6. The attainment of the current group of Year 6 pupils indicates that most pupils are working well within the expected level for their age and a significant minority of pupils have achieved above this.
2. In the year 2001 national tests at the end of Year 2, pupils' attainment was above average in reading and below average in writing when compared with all schools. Pupils' attainment when compared to similar schools was below average in reading and well below in writing. Evidence from a scrutiny of Year 2 pupils' work this year, indicates that pupils are making sound progress and are achieving appropriately in relation to their abilities.
3. The teaching of English is good overall, particularly in Years 3 to 6 and pupils' literacy skills are promoted well. Teaching observed during the inspection was satisfactory in Years 2 and good or better in eight out of ten lessons in Years 3 to 6. The school's improved assessment procedures and detailed analysis of national and standardised test results led to an increased focus this year on non-fiction writing. As a result, pupils have had improved opportunities to write in a range of different forms including short autobiographies, diaries, invitations, reports, note-taking, instructions and book reviews. Teachers plan well and provide challenging activities. Lessons have clear learning outcomes, which are shared with the pupils. In the better quality lessons, teachers impart their enthusiasm for the subject to the pupils and this increases the pace of the lesson and the progress that pupils make.
4. Year 2 pupils present their written work well using a neat cursive joined script known as 'Sketchley' script which is well taught from when pupils first start at the school. They make satisfactory, but inconsistent, use of punctuation in their work and their writing shows a limited use of interesting vocabulary and their spelling is not well developed. More able pupils use a more interesting range of connectives in their work, such as 'after', 'when' or 'first'. However, their spelling shows a number of simple errors such as 'stoped' for stopped or 'scool' for school. Most pupils' writing is now more structured and their imaginative stories are moving towards having a 'bold beginning', a 'meaty middle' and an 'exciting end' as advocated by their teachers. Pupils are achieving appropriately and standards seen currently are at the expected level for their age.
5. Much of the teaching seen in Years 3 to 6 was good and pupils make good progress in their writing. By the end of Year 6 many pupils write using a wide vocabulary and make careful use of words to interest the reader. For example, describing a door as 'old and rickety', a face as 'pale and dainty' or the 'rustling of bushes' to build suspense. Teachers have high expectations of what pupils can achieve. For example, a Year 6 teacher made good use of Raymond Briggs' book 'Fungus the Bogeyman'

with more able pupils to encourage revolting descriptions, much to their delight. The use of tight time structures ensured that pupils worked at pace and achieved well within the time of the lesson. This led to a very descriptive advert for 'Scotts Boggs Moats' which were said to be 'Dirtacular, 100 per cent pus, slimetastic, oozing with mouldy maggots straight from fly ridden marshes and to be full of ripe, rotten stench!' In a Year 3 literacy lesson, pupils' use of time connectives in writing were well promoted as they suggested 'eventually', 'meanwhile', 'afterwards', 'sometime later' and 'just then' to sequence their sentences rather than the more usual 'and' or 'then'. In Year 5, lower ability pupils were successfully encouraged to express their own ideas of the different descriptions presented to them by Miss Andrew's letter in 'Titanic' describing the sinking of the ship and one presented by the teacher who pretended to be an Armenian. In all these cases the pace of the lessons was brisk and the activities chosen successfully encouraged pupils to think critically about their work and to write descriptively. As a result, pupils made good progress and achieved well.

6. Pupils' skills in reading are promoted well across the school and fully involve parents. By the end of Year 2 most pupils read fluently a range of simple texts, both fiction and non-fiction. Good use is made of group reading sessions in literacy lessons to encourage pupils to read critically and to make use of a range of strategies to sound out unfamiliar words. For example, in a Year 2 literacy lesson, more able pupils were successfully encouraged to interpret the text to find out the character of Sophie in 'Sophie's Snails'. The teacher's good questioning directed the pupils to relevant examples of the text and ensured that these pupils made good progress. Most pupils use the index and contents pages of reference books to find relevant information, for example when finding out about schools in Victorian times. Standards are above expectations and pupils achieve well in relation to their ability. By the end of Year 6 many pupils enjoy reading and talk enthusiastically about what they have read. Lower ability pupils are given frequent opportunities to read to an adult, either in class or when withdrawn for this purpose. Across the school, home to school reading diaries ensure that parents regularly listen to their children read and make a very good contribution to the dialogue they have with the school about how their child is getting on and if there are any difficulties being experienced. As a result, pupils make good progress in their reading and achieve well. Standards are above national expectations. They learn not only to read but also to become readers and this has a positive impact on standards.
7. Pupils make good progress in mathematics and achieve well in relation to their abilities due to the good quality of teaching they receive. Standards at the end of Year 2 and Year 6 have been consistently above or well above national averages since 1997 and have shown a consistent upward trend. Although standards fell slightly at the end of Year 6 in 2001, standards are generally higher than they were at the time of the last inspection. Standards in Year 2 are in line with national expectations. However, a quarter of this group of pupils is on the school's register of special educational needs as needing some form of additional support. Overall, pupils are achieving well and making good progress. The quality of teaching observed during the inspection was good, with three-quarters of lessons judged to be good or better of which a quarter were very good. Teachers are confident in applying the National Numeracy Strategy and make very good use of the three-part lesson framework to plan interesting and challenging activities for pupils to complete. A strength of the teaching in Years 1 and 2 is the emphasis given to practical activities. For example, Year 1 pupils play games using shapes to identify them and name their properties, for example, semi-circles, hexagons and heptagons. Year 2 pupils learn how to calculate problems involving time. Teachers question pupils well asking them to explain how

they arrived at their answers and to describe their working out. Most pupils are confident in calculating using numbers to 100 and are confident with number facts, such as the two2, five and ten times tables. A relative weakness in teaching in Year 2 is the small amount of retained records of pupils' work and also how little this differs for different ability groups. However, pupils do record their work on whiteboards during lessons and there is a strong emphasis on practical work that ensures that good progress is made in mental arithmetic agility.

8. Standards of attainment by the end of Year 6 are above average. Most pupils confidently calculate using numbers to two-decimal places. They are confident in using metric and imperial measures and can read and interpret data in different graphical forms, such as pie charts and line graphs. Many pupils use and apply their mathematical knowledge well to solve challenging questions, arriving at and providing reasoning for their conclusions; for example, when a Year 6 teacher asked pupils to find a word with the value of a million, using a value chart where $A=1$ and $Z=26$, a few pupils guessed at the answer, but most showed an organised and effective way of finding a solution. Pupils' good attitudes to their learning ensured they worked hard to achieve success and the activity challenged them to co-operate with a partner to find a suitable answer. Most teachers make good use of brisk mental arithmetic sessions at the start of lessons to improve pupils' speed and confidence in learning number facts.
9. The school adopts a very practical approach to teaching science, and standards by the end of Year 6 are above national expectations. The results of National Curriculum tests have shown a consistent upward trend since 1997 and are usually well above national averages. Girls and boys perform equally well. From a scrutiny of pupils' previously completed work it is evident that the present group of Year 6 pupils are working above expectations. Most pupils can plan a 'fair test' and select appropriate equipment to carry it out. They record their work in a variety of different ways using tables and graphs when necessary. All aspects of the National Curriculum Programmes of Study are taught and in discussion pupils demonstrate good knowledge and understanding of the work they have covered. In lessons observed during the inspection, teaching varied from satisfactory to very good. Most teachers have a good understanding of the curriculum and provide challenging activities for pupils to carry out. For example, in a very good lesson in Year 3, the teacher efficiently explained the task the children were to carry out when identifying materials which would form a shadow when light was shone on them and those that would not. Good questioning reminding pupils of previous work and encouraged them to make sensible predictions. Pupils were motivated well by the task, worked co-operatively and used scientific vocabulary, such as 'translucent' and 'opaque', when describing their finds.
10. No lessons were observed in Year 1 or 2. However, a scrutiny of Year 2 pupils' work and discussions with them indicate that standards are in line with national expectations and that they make satisfactory progress in the work seen. However, there was little indication of extension work for more able pupils.

The very good provision made for pupils' personal development that enables them to be independent and to use their initiative.

11. The school's provision for pupils' personal development has a very good influence on pupils' positive attitudes to learning and they respond well to the opportunities

provided for them to take responsibility and show initiative. Pupils are expected from an early age to take responsibilities within the classroom. Duties and responsibilities for individual pupils are clearly displayed in all classrooms. As pupils get older the jobs they are expected to perform increase. For example, Year 6 pupils take turns to answer the telephone at lunchtimes and to find a relevant member of staff to answer any enquiries. Pupils' social development is very well supported by the provision of regular discussion periods called Circle Time for pupils to talk over issues that face them as part of everyday life. Personal problems in relationships with others encountered by pupils are an immediate focus of these discussions. They help to build a set of social and moral values on which the pupils can base their relationships with others. All staff set very good role models of how to behave and are always polite and courteous to pupils. Frequent opportunities are provided in mathematics and science for pupils to organise work and carry out investigations independently, thereby increasing their involvement in their own learning.

12. All pupils are expected to show care and consideration for others both in classrooms and around the school which is well demonstrated in the Menphys [Nursery](#), where Year 6 pupils were observed helping the children to eat lunch. Many examples of spontaneous applause for a particular pupils' success in their learning in lessons was observed during the inspection. Pupils' moral development is very well supported through the school's day-to-day life. Conversations between staff and pupils reinforce ideas of right and wrong and help pupils to develop caring attitudes. This was observed during the inspection when the headteacher took time out of the lunch hour to speak with a group of young pupils who were not getting on. The school council members are elected democratically with the same ballot boxes and polling booths used as for local and national government elections.
13. The school's role in helping pupils to develop an awareness of cultural diversity is achieved very well. Religious education makes a very good contribution to pupils' knowledge and understanding of various faiths and cultural traditions. The school's very good links with partner institutions (for example the Hinckley Development group of schools), and the community (for example the Burbage Arts Festival, provides regular opportunities for pupils to experience and appreciate a range of cultures. In recent times pupils have been involved in African dance and Indian music and last year some Sri Lankan [girls students](#) worked with Foundation Stage children.
14. The school's success in helping pupils to become more mature is evident to any visitor. Pupils are lively, confident and polite and readily engage in conversation about the school and their own work. They are open and honest about their thoughts and feelings.

The provision made for pupils with special educational needs in the nursery and the main school.

15. The Menphys [Nursery](#) provides very well for the children in its care some of whom have profound mental and physical disabilities. A calm, well-ordered and caring atmosphere prevails and the quality of teaching is very good. All staff work closely together to ensure the high quality care of these pupils and to ensure that the nursery's very good resources, such as the multi-sensory room, are put to good use in providing educational experiences for them. For example, children were observed

making sandwiches. They chose between the different jams they could put in them and everyone was encouraged to take part, including those who could only use part of a hand to spread the jam. Staff have a very positive approach to the children and monitor them very closely, such as noticing by eye movement the choice one girl makes of the type of fruit juice she would prefer. Activities are planned as much as possible towards the Foundation Curriculum and are enhanced by frequent trips and visits, such as feeding the ducks in the park. Constant assessments and evaluations are made of the children's needs and detailed records are built up of the nature of children's special needs and the progress made towards meeting the targets in their individual education plans or sStatements of sSpecial eEducational nNeeds. This helps to ensure that the children make very good progress within the limits of their disability.

16. The central place of the nursery within the ethos of the school is illustrated well by the money raised to fund a new therapy room which was being built during the inspection. Having received £35,000 from government grants, many fund raising activities involving pupils, parents and friends in the nursery and main school were organised to raise the rest of the £80,000 needed to ensure the building's completion. This has been accomplished in a very short period of time. Pupils in the main school are encouraged to visit the nursery and to help children in a range of activities and where appropriate, children from the nursery attend assemblies or visit the school.
17. Pupils with special educational needs in the main school are supported very well and make good progress in achieving the targets in their individual education plans. Evidence from the school's special educational needs records shows pupils improving and being moved off the register. In lessons seen during the inspection, teaching assistants gave good support to pupils with special educational needs. For example, in a Year 2 literacy lesson, a teaching assistant made a detailed evaluation of the involvement of the pupil she was looking after in the whole-class discussions and ensured that this pupil, together with others with similar needs, completed the tasks set for them by the teacher. When withdrawing pupils for specific support, great care is taken to ensure that they receive the same curriculum entitlement as other pupils; for example, in the same Year 2 lesson observed above, two children were taken out by a special educational needs teacher. The work was matched well to that in the classroom and when the pupils returned to the classroom a teaching assistant, new to the school, gave them support throughout the rest of the lesson having watched the work they completed when withdrawn from the class.
18. The provision made for pupils with special educational needs is very good and ensures that they make good progress in their learning. Individual education plans are detailed and contain specific, achievable targets so that their progress can be measured and they can grow in confidence through their own success in achieving them. Class teachers are fully involved in drawing up these plans together with the special educational needs co-ordinator. The new Code of Practice³ has been implemented in the school some time ago and the greater involvement of parents and pupils in drawing up targets for improvement is well advanced. The school's special educational needs policy has been updated and is awaiting adoption by the governing body at their next meeting. All of these changes have been managed well by the co-ordinator who has been in the process of handing over her duties to the new co-

³ CODE OF PRACTICECode of Practice -

This gives practical advice to schools and local education authorities about their responsibilities and tasks to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty.

ordinator with whom she has worked closely over the last ~~twelve~~12 months. This thoroughness in handing over special educational needs provision from one coordinator to another is further evidence of the school's commitment to pupils with learning difficulties.

The school provides well for all pupils by responding positively to their varying educational, physical and emotional needs.

19. The school's inclusive approach ensures that all pupils are encouraged to take a full part in the life of the school. Mutual respect and equality of opportunity are central to school life. Each child is seen as an individual and each member of staff treated as a valuable resource. The provision for pupils with special educational needs or gifted and talented pupils shows how the school seeks to meet the needs of pupils with different levels of attainment. Good examples of this were seen in the inspection with the extra time and care given to Year 1 pupils who initially did not qualify for the additional help provided by the government's Early Literacy Support initiative but are now receiving this help. The way the school responds to the needs of children in the Menphys Nursery is another example of the good quality of provision.
20. Pupils are provided with a range of responsibilities to increase their understanding of citizenship and are offered a range of extra-curricular activities. Frequent visits to places of interest, and the residential visits in Year 2 and 6, are designed to improve pupils' self-esteem and social development as well as helping with their academic education. Visitors to the school, such as the recent involvement of an artist in residence, enhance a broad curriculum and a holistic approach to pupils' development. Special events and productions, such as the school's involvement in the Burbage Arts Festival, allows pupils with different talents to take part and enjoy success in different aspects of the curriculum. Frequent school productions take place each year, for example the Year 6 end of term production. The school regularly takes part in local theatre, including Leicester's Haymarket Theatre's Kaleidoscope production, involving the pupils in appearing on the stage.
21. The school's monitoring of the academic performance of the pupils has improved significantly since the last inspection when it was unsatisfactory. Individual pupils' performance in English, mathematics and science is closely tracked and whole-school assessment procedures are developing in other subjects. Assessment weeks are held each term when teachers compare pupils' attainment and progress and compare this with the previous term and whether they are on track to achieve the predicted targets for improvement. The results of national and standardised tests are closely scrutinised for particular strengths and areas of weakness in groups of pupils and extra support and resources directed to address any problems noted; for example, this led to the current focus on non-fiction writing. The achievement of different groups of pupils are assessed, whether by gender, ethnicity or ability. Agreement trialling, whereby teachers ensure that they are all marking to the same standard is a regular practice within the school.

-The school is led and managed well.

22. The success of the school owes much to the leadership qualities of the headteacher. She has a clear vision for the future educational direction of the school and, with the strong support of the deputy headteacher and the chair of governors, plays a pivotal role in moving the school forward and improving the quality of education the school provides and pupils' standards of attainment. The headteacher is very supportive of pupils and staff. Her knowledge of every child's name and the way they talk to her as she goes around the school is testament to the close scrutiny she keeps of what is going on in every classroom in the school. She is very keen to ensure that all pupils take a full part in all that the school has to offer and that they achieve well in their academic work. Annual residential visits in Year 2 and Year 6 are designed to ensure

that pupils' personal development is also advanced. The headteacher is also very supportive of her staff and concerned for all to be involved in the management of the school. For example, at the start of every academic year a meeting is held of all staff involved in the school including the school crossing patrol officer and the governing body. Each person is asked to identify two strengths and two areas for development within the school and these are amalgamated to identify future development of the school. The headteacher has helped the school to take advantage of national initiatives without staff being over-stretched. A family atmosphere permeates the school but through links with other organisations, such as the Hinckley Development Group the school participates in the wider educational community. The school's effective self-evaluation procedures led to the current focus on non-fiction writing and this had helped to improve the standards pupils attain in this aspect of writing.

23. The headteacher is ably supported by her deputy, the senior management team, and other staff with management responsibilities. The current senior management team has been in place for approximately ~~twelve~~12 months. All the different parts of the school are represented, including the teacher-in-charge of the ~~Menphys~~ Nursery. Their roles and responsibilities are clearly set out in their job descriptions and include whole-school management issues, for example carrying out the school's performance management policy in their areas of responsibility. Their main role is the strategic development of the school over the next five years and monitoring activities to ensure that the targets in the school development plan are achieved. There is a middle management team, which oversees day-to-day concerns and one of the reasons for its establishment was to provide opportunities for more junior staff to have experience of management for the benefit of their professional career development. Staff with subject responsibilities also carry out their roles conscientiously. They monitor teachers' planning and are involved in regular scrutiny of pupils' work. However, apart from English and mathematics, there has been relatively little monitoring of teaching in other subjects. Co-ordinators are well supported by management with some non-contact time away from their classes in order to carry out their management roles. Good opportunities are given to them to improve their professional expertise through further training. For example, the ~~information and communication technology~~ICT co-ordinator (~~ICT~~) has only been in position for one year and has already received training in ICT as well as training in her co-ordinator role.
24. Governors also play their part in maintaining good standards within the school. They each have a year group responsibility and visit to monitor pupils' work. Some governors also have specific subject responsibilities, and there is a named governor for special educational needs. Governors also monitor progress in achieving targets in the school development plan. Written reports of visits are shared with the full governing body. Subject co-ordinators also make presentations to the governors from time to time, the issue of inclusion and special educational needs being a recent example. All these activities help governors to monitor the work of the school closely and to prioritise funding.

WHAT COULD BE IMPROVED

The standards pupils attain in ~~information and communication technology~~ICT at the end of Year 2.

25. Standards of attainment in this subject are below expectations by the end of Year 2. There was little evidence of the use of pupils' ~~information and communication~~

technology/ICT skills in the scrutiny of pupils' previously completed work seen during the inspection. Discussions with pupils indicates that they have not had sufficient opportunities to experience all aspects of the National Curriculum Programmes of Study this year. Although pupils have had some experience of word processing and can print out their work they do not know how to change the font or size of the print and many do not know how to save their work. Pupils have had little recent experience of controlling a programmable toy, creating tables and graphs or using simple art programs to create pictures. Pupils have made unsatisfactory progress during their time in Year 2 although pupils' standards of attainment in Year 1 are at the expected level for the age.

The quality of pupils' annual written reports.

26. The school's annual written reports to parents detail what pupils have achieved in English and mathematics well, and sometimes give information on what an individual pupil now needs to do to make further improvement. However, in other subjects only a general statement about the aspects of the curriculum covered that year are mentioned and what individual pupils know, understand and can do in these subjects is omitted. Given the time and effort that goes into completing these reports it is, therefore, unfortunate that the school's data from the much improved assessment procedures is not used to provide a fuller picture of individual pupils' attainment and progress in all subjects.

The school's policy and practice for the setting of homework.

27. A significant minority of parents replying to the parent questionnaire expressed concern about the amount of homework set by the school. At the pre-inspection parents' meeting there was a range of opinions about homework but a general agreement that it was inconsistently set. It was the opinion of parents that the good practice followed in Year 6, (where a home to school homework book is kept), is not used elsewhere in the school. Therefore, parents did not know when homework was set for their child and could not ensure that it was completed.
28. Inspection evidence indicates that although the school has a clear policy statement about homework and what parents should expect in the amount of homework for different year groups, this policy was not being implemented consistently across the school. In some classes homework is set regularly but relies on pupils telling their parents about it. Clearly a more consistent whole-school approach would be welcomed by parents and improve the use made of homework in raising pupils' standards of attainment. Better communication about the amount of homework set would also increase parents' involvement in ensuring that it is completed successfully or if any problems are encountered.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

29. The governors, headteacher and staff, with the support of outside agencies as appropriate, should continue to raise pupils' standards of attainment by:
- (1) Improving pupils' standards of attainment in ~~information and communication technology~~ ICT at the end of Year 2 through:
 - i. ~~p~~ Providing more opportunities for these pupils to use computers;
 - ii. ~~e~~ Ensuring that all aspects of the National Curriculum Programmes of ~~s~~ Study are covered in sufficient depth for them to make suitable progress.
 - (2) Improving the quality of pupils' annual written reports by:
 - i. ensuring that reports contain information on what individual pupils know, understand and can do in all subjects;
 - ii. consistently identifying the next targets for pupils to attain in English, mathematics and science.
 - (3) Improving the school's policy and practice for the setting of homework through:
 - i. ensuring more consistency in the homework set for different age groups;
 - ii. providing better information to parents about what homework has been set.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	25
Number of discussions with staff, governors, other adults and pupils	26

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	8	8	9	0	0	0
Percentage	0	32	32	36	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents ~~more than four~~ ^{one} percentage points.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	20	381
Number of full-time pupils known to be eligible for free school meals	3	10

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	4	1
Number of pupils on the school's special educational needs register	34	47

English as an additional language	No of pupils
Number of pupils with English as an additional language	10

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	33
Pupils who left the school other than at the usual time of leaving	7

Attendance

Authorised absence

	%
School data	4.4

Unauthorised absence

	%
School data	0.0

National comparative data	5.6
---------------------------	-----

National comparative data	0.5
---------------------------	-----

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

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2001	19	31

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	17	14	19
	Girls	28	27	30
	Total	45	41	49
Percentage of pupils at NC level 2 or above	School	90 (89)	82 (89)	98 (98)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	19	19
	Girls	27	29	30
	Total	42	48	49
Percentage of pupils at NC level 2 or above	School	84 (89)	96 (96)	98 (98)
	National	85 (84)	89 (88)	89 (88)

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

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

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

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	24	23	27
	Girls	23	23	27
	Total	47	46	54
Percentage of pupils at NC level 4 or above	School	84 (78)	82 (82)	96 (87)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	21	22	24
	Girls	24	21	25
	Total	45	43	49
Percentage of pupils at NC level 4 or above	School	80 (80)	77 (84)	88 (91)
	National	72 (70)	74 (72)	82 (79)

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	6
Pakistani	0
Bangladeshi	0
Chinese	0
White	371
Any other minority ethnic group	4

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	17.4
Number of pupils per qualified teacher	24.2
Average class size	25.4

Education support staff: YR – Y6

Total number of education support staff	11
Total aggregate hours worked per week	170

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	2.2
Number of pupils per qualified teacher	7.3
Total number of education support staff	11
Total aggregate hours worked per week	95
Number of pupils per FTE adult	2

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	4
Number of teachers appointed to the school during the last two years	4
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0.6
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

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	0
Other minority ethnic groups	0	0

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

Financial information

Financial year	2000 - 2001
	£
Total income	970,836
Total expenditure	929,474
Expenditure per pupil	2,317
Balance brought forward from previous year	-13,363
Balance carried forward to next year	27,999

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	397
Number of questionnaires returned	128

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	35	2	0	0
My child is making good progress in school.	50	44	6	0	0
Behaviour in the school is good.	45	52	3	0	0
My child gets the right amount of work to do at home.	29	42	18	5	6
The teaching is good.	54	45	1	0	1
I am kept well informed about how my child is getting on.	43	47	9	1	0
I would feel comfortable about approaching the school with questions or a problem.	65	32	3	0	0
The school expects my child to work hard and achieve his or her best.	57	39	4	0	0
The school works closely with parents.	42	51	5	1	1
The school is well led and managed.	43	46	9	0	0
The school is helping my child become mature and responsible.	46	48	2	1	4
The school provides an interesting range of activities outside lessons.	42	44	7	2	5

Other issues raised by parents

The residential visits for Year 2 and 6 pupils were very much appreciated by parents and one described them as 'fantastic'. There was some concern about communication with parents in relation to the mixed age classes planned for next year.