

## INSPECTION REPORT

### **CATHERINE INFANT SCHOOL**

Leicester

LEA area: Leicester City

Unique reference number: 120002

Headteacher: Ms J. Fletcher

Reporting inspector: Mrs M. R. Shepherd  
11328

Dates of inspection: 8 - 11 October 2001

Inspection number: 230814

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

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## **INFORMATION ABOUT THE SCHOOL**

|                              |                               |
|------------------------------|-------------------------------|
| Type of school:              | Infant                        |
| School category:             | Community                     |
| Age range of pupils:         | 3 – 7 years                   |
| Gender of pupils:            | Mixed                         |
| School address:              | Ulverscroft Road<br>Leicester |
| Postcode:                    | LE4 6BY                       |
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| Appropriate authority:       | The governing body            |
| Name of chair of governors:  | Mr Martin Gage                |
| Date of previous inspection: | 16 February 1998              |

## INFORMATION ABOUT THE INSPECTION TEAM

| Team members          |                      | Subject responsibilities   | Aspect responsibilities  |
|-----------------------|----------------------|--|--|
| M. Shepherd<br>11328  | Registered inspector | Foundation Stage<br>Information and communication technology<br>Physical education               | What sort of school is it?<br>How high are standards?<br>How well are pupils taught?<br>How well is the school led and managed?        |
| A. Dobson<br>9928     | Lay inspector        |  | How high are standards?<br>How well does the school care for its pupils?<br>How well does the school work in partnership with parents? |
| M. Mayhew<br>22197    | Team inspector       | English<br>Geography<br>History<br>Equal opportunities   | How good are curricular opportunities?   |
| S. Gatehouse<br>26945 | Team inspector       | Mathematics<br>Art<br>Design and technology<br>Music   | Spiritual, moral, social and cultural development.   |
| J. Peek<br>25281      | Team inspector       | Science<br>Religious education<br>English as an additional language<br>Special educational needs |  |

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

### **INFORMATION ABOUT THE SCHOOL**

Catherine Infant School includes part-time nursery provision, with one class starting in September for children who are three and another intake in January for all other children of nursery age. In January about a third of children become full time. There are four reception classes, three Year 1 classes, a mixed Year 1 and 2 class and three Year 2 classes. There are 348 pupils in the school, including 67 nursery places. There are four refugees. Ninety per cent of pupils are from 12 different ethnic minority groups. This is a very high proportion compared with the national average. Twenty two per cent of pupils are entitled to free school meals, which is above the national average. Twenty five per cent of pupils are on the register of special educational needs. Two pupils have full Statements of Special Educational Need, including one with physical disabilities. This is broadly average. Attainment on entry is very low. A high proportion of pupils are in the early stages of speaking English as an additional language and many children speak no English language at all. Seventeen per cent of pupils either joined or left the school last year, which is a higher proportion than is usually found in most schools. Many of these pupils have no English language when they join the school.

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

This is a good school. The emphasis given throughout the school to raising attainment in English results in pupils making very good progress in this subject. Standards in information and communication technology, design and technology, music and physical education are all above average. The acting headteacher, the assistant headteacher and most co-ordinators set a clear educational direction for their colleagues. Teaching has very good and excellent features. The school provides good value for money.

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

- Progress is very good in English and good in mathematics, science, information and communication technology, design and technology, music and physical education.
- Very good procedures promote good behaviour.
- Teaching is good with very effective partnerships with nursery nurses and classroom assistants.
- The management and leadership of the acting headteacher and assistant headteacher are very good.
- Spiritual, moral, social and cultural development is very good. The school celebrates very effectively the rich cultural diversity of its pupils.
- The school involves parents very directly in their children's learning at the beginning of each school day.
- This is a caring multi-cultural school that creates harmonious relationships; it values every individual and provides excellent support for pupils with statements of special educational needs.

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

- Standards in English are below average; in mathematics and science, standards are well below average.
- More able pupils do not reach their potential.
- Attendance rates are well below average.

*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 inspected previously in February 1998. There has been a good level of improvement since then. Standards have risen in English, design and technology, music and physical education. Standards have risen significantly in information and communication technology. The progress of children in the nursery and reception classes and the quality of teaching in these classes have improved from satisfactory to very good. Teaching overall has improved. Leadership and management have improved significantly. The care and welfare of pupils are better and the partnership with parents is stronger. The school is in a good position to improve further.

## STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on average point scores in National Curriculum tests.

| Performance in: | compared with |      |      |                 |
|-----------------|---------------|------|------|-----------------|
|                 | all schools   |      |      | similar schools |
|                 | 1998          | 1999 | 2000 | 2000            |
| reading         | E             | E    | E    | E               |
| writing         | E             | E    | E    | D               |
| mathematics     | E             | E    | E    | E               |

**Key**

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

This year's national test results were lower than the 2000 tests because of the high proportion of pupils with special educational needs.

The inspection judges standards of Year 2 pupils in English as below average; in mathematics and science, standards are well below average. Standards in information and communication technology, design and technology, music and physical education are above expectations for pupils aged seven years. Attainment in religious education is at the expected level.

Children make very good progress in the nursery and reception classes. They are on track to reach the expected level in personal, social, emotional, creative and physical development by the end of reception. In communication, language and literacy standards will be well below the expected level because so many pupils have English as an additional language. Mathematical development and knowledge and understanding of the world are on track to be below expectations.

Pupils with English as an additional language, pupils with special educational needs, and refugees, achieve well because of the thorough systems through the school to support them. More able pupils do not fulfil their potential except in writing and reading.

The trend in attainment of Year 2 pupils over time is better than the national trend. The school sets demanding targets and strives to meet them.

## PUPILS' ATTITUDES AND VALUES

| Aspect                                 | Comment  |
|--|--|
| Attitudes to the school                | Attitudes towards school and learning are positive. Pupils are happy at school and keen to learn.  |
| Behaviour, in and out of classrooms    | Behaviour is good. Pupils understand the rules well. Behaviour in classrooms is orderly. Pupils behave in a civilised way when eating at lunchtime and they are friendly to each other in the playgrounds. |
| Personal development and relationships | Personal development is good, with pupils learning to become independent. Relationships are very good. Pupils of all backgrounds get on well with each other and are keen to help.                         |
| Attendance                             | Attendance is unsatisfactory and well below the average for similar schools.   |

Pupils have a very good understanding of the influence of their actions on others. New pupils to the school, including refugees, settle in quickly to the school routines. Pupils respect the *Golden Rules* in classes and around the school.

## TEACHING AND LEARNING

| Teaching of pupils in: | Nursery and Reception | Years 1 – 2 |
|------------------------|-----------------------|-------------|
| Quality of teaching    | Very good             | Good        |

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

There is some excellent teaching in the reception in communication, language and literacy and personal, social and emotional development. There is also some excellent teaching in Year 2 in English. There is a very small proportion of unsatisfactory teaching in mathematics in Year 1. Teachers work very effectively with the high quality nursery nurses and classroom assistants. Together they give good support to pupils with English as an additional language, pupils with special educational needs and refugees.

Teaching is good in English and good in mathematics. Handwriting and reading are taught particularly well in partnership with parents at the beginning of each new school day. Teachers' expectations of pupils with English as an additional language, pupils with special educational needs and refugees are high and the pupils' needs are met well. Teachers' expectations are not high enough for the more able pupils, who do not fulfil their potential across all subjects. Teaching is good in literacy and satisfactory in numeracy.

Pupils are keen to learn and make a good effort to complete the work. They work at a fast pace and maintain their concentration when the teaching is very good or excellent.

## OTHER ASPECTS OF THE SCHOOL

| Aspect  | Comment  |
|---|--|
| The quality and range of the curriculum   | The curriculum throughout the school is broad, varied and stimulating. The outdoor area is used comprehensively to provide a contrasting location for activities. There is a good range of extra-curricular activities.  |
| Provision for pupils with special educational needs   | Provision for pupils with special educational needs is good. Nursery nurses and classroom assistants support pupils' needs well, particularly in whole class sessions. Provision for pupils with full statements is excellent.   |
| Provision for pupils with English as an additional language   | Provision for these pupils is very good. The bilingual teacher and nursery nurses and classroom assistants work sensitively to develop pupils' confidence and extend their language skills.  |
| Provision for pupils' personal development, including their spiritual, moral, social and cultural development | Provision for spiritual, moral, social and cultural development is very good. Assemblies provide a powerful contribution to this development. The school takes every opportunity to use the pupils' cultural diversity to extend pupils' understanding in these areas. |
| How well the school cares for its pupils  | The school provides a safe and secure environment where children are respected and valued.   |
| Partnership with parents.   | The school has a very effective partnership with parents, particularly at the beginning of the day, where teachers work with parents to develop basic skills. The quality of information for parents is good.  |

A high priority is given to English, which is entirely appropriate. There is very good provision for personal development.

The strong and consistent emphasis on praise results in the very effective management of behaviour. The midday supervisors are very well organised and very effective during the lunch break. Insufficient importance has been given to promoting good attendance.

## HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect   | Comment   |
|--|---|
| Leadership and management by the headteacher and other key staff | Despite the short time spent in their new roles, the leadership and management of the acting headteacher and the assistant headteacher are very good. The leadership of most co-ordinators is very good and supports the rise in standards very effectively.  |
| How well the governors fulfil their responsibilities             | The governors are committed to their responsibilities in the school. They attend joint sessions with the junior governing body, which produces a heavy workload. It also reduces the amount of time spent on the infant's school needs. Statutory requirements for collective worship are not met.  |
| The school's evaluation of its performance                       | The school evaluates its performance well. School improvement planning is thorough. The monitoring of teaching and the curriculum is very good.   |
| The strategic use of resources                                   | The school uses its resources well. Grants are used effectively to support the school's particular needs. There is a very good level of delegation across the staff.  |
| Staffing, accommodation and resources                            | There is a good balance across the expertise of the teachers. Performance management is used well to extend teachers' expertise. Nursery nurses and classroom assistants are of a high quality. Accommodation is good, particularly the outdoor play areas and the new computer suite. Resources are good in English, but there are not enough history resources, nor is there appropriate large physical gymnastics equipment. |

The acting headteacher sets a clear educational direction for the work of the school. The senior management team plays an important role in new initiatives through the school. There is a high level of shared commitment across the staff to succeed. The secretaries ensure very effectively the smooth running of the daily life of the school and support parents particularly well. The school considers appropriately the best value of their resources.

### **PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

Fourteen per cent of parents returned the questionnaire and 38 parents attended the parents' meeting.

| What pleases parents most   | What parents would like to see improved  |
|---|--|
| <ul style="list-style-type: none"> <li>• Their children like going to school.</li> <li>• Behaviour is good.</li> <li>• Good teaching.</li> <li>• Staff are approachable.</li> <li>• The school is well led and managed.</li> <li>• Multi-cultural issues are handled well.</li> </ul> | <ul style="list-style-type: none"> <li>• The provision of homework.</li> <li>• Communication between school and home.</li> </ul> |

The inspection team have no hesitation in agreeing with these positive views. The inspectors judge that the provision of homework is quite satisfactory for children in an infant school. They found that overall communication between the school and home is good. However, as the majority of parents speak Gujarati, the school should ensure that all the main documents for parents are available in translation.

## PART B: COMMENTARY

### HOW HIGH ARE STANDARDS?

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

1. Children enter the nursery with very low attainment. A high proportion have English as an additional language and at the time of the inspection a quarter of children spoke no English at all. Children make very good progress in the nursery, where there is a very clear focus on the development of linguistic skills. This continues to be a high priority in reception classes, where children continue to make very good progress. However, the complexities of working in an additional language mean that their attainment is on track to remain well below expectations in communication, language and literacy by the end of the reception classes. This comparison is with children using English as their mother tongue. Children make very good progress in mathematical development and knowledge and understanding of the world. However, the linguistic requirements of these areas of learning reduce their attainment levels and they are on track to reach attainment below expectations by the end of the reception classes. In personal, social, emotional, physical and creative development children are on track to reach the expected levels by the end of the summer term. Teachers and nursery nurses and classroom assistants take every opportunity to use a wide range of teaching techniques to extend children's understanding. For example, they provide interesting resources and a variety of stimulating tasks to extend learning.
2. Children with special educational needs in the reception classes make good progress due to the individual attention they are given. Children with statements of special educational needs make excellent progress because teachers and nursery nurses and classroom assistants provide a sensitively organised programme of work, fully integrated with the work of the rest of the class. Refugee children make good progress.
3. The table below shows attainment in English, mathematics and science.

|                    | <b>National tests 2000<br/>Compared with all<br/>schools</b><br>Pupils aged seven | <b>National tests 2000<br/>Compared with<br/>similar schools</b><br>Pupils aged seven | <b>Inspection<br/>judgements</b><br>Pupils aged seven |
|--------------------|---|---|---|
| <b>English</b>     | <b>Reading</b><br>Well below average  | <b>Reading</b><br>Well below average  | <b>Reading</b><br>Below average                       |
|                    | <b>Writing</b><br>Well below average  | <b>Writing</b><br>Below average   | <b>Writing</b><br>Below average                       |
| <b>Mathematics</b> | Well below average  | Well below average  | Well below average                                    |
| <b>Science</b>     | <b>Teacher assessment</b><br>Well below<br>expectations                           | No data   | Well below<br>expectations                            |

4. The results of the 2001 national tests are lower than the 2000 results because there was a high proportion of pupils with special educational needs in the former year group. The inspection judgements confirm the results of the 2000 national tests, except in reading, where standards have improved because of the very effective use of the literacy strategy. Standards have risen at a faster rate than average over the past four years. There is a high priority given to English development through the school, which is reaping benefits in the attainment in English by the end of Year 2. The school works extremely hard to support those pupils with English as an additional language, and the work of the high quality bilingual nursery nurses and classroom assistants plays a valuable part in ensuring that pupils make good progress. Refugees and many other pupils joining the school midway through their infant education are supported very sensitively to ensure that they understand the school systems. This ensures that their academic progress is steady despite their linguistic difficulties. Pupils with special educational needs are also supported carefully in lessons. Nursery nurses and classroom assistants give them every encouragement during whole class sessions, which ensures that they understand the tasks. The school sets itself challenging targets and strives to meet them.
5. Standards of Year 2 pupils in listening are at the expected level, but speaking skills are below average. Pupils make very good progress in both speaking and listening because there is a high priority through the school on developing these skills. However, the very low linguistic skills on entry to the school and the high proportion of pupils with English as an additional language joining the school midway through their education do not allow overall standards to match the level expected for pupils aged seven. Reading is below average. This also represents very good progress through the school. Pupils are more confident at using the meaning of the story to tackle unknown words than using the sounds of letters to build up the words because the school places less emphasis on extending letter recognition. Progress in writing is good and accelerates in Year 2 through the consistently very good teaching in this year group. Handwriting is well presented, but spelling standards are lower than expected. More able pupils write more than expected for their age. They produce interesting stories and use different writing styles confidently. The partnership between parents and teachers at the beginning of every school day contributes very well to raising standards in basic skills of reading and handwriting.
6. More able pupils fulfil their potential in English, but in other subjects they are not identified early enough or given challenging tasks to extend their learning. For example, in mathematics some group tasks are not sufficiently challenging.
7. In mathematics, the standard of work of Year 2 pupils is well below average. Pupils count confidently to 100, but are not confident when doubling or halving numbers. They are developing understanding of shape and measurements, but current attainment is well below the level expected for their age. In science, pupils' attainment is better in their knowledge of materials than in other aspects of the science curriculum because they benefit from the practical approach to this aspect and require little background knowledge for their understanding. In other aspects of science, pupils' lack of technical linguistic terms and the low attainment on entry to the school prevent them from reaching the expected levels in this subject. The school is aware of the need to focus on this subject to improve attainment.

8. Standards are below average in literacy and well below average in numeracy.

|   | <b>By the age of seven years</b>          |
|---|---|
| <b>Information and communication technology</b> | Above the expected level                  |
| <b>Religious education</b>                      | At the expected level                     |
| <b>Art and design</b>                           | At the expected level                     |
| <b>Design and technology</b>                    | Above the expected level                  |
| <b>Geography</b>                                | Below the expected level                  |
| <b>History</b>                                  | Insufficient evidence to make a judgement |
| <b>Music</b>                                    | Above the expected level                  |
| <b>Physical education</b>                       | Above the expected level                  |

9. All of the subjects that are above expectations have co-ordinators with very good subject knowledge who have set up very effective systems throughout the school to ensure that pupils build on what they have learned before. Attainment in word processing is particularly good in information and communication technology, as are the standards of dance in physical education.
10. Since the previous inspection, standards have risen in English, design and technology, music and physical education. They have risen considerably in information and communication technology. Progress has improved significantly in the nursery and reception classes from satisfactory to very good.

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

11. Pupils' behaviour and their attitudes to school are good. This judgement is similar to that of the previous inspection.
12. The happy look on most children's faces as they arrive at school shows that they enjoy school life. Parents confirmed this overwhelmingly. The extensive use of familiar routines ensures that all pupils are comfortable within the school system even when their knowledge of English is very limited or non-existent. They settle down quickly, know they are there to learn and are usually keen to join in. Although many pupils' attention spans are very short, skilled teaching, using a variety of effective teaching methods, results in pupils generally working hard. They take a real pride in achievement and are keen to show off their work. New pupils to the school, including refugees, settle quickly into school routines because there are sensitive programmes to help them acclimatise to their new environment.
13. The good behaviour is a direct result of the pupils responding well to the very clear and easily understood procedures. High standards of behaviour are expected and generally achieved. Pupils know that good behaviour is important. The school's simple *Golden Rules* have a high profile throughout the school and each class has drawn up a set of individual class rules to good effect. Pupils respond very well to praise. Again, the regular use of simple routines is very effective in class

management, with all pupils quickly understanding what is expected of them. Lessons are orderly and often fun, with good learning taking place. Pupils move around the school in a sensible manner. Assemblies are calm and quiet. Most pupils understand the purpose of reflection. Dining is a civilised social occasion. Playgrounds are friendly places characterised by children enjoying themselves. No oppressive behaviour was seen during the inspection and bullying does not appear to be a problem. There have been no exclusions from the school.

14. Relationships are very good, an improvement since the previous inspection. Pupils get on very well with each other and with the adults in the school. They make visitors very welcome. The school is a very friendly community where pupils are happy and polite and know when to say 'please' and 'thank you' even when their other English is very limited. They show a strong caring instinct. For instance, pupils go to great lengths to make sure that a physically disabled pupil joins in lessons and feels very much part of the class. They take obvious pleasure in his achievements. During the inspection many examples were observed of pupils helping each other, ranging from putting shoes on after a dance session in reception, to co-operating in writing descriptions of shapes in a Year 2 mathematics lessons. In a school consisting of pupils from many different backgrounds and faiths, there is clear respect for others, seen, for instance, in the simple but easily understood comments they write about each other, 'She is kind', 'He plays with me' and 'She is helpful'. Recorded racial incidents (of which there are very few) appear to be based totally on the ignorance of what words mean, rather than bigotry. Racism is not an issue in the school, a point confirmed by parents.
15. The degree to which pupils are developing independence and taking responsibility for helping to run the school is good and has improved since the previous inspection. Pupils enthusiastically accept jobs in the classroom, such as switching computers on and cleaning boards. There are reading partners and talking partners effectively helping each other's learning. Pupils show good initiative by speedily translating for each other when necessary. By the time they leave the school most pupils have a good level of self-confidence.
16. Overall, in spite of a vast range in pupils' understanding of the English language, their positive attitudes, friendly relationships and good behaviour provide a firm foundation for their learning.
17. Attendance is slightly better than at the time of the previous inspection. However, the rate (91.2 per cent) is well below that normally found in infant schools. About a fifth of all absences are due to extended holidays. Punctuality is generally good, in part due to around two thirds of parents actively participating in their children's learning in the classroom for up to 10 minutes before school officially starts. Registrations are correctly carried out. The atmosphere is very friendly and the morning registration period provides a very happy start to the school day. Pupils get to lessons punctually.

## HOW WELL ARE PUPILS TAUGHT?

18. Teaching is good overall with many very good features. It is very good in the nursery and reception classes, with over half of the lessons inspected either in this category or the higher category of excellent. The excellent features are in two reception classes in communication, language and literacy, and in personal, social and emotional development. Teaching is good in Years 1 and 2, with a third of lessons inspected at this level or higher. There are excellent features in literacy in the Year 1/2 class. There is a very small proportion of unsatisfactory teaching in a Year 1 class in mathematics. Pupils with English as an additional language, pupils with special educational needs and refugees are taught very well. Pupils work at a fast pace and maintain their concentration when the teaching is very good or excellent.
19. The partnership between the nursery nurses and classroom assistants and teachers is very good. Nursery nurses and classroom assistants have a very good understanding of the learning planned for the whole class and give sensitive support to individuals. In reception and the nursery they are particularly good at sitting beside children in whole class discussions and supporting them in understanding the questions and encouraging them to offer an answer. For example, in a story about a lost teddy, the classroom assistant managed to give a child with special educational needs the confidence to stand up in front of the class and show them a toy. Bilingual nursery nurses and classroom assistants play a crucial role in translating for pupils with very little English. They work closely with the pupils who need this support the most, but also provide key words for other pupils to extend their understanding and allow them to respond to the teacher. This support extends pupils' confidence and English language skills very effectively. The partnership between the teachers and nursery nurses and classroom assistants for pupils with statements of special educational needs is excellent. The child with physical disabilities has a high level of involvement in lessons due to the meticulous attention to his needs across both whole class sessions and group work. For example, he joined a whole class game of changing seats, interacting fully in the task.
20. Teaching is particularly effective first thing in the morning when parents join their children in simple handwriting or reading tasks. Teachers welcome parents sensitively and carry out direct teaching of basic skills. This is very useful for the parents because they know what key features to emphasise in their children's work. At the end of these sessions teachers manage the transition between the parents leaving and the beginning of normal lessons very effectively. This high quality teaching ensures that pupils' learning is accelerated through the additional individual support of their parents and allows them to settle happily into the beginning of the school day.
21. Most teachers in the nursery and reception have a very good understanding of the curriculum for this age group. The high quality leadership of the co-ordinator ensures that the planning reflects this knowledge and that each week's learning is evaluated carefully to ensure that the next tasks are carefully matched to children's needs. Planning in the rest of the school is good in literacy and numeracy. The weekly planning follows the termly planning carefully throughout the school, which ensures the steady development of skills and knowledge. Planning has a high level of consistency across each year group because each year group plans together. The organisation of the curriculum in Years 1 and 2, which follows a rolling programme for different classes, is evaluated carefully and teachers use each other's expertise well to improve their future teaching. The individual education plans for pupils with special educational needs are produced carefully to match their needs.

22. Teachers have good subject knowledge in English, mathematics, information and communication technology, design and technology and physical education. Most subject co-ordinators have good subject knowledge that is used effectively to support other teachers. Teachers all have a very good understanding of the needs of pupils with English as an additional language, pupils with special educational needs and pupils who are joining the school midway through their education, particularly refugees.
23. The teaching of handwriting is very good, which gives pupils confidence in written work. Teachers do not develop pupils' confidence in writing numbers so effectively. Reading is taught well with great attention given to the meaning of the words. The sounds of letters are taught correctly in reception, but there is some mixing of the sounds and names of the letters in the older classes. Basic skills are taught well across other subjects. For example, in word processing, pupils are taken carefully through all the procedures for dividing up a text into shorter sentences.
24. Teachers have high expectations of pupils with English as an additional language, pupils with special educational needs and refugees. They challenge them to do their best, whilst giving them every encouragement and using praise very effectively to celebrate both effort and achievement. Teachers' expectations of more able pupils are too low and they do not regularly provide them with tasks to extend their learning.
25. Teachers balance different activities well across lessons. This maintains pupils' concentration well. The nursery and reception classes use the outdoor areas particularly effectively to provide a range of stimulating activities. For example, children had access to a collection of different shoes, magnifying glasses and insects to observe, tapes for measuring, jigsaws, colouring pencils and other resources, all in one lesson.
26. Most teachers and nursery nurses and classroom assistants work hard together to manage the behaviour of pupils. They encourage pupils to enter the class quietly at the beginning of lessons and sit down quickly to begin work. The management of a child with severe behavioural difficulties in a reception class is handled particularly well. The classroom assistant withdraws this child when other children become disturbed and works on the same subject as the teacher, but in a separate part of the room.
27. Features of the excellent teaching include a very fast pace which ensures the coverage of many different tasks. For example, in sharing time children in reception sang number rhymes, then three songs of the week. This was followed by a story accompanied by resources from a story sack and discussion of toys children had brought in, completed with yet more singing. Teachers give extremely clear explanations to ensure that pupils have confidence in carrying out the tasks. They engender very positive attitudes to work. For example, in circle time in reception all children were very keen to pass round the Indian jingle stick without making a sound. Teachers use questioning very skilfully to explain, encourage and support. For example, in the Year 1/2 literacy lesson the reading of three-letter words with a consonant, a vowel and a consonant was taught very skilfully through the wide range of questions asked across the whole class and to individuals.
28. Features of the unsatisfactory teaching include inadequate behaviour management at key points of the lesson. The resulting noise distracts pupils from learning. The lack of clarity in explaining tasks leaves pupils unsure of what they should be doing.

29. Teaching has improved considerably since the previous inspection. Teaching in the nursery and reception was satisfactory at that time and now it is very good. Teaching in Years 1 and 2 was satisfactory and now it is good. There were no excellent lessons during the previous inspection and in this inspection there were four excellent lessons. The proportion of unsatisfactory teaching has fallen considerably.

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

30. The quality and range of learning opportunities are good for children in the nursery and reception classes and promote their learning well. Teachers plan carefully to ensure that there is a balance across the different areas of learning for this age group. They ensure a very good range of opportunities to extend speaking and listening skills and to encourage pupils' personal, social and emotional development. The outdoor area is used very effectively to offer a contrasting location for a range of activities.
31. The school provides a good range of learning opportunities for all its pupils, through a broad, varied and stimulating curriculum that plays an important role in the overall good progress achieved. The curriculum is supported and enriched by a good range of extra-curricular activities, educational visits and visitors to the school. In effect, the curriculum promotes a good learning environment and is an improvement on that found during the previous inspection. There are appropriate amounts of time given to each subject, both specifically and on those occasions when aspects of one subject are taught in another.
32. The school has successfully dealt with the issue relating to the curriculum raised at the previous inspection. There are now schemes of work for all subjects. All schemes are continuously reviewed for their effectiveness in raising standards, a system that is a notable feature of the very good management of the school. For example, all subject co-ordinators regularly seek the views of their teacher colleagues about the success of the schemes of work.
33. The school rightly gives a high priority to the teaching of speaking and listening. This is because a very high proportion of pupils start school with the ability to speak only a language other than English, predominantly Gujarati. There is much time given to talking to pupils, whole class discussion and encouraging pupils to practise and understand English through answering questions orally. As a result, pupils make at least good progress in speaking and listening. However, the school has identified the need to do more in this aspect of pupils' education, to promote the achievement of higher standards in reading, writing, mathematics and science.
34. Provision for pupils with special educational needs is good and has been maintained since the last inspection. All staff who work with these pupils are involved in the preparation and review of their educational plans so that they know their needs well. They ensure that all pupils have full access to the curriculum by making specific arrangements to provide extra help, for example, for a pupil with physical disabilities in physical education. The extra provision for the two pupils with Statements of Special Educational Need is excellent and fully implemented with sensitivity. Systems for implementing the Code of Practice are securely in place.
35. The school has introduced well the National Strategy for Literacy and introduced satisfactorily the Strategy for Numeracy. Planning and monitoring of the teaching of literacy and numeracy are effective. However, there are some shortcomings in the monitoring of the teaching of phonics. Some teachers, when they teach pupils to

read, do not consistently use only the sounds that letters make. They often use the names of letters. As a result, some pupils become confused when they try to decipher words that are new to them. This is particularly so for those pupils whose first language is not English.

36. English and mathematics are well catered for by the school timetable. There has been considerable thought given to timetable arrangements to take account of the other subjects taught. As part of its school improvement plan, the school is trialling the teaching of science and the foundation subjects in 'blocks' of time. This is designed to focus pupils' attention, on most days each week, on individual subjects and topics, rather than the more common practice of having individual subject lessons only once per week. This initiative is at an early stage of development, and its evaluation is a priority in the management process. Those pupils with special educational needs, refugee pupils and those who speak English as an additional language receive good support. Consequently, all pupils have equality of access to the curriculum. This aim for full pupil inclusion is firmly embedded in all school activities and fully achieved. The very good use of the hardworking body of nursery nurses and classroom assistants is a major factor in this respect.
37. There is very good provision for pupils' personal development. A feature of many lessons is the way teachers give pupils time to discuss things with each other. For example, pupils in a mathematics lesson were told to 'Tell the person next to you' about the properties of shapes, thus learning to take into account others' points of view. The teacher had high expectations of pupils working together and helping each other. Regular 'circle' time sessions follow very well the guidance of a draft policy and scheme of work for personal, social and health education. In these sessions, pupils are taught to manage their emotions and to appreciate the consequences of decisions they make. Through science and religious education, pupils learn well the importance of personal and social values, and of how to lead a healthy lifestyle. The time allocated each day to assemblies is justified by the positive impact they have on the attitudes of the pupils towards each other and the wider world around them, and on their behaviour and personal development.
38. The good range of extra-curricular activities includes a choir and recorder club, and the school makes good use of visits to places of interest, usually designed to enrich and extend the learning planned in lessons. For example, pupils visit Beaumanor Hall, both on a day basis and for a residential visit, and local farms, parks and a Victorian school in the locality. These visits give pupils insight into real-life situations, and help develop social attributes and awareness of the wider world. The school has good links with local religious institutions. There are constructive links with nearby schools, particularly the junior school to which most pupils transfer at the end of Year 2.
39. Provision for pupils' spiritual, moral, social and cultural development is very good. This is a significant improvement since the previous inspection. Spiritual development is very good. The quality of assemblies is very high and makes a powerful contribution to pupils' personal development. There are lively presentations of stories, with fascinating resources that transcend the linguistic limitations of some of the pupils. For example, very unusual costumes were used in Year 1 and 2 assemblies, with stripy socks for two pupils representing giants, and simple models were used in a reception assembly to hide key characters that children were delighted to discover. Teachers make very good use of religious education lessons and weekly circle time to develop every pupil's spiritual awareness. These occasions provide opportunities for all pupils to reflect on the world around them, to gain an understanding of feelings and opinions, and to develop tolerance and sympathy

towards others. Teachers plan carefully to ensure that all pupils have opportunities to experience awe and wonder in the wider world around them and this is evident in many lessons. For example, pupils were thrilled when a baby was brought into their afternoon sessions.

40. Provision for moral development is very good. Teachers use stories from many cultures, for example, the Caribbean, Africa and India, and through these experiences develop pupils' understanding of right and wrong, of friendship and cooperation. These concepts are echoed in the rules agreed by each class and displayed for all to see. Teachers take great care to encourage all pupils to reflect on how their actions affect others. There is a clear emphasis on welcoming new pupils into the school and a sensitivity when inducting pupils who have moved from foreign countries, particularly refugees.
41. The school works hard to extend social development. There is a clear code of behaviour in the school, used very effectively to promote social links across different groups of pupils. The very good relationships within the school provide a firm basis for the very effective social development of pupils. Circle times and assemblies make a strong contribution to the warm, supportive and inclusive ethos of the school, providing for all pupils a strong sense of belonging to the school and its community. The school's system of having a 'Star' pupil supports the development of social skills very effectively because pupils recognise the special qualities each of them has. Their accolades include, 'He is always gentle' and 'She is a good friend to have'. The reception and nursery classes use outdoor play very effectively to provide an informal context for developing social skills.
42. The school's provision for cultural development is very good. The broad range of cultural backgrounds of the pupils is seen as a great advantage and work is carefully focused on the many ethnic groups from within the school. Teachers plan carefully to include opportunities for pupils to learn about their own and other cultures through visits to places in the local area and through inviting people with unique skills and experiences to share with the pupils. For example, they acquired knowledge and understanding of the intricacies of Indian dance and African music as they watched and listened to these special performers. Teachers use assemblies very effectively to promote awareness of other cultures through stories and role play activities and in singing songs from around the world.

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

43. The school has good procedures for the care and welfare of the pupils. It is a happy and friendly community where adults know the pupils well and treat them with care, consideration and respect. The staff provide very good role models. Levels of supervision are good, particularly at lunchtime in the two playgrounds, where the many nooks and crannies are well monitored by a specific deployment of supervisory assistants. Throughout the day, the presence of bilingual adults ensures that pupils are comfortable and confident in their surroundings. New pupils, including refugees, have a sensitive programme of sessions to help them to become familiar with the different parts of the school. This helps them to settle into school routines quickly. The school is a safe and secure place for children.
44. Procedures for child protection are good. The named person has been trained and all staff in direct contact with pupils, including supply teachers and students, are familiar with the school's procedures. Health and safety are matters that are taken seriously. Safety is correctly stressed in practical lessons, all necessary safety checks on equipment are regularly carried out and there is adequate first-aid cover.

Good records are kept of all accidents. Healthy eating is very well promoted within the school. Free fruit is available each day and, by Year 1, pupils have a good basic understanding of which foods are healthy.

45. The school lacks procedures for improving attendance and this is unsatisfactory. Procedures for improving attendance are not effective enough. The target of 92.6 per cent is demanding. However, the governors do not yet have clear plans of how this can be achieved. The school does not satisfactorily convey to parents the importance of good attendance. Parents of pupils absent without reason are not contacted quickly enough. The prospectus gives no indication of the school's attitude to extended holidays and little use is made of either the home/school development worker or the Educational Welfare Service in getting the message of good attendance through to parents. Procedures for checking registers are sound. Registers are well kept and meet statutory regulations.
46. Procedures for monitoring and promoting good behaviour are very good and have improved significantly since the previous inspection. Systems that are easy to understand have been established in the classroom, the dining room and on the playground, and these are applied consistently. The five simple *Golden Rules* are very well publicised. Simple classroom routines, such as a teacher slowly clapping, are very effective in maintaining order. Much emphasis is placed on praise, to which the pupils respond very well, and each child starts each day with a clean sheet. This latter point is very effectively applied in the classroom by using a series of large cut-out weather symbols. Each morning, every child has a clothes peg on the sunny symbol. If they behave well they move up to a star. If their behaviour is less good their peg is moved to a partly cloudy symbol. If their poor behaviour continues they end up on the storm symbol. This system succeeds because it is very easy to understand and not dependant on a good knowledge of English. The school records good behaviour very positively. This emphasis on good behaviour runs through the school day; for instance, at lunchtime the midday supervisor records entries in her 'Happy Book' and inappropriate behaviour goes in her 'Sad Book'. These procedures are effective and provide a good environment for learning. Bullying and racism are not tolerated. Assemblies and class discussions are used successfully to drive home the school's attitudes to these problems.
47. Procedures for monitoring pupils' personal development are good. Staff know their pupils well. Circle Time<sup>1</sup> discussions allow the teacher to monitor effectively pupils' personal problems and good records are kept of any matters of significance. Pupils' reports covering personal development are of good quality.
48. The school has very good formal assessment systems, which use a range of different testing systems on a regular basis each term. These include assessing pupils' achievements four times annually in reading, writing and numeracy, and speaking and listening skills twice a year to ensure that pupils are making appropriate progress in these important areas. Data from all these assessments is analysed and used very well to track individual progress and set targets for every pupil. The information also enables the school to set targets for year groups, and to establish its goals for improvement. Assessment of pupils' responses to reading is good, but systems for tracking individual pupils' letter and word recognition are not yet used consistently.
49. The school has made considerable improvement to their assessment systems since the previous inspection. Procedures are now very good and are used effectively. The improvements are largely due to the direction given by senior staff, in particular

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<sup>1</sup> A time when pupils sit in a circle and discuss personal issues.

the acting headteacher. There is a clear policy for assessment including a marking policy and an overview of the assessments undertaken. Together these are leading to a common understanding throughout the school of the standards to be achieved by all pupils. Steps are taken promptly to identify and support those pupils who have special needs, including those for whom English is an additional language. The school is aware of the need now to identify the more able pupils so that their particular needs can be supported and their progress accelerated.

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

50. The school has a very effective partnership with parents. This represents an improvement since the previous inspection.
51. Parents have a good opinion of the school. This judgement is based on the response to the questionnaire, a well-attended pre-inspection parents' meeting and conversations with many parents during the inspection. Parents report overwhelmingly that their children enjoy school. They particularly like the good behaviour, the good teaching, the approachability of the staff, the way the school is led and managed and the way it works closely with parents. They are also very happy with the way the school handles multi-cultural issues. The inspection team has no hesitation in agreeing with these positive views. A few parents had concerns about homework. The inspectors do not agree; they found that the provision of homework is quite satisfactory for children in an infant school.
52. The most impressive aspect of the partnership with parents can be seen every morning in the 10 minutes before school officially starts. In each class around two thirds of all parents are directly involved in their children's learning. A reception class provides a typical example, where, having been informed by the teacher or the bilingual assistant that the letter of the week is 't', all parents present are practising writing the letter 't' with their children. This session lasts about 15 minutes and provides intensive and well-focused learning not only for the pupils, but also for those parents who are not confident in English. For homework parents and pupils are encouraged to bring into school next day objects beginning with 't'. This is a partnership producing good results. There is a good quality partnership with parents in the school's Share Group where parents are supported in understanding their children's work in school.
53. The quality of information provided for parents is good. There are two formal opportunities each year for parents to meet their children's teacher, in the presence of bilingual staff if necessary, and these meetings are sensibly arranged for both afternoon and evening. At these meetings, parents are informed of their children's targets. However, the information is not in an easy-to-understand format. The school has plans to improve the presentation of the information. It has good systems for following up parents who do not attend the meetings. Pupils' reports are of good quality overall and meet statutory regulations, with progress clearly stated and good sections on English and mathematics. Not all 'targets for development' are specific enough for parents to understand or be involved in their children's learning. The prospectus is interesting and informative. The governors' annual report does not meet statutory regulations due to the following omissions: -
  - date at which each governor's term of office ends;
  - rate of unauthorised absence;
  - national test results in correct format;
  - details of any gifts;
  - details of governors' expenses;
  - details of professional development undertaken by staff.

54. A few parents had concerns about the level of communication coming from the school. The inspectors do not agree and think it is good. However, given that the majority of parents speak Gujarati, the school has yet to ensure that all the main documents for parents are available in translation.
55. The school tries hard to involve parents in the life of the school. A small core of parents regularly provide valuable help in the classroom. Courses are available for parents whose mother language is not English, with the aim of raising pupils' attainment through improving their parents' skills, and this is successful. Although there is no parents' association, the school has no difficulty in finding parents prepared to help in school events. Attendance by parents at class assemblies is good. Parents who are governors are extremely involved in the running of the school. A new home/school liaison development worker has recently been appointed with the intention of improving links with parents. She has started well with a weekly parents' surgery.

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

56. The leadership and management of the acting headteacher are very good. She sets a clear educational direction for the work of the school, based firmly on the school mission statement. She has built very effectively on her skills as the deputy headteacher to combine her very good knowledge of the school community with her understanding of the curriculum to maintain the school focus on raising standards. She sustains very good communication systems across the large number of staff and supports individuals very well, which produces a calm and orderly context for learning. She sensitively supports the many new pupils and parents as they join the school, particularly the refugees. She sets high standards in her assemblies, creating strong visual images for the pupils, which is particularly helpful to those with very little English language. For example, she told a story using streams of delicate blue material for the sea and small blocks for the stones. She has made an excellent start in handling all the administrative responsibilities of a headteacher and has the confidence of the staff, pupils and parents.
57. The assistant headteacher has also made a very good start in her new role. She provides firm leadership in her areas of responsibility and works confidently throughout the school. She sets high professional standards in areas such as displays and assemblies, combined with a great enthusiasm for her work. She provides a very good source of expertise in the learning and culture of pupils from minority ethnic groups. The senior management team play an important role in identifying and discussing school initiatives. They work well together to extend the school's provision. Most co-ordinators provide high quality support for their colleagues throughout the school. Many work extremely hard to set up and maintain systems to provide consistency for pupils as they move through the school. This has a direct impact on raising standards, particularly in English, mathematics, information and communication technology, design and technology, music and physical education.
58. The governors represent a mixture of long- and short-term experience in their roles. They have a commitment to the work of the school and in some cases provide a valuable resource in the daily work of the school. For example, a governor works every week in lessons, playing the piano in order to raise standards in music. However, the organisation of joint sessions and committees with the junior school governing body produces long meetings. It also reduces the amount of time focusing on specific infant-school business. For example, when they are considering the

junior-school curriculum, the curriculum committee is unable to focus in depth on the considerable changes in the requirements of the nursery and reception classes. Statutory requirements are not being met in collective worship, where references are not made to a higher being despite the high quality context provided for worship.

59. There is a very effective system for delegating responsibility. The senior management team plays a valuable role in analysing the school's provision and identifying areas for improvement. This is then carried through carefully to the rest of the staff for discussion and decision-making. The co-ordinator for reception has made a very good start in this responsibility area, and the role can now usefully be extended across both reception and nursery to provide even more continuity between the year groups. The school improvement systems are very good. All staff members play an active part every year in producing and reviewing the very good School Improvement Plan. This produces a high level of understanding of the school's priorities across the staff and a very good capacity to succeed because there is a clear focus for the school's work. For example, the school has worked hard together to raise standards in information and communication technology through improving teachers' subject knowledge and ensuring that pupils have regular access to computers. There is a very good range of monitoring systems in place throughout the school, which is producing steady improvement year by year. Co-ordinators use these systems very effectively. For example, in science the co-ordinator identified a weakness in an aspect of 'living things' and then organised a very stimulating experience for pupils in working with geese, ducks and other animals. The joint observations of lessons by teachers has improved the quality of teaching because teachers agree on ways of improving it.
60. Costings in the School Improvement Plan are precise, with planned expenditure shown for each month. Indicators of success are clearly stated. The budget is directly linked to the improvement plan and approved by the governing body. The allocation to subject co-ordinators of a fixed amount to spend each year reduces the ability of the school to link all spending directly to the improvement plan. The school's finances are very well controlled, with a professional bursar monitoring and updating the records twice a week and making very good use of the computerised systems available. Working relationships between the acting head teacher and the bursar are very effective. Financial administration is unobtrusive and efficient, with appropriate financial controls in place. There has not been an internal audit since the previous inspection. At that time all the recommendations had been complied with. Specific grants, of which the largest is aimed at pupils for whom English is an additional language, are spent appropriately and very well targeted on raising standards. The school's finances are currently in a healthy state with a sensible balance in hand. The school fund is audited annually.
61. The school's application of the principles of best value is satisfactory overall. Competitive quotes are correctly sought before major expenditure. The school carries out a detailed analysis of its assessment results. Where possible the impact of spending decisions are evaluated; for instance, money spent on courses to improve parents' involvement in their children's learning has been carefully monitored and has resulted in a clear improvement in standards for those pupils concerned. For example, the school analysed the effectiveness of the work of the Share Group on pupils' development.
62. There are sufficient appropriately qualified and experienced teachers to teach the requirements of the curriculum in the nursery and reception and the subjects of the National Curriculum. There is a good balance on the staff between teachers who are long established and experienced and those who are new to the school. Induction

arrangements for newly qualified teachers are good and the school ensures that newly appointed teachers are well informed and supported. The school values staff development and ensures that performance management is used carefully to extend teachers' expertise.

63. A team of able nursery nurses and classroom assistants supports very well the pupils and the work of the teachers. The assistants are well aware of the needs of the pupils, with whom they work efficiently and unobtrusively. Most have undertaken a good range of relevant in-service training. They are well briefed by the teachers and the special educational needs co-ordinator where appropriate, and are effective. They have a very positive impact on the learning and attainment of pupils, especially those who have special educational needs and those who speak English as an additional language. For example, classroom assistants competently run the library club each lunchtime. There is a good sense of teamwork among the whole staff, who all display commitment to the school and its pupils. The administrative staff are highly effective and ensure that the school runs very smoothly on a daily basis. The last inspection report noted that the staffing of the school was satisfactory. All adults in school now make a very positive contribution to the quality of learning and social development of the pupils. There is a strong commitment to improve.
64. The school's accommodation is good. The building contains adequately sized, well-maintained classrooms. There is easy access to the recently relocated, well-stocked library, the hall and teaching support areas. The completion of the adaptation to accommodate pupils with physical disabilities has nearly been completed. Outside areas are of good size and used effectively both for recreation and for learning activities. For example, children in the nursery and reception spend valuable time across the whole nursery and reception curriculum using equipment for play, construction and physical development in their large, enclosed outside area.
65. Resources for learning are satisfactory overall. They are good for English, where the school has invested well, both in terms of extending its range of books and teacher resources, and staff planning time. Resources for information and communication technology are better than they were at the time of the previous inspection and are now satisfactory. The recent installation of a computer suite puts the school in a good position to support and further improve the above average standards in this subject that the pupils already achieve. There remains room for the school to improve its resources for history and the quality of gymnastic equipment.
66. Many children enter the school with very low English linguistic skills and many have no English language at all. A high proportion of pupils enter the school after the beginning of reception and do not benefit from the full programme of the school's work. Despite these drawbacks, when pupils leave the school they have made very good progress in English and good progress in mathematics and science. Standards in Year 2 are above expectations in information and communication technology, design and technology, music and physical education. Teaching is good, and leadership and management are very good. Improvement since the previous inspection is good. The cost per pupil is above average. Taking all this into account the school gives good value for money.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

67. In order to further improve the school's provision the governors, headteacher and staff should:-

(1) raise standards in English through improving pupils' ability to read and write, and their ability to read more words that are unfamiliar to them by:-

- insisting that pupils consistently use the skills they learn in literacy lessons to produce writing of the highest quality;
- teaching pupils from an early age to use the sounds, not the names, that letters make to help them to decipher and learn to read unknown words;
- tracking more effectively pupils' individual progress of letter recognition and words read by sight;

*(paragraphs 3, 5, 8, 23, 33, 73, 83, 87-90 and 92)*

(2) raise standards in mathematics by:-

- providing tasks to match pupils' different needs when they work in groups;
- increasing the amount of practical work and applying number in other mathematical contexts in Years 1 and 2;
- improving the quality of the recording of mathematics;
- extending more effectively the use of numeracy across the curriculum;

*(paragraphs 3, 7-8, 23, 33, 94, 96-99 and 102-103)*

(3) raise standards in science by:-

- analysing pupils' work to identify strengths and weaknesses;
- using the results of this analysis to plan work that matches the needs of pupils more precisely;
- promoting the use of scientific language more consistently;

*(paragraphs 3, 7, 33, 105 and 108-110)*

(4) increase the progress of more able pupils by:-

- quickly identifying them when they begin school;
- raising teachers' expectations of them to achieve higher standards;
- providing more challenging tasks for them in lessons;

*(paragraphs 6, 24, 94 and 109)*

(5) improve the rates of attendance by:-

- setting realistic annual targets to increase attendance;
- reporting attendance rates to governors regularly;
- using the home/school development worker and educational welfare officer to emphasise to parents the importance of regular attendance;
- ensuring that there is contact with parents on the first day of their child's absence.

*(paragraph 45)*

In addition to the improvement issues the governors should also include the following weaknesses in their action plan:-

- consider ways of using their time to reduce their heavy workload across the infant and junior schools to focus their work more closely on the needs of this school;
- use the appropriate terms for worship in assemblies before the good quality time spent on reflection.

*(paragraph 58)*

## PART C: SCHOOL DATA AND INDICATORS

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

|  |    |
|--|----|
| Number of lessons observed   | 57 |
| Number of discussions with staff, governors, other adults and pupils | 65 |

### Summary of teaching observed during the inspection

|            | Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very poor |
|------------|-----------|-----------|------|--------------|----------------|------|-----------|
| Number     | 4         | 16        | 20   | 16           | 1              | 0    | 0         |
| Percentage | 7         | 28        | 35   | 28           | 2              | 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 close to two percentage points.

### Information about the school's pupils

| Pupils on the school's roll   | Nursery | YR – Y2 |
|---|---------|---------|
| Number of pupils on the school's roll (FTE for part-time pupils)      | 34      | 314     |
| Number of full-time pupils known to be eligible for free school meals | n / a   | 69      |

FTE means full-time equivalent.

| Special educational needs   | Nursery | YR – Y2 |
|---|---------|---------|
| Number of pupils with statements of special educational needs       | 0       | 2       |
| Number of pupils on the school's special educational needs register | 5       | 82      |

| English as an additional language                       | No of pupils |
|---|--------------|
| Number of pupils with English as an additional language | 276          |

| Pupil mobility in the last school year                                       | No of pupils |
|--|--------------|
| Pupils who joined the school other than at the usual time of first admission | 48           |
| Pupils who left the school other than at the usual time of leaving           | 18           |

### Attendance

| Authorised absence        | %   | Unauthorised absence      | %   |
|---------------------------|-----|---------------------------|-----|
| School data               | 8.8 | School data               | 0.9 |
| National comparative data | 5.2 | National comparative data | 0.5 |

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

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

|  |      |      |       |       |
|--|------|------|-------|-------|
| Number of registered pupils in final year of Key Stage 1 for the latest reporting year | Year | Boys | Girls | Total |
|  | 200  | 42   | 44    | 86    |

| National Curriculum Test/Task Results       |          | Reading | Writing | Mathematics |
|---|----------|---------|---------|-------------|
| Numbers of pupils at NC level 2 and above   | Boys     | 27      | 30      | 31          |
|   | Girls    | 34      | 36      | 36          |
|   | Total    | 61      | 66      | 67          |
| Percentage of pupils at NC level 2 or above | School   | 71 (73) | 77 (72) | 78 (74)     |
|   | National | 83 (82) | 84 (83) | 90 (87)     |

| Teachers' Assessments                       |          | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 2 and above   | Boys     | 30      | 29          | 33      |
|   | Girls    | 32      | 33          | 34      |
|   | Total    | 62      | 62          | 67      |
| Percentage of pupils at NC level 2 or above | School   | 72 (70) | 72 (75)     | 78 (72) |
|   | National | 84 (82) | 88 (86)     | 88 (87) |

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

### **Ethnic background of pupils**

|                                 | No of pupils |
|---------------------------------|--------------|
| Black – Caribbean heritage      | 2            |
| Black – African heritage        | 3            |
| Black – other                   | 1            |
| Indian                          | 156          |
| Pakistani                       | 3            |
| Bangladeshi                     | 0            |
| Chinese                         | 0            |
| White                           | 20           |
| Any other minority ethnic group | 7            |

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

### **Teachers and classes**

#### **Qualified teachers and classes: YR – Y2**

|  |      |
|--|------|
| Total number of qualified teachers (FTE) | 12   |
| Number of pupils per qualified teacher   | 22.2 |
| Average class size                       | 27   |

#### **Education support staff: YR – Y2**

|   |    |
|---|----|
| Total number of education support staff | 12 |
| Total aggregate hours worked per week   | 78 |

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

|  |    |
|--|----|
| Total number of qualified teachers (FTE) | 2  |
| Number of pupils per qualified teacher   | 30 |
| Total number of education support staff  | 2  |
| Total aggregate hours worked per week    | 30 |
| Number of pupils per FTE adult           | 15 |

*FTE means full-time equivalent.*

### **Recruitment of teachers**

|  |     |
|--|-----|
| Number of teachers who left the school during the last two years   | 7.5 |
| Number of teachers appointed to the school during the last two years   | 5.6 |
| Total number of vacant teaching posts (FTE)  | 0   |
| Number of vacancies filled by teachers on temporary contract of a term or more (FTE)                           | 0   |
| Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE) | 0   |

*FTE means full-time equivalent.*

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

|                              | Fixed period | Permanent |
|------------------------------|--------------|-----------|
| Black – Caribbean heritage   | 0            | 0         |
| Black – African heritage     | 0            | 0         |
| Black – other                | 0            | 0         |
| Indian                       | 0            | 0         |
| Pakistani                    | 0            | 0         |
| Bangladeshi                  | 0            | 0         |
| Chinese                      | 0            | 0         |
| White                        | 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                               | 707,418   |
| Total expenditure                          | 678,702   |
| Expenditure per pupil                      | 1,773     |
| Balance brought forward from previous year | -4,117    |
| Balance carried forward to next year       | 24,599    |

## Results of the survey of parents and carers

Questionnaire return rate 14.4%

|                                   |     |
|-----------------------------------|-----|
| Number of questionnaires sent out | 327 |
| Number of questionnaires returned | 47  |

### Percentage of responses in each category

|  | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school.   | 85             | 15            | 0                | 0                 | 0          |
| My child is making good progress in school.  | 51             | 43            | 2                | 0                 | 4          |
| Behaviour in the school is good.   | 79             | 21            | 0                | 0                 | 0          |
| My child gets the right amount of work to do at home.                              | 38             | 32            | 21               | 6                 | 3          |
| The teaching is good.  | 68             | 23            | 4                | 0                 | 5          |
| I am kept well informed about how my child is getting on.                          | 60             | 28            | 4                | 4                 | 4          |
| I would feel comfortable about approaching the school with questions or a problem. | 68             | 21            | 2                | 2                 | 7          |
| The school expects my child to work hard and achieve his or her best.              | 66             | 24            | 6                | 2                 | 2          |
| The school works closely with parents.   | 66             | 26            | 6                | 2                 | 0          |
| The school is well led and managed.  | 68             | 24            | 0                | 4                 | 4          |
| The school is helping my child become mature and responsible.                      | 68             | 21            | 4                | 2                 | 5          |
| The school provides an interesting range of activities outside lessons.            | 49             | 34            | 4                | 4                 | 9          |

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

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

68. Children enter a single nursery class in September on a part-time basis if they are already three years old that term. All other children begin their part-time nursery education in January, when another class is formed in an adjacent classroom. About a third of children then attend full-time. The following September children move to reception classes. At the time of the inspection there were four reception classes.
69. Children enter the nursery with very low attainment. A high proportion of children have little or no English language skills. There is a wide spread of attainment, with a few more able pupils. Children make very good progress in the nursery and reception classes because teaching is very good with some excellent features. The high quality nursery nurses and classroom assistants support the children with English as an additional language, those with special educational needs and refugees. Children are on track to reach the Early Learning Goals<sup>2</sup> in personal, social, emotional, creative and physical development by the end of the reception year. Children's mathematical development and knowledge and understanding of the world are on track to be below expectations and communication, language and literacy are well below expectations.

#### **Personal, social and emotional development**

70. Teaching is very good in the nursery and reception. Teachers provide a careful balance of whole class, group and individual activities, which extends children's confidence across a range of different contexts. In the nursery the high proportion of children with English as an additional language make considerable efforts to follow whole class activities because the bilingual nursery nurse works skilfully with the class teacher to translate from English. When children are using their mother tongue in independent activities their confidence level is much higher. The stimulating tasks both outside and in the classroom provide high quality opportunities for learning. For example, staff provide a rich variety of props for children to use in the small outdoor house, on the outdoor tables and for the games led by the adult.
71. Children in reception classes choose tasks confidently because they are given clear guidance in most classes and are then supported carefully in carrying out the tasks. In the classes where there are excellent features, teachers give extremely well-focused explanations that ensure that every child understands the task. For example, in circle time<sup>3</sup> all children, including the child with physical disabilities, took turns to change seats, which produces extremely positive attitudes from children towards each other and the staff. Children with severe behavioural difficulties are supported very effectively through systems set up by the teacher combined with the ingenuity and patience of the classroom assistant. Children develop flexibility in simple social settings well, particularly in registration sessions where they choose their response to the teacher from several different languages.

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<sup>2</sup> The Early Learning Goals are the curriculum guidelines set by the government for reception and nursery children.

<sup>3</sup> Circle time provides an opportunity for all children to sit in a circle and take turns in offering their feelings in response to a key question and co-operating with each other.

## **Communication, language and literacy**

72. Teaching is very good in the nursery and reception. The school makes this aspect of the curriculum a high priority and children make very good progress. In the nursery a calm context is set for learning and children are carefully supported in understanding the tasks. Children with no English language are supported particularly well by the nursery nurse because she introduces new words in the context of a story very carefully whilst supporting the children in their own mother tongue. For example, at the end of a story children understood and spoke the words 'caterpillar' and 'apple' from the story 'The Hungry Caterpillar'. Children listen to stories well in class sessions, but they use books hesitantly in the book corner. More able children recognise an incident in a story, such as a toddler rattling a baby's cot, but do not follow the meaning through a whole story.
73. The reception teachers use the literacy strategy very effectively to extend learning. Letter sounds are taught carefully and systematically, and this ensures good progress in learning these sounds. Teachers do not begin the process of recording individual children's knowledge of these letters or of their recognition of whole words early enough. Children thoroughly enjoy the whole class sessions with Big Books because teachers take care to provide resources to support their understanding. For example, a story about a child choosing a toy was accompanied by toys, which were drawn from a story sack, much to the children's delight. Children respond to different aspects of stories or characters, more able children follow through the story line confidently. Teachers maintain careful records of individuals' progress in responding to books, which increases the rate of children's progress well. Children's handwriting is at the expected level because teachers work in very effective partnership with parents every morning to develop skills of forming letters. Progress has improved significantly since the previous inspection, increasing from satisfactory to very good.

## **Mathematical development**

74. Teaching is very good in the nursery and reception. The nursery staff use whole class sessions well to extend children's use of numbers for counting. Children with English as an additional language make very good progress in learning the names of numbers because they are used across a range of different contexts. For example, the teacher counted the number of circles in the caterpillars each child was making. However, the linguistic requirements for developing mathematical understanding reduce children's overall progress in this area.
75. In reception classes, teachers work hard to teach key words such as 'on', 'under' and 'behind'. Lessons are structured carefully to build understanding through different tasks. For example, teachers introduced the key words, played games with teddies and then placed animals in different places in a farm setting. Children develop understanding of simple shapes because classroom assistants lead these group activities and talk very effectively to children about their work. For example, children learnt the term 'symmetry' and then stuck regular shapes on either side of a butterfly's wings in a symmetrical pattern.

## **Knowledge and understanding of the world**

76. Teaching is very good in the nursery and reception. Children gain confidence in working on computers because there are always interesting activities available for them to choose. Nursery children know that work can be printed out and are delighted to show each other their work. Nursery children develop simple investigational skills because teachers provide interesting apparatus for them to use.

For example, to follow up the Hungry Caterpillar story children used magnifying glasses to look at different insects in the outdoor play area. They learn to design and build different structures such as towers and bridges through the use of different apparatus such as building blocks or sand. Children develop these skills well because the practical work is not restricted by the use of language.

77. Children in reception classes build well on the skills they have learnt in the nursery because teachers use very good quality demonstrations to extend these skills. For example, children were introduced to key names of the computer and then produced simple faces using the paint program. Nursery nurses and classroom assistants work very effectively with children on computers, building their confidence well and extending their language skills. Children are provided with stimulating experiences to develop investigational skills. For example, they experimented imaginatively with a sticky mixture provided in trays and investigated carefully the different properties of the apparatus in the water trays. Teachers make good use of the outdoor play area to extend children's observational skills. Children develop effective designing and making skills through group work. For example, they each made simple pizzas with symmetrical patterns of tomatoes and onions.

### **Physical development**

78. Teaching is very good in the nursery and reception. Outdoor play is organised carefully in the nursery to ensure that children have equal time both inside and outside. Children are very keen to work outside because the activities are so challenging and interesting resources are provided. For example, children thoroughly enjoyed learning to move whilst balancing on flowerpots. The staff outside move around the different activities conscientiously, supporting learning and extending physical skills very effectively. For example, the nursery nurse helped children use magnifying glasses, encouraged those who were drawing, played Ring a Ring o' Roses and took part in role play in the outdoor house, all in the space of 15 minutes. Children use simple tools at the expected level to glue, draw or pour water between different containers.
79. In reception classes the physical education lessons in the hall supplement children's outdoor play very effectively. Children develop confidence in moving at different speeds and learn to use the space around them carefully. Children continue to develop skills in handling tools through a range of stimulating activities both in small groups and in individual tasks such as working with dough.

### **Creative development**

80. Teaching is very good in the nursery and reception. Nursery children experience a stimulating range of different media that encourages experimentation. For example, they painted pictures in different shades of blue and used crayons to draw hungry caterpillars. Children make a very good start in singing and responding to music because a governor plays the piano for weekly sessions of singing and responding to music. The high quality teamwork of the teacher and the bilingual nursery nurse ensure that children gain enough confidence to join in these sessions. Children play imaginatively in the role-play areas because they use their mother tongue to interact.
81. Children continue to have a rich variety of creative experiences in reception classes. They paint confidently and produce good pictures with help from the adults. For example, everyone painted a self-portrait with careful use of colour for the main features. Music development benefits from the continuation of weekly sessions with the governor supporting with the piano. Teachers lead these sessions skilfully and

children sing a range of different songs with confidence. The music is used very well to extend children's movement in response to music. This is also developed well through the use of dance music in physical development lessons in the hall. Children continue their development of imaginative play through the provision of small-scale toys and apparatus such as small houses or farms and through larger role-play areas in classrooms and outside.

82. There is a high level of consistency across the teaching in the reception classes because the co-ordinator leads weekly meetings to discuss progress from the previous week and plan the next week's work. Teachers follow this planning assiduously. Teamwork is very effective and nursery nurses and classroom assistants play a crucial role in supporting children with English as an additional language, those with special educational needs and refugees.

## ENGLISH

83. The table below shows the main judgements about English for pupils at the end of Year 2.

| <b>AT AGE 7</b> | National tests 2000<br>National<br>comparison | Inspection<br>judgement | Comments |
|-----------------|---|-------------------------|----------|
|-----------------|---|-------------------------|----------|

### READING

|                                   |                    |               |  |
|-----------------------------------|--------------------|---------------|--|
| Level 2, the expected level       | Well below average | Below average | The school needs to focus more on teaching pupils to use in their reading the sounds that letters make |
| Level 3, above the expected level | Well below average | Below average |  |

### WRITING

|                                   |                    |               |  |
|-----------------------------------|--------------------|---------------|--|
| Level 2, the expected level       | Well below average | Below average | There has been some improvement in writing |
| Level 3, above the expected level | Close to average   | Below average |  |

### SPEAKING AND LISTENING

2000 Teacher assessment

|                                   |                    |  |   |
|-----------------------------------|--------------------|--|---|
| Level 2, the expected level       | Well below average | At the expected level in listening, but below expectations in speaking | The school is making good efforts to improve pupils' attainment in speaking |
| Level 3, above the expected level | Close to average   |  |   |

84. Compared with that in similar schools, attainment in the 2000 national tests was well below the average in reading, and below the average in writing for pupils aged seven years.
85. Whilst standards at the age of seven remain below those expected nationally, attainment in reading and writing has improved year on year, over the five years leading to 2000, faster than the national trends. The very effective use of the literacy

strategy has had a significant impact on standards in reading, which are now higher than the 2000 national tests showed. Results of the 2001 tests are likely to show a dip in results. This is because there was a high proportion of pupils with special educational needs in that group of pupils. Consequently, the 2001 results should not be taken as the norm.

86. Taking into account the very low level of attainment for the great majority who join the school, most pupils do well and make very good progress, particularly in listening and writing. This is because the school places great emphasis on teaching pupils to speak and understand English, and to extend their vocabulary in the language. Most pupils enter the school with very little English, but the school quickly addresses this limitation by effective teaching. Nevertheless, this remains a major factor in influencing the lower than nationally expected standards attained by pupils when they leave the school at seven years of age.
87. While all pupils in Year 1 make progress in speaking and listening, they make better progress when they are in Year 2. This is because the teachers in Year 2 are generally more adept at raising each pupil's confidence and ability to communicate orally. Pupils learn to use and extend their vocabulary through many opportunities for discussion, with the teachers, individually with nursery nurses and classroom assistants, and with each other. This is of particular benefit when pupils are required to understand the nuances of the English language. On the whole, teachers in Year 2 are better at this approach than those in Year 1. For example, in a good Year 2 literacy lesson, the teacher asked pupils to discuss with a 'talk partner' a possible ending to a story. The success of this venture depended on the pupils having listened carefully to the preceding whole class discussion and on their confidence to speak and listen to their classmates. Of note was the way the teacher chose partners so that each pupil would benefit from interacting with the other. It was a challenging activity appropriately designed to develop the pupils' listening and oracy skills. The same teacher and some colleagues successfully use this approach in other subjects, such as mathematics, to concentrate pupils' efforts on improving their understanding of concepts and extending their vocabulary.
88. There is good attention given throughout the school to developing pupils' reading skills. Teachers emphasise strongly the skills of reading in their literacy lessons, and pupils have many opportunities to practise. For example, very capable classroom assistants run a lunchtime reading club in the library, which nearly all pupils in year 2 attend at some time. Additionally, the first part of each day is given to pupils working, alongside parents, on their reading or writing skills. This is a particularly beneficial approach, not least because pupils and parents see the importance of learning to read. Indeed, during the inspection, parents of 15 pupils on average per class attended these sessions. The most effective sessions are when some teachers take the opportunity to discuss with parents how they can help their children to become better readers. It is notable how a very high proportion of pupils in Year 2 read regularly at home to their parents and other members of their families.
89. Whilst most pupils make good progress in reading over their time in the school, there is scope for them to achieve more than they do at the age of seven. By Year 1, most pupils recognise and know the sounds of a good range of letters. The literacy lessons and practise sessions remind pupils how to work out words with which they are unfamiliar, but only a few become proficient in this skill. Pupils at this age do most of their reading by using picture clues or the recognition of words they have seen before. Similarly, by the time they begin Year 2, only a few pupils recognise and use the sounds that pairs of letters make to help them decipher words, for example 'oo' or 'ee'. Nevertheless, at the beginning of Year 2, most pupils read with

improving fluency and accuracy. Higher-attaining pupils are already achieving Level 2, which is normally expected of pupils at the end of Year 2. These pupils show a good degree of understanding of what they read. They retell stories in some detail, suggest what might happen next and sometimes relate what they read to their own experiences. This is because they have a wider English vocabulary and their ability to use phonetic clues is well developed. Too often, the lower attaining pupils, who are the majority, become confused in their reading because they use the names of letters, rather than the sounds that they make, when they try to decipher words. The school is aware of this, but there is an inconsistency of approach among the teaching staff. For example, in an otherwise satisfactory literacy lesson in Year 1 about three-letter words, the teacher used in discussion with the pupils both the sounds of letters and their names, for example, in the words 'tin' and 'peg'. This approach served only to confuse the pupils, many became distracted, and they made very little progress in this part of the lesson. In contrast, in a very good Year 1 lesson on similar lines, the teacher rigorously used the sounds of letters with the pupils, even though some tried to use the letter names. Consequently, all pupils focused on the task in hand, were able to tackle more demanding work, and went on to learn much in the lesson about writing in sentences.

90. Skills in writing develop well, particularly in Year 2. Most pupils in Year 1 write correctly all the letters of the alphabet, building on the good work done in the reception classes. A few write simple words correctly, but most have very poor ability to spell even simple words correctly, reflecting their poor reading ability. By the end of Year 2, higher attaining pupils, who are also good readers, write sentences clearly, using full stops and capital letters where appropriate. They spell most words correctly and write simple stories using well-formed ideas, often beginning stories with 'Once upon a time...'. Nearly all pupils, including the lower attaining and those with special educational needs, try hard to present their writing neatly. By the end of the year, many pupils begin to join letters in a cursive style, following practice with individual letters earlier in the year. Depending on their ability to write at length, some pupils write interesting pieces for a range of purposes. For example, they construct menus of their favourite foods, which include items such as pizza, rice and chapatis, and write letters of apology to the 'Three Bears'. Pupils have opportunities to record their thoughts in subjects other than English; for example, they write statements about the properties of two-dimensional shapes or the characteristics of animals. In general, though, pupils do not consistently use in their writing the skills they have learned in literacy lessons, their use of vocabulary is too limited to convey precise meaning, and the standard of spelling is not sufficiently accurate. These judgements confirm that the overall standard in reading is below expectations.
91. The quality of teaching is good overall, but it is better in Year 2 than in Year 1. This is because teachers in Year 2 more consistently apply strategies that build progressively on pupils' learning, and portray a high expectation that they will produce their best work in lessons. For example, in an excellent literacy lesson in Year 1/2 the teacher was ever mindful of the needs of each pupil. The work was clearly planned to build quickly on pupils' knowledge of vowels and consonants in an interesting and 'fun' way. The teacher had total control of the pupils throughout the lesson because they were all involved equally and focused on what they had to do. She made very good use of questioning to draw out pupils' level of understanding, to raise their self-esteem by using their answers to help others, and to take the lesson forward. As in most other lessons seen, a feature of the teaching was that she used the classroom assistant very well to give support to pupils, both individually and in small groups. Such high quality teaching has a major impact on pupils' learning across all aspects of English. Of particular note was the way the teacher most successfully entwined the teaching of letter-sound recognition within the lesson.

92. In some literacy lessons in the Year 1 class the learning is not sufficiently successful, for four reasons, although all four are not evident in any one lesson.
- The teacher does not ensure that all pupils pay close attention to the first part of the lesson.
  - Expectations for pupils to concentrate on their group tasks are not high enough; the pupils become too noisy and distracted, and waste time.
  - There is not enough emphasis given to pupils producing their best work, with the result that some work is shoddy and takes little account of what the pupils were asked to do.
  - Too often the teacher asks the pupils to do a drawing as well as a piece of writing. Many pupils spend too long on the drawing, so that the benefit of the activity to pupils' writing is limited.
93. There is a whole-school commitment to improving standards, and there is no doubt that many good initiatives are in place to achieve this aim. The rising trend in national tests and assessments over the past few years proves the school's success. In the main, the teachers use the National Literacy Strategy well to raise pupils' levels of attainment, as well as strategies to compensate for the high proportion of pupils with English as an additional language. The management of English is good. The two literacy co-ordinators, the acting headteacher and the assistant headteacher are in a good position to monitor standards and the school's provision for English. From the very good assessment, monitoring and evaluation procedures they have a very clear picture of standards in the school and the quality of education provided. They rightly see the development of pupils' speaking skills across the curriculum as one key to raising standards in reading and writing.

## MATHEMATICS

94. The table below shows the main judgements about mathematics for pupils at the end of Year 2.

| <b>AT AGE 7</b>                            | Tests 2000<br>National<br>comparison | Inspection<br>judgement | Comments   |
|--|--------------------------------------|-------------------------|--|
| Level 2, the<br>expected<br>level          | Well below<br>average                | Well below<br>average   | Pupils make good progress from a very low baseline on entry to the school. |
| Level 3,<br>above the<br>expected<br>level | Well below<br>average                | Well below<br>average   | More able pupils are not challenged enough to reach their potential.       |

95. Between 1998 and 2000, the trend in the national tests was clearly upward. The 2001 results show a temporary fall because of the unusually large number of pupils with special educational needs at that time. The school has carefully analysed the test results. Very good use is made of this data to guide the development of the curriculum and the planning of lessons.
96. Although standards are improving, they are still not in line with national averages for pupils aged seven. The more able pupils are not yet being challenged enough and are under-achieving. The school is aware of this and plans to address this in the near future. There is an emphasis on number work, which is having a positive effect

on pupils' development of skills, for example, in counting. However, the school does not balance the amount of time it gives to other practical mathematical experiences it offers pupils, such as shape, space, measures and data handling. This was also the case at the time of the last inspection.

97. Pupils with special educational needs are supported well and make appropriate progress. Pupils with English as an additional language make good progress especially when they are engaged in discussions or practical activities, and when their recording of mathematics is largely through mathematical symbols such as '+' and '='. However, pupils' progress temporarily falters when they are required to record work in writing, using mathematical terms such as 'cylinder', 'face' and 'corners'.
98. By the age of seven, pupils count confidently backwards and forwards up to 100 in ones, but not in twos, fives or tens. They identify 'one more than', but have only a limited understanding of doubling or halving a number. Using their knowledge and understanding of 'taking away' they write number sentences confidently, using the conventional mathematical symbols rather than words. They are beginning to identify the properties of solid and plane shapes, but they are not secure in distinguishing between squares and rectangles. However, they gain a better understanding of solid shapes after taking apart packages to see how they are constructed. They successfully use this knowledge to make their own cubes, cuboids, cylinders and triangular prisms.
99. The quality of teaching and learning is good overall. Many lessons had very good qualities. There was one instance of unsatisfactory teaching. Nearly all teaching has very good features such as planning and subject knowledge. The best teaching features a strong sense of purpose, vigorous pace, clear objectives and instructions. They know their pupils very well, match activities to meet differing abilities, and make learning fun whilst maintaining very good behaviour. However, not all teachers plan suitably challenging activities to meet pupils' abilities, causing the more able to under-achieve. In the unsatisfactory lesson, pupils were not clear about mathematical terms and functions such as 'counting back'. Their behaviour deteriorated because they did not know what they had to do and lost interest in their activities.
100. All teachers are familiar with the national numeracy strategy, which they use effectively to plan their three-part lessons. The school's focus on the development of speaking and listening skills is underpinned in the opening part of mathematics lessons. Teachers make lesson goals very plain: 'In this lesson this is what we are going to do. Are you listening?' They conduct counting activities at a good pace and help sustain pupils' interest, for example, by using different musical sounds to indicate counting on and counting back. They use their subject knowledge well when introducing new work and leading discussions. In the main part of the lessons, teachers move effectively from group to group, assessing pupils' understanding and achievement. At the end of lessons they check whether pupils have understood what they have been doing by using their questioning skills to good effect. The most successful lessons end with a strong sense of achievement: 'You have worked hard this lesson. Well done, everyone!'
101. Pupils enjoy mathematics and have positive attitudes. They pay attention and listen hard, especially when teachers have a lively style and make good use of visual learning aids such as counting squares. They respond well when teachers use praise and show appreciation, such as, 'What a star!' Pupils work well in pairs, for example, taking turns as the fox 'taking away' chickens from the farmer. Older pupils

persevere and concentrate well when constructing solid shapes using a range of construction apparatus. They particularly enjoy practical activities such as making their own solid shapes using paper, glue and sticky tape. They show remarkable determination when required to record statements in writing, using words such as 'square' and 'corners' without word banks or dictionaries.

102. At present, pupils do not use information and communication technology enough in mathematics. A scrutiny of pupils' work revealed only limited use of mathematics in other areas of the curriculum such as science, history and geography. However, mathematics features in some homework tasks such as counting the number of shoes a family has, and there are links with personal development when pupils record what they do before and after school.
103. There are very good assessment systems which teachers use effectively to track each pupil's achievement and plot future goals. Teachers mark work, but pupils' presentation of work varies in quality. Teachers have not yet devised ways to help pupils who have English as an additional language to record their work satisfyingly. The more able pupils are not achieving their potential either in the quantity of their written work or the level of the work covered.
104. Since the previous inspection the quality of teaching has improved and standards have risen. Yet, in spite of teachers' very hard work, and strong leadership from the coordinator, standards are still well below average when compared with national averages where pupils have English as a mother tongue. Although the school has been heartened by recent improvements in standards against its own past performance, it recognises the gap that has still to be closed. All staff share a resolute determination to raise standards. The hard work of the subject leader has been very effective thus far. She has a very clear vision of what needs to be done and the commitment to achieve it.

## SCIENCE

105. The table below shows the main judgements about science for pupils at the end of Year 2.

| At age seven                                    | Teacher assessment 2000 national comparison | Inspection judgement |  |
|---|---|----------------------|--|
| Percentage at Level 2, the expected level       | Well below average                          | Well below average   | Pupils make good progress from the very low knowledge base on entry to the school. |
| Percentage at Level 3, above the expected level | Well below average                          | Well below average   |  |

106. Compared with that in similar schools attainment at Level 2 and above was well below average, but attainment at Level 3 was below. Standards of spoken English and general knowledge on entry to school are very low because of the very high proportion of ethnic minority pupils with English as an additional language. Consequently, the affect this has on pupils' attainment and progress is great. However, pupils receive good support, make good progress and achieve well. Since the previous inspection three years ago standards have declined because the school has concentrated on English and mathematics. Then attainment was judged as broadly in line with national standards, except in experimental and investigative science, where it was below average. Progress continues to be good overall.
107. Pupils with English as an additional language, those with special educational needs and refugees show good achievements. This is because the school provides good support for them, including bi-lingual support when required, which improves their learning effectively. The staff know pupils' needs and meet them by working closely together as a team. For example, Year 2 pupils at an early stage of speaking English as an additional language are given additional support in a withdrawal group from a teacher with specialist skills. She improved their use of scientific vocabulary by developing their understanding of language introduced in earlier class lessons, such as the life cycle beginning 'A butterfly lays eggs on a leaf'. In an introduction to a Year 2 lesson the teacher used effective methods when she actively involved all pupils in recapping learning about life cycles by asking them to tell what they knew to their neighbour. This provided a good opportunity to develop their speaking skills.
108. Pupils enjoy science, particularly when teachers provide opportunities for them to explore and investigate through a practical approach. For example, teachers arranged for a collection of animals including hens, ducks, geese, a rabbit, a cat and fish to be brought into school. Many of the Year 2 inner-city pupils do not keep pets and did not recognise all these animals, but they identified similarities and differences excitedly through observing them. Their observations, such as 'Look at the duck's teeth', were not always accurate, as their knowledge of living things is well below expected levels for their age. No pupils could explain that ducks have webbed feet. They work together happily in pairs to collect evidence to answer questions, but they lack the confidence and language skills to ask questions and to make their own suggestions about how to find things out and develop scientific enquiry. The

strongest aspect of science is pupils' knowledge of materials and their properties, because pupils quickly understand and learn from a practical approach and little background knowledge is required.

109. Insufficient lessons were seen to give an overall judgement on the quality of teaching. Teachers in the same year group plan well together to ensure that pupils have similar experiences. They tell pupils clearly what they are going to learn and check at the end of lessons whether this has been successful. They match tasks effectively to the lower ability groups and for pupils with special educational needs. The work set for the more able pupils is not always sufficiently challenging to extend their learning fully. Teachers' expectations for their written work are not high enough. There is not enough difference between the recorded work of average and above average pupils. Teachers ensure that pupils use an appropriate range of methods to record their work, including tables and diagrams and carefully labelled drawings. Year 1 pupils used their numeracy skills effectively to display the results of their fruit and vegetable survey by making a tally chart and a block graph. Currently, pupils have not had opportunities to use computers to aid their science work for research or recording results. Teachers successfully encourage pupils, particularly those who are timid, to experiment and respond to questions. Strengths of teaching are the practical methods teachers use, with an interesting range of resources to keep pupils interested and motivated to learn. For example, Year 2 pupils eagerly tried to order three photos of a child from youngest to oldest, but found it difficult. The behaviour management of pupils has improved since the previous inspection, as teachers use a range of effective methods to keep them on task.
110. The co-ordinator for science provides enthusiastic leadership; for instance, she has improved the organisation of resources to make them more easily accessible. The revised scheme of work ensures that pupils cover all the required areas of learning. Assessment has improved since the last inspection. Teachers now assess pupils' work at the end of a topic, but this is not yet helping to raise standards. They do not analyse assessments sufficiently to judge whether the quality of pupils' work is high enough and use the information to identify whether enough time is spent on the areas of learning that pupils find most difficult.

## **ART AND DESIGN**

111. Seven-year-old pupils are reaching standards which are the same as those expected for pupils of this age. This is the case for all pupils, including those with special educational needs, those for whom English is an additional language and refugees, and is similar to the finding of the previous inspection. Pupils use pencil, charcoal and crayon and are satisfactorily developing their skills in drawing and observation. They use paint and fabric as well as a range of other materials such as pebbles and shells, and show satisfactory dexterity in their use of scissors, needles, thread, and glue. They study the work of artists such as Lowry and Van Gogh and emulate their styles when beginning to work on self-portraits.
112. In art lessons pupils are encouraged to observe closely and represent what they see. For example, they are beginning to understand the relative positioning of features such as eyes, eyebrows, nose and mouth. They look closely at aspects of their playground and translate these images to paper using soft pencils. Teachers develop basic skills effectively, such as applying the pencil in different ways to achieve a range of effects. Pupils evaluate their work at the expected level and using their preliminary sketches to transfer their ideas to clay. This work is very successful. However, pupils' drawing skills in other subject areas are under-developed. A scrutiny of work shows that they are not readily applying the skills they have learnt in

art lessons consistently. Links with information and communication technology are being developed well. For example, pupils confidently make use of 'click and drag' mouse skills to complete portraits.

113. Teaching is good, including effective features such as clear objectives and explanations, modelling and good management of pupils and resources. The teaching in Year 2 is further enlivened because of teachers' enthusiasm and confident subject knowledge, so that pupils enjoy their art lessons and have very positive attitudes. They work hard and show determination because they are motivated and have a clear idea of what they are doing. They use their listening and speaking skills to explain their evaluations because teachers use their questioning skills well to draw out pupils' opinions. Pupils remain on task throughout the lesson and are eager to discuss their work and seek ways to improve it. Teachers foster very positive attitudes to art because they provide encouragement and praise pupils' efforts. Pupils are aware of how their efforts are celebrated because teachers find imaginative ways to display their achievements, such as clay tiles alongside their earlier sketches. Behaviour is very good because they are engrossed in and challenged by their tasks.

## **DESIGN AND TECHNOLOGY**

114. Standards are above average at the end of Year 2. This is an improvement since the previous report. The issues raised then about the lack of assessment and schemes of work have been thoroughly addressed. All pupils, including those with special educational needs, those for whom English is an additional language and refugees, make good progress.
115. In Year 2, pupils understand how to link designing and making. For example, they designed and made a range of sandwiches using a variety of fillings using written and illustrated flow charts to direct how to make the sandwich, and have posed the question, 'Do these instructions make sense?' Pupils have good evaluation skills because teachers provide good opportunities at the end of projects to develop this aspect of the design process. For example, pupils' evaluation of their sandwiches included eating them. Teachers provide effective links with literacy. For example, pupils made paper puppets which were used to develop literacy skills of speaking and listening, when re-enacting plays, such as 'Goldilocks and the Three Bears'. Year 2 pupils have good levels of construction skills. For example, they all made pencil cases using different materials and discussed how effective their materials and fastenings are. They are developing this study further by investigating the different ways a variety of materials can be joined together using a number of different tools and resources, such as treasury tags, glue or staples.
116. Teaching is good with very good features in Year 2. In the very good teaching there is good planning, efficient organisation of resources and pupils, and thorough subject knowledge. Lesson objectives are made crystal clear at the outset and instructions are unambiguous so that pupils know exactly what is expected of them. The teacher has high expectations and conducts the lesson at a brisk pace, although she gives time for discussion and evaluation too. Pupils, therefore, have very positive attitudes to their work. They tackle their tasks with enthusiasm and are determined to succeed even when tools such as staplers are demanding to operate. They make good use of their literacy skills because they discuss their tasks together and willingly help one another. Their behaviour is excellent because they are engrossed in their tasks and find them interesting.

117. The coordinator is enthusiastic and hard working. His documentation is excellent. There is a very good policy and scheme of work accompanied by high quality, detailed lesson plans. He has conducted evaluations of planning through inviting comments from staff and has adjusted planning in consequence. Assessment systems are now in place to map each pupil's achievement. The comprehensive portfolio contains annotated samples of pupils' planning showing clear progression from Year 1 to Year 2.

## **GEOGRAPHY**

118. There were only two lessons seen during the course of the inspection. The evidence from these lessons, and from talking to pupils and looking at their past work, shows that standards achieved at the age of seven are below expectations for pupils of this age. This judgement matches that of the previous inspection. However, pupils start at a low base of attainment and make good progress in their learning, including those who have special educational needs, those who speak English as an additional language and refugees.
119. Pupils in Year 1 learn about the roles that adults play in their lives. They discuss members of staff known to them and the jobs that they do, for example the headteacher, dinner time staff and a cleaner. There are varying degrees of success in the 'discussion' approach because many of the pupils have very limited English vocabulary. For instance, in answer to her teacher's question about what job a cleaner in school does, a girl answered, 'She tidy'. Nevertheless, by the time pupils are in Year 2, their vocabulary is much improved and they take a more active part in discussions, for example, about different kinds of houses. Some pupils in Year 1 go on to use computers to word process their observations about people who work in the school.
120. In the good lesson seen in Year 2, most pupils learned quickly that different styles of houses have their own special names. Pupils made good progress in the lesson because the teacher prompted discussion through the use of large, clear pictures of houses. Most pupils quickly learned the names of styles, such as 'detached', 'semi-detached' and 'terraced'. Some pupils, particularly those whose ability to speak English is nearer expectations, could name in full sentences the characteristics of the houses. However, most pupils could not do so, and could only name correctly individual houses in the pictures.
121. Scrutiny of past pupils' work and the current scheme of work show that the school provides a worthwhile curriculum for geography. For example, pupils study in some detail their own locality, centred on the school. They use large-scale maps of the area to find the school in relation to their own homes. Pupils gain a sense of relative position when they name features of the school environment, such as the post office, library and supermarket. Older pupils use their knowledge of two-figure co-ordinates to find specific places on maps of imaginary islands. Some can do this easily. The same pupils practise their literacy skills when they write short imaginative pieces about what it might be like to live on a desert island.
122. Pupils compare their own locality with a village in India and write interesting comments. For example, one boy wrote, 'I like Leicester best because there are lots of corner shops'. However, few pupils by the age of seven have sufficient knowledge and understanding, or English, to express sufficiently detailed information about places beyond their own locality. Nevertheless, most enjoy the opportunity to study geography. In the lessons seen, most pupils were keen to do the work asked of them. They listened carefully to their teachers and to each other because the

teachers made the discussions interesting and lively. Pupils' behaviour in both lessons was good because they related well to the teachers and to each other.

123. The quality of teaching in one lesson was good; in the other lesson it was satisfactory. A feature of both lessons was the way that the teachers conducted the introductions, and the emphasis they gave to prompting pupils to enter into discussion, with considerable success. Later questioning of pupils by the teachers reinforced their learning, particularly when the information was shared with the rest of the class, for example, about where in school various people work. The teachers planned work appropriate for the needs of each pupil, based on their levels of attainment. However, in the otherwise satisfactory lesson there was some pace lost and time wasted when the more able pupils finished their work and they had nothing more to do.
124. The subject co-ordinator is new to her responsibility this term, but she has already made important inroads into evaluating the appropriateness of the curriculum. In line with whole-school policy, she is mindful of the current initiative to teach all the foundation subjects in short 'blocks' of time on several days each week, rather than once per week. Consequently, she is evaluating the success of this venture in terms of its impact on pupils' progress and attainment. She has rightly determined that the scheme of work requires some alteration to make it more fitting to the needs of these pupils. For example, a theme for the summer term, entitled 'Barnaby Bear's Travels' is thought likely to be inappropriate.

## **HISTORY**

125. There were no lessons seen in history, and there is not enough evidence to make judgements about pupils' achievement in this subject.
126. Pupils throughout the school gain a sense of the passage of time by studying history through a range of topics, such as 'Myself', 'Toys and Games' and 'Transport'. At the time of the inspection, some classes in Year 1 had begun a study of how they have changed since they were babies. Pupils successfully identify their current skills. One pupil in Year 1 said, 'I can walk and run and feed myself now. I couldn't do those when I was a baby.' Pupils compare buildings old and new, and discuss the features that make them different. For example, they talk about the features of their own school, before visiting Belper Street School, which was built at the turn of the nineteenth century. They notice features in the older building that would not be allowed in a modern equivalent, such as separate entrances for boys and girls. In lessons, pupils identify the different internal features of old and present-day homes. For example, they know that most houses today have washing machines, a cooker, and hot and cold running water to the kitchen. None of these existed in most houses 100 years ago.
127. A scrutiny of teachers' current planning shows that pupils have a good range of learning opportunities. This includes the handling of artefacts. In line with the school's emphasis on the need to build pupils' language skills, the scheme of work for history includes many opportunities for them to engage in speaking and listening activities. There is little recording of work in writing, other than simple observations of artefacts and visits to places of historical interest. Currently, the school does not include in its planning enough opportunities for pupils to practise and improve their literacy skills in history.
128. The subject co-ordinator has formulated a clear plan of action for developing the subject, including the monitoring of the teaching of history in the school. In line with

current whole school action, and in order to rapidly raise achievement in the foundation subjects, pupils have several history lessons each week, over a set period, before changing to another subject. This strategy is at an early stage of trialling, and tries to ensure that all pupils have better opportunities to learn at a rate appropriate to their prior levels of attainment. It also takes note of the high proportion of pupils who do not speak English as their first language. The co-ordinator rightly sees this approach as a valuable step towards raising the profile of history in the school.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

129. There has been considerable improvement in this subject since the previous inspection. The co-ordinator that has been appointed since then is very good and is working well with her paired co-ordinator. She has very good subject knowledge and supports staff very effectively in setting up systems for teaching as well as raising their subject knowledge and confidence. There is now a computer suite that is nearly ready for all pupils to use and an increase in the number and quality of computers. Standards have risen considerably. At the time of the previous inspection, standards were below average; they are now above average. Pupils with English as an additional language, pupils with special educational needs and refugees all make good progress through the school.
130. Year 2 pupils work both in the classroom and in the computer suite. They use computers confidently, accessing software and retrieving and saving work on floppy discs. Pupils in Year 1 develop confidence in using the keyboard and mouse through systematic teaching of the different keys and the opportunity to develop the practical skills.
131. Year 2 pupils have a high level of confidence in word processing because they get regular opportunities to practise these skills and teachers explain new procedures very carefully. For example, when introducing the use of the delete key, the keyboard was held up and the procedures carefully covered in turn. Pupils confidently identify where a new sentence is required, insert a full stop, create a space and then change the next letter into a capital. They become very excited when this procedure triggers the oral reading of the sentence by the computer. The choice of text is linked across the literacy sessions, which extends literacy skills effectively. For example, pupils changed the text of 'Goldilocks and the Three Bears', reading it confidently because they were familiar with the words and the meaning. Pupils expect to complete their first draft of writing on computers. They produce extended sentences such as 'I went to the farm and saw a bird that was flying'. Younger pupils produce key words related to their work such as the names of different animals and their own names. They enjoy changing the size and colours of the letters. More able pupils complete the tasks at speed and the co-ordinator is considering ways of extending the challenge for these pupils.
132. Pupils work with paint programs confidently because the scheme of work is covered carefully to build skills steadily over time. In Year 1, pupils are systematically taught the use of the different tools within this program. They experiment with the effects of the 'spray can', different width lines and the use of the 'flood' facility and varying colours. In Year 2 these skills are extended to combine effects in compositions and include the use of the symmetrical facility. For example, pupils produced dramatic pictures of fireworks night.
133. Pupils in Year 1 begin to use simple bar charts to record investigations such as favourite foods. They develop simple programming skills with the floor robot that is

extended in Year 2 to programming a turtle on screen to move in different directions. Pupils develop simple skills in using CD ROMs to access information needed in other lessons. They use simple electronic dictionaries in Year 2 to support their writing.

134. Teaching is good with very good features in Year 2. Teachers ensure that there are regular lessons to teach basic skills directly. The visual effects on screen support the understanding of the pupils with little English and the refugee pupils. In the mixed Year 1 and 2 class, the teacher is very careful to ensure that both year groups have the same experiences as the other pupils in their year groups. Teachers use questioning very effectively to involve pupils in the decision-making. They use familiar words with pupils and introduce new terms carefully. Pupils respond well to the demonstrations because they are carried out slowly to ensure that the procedures are followed. Teachers celebrate pupils' final products well and produce good displays of work. Pupils are proud to show their work to each other and to adults.
135. The school has begun to work with groups in the computer suite and the co-ordinators have established effective routines to combine whole-group teaching and individual work, balancing these activities well. Nursery nurses and classroom assistants and the acting headteacher play a valuable role in supporting individuals in the computer suite. The school is now in a good position to develop other teachers' skills in working in the new context of the suite.

## **MUSIC**

136. Standards of Year 2 pupils are above expectations, which is an improvement on the previous inspection. Pupils with English as an additional language, pupils with special educational needs and refugees make good progress because they respond well to the variety of musical forms, which do not rely on linguistic skills. Pupils enjoy their music-making activities in lessons and assemblies, and also when music is used incidentally during the school day or to enhance other subjects. All pupils have very good listening opportunities and there is good provision for performing, especially singing. However, there are fewer opportunities for composing and appraising.
137. Younger pupils are beginning to understand the musical element of pitch, and practise their listening skills intently as they identify high and low sounds played by their teachers on glockenspiels. Most make good progress and successfully distinguish between two sounds. Older pupils are beginning to play the recorder; they show determination and concentrate well, listening hard to the sounds they produce and striving to make a good sound. They are beginning to understand and to follow basic notation to help them play a tune involving three notes. They clap rhythms confidently and echo their teachers' rhythm patterns accurately. Pupils sing well showing very good control of pitch and rhythm. They hold long notes well and sing with clear diction. Some enjoy performing as pupils gather for assembly, using pitched percussion instruments such as xylophones. Pupils make good use of information and communication technology when recording their compositions. They use CD-Roms to explore musical instruments and their sounds from around the world.
138. The quality of teaching is good. Some teaching has very good features such as strong sense of purpose, very good management and enthusiasm. The music coordinator's confidence and subject knowledge lead to good standards in recorder work and in singing. Throughout the school, teachers make good use of clapping rhythms to gain attention. Good links are made with numeracy when teachers use

musical instruments to signal the change of direction when counting. Very good links are made when teachers successfully use songs to reinforce work on shape and play a wide selection of recorded music to stimulate imaginative work in dance.

139. Pupils behave very well in music lessons and in assemblies whilst singing because teachers run their lessons at a good pace, with enthusiasm and a strong sense of purpose. Songs are presented with appropriately timed introductions including questioning to check pupils' knowledge and understanding. There are strong links with personal and social development, and with the development of skills such as listening and speaking. Cultural development is particularly well fostered because pupils learn a range of songs from around the world, for example Africa and the Caribbean. Festivals such as Diwali and harvest are celebrated and enhanced by singing and playing. Visitors' contributions in playing, singing and dancing are valued to enrich pupils' appreciation of the wider world. There is a flourishing choir and recorder club which meet during lunchtimes; pupils who go to these are set homework. All pupils have equality of access to these activities.
140. The coordinator is dynamic and leads the subject well. She works closely with the visiting accompanist, whose keyboard skills make a major contribution to the musical life of the school. She plans a very wide range of music, including the unusual, to develop listening and appraising skills. Her selection is very successful in promoting pupils' interest. For example, during the week of the inspection this included jaunty music by the minimalist contemporary composer, Terry Riley.

## **PHYSICAL EDUCATION**

141. Pupils' standards in Year 2 in physical education are above expectations. This is an improvement since the previous inspection. The rise in standards is due to the impact of the very good co-ordinator. She works very hard to support teachers across the different strands of the subject. She produces high quality, wide-ranging packs for teaching dance, which include combinations of taped music to stimulate pupils' imagination.
142. Year 2 pupils respond sensitively to music, increasing their pace as the music accelerates and producing delicate movements to represent different aspects of a story. For example, they produced a sequence of movements to represent Jack climbing up the beanstalk and then sustained slow careful movements as they explored the giant's kitchen. Pupils with English as an additional language, pupils with special educational needs and refugees all produce interesting ideas because the music offers a challenge that does not rely on language.
143. Physical education is organised well each week with two contrasting sessions used in accordance with the annual and termly planning. Pupils build up their confidence on a weekly basis. Year 1 pupils develop skills of moving at contrasting heights through different types of travelling, using simple floor work, and following this up on apparatus.
144. Teaching is good with some very good features. Teachers use demonstrations effectively, presenting their own body movements to offer a model for responding to the music. Teachers also use pupils' own performances to celebrate interesting ideas and to extend other pupils' learning. For example, a more able pupil used very delicate hand and feet movements, and began and ended her sequence with a clear stance. The teacher identified these very good features, and the rest of the class extended their own work in response. Very good features include an urgent, good

pace in lessons, which build carefully on previous lessons and extend pupils' confidence well.

145. Pupils produce high quality performances for the rest of the school and for parents. This supports the development of social and cultural skills very effectively. For example, pupils presented the story of 'The Greedy Zebra', moving in brightly coloured costumes to dance out the story. Stories used in dance and based on work from literacy lessons enhance literacy skills effectively. Pupils are given very good opportunities to extend their understanding of physical education through a series of visits out of the school. For example, Year 2 pupils visited the Leicester City Football Club and were proud to be photographed with key players.

## **RELIGIOUS EDUCATION**

146. Standards for children aged seven broadly meet the levels required by the locally agreed syllabus for religious education. They have been maintained at a similar level since the previous inspection. Pupils make satisfactory progress in their knowledge and understanding of religious education. The school has very few Christians, and a strength of learning is the good progress all pupils make in developing respect for different religions, including Christianity, Hinduism, Sikhism and Islam.
147. Pupils with English as an additional language, those with special educational needs and refugees, show good achievements. This is because teachers and support assistants provide good support and fully involve them in lessons by asking skilful questions, for example, by checking pupils' understanding of key vocabulary. However, teachers do not have high enough expectations for the more able pupils and do not plan work with an extra challenge to stretch them.
148. Pupils in Year 1 identify things simply that they are good at, or find difficult, as part of a topic about 'Myself'. Due to language problems they find it difficult at first to respond accurately to their teacher's instructions and to stories. For example, pupils confused 'being good at' with 'like' and very few understood the meaning of 'useless' at first. Nonetheless, even pupils at an early stage of speaking English as an additional language are encouraged successfully by their teachers and say confidently to their partner, 'I go to shopping'. Pupils make good progress and by Year 2 their increased understanding of English improves the quality of their discussion. For example, after hearing the Bible story of Joseph and his brothers, pupils talk about the different feelings of the characters. Their teacher's questions are probing and help pupils explore how the situation and the feelings of jealousy could have been avoided by making links with the pupils' own lives.
149. The quality of teaching is satisfactory, with examples of good teaching in Year 2. Teachers carefully plan lessons together in year groups to take account of pupils' knowledge and experiences, and ensure that they receive similar learning opportunities. They make good use of the school's multi-cultural environment to enhance pupils' learning by arranging visits to local places of worship such as the church and Gurdwara. Teachers effectively capture pupils' interest by using a wide range of resources and providing a visual focus. This noticeably increases pupils' learning and understanding. For example, a teacher's quick drawing on the board showed the pit where Joseph was thrown by his brothers. A current weakness in teaching is that pupils are not asked to respond to the meanings of stories in religious education in enough ways, such as art, writing, movement and music. Although the discussion provides a focus for pupils' thinking, the time spent on this aspect of the lesson is too long and does not allow enough time for pupils to carry out other activities. In contrast, when a teacher produced a colourful coat and asked pupils to

dramatise the story, their concentration and learning improved. Teachers showed good management of pupils' behaviour and quickly recaptured their attention by effective strategies such as clapping a pattern to which pupils immediately respond, so that their focus is on learning.

150. The new subject co-ordinator has a clear understanding of her responsibilities. She is monitoring planning to ensure coverage of the syllabus. The collection of samples of pupils' work is yet to be developed to help teachers. It shows evidence of coverage, but is not effective in guiding and improving standards, as pupils' work is not assessed or linked to the areas of learning.