

INSPECTION REPORT

BRAUNSTONE FRITH INFANT SCHOOL

Leicester

LEA area: Leicester City

Unique reference number: 120031

Headteacher: Mrs P Allsopp

Reporting inspector: John Earish
23216

Dates of inspection: 15 – 17 October 2001

Inspection number: 230881

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 to 7
Gender of pupils:	Mixed
School address:	Liberty Road Leicester
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Appropriate authority:	The governing body
Name of chair of governors:	Edward Hasman
Date of previous inspection:	May 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
23216	J Earish	<i>Registered inspector</i>	Science; Information and communication technology; Physical education.	What sort of school is it? The school's results and pupils achievements; How well is the school led and managed? What should the school do to improve further? How well are pupils taught?
12387	D Willson	<i>Lay inspector</i>		Pupils' attitudes, values and personal development; How well does the school care for its pupils? How well does the school work in partnership with parents?
7336	L Howard	<i>Team inspector</i>	Mathematics; Geography; History; Geography; Foundation Stage; Curriculum; Music; Equal opportunities.	
10214	B Milton	<i>Team inspector</i>	Special educational needs; English; Art; Design and technology; Religious education.	How good are the curricular and other opportunities offered to pupils?

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PART A: ABOUT THE SCHOOL

INFORMATION ABOUT THE SCHOOL

Braunstone Frith Infant School is situated in the New Parks ward on the outskirts of Leicester, and is a partner in the Leicester West Education Action Zone. Since the last inspection in 1998, the school has been through a period of turbulent change, and the school has been led for the last year by an acting headteacher and acting deputy headteacher. All the other teaching staff have taken up their posts in the last two years. There are 156 pupils on roll, with a further 90 children attending the nursery part time. Almost all pupils are of white ethnicity, and 18 pupils come from local Traveller families. There are no pupils from homes in which English is not the first language. Pupils come from a range of home backgrounds, consisting mostly of housing association accommodation intended as low income housing for young families, local authority housing, and some privately owned dwellings. Forty eight per cent of pupils are eligible for free school meals, which is above the national average. Twenty-eight per cent of pupils in the main school are identified as having special educational needs, and this too is above average in national terms. Three pupils have statements of special educational needs. Children usually enter the school between the ages of three and a half and four years, and attend the nursery part-time. Children who have birthdays in the autumn or spring term transfer from the nursery into reception classes as rising fives. Summer born pupils transfer to a Year 1 class at the beginning of the term following their fifth birthday. Children enter the nursery with levels of attainment well below those expected of children of this age.

HOW GOOD THE SCHOOL IS

Braunstone Frith is a rapidly developing school. There is strong purposeful leadership and a clear drive for school improvement. Teaching is good, and standards are improving steadily. However, standards of the current Year 2 are average in mathematics but below average in English and science. This reflects the fact that just under half of the cohort is on the special needs register. Standards in physical education are above national expectations. The commitment of governors and staff creates a very positive atmosphere in which improvements can be sustained. Although the school has above average income, it provides good value for money.

WHAT THE SCHOOL DOES WELL

- The acting headteacher, acting deputy headteacher, staff and governors all work together very effectively as a team, and provide very clear vision for the development of the school.
- All pupils make good progress, including those with special educational needs.
- Teaching is good overall, with a quarter of lessons very good.
- Pupils' very good attitudes to learning and very good behaviour contribute to the very good relationships within the school.
- Pupils' academic performance is monitored effectively, and they are very well supported.
- The school monitors and evaluates its performance very well.
- The Educational Action Zone (EAZ) initiative to strengthen partnership with parents is very good.

WHAT COULD BE IMPROVED

- The rate of attendance.
- Standards in English and science by the age of seven years.
- The learning opportunities across the Foundation Stage.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good progress since its last inspection in 1998. All pupils are now making good progress, and standards in mathematics are in line with national averages. All of the key issues from the last inspection have been successfully addressed. At the time of the last inspection a small number of pupils 'demonstrated poor and sometimes violent or aggressive behaviour'. Pupils' attitudes, behaviour and relationships are now very good, and greater emphasis has been placed on accurately assessing pupils' achievements. This has resulted in significant improvements in teachers' planning and in target setting for pupils. Leadership to ensure clear direction for the work and development of the school is now very good. The quality of teaching has also improved and is now good overall, with a quarter of lessons being very good.

STANDARDS

The table below shows the standards achieved by pupils at the end of Year 2 based on National Curriculum test results.

Performance in:	Compared with				Key
	All schools			Similar schools	
	1998	1999	2000	2000	
Reading	E	E	E	B	<i>well above average</i> A
Writing	E	E*	E	C	<i>above average</i> B
Mathematics	E	D	E	C	<i>average</i> C
					<i>below average</i> D
					<i>well below average</i> E

This information shows that in the Year 2000 standards in reading were above average and in writing and mathematics they were average when compared with those of similar schools. When compared to those of all schools nationally they were well below average. On appointment just over one year ago, the acting headteacher, in partnership with staff, put into practice wide-ranging changes to teaching and learning across the school. Standards are now improving, and all pupils are making good progress. Inspection findings show that standards achieved in mathematics are now average. Standards in speaking and listening, reading, writing and science are below average. In all other subjects, standards are in line with those found nationally, except in physical education, where they are above expectations. In religious education, pupils' attainment matches the requirements of the locally Agreed Syllabus.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy coming to school and being at school.
Behaviour, in and out of classrooms	Very good. Pupils behave very well and relate very well to each other and to staff, so the school is a very harmonious community
Personal development and relationships	Good. Pupils greatly benefit from a well-integrated, family atmosphere within the school. Relationships are very good.
Attendance	Well below average. The majority of absences were recorded by pupils from Traveller families, and by parents taking holidays during the school term. A small but significant minority of parents fail to give legitimate reasons for their children's absence.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2
Quality of teaching	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.

Overall, the quality of teaching is good throughout the school, with good teaching or better in seven out of ten lessons, and very good in a quarter. Standards have improved since the last inspection because of higher proportions of good and very good teaching. The quality of teaching for children in the Foundation Stage of learning is good, and reflects the good progress that children make in their early years at school. There is a strong sense of teamwork between teachers, nursery nurses and members of the support staff, who work closely together to promote good learning.

At the time of the previous inspection, some weaknesses were identified in teachers' management of poor behaviour, particularly in Year 1. Shortcomings were also identified in the pace of learning and teachers' expectations. This is no longer the case, and nine out of ten lessons were good or better. Teachers are enthusiastic, and are very clear about what they expect pupils to learn. A particularly good feature of teaching is the high expectations of pupils' work and behaviour. As a result, learning is enjoyable and lessons generally develop at a good pace. Literacy and numeracy are well taught, and the quality of learning is good overall. From an early age, most pupils concentrate very well, work hard and listen very carefully. No significant weaknesses were observed in the quality of teaching or learning during the period of the inspection.

The standard of marking was identified as a key issue at the last inspection. Teachers take time and trouble with their marking and try to point to how pupils can improve their work. At the same time they make good use of classroom opportunities to assess the quality of work during lessons. In addition, children with special educational needs and whose families are Travellers receive good teaching and support, and are well integrated into school life.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The quality and range of the learning opportunities for pupils aged six and seven is good. The school has recognised the need to adjust the provision for reception children to provide a better match against the learning goals, and to incorporate the best practice seen in the nursery.
Provision for pupils with special educational needs	Good. Pupils benefit from the extra help they receive, and learn at the same rate as their classmates.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Arrangements for developing pupils' moral and social development are very good. Provision for cultural development is good, and spiritual development is satisfactory.
How well the school cares for its pupils	Very good. All adults manage pupils very well, treat them with respect, and listen carefully to them. Very good procedures are in place for monitoring and supporting pupils' academic progress, and these underpin many of the improvements made since the last inspection.

The school has made significant strides in improving the school's partnership with parents. This has been achieved in partnership with an EAZ 'Parent Link Worker'. It is making a positive contribution to raising standards.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The acting headteacher has made a significant impact on the work of the school since her appointment. She and the acting deputy headteacher work very well together, set high standards, and provide very strong leadership. Teamwork is a very strong feature of this school, and this is a major factor contributing to the school's recent successful development
How well the governors fulfil their responsibilities	The governors are committed and supportive, and are developing a good understanding of their role. They ensure that legal requirements are fully met.
The school's evaluation of its performance	Staff and governors are very good at critically appraising their work and in seeking ways to improve.
The strategic use of resources	The school uses its staff, accommodation and equipment well, and makes good use of funds allocated for specific purposes. They are beginning to apply the principles of 'best value' well when making decisions.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The quality of teaching. • Their children like school. • Their children are expected to work hard and achieve their best. • Pupils make good progress. • The behaviour of pupils. • The way in which the school helps pupils to develop mature and responsible attitudes. • Parents feel comfortable about approaching the school with questions or problems. • The school works closely with parents. • The way that the school is led and managed. • Information about how their children are getting on. 	<ul style="list-style-type: none"> • The range of activities outside lessons. • The amount of homework.

Inspectors' judgements support all the positive views expressed by parents. In particular, the school is effective in providing a good quality learning environment in which all pupils are valued as individuals. A third of parents do not agree that the school provides a range of interesting activities outside lessons, and a fifth had concerns about the amount of homework. The findings of the inspection team do not support these concerns. Inspectors consider provision in all these areas to be good, and the amount of homework is appropriate for the age of the children.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Shortly after children start school in the nursery, their skills in reading, writing, speaking and listening, mathematics and personal and social development are assessed by means of a nationally accredited 'baseline assessment'. Over the past few years, the attainment of the youngest children entering the school is well below average when compared with that normally expected for children of a similar age. Many children have poorly developed skills in the areas of communication, language and literacy, mathematics, knowledge and understanding of the world, creative and personal, social and emotional development. By the end of their time in the reception classes, all children make good progress in all areas of the curriculum, and are on course to meet the Early Learning Goals in many elements of knowledge and understanding of the world, physical, creative, and personal, social and emotional development. However, they are unlikely to meet them in communication, language and literacy and mathematics by the time they enter Year 1. Good progress is largely due to the good teaching and the support of classroom assistants and the nursery nurses. Planning is good, expectations are high, management of children is good, and the interaction between children and adults is very effective.

2. Children enter the school after they are three and a half, and attend the nursery part-time. Children who have birthdays in the autumn or spring term transfer from the nursery into Reception classes as rising fives. Summer-born pupils transfer directly to a Year 1 class at the beginning of the term following their fifth birthday, without spending time in the Reception class. This means a third of any cohort have much less time in the Foundation Stage than those with birthdays between September and December. The school believes this has a significant effect on the standards they are able to achieve by the time they start work in Year 1.

3. Results of the national tests in 2000 show that the average scores achieved by 7 year olds were well below the national average in reading, writing and mathematics. When the school's results are compared with those of similar schools, with about the same proportion of pupils eligible for free school meals, the scores achieved in reading are above average, while in writing and mathematics standards are average.

4. Inspection findings show improvement on the test evidence, and suggest the attainment of seven year olds is now below, rather than well below, the national average in reading, writing and science, and average in mathematics. In the foundation subjects, attainment is above average in physical education and average in all other subjects. Standards in RE are in line with the expectations of the locally Agreed Syllabus.

5. These predictions reflect the composition of the current Year 2. This cohort has nearly 48 per cent of pupils on the special needs register. However, standards in the current Year 1, where significantly fewer pupils are on the special needs register or have full statements, are closer to the average for the age group. The inspection did not show a significant difference in attainment between boys and girls.

6. Pupils with special educational needs and children from Traveller families make good progress. Their needs are identified as soon as possible after entry to the school so that clear individual education plans can be designed for them. Targets in these plans are

specific and suitably challenging for their academic and personal development. Careful monitoring of their progress leads to regular adjustment of the targets so that good quality learning is sustained. Pupils are keen and enthusiastic about work, and join in all classroom activities.

7. Standards in English are steadily improving. The 2001 test results, for which there are no national comparisons, show an improvement in both reading and writing. Overall, the trend over three years is one of improvement. In the past, girls have out-performed boys significantly, but the 2000 results show that there is no significant difference between the overall performance of boys and girls. Pupils make good progress in English. By the age of seven years, pupils have satisfactory speaking skills and good listening skills. Higher attaining pupils can often articulate their views with reasonable confidence, but significant numbers of pupils have a limited vocabulary and do not always use Standard English confidently. Pupils are reading with a growing degree of confidence by the age of seven. When faced with unfamiliar words most are able to use phonic and picture clues. Higher ability pupils are able to talk about the plot, discuss the characters and predict what might happen next. Pupils' writing is improving. Higher attaining pupils write at an appropriate length using simple sentences, which become more accurate in their structure. However, many pupils continue to make frequent errors in punctuation and in the spelling of simple words, and the youngest pupils still do not write with a consistently accurate script.

8. Good progress is largely due to the good quality of teaching during the Literacy Hour, and the careful monitoring of standards. Money has been made available by the Educational Action Zone to improve literacy resources. Gifted and able pupils are now being identified and supported within lessons. Teachers carefully assess pupils' achievements, and use this information to plan their lessons for all abilities. Parents are now encouraged to be involved in their children's work, and the school has provided homework 'surgeries' for parents. Literacy targets are also being recorded in pupils' books and are shared with parents. All these partnerships are having a positive effect on the rate at which pupils make progress.

9. Pupils make good progress in mathematics. Their skills in numeracy develop well because pupils' understanding of number and their skills in using numbers are practised regularly in a range of subjects. A good emphasis is also placed on using and applying mathematical skills and knowledge. This is the result of good teaching and of a number of initiatives that have been put in place since the last inspection, including the effective introduction of the National Numeracy Strategy. Teachers' planning is thorough, and they are using assessment opportunities well to document pupils' achievements and to identify areas for improvement.

10. Pupils make good progress in developing skills of scientific enquiry. By the age of seven years, pupils develop a basic understanding of simple scientific principles and learn how to record their answers in a logical way. The oldest pupils are developing a sound understanding of what 'fair testing' means, and are able to make simple hypotheses which they later test out. Work in science is also well integrated with other areas of the curriculum. For example, pupils' mathematical skills of measuring are used well to help them verify their hand span, and recording tasks enable pupils to practise their handwriting. Teachers plan their lessons and carefully identify what is to be learned. This is shared with the pupils at the beginning of lessons. Teachers try to ensure that the work planned is interesting and builds on pupils' natural curiosity about their environment. Good scientific habits are encouraged from an early age.

11. Pupils make good progress in information technology, as a result of detailed planning and the inclusion of information technology in most subjects. Pupils develop good basic skills and the ability to use a range of software. They acquire satisfactory research skills, using CD-ROM, and software is used well to support learning in most areas of the curriculum. There is now a much better balance between the teaching of skills, knowledge and understanding and their application across the whole school, and opportunities for information and communication technology (ICT) have been carefully identified within many areas of the curriculum.

Pupils' attitudes, values and personal development

12. Pupils enjoy coming to school and being at school, of those parents who returned their questionnaires, virtually all reported that their children like school and that behaviour is very good.

13. Pupils' attitudes and behaviour have improved significantly since the last inspection and are now very good. When children enter the nursery, their social skills are well below the level normally expected for their age. By the time they leave the school at the age of seven, their social skills are very good. Pupils' attitudes, behaviour and relationships are very good throughout the school. The school provides a calm but challenging and purposeful learning environment in which all can prosper and make good progress.

14. Although pupils' attendance is poor when compared to national figures, they show very good attitudes to their work. In nearly all the lessons seen, pupils' attitudes were good or better, and in over half they were very good. Pupils settle quickly to their work and are enthusiastic, keen and eager to learn. For example, during the Literacy Hour, pupils concentrate very well and work independently without the need for adult supervision. They listen attentively and respond well to teachers' questioning.

15. Behaviour throughout the school has improved greatly since the last inspection. The very good behaviour in and around the school has a positive effect on the quality of learning. Nursery children quickly conform to the high expectations of good behaviour, which is consistent with that of other groups across the school. No incidents of unsatisfactory behaviour were seen during the inspection. Pupils are always polite and friendly and readily engage in conversation with adults. During the previous academic year, no incidents of racism have been reported and no pupils have been excluded from the school.

16. Relationships between all members of the school community are very good. The ability of teaching and support staff to work as a very strong team provides a very good role model for pupils. The fruits of these positive relationships are seen in lessons, where pupils co-operate well in paired and group work and share tasks equally. Pupils are able to appreciate the needs and feelings of others, listen well to each other, and show respect for one another's values and beliefs.

17. Pupils respond well to opportunities for their personal development. From an early age, they learn to clear away quickly and sensibly after lessons. They are aware of their own strengths and weaknesses in their work, particularly in the core subjects, and work diligently towards their own personal targets. They take responsibilities, such as returning school registers to the office, very seriously.

18. The rate of attendance at 88.51 per cent remains poor. Although it is too soon for this year's national comparisons, it is very likely that the school will again fall well below the national average. Analysis of the past year's attendance shows that the majority of absences were recorded by pupils from Traveller families, and by parents taking holidays during the school term, with a small but significant minority of families failing to give legitimate reasons for their children's absence. This continued interruption to pupils' learning has a detrimental effect on their progress and standards of achievement. However, the great majority of pupils arrive at school on time, and lessons start promptly.

HOW WELL ARE PUPILS TAUGHT?

19. The quality of teaching is good throughout the school. Teaching in seven out of ten of the lessons observed was consistently good or better, and in a quarter it was of very good quality. No unsatisfactory lessons were observed. This is a significant improvement on the findings of the previous inspection, when teaching was judged to be satisfactory, with 12 per cent of lessons graded as less than satisfactory.

20. The quality of teaching for children in the Foundation Stage of learning is good and similar to that at the time of the previous inspection. No teaching is less than satisfactory, and half of all lessons were at least good. This reflects the good progress that children make in their early years at school. There is a strong sense of teamwork throughout the Foundation Stage. Teachers, nursery nurses and members of the support staff work closely together to promote good learning. They all have a clear understanding of the needs of young children, and their expectations of behaviour and achievement are realistically high. Adults use language carefully to develop children's speaking skills, and they speak precisely and clearly. This ensures that all children, including those with special educational needs, make good progress. They provide a careful balance between the direct teaching of specific skills, such as how to use pencils and scissors, and the promotion of independent learning. They also encourage pupils to work independently and make choices.

21. The quality of teaching for pupils in Year 1 and Year 2 is also good. Nine out of ten lessons were good or better. At the time of the previous inspection, some weaknesses were identified in teachers' management of poor behaviour, particularly in Year 1. Shortcomings were also identified in the pace of learning and teachers' expectations. This is no longer the case. All teachers now manage pupils very well, and have high expectations of work and behaviour. This has been the result of the effective implementation of new and rigorous procedures for monitoring and improving the quality of teaching, learning, and behaviour.

22. Currently, a strong feature of teaching is the consistent quality of literacy and numeracy lessons across the school. The teaching of these subjects is never less than good and often very good. Teachers prepare work thoroughly and have a very good knowledge of the recommendations of both strategies. This results in effective and challenging lessons, with work that is appropriately matched to the abilities of individual pupils. Pupils make good progress in lessons and over time in both subjects.

23. The quality of teaching and support for pupils with special educational needs is good. This is an improvement on the findings of the previous inspection, when it was judged to be satisfactory. Planning makes certain that work is well structured to pupils' needs. Individual education plans are effective in ensuring that individual needs are met. These enable pupils to have full access to the curriculum with an appropriate blend of challenge

and support. Trained learning support assistants are well briefed by teachers, and are effective in enabling pupils to make good progress.

24. In addition, the school has a number of children from Traveller families. These pupils receive good teaching and support, and are well integrated into school life. They also receive good support from the Local Education Authority's (LEA) Traveller Education Service.

25. The good quality teaching throughout the school reflects teachers' good all-round subject knowledge. This is evident in the very good planning both for the individual lessons and for longer periods of time, especially in literacy and numeracy. Throughout the school, teachers' depth of understanding is used well to underpin clear explanations and incisive questioning which helps pupils extend their thinking. Staff know when and how to assess pupils' knowledge and understanding through timely observations, conversations and questioning. Often these insights help the teacher to remedy misunderstandings or extend what has been learnt. They use this information to evaluate the success of their lessons and, where necessary, to make adjustments to future lessons.

26. Subject co-ordinators are effective in helping and guiding other teachers. For example, the specialist teacher for ICT is very knowledgeable, and she is using her expertise and skills to support and develop the expertise of other staff. To its credit, the school has made a point of enabling subject co-ordinators to teach 'lead' lessons alongside class teachers, who are thus able to watch them at work and learn from the experiences. This is a very valuable form of training, and is raising the level of skill throughout the school. This in turn is having a direct effect on the quality of teaching and learning.

27. There is a good range of methods and strategies to support learning. Teachers interest pupils in their tasks, and as a consequence pupils concentrate hard and maintain a good work rate. During written work, teachers circulate to monitor progress, correct misunderstandings, present new challenges and draw together ideas. This draws out information from pupils, develops their understanding, and makes them think harder and express their thoughts more precisely.

28. Teachers ensure that teaching assistants, parents and other helpers are aware of the aims of the lesson. The consistent and hardworking approach of the support staff benefits the quality of learning throughout the school.

29. There is a clear focus on the teaching of basic skills in all subjects, which is good in the majority of lessons. For example, in a very good mathematics lesson in Year 1, the teacher enabled pupils to identify the properties of a range of two-dimensional shapes by carefully introducing new mathematical vocabulary. They were able to follow the clear step-by-step explanations, and were challenged to work in small groups to describe a range of shapes, using these new words and ideas. The teachers moved from group to group, helping, supporting, challenging and clarifying pupils' ideas. This resulted in very good learning, and pupils of all abilities made very good progress.

30. In many lessons, where the quality of teaching was very good, a significant feature was the good match between the activities the pupils were asked to do and their ability to achieve them. Teachers have high expectations, and make good use of what they know about the individuals in their classes. For example, a teacher began a Year 2 Literacy lesson by reviewing pupils' previous learning about phonemes. This was used to adjust and extend the challenge for individual groups at the beginning of the lesson, with questions becoming progressively more difficult. The pupils were then introduced to a new range of sounds to extend their learning even further. The teacher used praise and encouragement well, even when pupils made mistakes. The pupils concentrated very well

and were enthusiastic to complete the task on time, and relationships across the group were excellent.

31. A feature common to good or better teaching is the very good management of pupils. This begins in the Foundation Stage, where the teachers have a good rapport with the children while setting clear expectations for their behaviour. As a result, children behave very well and make good progress in their social development. Throughout the school, lessons are generally harmonious and purposeful, so that learning is a pleasurable experience. Teachers exercise clear and fair authority and pupils feel secure, motivated and confident. Classroom routines are very well established, and this has a positive effect on the progress pupils make in their learning. In all these lessons, the very good relationships established are used to raise the standards of pupils' work. Pupils now work well in groups, pairs and individually. Teachers encourage them to concentrate on their work, listen carefully, and not waste any time, with the result that behaviour and the pace of learning is very good. .

32. The standard of marking was identified as a key issue at the last inspection. Teachers take time and trouble with their marking and try to point to how pupils can improve their work. At the same time they make good use of classroom opportunities to assess the quality of work during lessons.

33. The acting headteacher has been a driving force behind the quest for better teaching throughout the school, and it is a just reward that teaching has improved so much despite the many changes to the teaching staff since the last inspection. Considerable support has also been provided by the EAZ, through its initiative to support best practice. Teachers recognise that this has been helpful and has enabled them to develop a range of teaching methods to meet the needs of individual pupils.

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

34. The school provides a curriculum, which is broad and balanced and meets statutory requirements. The emphasis of the curriculum is on the development of literacy and numeracy skills. The range of activities provided by the school is suitable for the needs of all pupils, including those with special educational needs and from Traveller families. The curriculum is further enriched by additional activities provided through the EAZ.

35. The curriculum for children in the Foundation Stage of learning in the Nursery and Reception classes is satisfactory. The curriculum is based on the Early Learning Goals that children are expected to achieve before they begin work in Year 1. The curriculum is meeting the needs of children in the Foundation Stage, and provides children with a broad, firm and secure base for their work at the National Curriculum in Year 1. To ensure a smooth transition from nursery to reception, the school is reviewing the implementation of the Foundation Stage curriculum to identify areas of strength and weakness. This will ensure consistency across the nursery and reception classes. The school has already recognised the need to adjust the provision for reception children to provide a better match against the learning goals, and to incorporate the best practice seen in the nursery. This is supported by inspection evidence.

36. The curriculum for pupils in Year 1 and 2 is good. The school has a broad curriculum

which gives appropriate amounts of time to the subjects, and provides the children with first-hand experiences. There is a continuity of experience between year groups, and parallel classes are covering the same work.

37. Currently, the mixed Year 1/2 class is covering the Year 2 curriculum, and the school is planning to ensure that the youngest pupils do not repeat work next year.

38. The school has made good progress in addressing the key curriculum issues from the last inspection. Schemes of work have been put in place for English, history and geography, and homework is regularly set.

39. All policies and schemes of work are in line with the requirements of curriculum 2000. Time allocations are appropriate, with over 50 per cent of the time being spent on literacy and numeracy. However, the school realises that there is a need to address a small difference in the time allocated to the morning and afternoon session in the nursery.

40. Literacy and numeracy are an important part of all subjects, and pupils use these skills well to support their learning. For example, pupils write class books about Captain Cook in history, and The Prodigal Son in religious education. Pupils know how to write about experiments in science and how to draw simple conclusions. Personal, social and health education is well developed throughout the science curriculum, and issues about keeping healthy are dealt with in a way suitable for the age of the pupils.

41. The quality and range of the curriculum for the pupils in the Nursery and Reception classes is satisfactory. Nursery and Reception teachers are beginning to plan early work together to avoid the curriculum becoming disjointed. All the areas of learning are covered appropriately.

42. A third of parents do not agree that the school provides a range of interesting activities outside lessons. The findings of the inspection team do not support these concerns, and provision for extra-curricular activities is good. These include computer, reading, jigsaw, recorder and mathematics clubs, and an after school University of the First Age writing and spelling clubs. Additional help is given to pupils who have less help at home with reading or homework, to enable them to make the same progress as their peers.

43. All pupils have equal access to the curriculum. The school carefully monitors the progress of all groups of pupils; for example it analyses the achievement of summer born pupils to ensure that they do not suffer from the lack of time in reception. Pupils with special educational needs, and those from Traveller families, are fully involved with the life of the school. Teachers and support staff work hard to ensure that all pupils have equal access to the whole curriculum. For example, the school has made arrangements so that a pupil with a physical disability can take full part in physical education.

44. The provision for pupils' personal, social and health education is good. For example, within the programme, pupils learn about healthy living and how to respect and relate to one another. The programme also developed links with the EAZ, where pupils were involved in the 'Youth Enterprise Scheme', enabling volunteers from local businesses to deliver a section of lessons on their work within the community. The links with the community are further strengthened by the work of the Parent Link Worker, who is establishing a very good framework for parents to become more involved in the education of their children. Pupils' education is further enhanced by a range of visitors to the school, such as representatives from the National Children's Home, the Royal Society for the Prevention of Cruelty to Animals and the Royal National Institute for the Blind. Visits to

local churches and local areas of interest also support pupils' learning about their community.

45. The school has established good links with various partner institutions. The links with the local playgroup and the feeder junior school ensure a smooth transition for pupils into and out of the school. The support from the EAZ has provided very good opportunities for staff development and training. The school welcomes pupils from the local secondary schools on work experience, students from Leicester College on vocational courses, and students from the two local universities as part of their training for their nursery and teaching courses. The school is thus outward looking, and involved in the local community through its links with the EAZ and business. Links with the junior school are satisfactory, and are developing well to provide continuity of learning for the pupils

46. The school has maintained its satisfactory provision for pupils' spiritual development. The statutory requirements for collective worship are met. Assemblies and the programme for religious education give pupils opportunities to reflect on their own lives and those of others. However, there is no consistent provision across the curriculum. Opportunities are sometimes missed for pupils to reflect, for example, on the wonders of science and mathematics, the beauty of art and music, and the richness of language.

47. Provision for pupils' moral development has improved greatly since the last inspection and is now very good. Differences between right and wrong are emphasised throughout the school. The school has high expectations of very good behaviour, and every member of the school community consistently applies these expectations. There are five prominently displayed simple rules which emphasise positive action rather than what is forbidden. These are shared with parents. The very strong relationships between all members of the school community reflect an ethos of friendship and support. Good work and behaviour are rewarded through a system of stickers, certificates and 'Golden Time'. Pupils' moral development is reinforced through assemblies and personal education lessons.

48. The way in which the school supports pupils' social development has improved since the last inspection, and is now very good. Again, the very strong relationships within the school make a significant contribution to pupils' development. Pupils' social skills are rapidly developed through teachers' consistently high expectations of how pupils should work and play together. From the point at which pupils enter school, in the nursery, there is a strong emphasis on teaching them how to behave in a socially acceptable manner, when they are making friends, taking turns, and speaking and collaborating with each other.

49. The arrangements for pupils' cultural development are now good and have improved since the last inspection. The school promotes the pupils' own cultural traditions and festivals, and those of other parts of the world. For example, pupils learn about the culture and traditions of the Caribbean through links with a local Carnival committee, and they take part in festivals to celebrate the Chinese New Year and Diwali. The study of Japanese art and music broadens cultural perspective. Visits to a gurdwara, mandir and local church enable pupils to learn about different religions. Pupils' awareness of the theatre is developed through a visiting theatre group. Their own cultural heritage is further enhanced by visits to local places of interest.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

50. The school has improved the overall care for its pupils since the last inspection. This has made a significant contribution to raising standards and supporting pupils' progress in their learning.

51. Child protection procedures are firmly in place and all members of staff, both teaching and non-teaching, are fully trained. Any pupils who are causing any concern are logged and very carefully monitored. Three members of staff hold a full first-aid certificate, and a further three-quarters are trained in basic first-aid procedures. Regular safety audits and risk assessments are carried out and carefully recorded in detail. The schools site, both inside and out, is kept clean and tidy and provides a safe environment for pupils.

52. Procedures to monitor and promote good attendance are satisfactory overall, and the requirements for recording and reporting attendance are met. Pupils receive certificates for good attendance. The reasons for pupils' poor attendance have been analysed and various steps have been taken to address them. For example, a 'Holiday Form' has been issued to parents, reminding them of the need to ask the school to authorise their child's absence from school. As yet, this is having little impact. There is an urgent need to carry out current strategies more vigorously and to seek other ways of raising the poor levels of attendance.

53. There are very good arrangements for monitoring and promoting good behaviour. A system of positive reinforcement operates whereby pupils receive stickers and certificates for good work, trying hard, and good behaviour. All staff who work in the school have been trained in behaviour management and these strategies are consistently applied across the school. Incidents of unacceptable behaviour are carefully recorded and monitored. When a pupil is having behaviour difficulties, the school works closely with parents so they can give similar support at home.

54. Overall, the procedures for assessing pupils' attainment and progress are good, and the use of assessment to guide curricular planning is good. This is central in the drive to improve standards, and enables teachers to judge the effectiveness of learning activities. There are well-developed procedures for assessing pupils' progress in English and mathematics. The school makes good use of analysing test results to identify strengths and weaknesses. The monitoring of standards in literacy and numeracy each term enables staff to target groups and identify the next steps that need to be taken to develop learning further. These assessments are also used effectively for tracking what has been taught, to set new school targets, and to help in developing and planning the curriculum.

55. Procedures for monitoring and supporting pupils' academic progress are very good. Teachers keep regular and rigorous notes of pupils' progress, particularly in English and mathematics. Pupils are identified and monitored to ensure that they are placed in the correct groups, and within these groups the work is fully matched to their individual needs. Pupils are aware of their own targets in these subjects and what they need to do to improve their work. Parents are informed about the targets their child will be working on each half term, and encouraged to help them achieve their targets.

56. The arrangements for monitoring and supporting pupils' personal development are good. It is monitored in an informal way, using the very good knowledge which the acting headteacher and staff have of the pupils. It is further supported through the school's personal, social and health education programme and the use of circle time.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

57. The school has made significant strides in improving the school's partnership with parents. This has been achieved in partnership with an EAZ 'Parent Link Worker'. This is making a positive contribution to raising standards. Parents praise the efforts of the Link Worker, and value the positive way in which the school has responded to their needs. For example, courses on 'helping your child at home', and 'understanding the National Curriculum and its jargon' have been of great benefit. This is enabling parents to help their children with their work. A number of parents, and a grandparent, have successfully completed these courses, and are now regularly helping in school as classroom volunteers. The 'Play and Stay' morning, run by the Parent Link Worker, provides pre-school parents and existing parents with an excellent opportunity to bridge the gap between home and school, and to give them confidence in helping their children. During the inspection, the group were celebrating an Indian festival. Parents and children dressed in traditional costumes and learned traditional dances. This had been arranged in collaboration with a group of parents who felt they wanted to know more about other cultures and traditions.

58. The responses to the parents' questionnaires, and the views of those parents who attended the meeting prior to the inspection, were positive. With regard to the areas that some parents would like to see improved, inspectors' judgements are that pupils are given a good range of additional activities, and that the amount of homework is appropriate for the age of the children.

59. The quality of information for parents is good. Published information such as the school prospectus and the governors' annual report keep parents well informed. Parents receive good detailed information about their children's progress through annual reports; these have been improved since the last inspection and now contain clear information about attainment, and set targets for improvement. Parents have an opportunity to discuss their children's progress twice a year, with an invitation to discuss their annual report in the summer term. Parents also feel able to approach the school at any time should they have a concern. Regular newsletters, issued each Friday, keep parents well informed on day-to-day matters.

60. Parents make a good contribution to their children's learning at home. They support their children mainly through reading, writing and number work. Each half term, parents receive a copy of their children's targets and are encouraged to help them achieve them. A hard-working Parent Teacher Association organises a range of well supported events, raising valuable funds to contribute to the quality of education.

HOW WELL IS THE SCHOOL LED AND MANAGED?

61. The quality of leadership and management is very good overall. The acting headteacher manages the school effectively in close partnership with the governing body, and all provide a clear sense of purpose. This is a major factor in the recent good progress the school has made in many areas of its work since the previous inspection. Teaching staff are committed to improving pupils' attainment and are very good at reflecting critically on their practice. There are very good relationships within the school, a strong sense of teamwork among all staff, and a deep sense of pride in what the pupils are achieving. Parents are greatly appreciative of the work of the headteacher and of her accessibility. The vast majority of parents who responded to the pre-inspection questionnaire felt that the school is well led and managed.

62. Inspection evidence confirms that the school is very well led and managed on a daily

basis. Good communication systems ensure that all staff are kept informed, and well-established routines contribute to the smooth running of the school. The hard-working secretary efficiently manages the day-to-day administration of the school and plays a wider role by establishing a warm, caring and sensitive ethos when dealing with parents and visitors.

63. The commitment of the chair of governors is considerable. Under his leadership, the governing body is effectively organised and successfully fulfils its obligations in monitoring the work of the school. Its role in shaping the direction of the school is good. Governors have a very clear understanding of the strengths and weaknesses of the school, and successfully fulfil their role as 'critical friend'. They are active in holding the school to

account for its performance and in discussing ways in which standards may be improved. For instance, the national test results are analysed in detail by the assessment co-ordinator and shared with governors. They are used to setting realistic targets for school improvement. Performance targets are also set for the headteacher and her deputy, and these are reviewed annually. All statutory requirements, which were examined during the inspection, are fully met.

64. The school is part of the Leicester West Education Action Zone, from which it has received considerable help and support. The staff believes this has had a positive impact on the quality of teaching and learning, and on their professional development. There have been initiatives to share good classroom practice and strengthen behaviour management, and a Parent Link Worker has been appointed. These initiatives are of good quality, and have had a positive effect on the quality of teaching and the rate at which pupils learn.

65. Following the last inspection in May 1998, an action plan was prepared in response to the key issues identified for future improvement. The key issues in that report were as follows, and most of the points contained in them have been successfully addressed:

66. **Key Issues 1 and 3:**

“Raise attainment in English and science by:

- * ***Providing detailed schemes of work which clearly indicate what is to be taught and learned at each stage raising teachers’ expectations of what pupils should achieve.***
- * ***Rigorously assess and record pupils’ attainment and progress in each of the elements of the subject, using consistent approach throughout the school.***
- * ***Regularly monitor and evaluate the standards and teaching in all classes; continue to use and develop further the teaching approaches to be used and the resources suggested in the National Literacy Project***
- * ***Improve the quality of teaching where it falls below an acceptable level.”***

“Improve the teaching and learning in geography.”

Significant progress has been made, and procedures for monitoring the quality of teaching are now very good. There are now policies and schemes of work for all subjects. A wide range of strategies for monitoring and evaluating teaching and learning has been introduced, It includes lessons observation, work sampling, tracking pupils’ achievement against school targets, and effective use of short- and long-term assessment data to provide challenging activities for pupils of differing abilities. At the time of the last inspection teaching was judged to be satisfactory, with ‘poor teaching in a few lessons’. The concerns have been successfully addressed, and teaching is judged to be good overall.

67 ***Key Issue 2: “Provide staff with further in-service training to assist them in improving the very poor behaviour of the few pupils whose actions cause considerable disturbances in lessons and around the school.”***

Progress has been very good. All adults have received training in behaviour management, and these new strategies are being applied consistently across the school. Behaviour is now very good.

- 68 ***Key Issue 4: “Give priority to providing time for subject co-ordinators for English, mathematics, science and information technology to monitor and evaluate the teaching, learning and standards in their subjects and, from the evidence in their report to the senior management team and governors, take action to remedy any weaknesses identified.”***

Progress has been good. Subject co-ordinators have been given time to evaluate the quality of teaching and learning. The results of these monitoring visits are shared with teachers and governors, and analysed by the senior management team. This information is used to set priorities for school development and strategic planning.

- 69 ***Key Issue 5: “Improve the quality of marking to provide pupils with clear information about ways in which they can improve their performance.”***

Progress has been good. Teachers take time and trouble with their marking and try to point to how pupils can improve their work. At the same time they make good use of classroom opportunities to assess the quality of work during lessons in order to 'fine-tune' their teaching and lesson content.

- 70 ***Key Issue 6: “Ensure that the annual written report to parents on their children’s attainment and progress gives clear details of pupils’ attainment and set targets for improvement.”***

Progress has been good. Parents receive good detailed information about their children’s progress through annual reports, which now contain clear information about attainment and targets for improvement.

- 71 ***Key Issue 7: “Ensure that the school meets the statutory requirements for collective worship.”***

Progress has been good. The daily assembly has a broadly Christian theme, which meets statutory requirements.

72 The acting deputy headteacher provides very good leadership of special educational needs, as a result of her overview of all that goes on in school. By supporting the training of teachers and support assistants she has established a good whole school approach to the problems experienced by pupils. Documentation is detailed and well prepared, and all staff are involved in setting and monitoring targets. Due regard has been paid to the recent changes in the Code of Practice for special educational needs. The school also has a number of Traveller children, who receive good support within school and are well integrated into school life. In addition they receive good support from the LEA Traveller Education Service.

73 The school makes good use of its resources and plans its expenditure well. Staff are effectively deployed. Good use is made of the resources of the local community, including the skills and talents of governors and parents. The governors are now much better informed about finance, and principles of best value are well applied by comparing costs. Effective tendering arrangements, which ensure competition, are also in place. Governors make good use of the detailed analysis of assessment results, including

comparisons with those of other schools, to target their spending strategically. This is well matched to strategic financial planning to secure improvements in standards.

74 Resources are good in most subjects. They are sufficient in range and number, and are well matched to pupils' age and needs. A new computer suite is about to be commissioned which has a good number of up-to-date multimedia machines. Effective use is made of visits to Leicester and Hunstanton to support work in science, geography and history.

75 The school's accommodation is good. The nursery is spacious, with areas for both indoor and outdoor play. Classrooms in the main school are generally of good size. However, children in the reception class have no separate outdoor play area with toys and equipment, and share the playground with Years 1 and 2. Pupils' work is displayed to good effect around the school and the accommodation is extremely well maintained.

76 There are good numbers of qualified and experienced teachers and support staff to meet the school's needs. The match between teaching qualifications and subjects taught is good. Job descriptions clearly identify both general and specific responsibilities. The non-teaching staff makes a very valuable contribution to the smooth running of the school, and support teachers' work effectively. Induction procedures for new staff are detailed and effective, and all new members of staff are given very good support.

77 Senior managers and LEA inspectors now regularly evaluate both teaching and learning. Written and oral feedback is provided to teachers as part of the school improvement project. Strategies for accelerated learning have been introduced in all classes, and best practice is shared amongst the members of the EAZ.

78 Classroom assistants work closely with teachers to provide good support for pupils with special educational needs, and there is a very good team approach within the classroom. Resources for special needs are good throughout the school, and are used effectively to promote literacy and numeracy and to raise reading levels.

79 A wide range of indicators show that the school is effective. These include the good quality of teaching, the good improvement since the last inspection, the very good quality of leadership, and the good progress pupils make. Although unit costs are high, they are typical of most schools of this size, and therefore the school gives good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

80 In order to bring about further improvement, the headteacher, staff and governors should:

- Raise the rate of attendance by looking again at the strategies for improving attendance and rigorously implementing them at all times.
- Raise the level of attainment in English and science by rigorously implementing the very good strategies that are already in place.
- Complete the good start to reviewing the implementation of the Foundation Stage Curriculum. Use this information to identify best practice when matched against the early learning goals, and extend it across both Nursery and Reception classes.

81 The following minor issue should also receive attention:

- Ensure that both nursery sessions are of equal length.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	43
Number of discussions with staff, governors, other adults and pupils	12

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	11	22	10	0	0	0
Percentage	0	25.6	51.2	23.3	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than 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)	45	156
Number of full-time pupils known to be eligible for free school meals		75

FTE means full-time equivalent.

Special educational needs

	Nursery	YR– Y2
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	14	54

English as an additional language

	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	15
Pupils who left the school other than at the usual time of leaving	13

Attendance

Authorised absence

	%
School data	5.3
National comparative data	5.2

Unauthorised absence

	%
School data	2.33
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
	2000	32	38	70

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	24	21	29
	Girls	29	32	33
	Total	53	76	89
Percentage of pupils at NC Level 2 or above	School	76 (55)	76 (55)	89 (77)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	19	23	22
	Girls	30	30	31
	Total	49	53	53
Percentage of pupils at NC Level 2 or above	School	70 (60)	76 (75)	76 (58)
	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	0
Black – African heritage	1
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	178
Any other minority ethnic group	7

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	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.

Teachers and classes

Qualified teachers and classes:

YR–Y2

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	19.6
Average class size	26.2

Education support staff:

YR–Y2

Total number of education support staff	9
Total aggregate hours worked per week	199

Qualified teachers and support staff: Nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	44
Total number of education support staff	4
Total aggregate hours worked per week	84
Number of pupils per FTE adult	11

FTE means full-time equivalent.

Financial information

Financial year	1999/2000
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	£
Total income	460127.00
Total expenditure	474150.00
Expenditure per pupil	2258.00
Balance brought forward from previous year	35254.00
Balance carried forward to next year	21231.00

Recruitment of teachers

Number of teachers who left the school during the last two years	8
Number of teachers appointed to the school during the last two years	10

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.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out
 Number of questionnaires returned

260
42

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	69	26	5	0	0
My child is making good progress in school.	45	50	5	0	0
Behaviour in the school is good.	38	52	5	0	0
My child gets the right amount of work to do at home.	28	50	20	0	0
The teaching is good.	60	40	0	0	0
I am kept well informed about how my child is getting on.	40	48	7	2	2
I would feel comfortable about approaching the school with questions or a problem.	60	36	5	0	0
The school expects my child to work hard and achieve his or her best.	69	29	2	0	0
The school works closely with parents.	38	52	7	2	0
The school is well led and managed.	48	48	5	0	0
The school is helping my child become mature and responsible.	52	45	2	0	0
The school provides an interesting range of activities outside lessons.	15	24	24	7	29

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

82 Children enter the school after they are three and a half years, and attend the nursery part-time. Children who have birthdays in the autumn or spring term transfer from the nursery into reception classes as rising fives. Summer born pupils transfer to a Year 1 class at the beginning of the term following their fifth birthday, and have no time in a reception class. This means a third of any cohort have much less time in the Foundation Stage than those with birthdays between September and December.

83 The morning and afternoon nursery sessions are of unequal length. However, all children start nursery in the afternoons, and transfer to the morning sessions for at least a term before moving into the Reception class or Year 1.

84 The quality of teaching for the Foundation Stage is good. The staff are enthusiastic and friendly in their manner with the children, who are made to feel valued and important. Activities are planned thoroughly and are carried out successfully. The staff have created well-organised and attractive areas in the classroom, and everyday routines are well established. Tasks are set up efficiently, and resources are well managed. Teachers have a good range of teaching methods, and manage the children very well. All adults work well together and provide a purposeful working atmosphere.

85 All members of staff have a clear commitment to raising the standards of children whatever their ability. They plan lessons together, liaise very closely with parents, and build links with the Year 1 teachers to ensure the continued development of good practice in the foundation stage. The record keeping system is clear, detailed and informative. It provides all members of staff with well-informed judgements on which to plan future work for individual children. Children are formally tested in the first half term they are in the reception class and again at the end of the reception class, by means of the LEA guidelines.

86 The Foundation Stage is well led and managed. The nursery teacher and the two reception class teachers are reviewing the Early Years policy in the light of the Foundation Stage curriculum. They intend to use this information to adjust the reception curriculum to ensure it follows the best practice seen in the nursery. The school is involved in a Best Practice Project with the Leicester City West EAZ, and this is supporting the school in addressing this issue.

87 The Nursery and Reception classes provide a good and effective level of support for children with special educational needs. All members of staff ensure that children have full and equal access to the areas of learning. The Foundation Stage has been identified as an area for development, and training opportunities have been identified to build on teachers' and nursery nurses' knowledge and understanding of the new requirements.

88 Children enter the nursery with levels of attainment well below those expected of children of this age. This is especially true in the areas of communication, language and literacy, mathematics, knowledge and understanding of the world, and in creative and personal, social and emotional development. Their coordination skills are also well below expectations, though their 'mouse' control skills are amazingly good. They make good progress during the time they spend in the nursery and the reception class, and are on

course to meet the Early Learning Goals in many elements of knowledge and understanding of the world, and in physical, creative, and personal, social and emotional development. However, they are unlikely to meet them in communication, language and literacy and mathematics by the time they enter Year 1. This situation is the same as at the time of the last inspection.

Personal, social and emotional development

89 Children entering the nursery rapidly feel safe and secure in their new surroundings as a result of the caring and supportive environment created by the adults. Children make good progress and soon gain confidence in relating with adults and co-operating with one another. They learn to take turns, for example when collecting or handing equipment to staff or distributing milk to other children, and to share when playing together in the sand and with small wooden toys. When one child 'pushed in' the queue for the grocer's shop the shopkeeper was heard to say, 'Oh, you have to wait. It's not your turn.' In the reception class, most children listen carefully to adults and try to comply with instructions. They can dress and undress themselves with help, but many still put their shoes on the wrong feet and do not notice. The majority can go to the toilet independently and remember to wash their hands afterwards. No one in the reception class said 'please' or 'thank you' when asking a visitor to tie their laces, though teachers constantly and consistently remind children to do so.

Communication, language and literacy skills

90 In both the nursery and the reception class there are many children who find communication difficult. About half of the children are likely to achieve some of the Early Learning Goals by the time they leave the reception class, but not in all aspects of communication, language and literacy, especially speaking and listening. Provision for this aspect of learning is good in both the nursery and the reception class. Children develop their skills in listening and speaking through a range of role-play activities, such as the grocer's shop in the nursery. They listen to stories with familiar and repetitive themes, for example 'Goldilocks and The Three Bears', and are able to listen with understanding and enjoyment. Some are beginning to recount their personal experiences when discussing what they do at home. They interact with adults and other children, sometimes using appropriate language. Most pupils enjoy looking at print, pictures and books. Some are aware that print goes from left to right, and a few children can recognise familiar words such as their name, and copy and trace words and letters. In the reception class, children learn the early phonemes such as 'l', and a few children can say words that began with this sound. However, some children, whose names began with the sound, did not make the connection despite good support and help. In the nursery, though, one girl was able to point to a capital letter in the storybook and say, 'That starts my name'. Some children begin to write words using some correct initial letters by the time they are in the reception class.

Mathematical development

91 Children make good progress in their mathematical development, and most children are likely to achieve the early learning goals for number by the time they enter Year 1. In the case of a significant minority, their weakness in language development hampers acquisition of skills and affects their ability to discuss and develop mathematical ideas and

methods to solve practical problems. The children learn quickly, especially when mathematical language is used, such as the names of shapes. For instance, most children in the reception class can recognise a circle and a triangle and select suitable shapes to make a picture. About half count accurately to 20. They are beginning to identify the number before or after a single digit number, though about a third of the class cannot name the next number. When a teacher made a group of five toys and then a line of the same five toys, almost all the class knew there weren't more than five toys because none had been added. However, only two understood that there were still five 'because you didn't take any toys away'. Several children understand positional language, for example pointing to the shape above or below the one pointed out to them.

Knowledge and understanding of the world

92 Children enter the nursery with a very basic knowledge of their families and immediate neighbourhood. However, they show an interest in their environment and in the visitors in the classroom. Children begin to develop their sense of place through playing with train sets and cars and moving them around a large play mat. They explore the properties of water and sand, carefully filling small containers from large ones and filling and emptying buckets. They have very little vocabulary to help them talk about everyday things. When shown a tray of vegetables only one child in a group of 20 could name 'potato, onion, cabbage'. None knew how cabbages grew and could not try to guess until one girl said 'it grows like a beanstalk'. In the nursery class most children could name a banana and an apple. They recognised other fruit and could say if they liked it or not. When asked what was their favourite fruit about half could not state their preference. They enjoy using the computer and move the mouse with skill. Many gain this skill through playing computer games at home.

Physical development

93 Children make good progress in their physical development by using a range of equipment such as bikes, tricycles and pushchairs while they are in the nursery. They use the scooters and trikes with dexterity, and one child could ride the two-wheeler bike without stabilisers. However, there is no separate secure outdoor area for reception children, and they share the playground with all the children in key stage 1. This limits the progress they should make. In the reception class, almost all children have good manipulative skills, handling small objects with skill and care. They use scissors to cut out ducks, and stick their wings on carefully. Most children hold their pencil incorrectly and have poor pencil control. This prevents them from forming letters and figures well and hinders their progress in formal literacy and numeracy skills.

Creative development

94 Children make good progress in their creative development. They enjoy drawing and painting and demonstrate care in such activities. They like to experiment with colour and texture, and use glue, straw, wool and other collage materials with confidence. There are opportunities to join in good quality role-play sessions to extend and develop their abilities to express themselves clearly. Children also enjoy singing and playing instruments in time to the tape recorder, and some children show good rhythmic ability. When they first enter the nursery, most children do not know rhymes and songs, have difficulty remembering the words, and prefer to listen rather than join in. However, they are given many opportunities to develop these skills and have a good repertoire by the time they leave the reception class.

ENGLISH

95 Standards in English are steadily improving. The 2001 test results, for which there are no national comparisons, show an improvement in both reading and writing. Overall, the trend over three years is one of improvement. In 2000, standards achieved in reading and writing were well below average in relation to schools nationally, and above average in reading and average in writing when compared to schools with pupils from similar backgrounds. In the past, girls have out-performed boys significantly, but the 2000 results show that there is no significant difference between the overall performance of boys and girls. The 2001 results show boys significantly out-performing girls in reaching the higher Level 3 in writing.

96 This improving picture is as a result of confident planning in line with the requirements of the National Literacy Strategy. It is also a reflection of the teachers' commitment to raising standards. The rate of improvement since the last inspection is satisfactory. In fact in the last two years the rate of improvement has been good. Pupils with special educational needs are making good progress. They receive good support in developing their literacy skills. Despite all this, the findings of the inspection are that the standards in English are still below the national expectation.

97 The school is working very hard to bring the results of the National Curriculum tests into line with the national averages. However, there are a number of factors which make this difficult to achieve. For example, 30 of the current Year Two cohort of 63 pupils are on the register of special educational needs. Absence is an issue for the school, and long periods of absence have an adverse effect on test results. Also, because of the local authority's admissions policy, summer born pupils go straight from half-day nursery education into Year 1. Therefore, a third of any cohort has, through no fault of their own, half a year less education than those with birthdays between September and December.

98 The majority of pupils have satisfactory speaking skills and good listening skills. Teachers provide opportunities, throughout the day and in a range of curriculum areas, for the development of speaking skills. Some pupils are reluctant to speak to the whole class. so opportunities are provided to "chatterbox" to partners, as in the literacy session, where pupils were developing an empathy with a story character who had been left on his own. Pupils listen well. They are attentive to their teacher and to other pupils. They follow instructions very well. They all enjoy listening to a well told story. This was evident in an assembly when all the Key Stage 1 pupils listened intently to a story set in India. In a music lesson, pupils listen to the music and are able to speak, with confidence, about how it makes them feel.

99 By the age of seven many of the pupils are reading with a growing degree of confidence. They are able to read appropriate texts without hesitation. When faced with unfamiliar words they are able to use phonic and picture clues. Higher attaining pupils are able to talk about the plot, discuss the characters and predict what might happen next. Many of the pupils read at home, but they were reluctant to discuss what books they had and few were able to express an interest in a particular author. The majority of Year Two pupils are able to distinguish between fiction and non-fiction books. Most pupils can find the contents and use an index confidently.

100 Pupils' writing is improving and the evidence from the pupils' books is that, for this time of year, many of the pupils are producing writing that is in line with expectations. All

pupils in Year Two have writing targets; these are displayed in their writing books and teachers refer to them in their marking. Capital letters and full stops are beginning to be used correctly. Stories often consist of a sequence of ideas. More able pupils are writing at an appropriate length and are developing the idea of stories having a beginning, middle and end. Writing is taking place in many areas of the curriculum. Class books about Captain Cook and The Prodigal Son were on display in classrooms, and word processing skills are being developed in ICT, for example, Year 1 pupils practise their keyboard skills by typing out the alphabet. The spelling of simple words is accurate and pupils make good use of their growing confidence with phonics to attempt more difficult words. Handwriting is taught separately. Many pupils are able to form and join letters, though when they write for normal purposes the standard is more inconsistent. Younger Year 1 pupils are not yet able to form all their letters correctly, and this is inhibiting their ability to make as much progress as older pupils are in the year group.

101 The quality of the teaching seen during the inspection was good. Of the five literacy lessons observed, three were good and two were very good. All teachers have a good knowledge and understanding of the subject and plan their lessons very well to ensure that all pupils work to their full potential. All lessons had good objectives, and these were shared with the pupils at the beginning and end of each session. Good use is made of resources, particularly other adults working in the classroom, who are well used to supporting individuals or groups of pupils during group work. They have a role to play in all stages of the lesson: for example, in one lesson the task was to observe and take notes on the involvement of one pupil in the teacher-directed session. Teachers manage the pupils well and little time is lost in correcting behaviour. The pace of all lessons was good. Pupils are kept engaged by the use of a range of strategies. In one lesson whiteboards were used for spelling in pairs, pupils “chatterboxed” ideas with a partner, there was group reading of texts, and quick fire responses were used to reinforce learning.

102 Pupils with special educational needs have targets that relate to their individual needs. They are well supported during lessons. Teachers ensure that the pupils are involved in the lesson and that their answers are valued. During group sessions they are well supported by the learning support assistants. What they achieve is recognised during the plenary session.

103 The co-ordinator has just started her second year at the school, and she is making a very good contribution to the development of English. She has had the opportunity to examine planning and to monitor all the teachers’ lessons. A number of recent initiatives have been introduced to support pupils’ learning in English. Money has been made available by the EAZ to improve literacy resources. Gifted and able pupils have been identified and support provided to further develop their skills. The whole assessment process has been revised. New reading and writing levels are in place and are updated each term. Parents are being actively encouraged to be involved with pupils’ learning, through homework ‘surgeries’, literacy play days, and targets which are sent home with reading books.

MATHEMATICS

104 In the 2000 Key Stage 1 national tests, the pupils’ attainment at the expected Level 2 and above was below average in relation to schools nationally, and above average when compared to schools with pupils from similar backgrounds. Pupils’ attainment at the higher Level 3 was below the national average for all schools and average for similar schools.

105 On the evidence of pupils' work and the lessons observed, pupils by the age of seven years are now likely to attain in line with national expectations. This is about the same as at the time of the previous inspection. There are variations in attainment in Year 2, where about a quarter of pupils are reaching levels of attainment, which are above those expected nationally, but about a tenth of the pupils are not reaching those expected standards. By the age of seven years, most pupils can understand place value to 100 and sequence numbers forwards and backwards. They shop for two or three articles, total the cost, and give change from £1. They identify the properties of two- and three-dimensional shapes and know that some shapes are symmetrical. They recognise halves and quarters and tell the time to the half and quarter-hour on analogue clocks. They use the two, five and ten times tables and understand that halves are the inverse of doubling. Lower attaining pupils confidently use numbers up to 10 and can sequence accurately to 100. Higher attaining pupils tackle problems such as working out the number of combinations of three ice-cream flavours that can be made, and then calculating the cost of each one.

106 Learning is always good, and for some pupils, especially those in Year 2, it is very good. They are already consolidating basic number skills, learning to estimate and measure, and being challenged to record information. The match of work to ability is good for group tasks. Pupils develop a good mathematical vocabulary. The emphasis on mental maths is having a positive impact on the quality of learning. It is providing pupils with an understanding of how numbers and number operations relate to one another and how these links can be used to solve problems. The younger pupils enjoy the mental work and are able to calculate the correct answer rapidly, because the teacher uses examples that are within the pupils' experience and attainment. Pupils are asked to explain how they arrive at an answer and higher attaining pupils come up with more than one solution. Teachers stress the learning objectives of each lesson, and at the end of each lesson pupils are asked what they have learnt. This strategy helps pupils to focus on the outcome of the lesson as well as the activities. They are also prepared well for the challenge of the next lesson.

107 Throughout the school pupils enjoy mathematics. The attitudes and behaviour of pupils in mathematics lessons is very good in the case of two thirds of the pupils and good for all other pupils. Lower attaining pupils have a good attitude and most behave well. In group work they work well together, co-operating and remaining on task, even when the task is difficult. However, their enthusiasm for work often means that they take less care in neat presentation of work and the correct formation of figures.

108 The quality of teaching is good for all the pupils and very good for three-fifths of the pupils. This is better than at the time of the last inspection. Teachers' planning is thorough, and the introduction of the format of the numeracy strategy has had a positive impact on pupils' learning. During mental oral sessions, effective questioning is used to challenge pupils' mathematical thinking and to reinforce their recall of number facts. One teacher in Year 2 kept reminding pupils that when they added one the units number changed, and when they added 10 the tens number changed. This helped them to concentrate on the function rather than keep counting on, though they still had difficulty with going over the tens barrier, for example when they had to add one to 69. Teachers give pupils of all abilities chances to develop their skills. For example in another Year 2 class, lower attaining pupils were asked to find objects longer or shorter than 'Sid Snake', who was 10 centimetres tall, while higher attaining pupils were challenged to also find objects the same size as 'Sid'. Pupils are managed well and many lessons are made fun for them. The enjoyment of the challenge, the stimulation of the wide variety of activities, and the interesting resources such as number fans, all contribute to the enthusiastic

response of pupils. The good work pace helps pupils to learn more quickly and to attain more highly.

109 The requirements of the mathematics curriculum are appropriately met, and there is evidence in the planning that all the attainment targets being covered, though only work on number and measures was seen during the inspection. Most lessons contain an element of number, and the skills involved are often appropriately linked to follow up group activities focusing on other attainment targets such as shape and space or data handling. The emphasis in most of the teaching is on the use and application of number to solve problems, and there is evidence of investigation in most classes.

110 Teachers assess pupils during lessons and at the end of units of work. Baseline assessment gives an indication of pupils' mathematical ability, and teachers identify pupils who are mathematically able. All pupils have equal access to the mathematics curriculum, and the needs of pupils with special educational needs are appropriately considered when group activities are planned. Lower attaining pupils are given interesting tasks carefully matched to their abilities and receive good support from the classroom assistants. Each pupil has a half-termly target based on the key objectives, and these are checked and attainment levelled.

111 The coordinator is very enthusiastic and well informed. Her management and leadership of the subject are excellent. She has observed lessons delivered by other colleagues and has used information from these observations to disseminate good practice. This has had a positive effect on the quality of teaching. She has a clear idea of the strengths and weaknesses of the subject, and had identified that improvements were needed in the plenary session and in providing open-ended tasks for the more able pupils. She is also conscious that there is a need to make more use of information and communication technology in the numeracy lessons. The classroom accommodation is adequate for the delivery of the curriculum, with space for pupils to work together as a whole class as well as to work in smaller groups. The resources available for mathematics are good and are used effectively. Teachers make use of commercial worksheets as well as making their own.

SCIENCE

112 The evidence of the inspection shows that attainment in science is currently below average. The proportion of pupils aged seven who are likely to achieve Level 2 and above is below average. This prediction reflects the composition of the current Year 2. This cohort has nearly 48 per cent of pupils on the special needs register. Also, because of the local authority's admissions policy, summer born pupils transfer to a Year 1 class at the beginning of the term following their fifth birthday. So a third of any cohort has, through no fault of its own, half a year less education than those with birthdays between September and December. However, this is an improvement on the results in 2000, when the proportion of pupils' achieving at the expected Level 2 and above based on teacher assessment, was well below average in relation to schools nationally, and when compared to schools with pupils from similar backgrounds.

113 At the time of the last inspection standards were below national expectations. However, standards in the current Year 1, where fewer pupils are on the special needs register or have full statements, are closer to the average for the age group. The inspection did not show a significant difference in attainment between boys and girls.

114 A particularly good feature of science is the way in which the subject is managed and the curriculum is constructed. There is good equality of access and opportunity for all pupils, including those with special educational needs. Very good use is made of classroom assistants to support pupils' learning, and this enables pupils to benefit from working in smaller groups. Pupils with special educational needs make good progress in relation to their prior attainment.

115 Pupils in Years 1 and 2 make good progress in developing skills of scientific enquiry and learn to make simple hypotheses as part of their work. For example, pupils' mathematical skills of measuring helped them design a 'fair test' to check the hypothesis that the oldest children always have the largest hands. They measured each other's span and recorded the evidence, using a grid. They quickly found the data they had collected did not support this statement. This led to a useful discussion about the tenuous connection between hand size and age, and they conjectured that it could be linked to height or gender. By the end of the key stage, pupils have a satisfactory understanding of the growth of plants and can name the individual parts. They understand that plants need soil, light and water to grow, and experiment by growing their own sunflower from seed. Good links are also made with other subjects. For example, pupils are asked about differences in heart rate, temperature and breathing, after rigorous exercise during physical education. This is followed up in science lessons when studying exercise and a healthy diet, and most pupils can name the main groups of food needed to remain healthy.

116 Pupils enjoy their work in science. Their positive attitudes contribute greatly to the quality of learning. They are generally attentive in class discussions, and ask thoughtful questions. They share equipment readily, and treat it with respect. Standards of behaviour are high, and pupils respond quickly to teachers' directions. The presentation of work in their books varies considerably from pupil to pupil but is generally of a satisfactory standard.

117 Evidence from the lessons observed, together with examination of teachers' planning, discussions with teachers, and a scrutiny of pupils' work, indicates that overall the quality of teaching is good. Of the three lessons observed, two were good and the other very good. Where the teaching was good or better, the teacher shared the purpose of the lesson with pupils at the start of the activity and linked this with a reminder of what pupils had already learned in previous lessons. This introduction heightened the interest of the pupils and made them keen to learn more. Good classroom routines and high expectations of pupils' behaviour resulted in a good working atmosphere in which pupils were able to learn without disturbance. The teacher's secure knowledge of the subject and good assessment of pupils' prior knowledge enabled her to set achievable challenges for all. Pupils responded well to these challenges and concentrated hard on their activities. At the end of the session, the teacher made very good use of the plenary session to consolidate what the pupils had learned, through well-directed questions. All these features have a positive impact on learning, and help pupils of all abilities to make good progress in acquiring skills, knowledge and understanding.

118 Leadership in science is good. The co-ordinator has a good understanding of science, and a clear vision for the development of the subject. There has been considerable work to improve the curriculum since the last inspection, and it is now good. Opportunities for pupils to investigate and experiment are clearly identified within planning.

119 Assessment is good overall. The teachers keep detailed records that allow the progress of every pupil to be tracked carefully. They use assessment data very well to plan subsequent work and to alter the composition of groups within classes.

120 Resources are generally of good quality, and are sufficient in range and number to meet the needs of the curriculum. Pupils and teachers make effective use of the available resources, including fieldwork in the immediate environment. The use of ICT in science is satisfactory.

DESIGN AND TECHNOLOGY, AND ART AND DESIGN

121 Both these subjects share the same time on the school timetable. During the inspection no teaching of design technology was taking place. As this was early in the year, there was little evidence on which to come to a judgement on standards. Pupils in Year 2 had made papier-mâché masks based on designs they had produced on a computer, while pupils in Year 1 had followed a recipe to make melting moments, although evidence had long since been consumed! A range of photographs showed that last year's pupils had designed, made and evaluated a 2 dimensional model which had to stand up, a puppet based on a character from a favourite book, and an aquarium. Teachers' planning showed the kitchen was well used for activities using food material.

122 Similarly, most of the available evidence of art and design is based on photographic evidence, and two lesson observations. By the age of seven, pupils attain standards in line with national expectations. They produce a number of observational drawings, and are encouraged to look carefully at what they have achieved and identify how this could be improved. Pupils paint pictures of themselves and illustrate stories from other subjects, such as the account of Noah's Ark from the Old Testament. They make a range of three-dimensional work, including shells, figures and clay divas. A noteworthy feature of art and design was an interesting range of photographs showing figures in different poses that had been modelled on a school dance lesson. Pupils are introduced to the work of a number of artists. During the inspection evidence on the classroom walls showed they had recently looked at the work of Kadinsky. Year 1 pupils were introduced to the painting "Sunday Afternoon on the Island of La Grande-Jatte" by Georges Seurat. They talked about the picture and how it made them feel. They looked carefully at the way it had been painted, and then were able to attempt their own simple form of pointillism.

123 The quality of teaching in art and design is good. Of the two lessons observed, one was good and the other was very good. Teachers showed a good knowledge and understanding of the subject, and very good individual technique. For example, one teacher was able to clearly demonstrate how to create an observational drawing using different types of shading. In both lessons there was a good mix of activities, which were well matched to individual needs. The pace of the lessons was good, and teachers had high expectations of work and behaviour. There was insufficient evidence to allow a secure judgement about the quality of teaching in design and technology.

124 Both co-ordinators have revised their subjects in the light of curriculum 2000. One of the targets for the art and design co-ordinator is to create an attractive environment within the school with displays that inform pupils' learning and celebrate pupils' work. This has been achieved, and all classrooms and shared areas are bright and attractive, with good, colourful and purposeful displays.

HISTORY AND GEOGRAPHY

125 Standards in history and geography are satisfactory at the end of Year 2. This shows an improvement in geography since the last inspection. The teachers are planning in line with the requirements for the new curriculum.

126 No history was being taught in Year 1, but lessons were seen in all three Year 2 classes. Judgments have also been made on the evidence of teachers' plans and pupils' past work. By the time they are seven, pupils understand that life was different in the past. They look at pictures to identify the differences and similarities between 'then' and 'now'. They hear stories about famous people such as Sir Walter Raleigh and Captain James Cook, and can recall them. For example, one pupil said, 'He went to Antarctica and it was cold because there was lots of icebergs and snow'. They begin to understand that events change people's lives and that these changes affect people today. This is the beginning of an understanding of chronology. Displays around the school support this understanding through time lines showing a year in school, identifying special events and religious festivals. Younger pupils study chronology through stories such as 'The very hungry caterpillar' which show the sequence of a week.

127 In geography, Year 1 pupils begin to understand maps through putting photographs of places around the school on to a large blank map. They learn to write their address and match it to a map of the local area. Most pupils can match a photograph of themselves to the house where they live. They start to understand that distant locations can be different. For example, pupils in Year 1 ask 'Barnaby Bear' about his visit to Hawaii, and discover that it is very different from Leicester. In Year 2, pupils study the imaginary island of Struay and investigate similarities and differences between an island and a large city.

128 The quality of teaching was good in four lessons seen. In Year 2, teaching was satisfactory in one lesson and good in the other two. In the one Year 1 geography lesson, teaching was satisfactory. This is better than at the time of the last inspection. Good teaching was characterized by a fast pace and the teacher's good understanding of key skills.

129 All teachers gave good explanations about the topics being taught, and answered the pupils' questions well. This helped pupils to learn more about the areas of the topics that interested them most. The pupils' attitudes varied across the classes, but were always satisfactory or better. Factual information was taught with an enthusiasm that ensured that pupils concentrated hard and learned well. For example, pupils had good recall of the facts they had learnt about Captain Cook and his voyages, though they were less clear about the significance of the voyages. Pupils developed good subject vocabulary. For example, one girl said, 'Captain Cook was a sailor and an explorer.' They showed a sense of time when another said, 'we wouldn't kill people today because they eat bananas, would we?' Pupils used the attractive class displays to support their writing. One pupil walked up to the display saying, 'I've done Australia, now what about New Zealand?' before pointing to photographs to remind himself of his achievements.

130 Co-ordination of both subjects is satisfactory. Resources are good for history and satisfactory for geography. Good new schemes of work have been written recently for both subjects. The co-ordinators check planning, but have not observed the quality of teaching and learning in lessons. Both co-ordinators would like to develop multi-cultural aspects of their subjects. They are considering developing a Black History topic and an environmental study of Leicester.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

131 Information and communication technology is developing well in the school. The last inspection indicated that standards in ICT were satisfactory. There is no doubt that the school has improved its provision since then, and pupils are now making good progress.

132 The school has made a heavy investment in this subject. A new computer suite will soon be commissioned with 'state of the art' equipment, which will provide pupils with a good range of resources to support their learning. In addition, the school has a co-ordinator who has a very good knowledge of the curriculum, and is proficient at using the new hardware. She has put considerable time into developing the ICT curriculum and improving the skill of teachers, and there is now a much better balance between the teaching of skills, knowledge and understanding, and its application across the whole school. Opportunities for ICT have been carefully identified within many areas of the curriculum.

133 Pupils are using computers well to support their schoolwork, and scrutiny of work shows they are making good progress over time. Cabling for direct access to the Internet is being completed, and pupils will very soon be able to search for information on the World Wide Web. The school is already considering reasonable steps to ensure that their pupils are protected from offensive materials on the Internet, and from undesirable external contacts, for example through e-mail.

134 It was possible to see the direct teaching of ICT in only two lessons. One lesson was of good quality and the other was satisfactory, and pupils' learning matched this. However, evidence obtained by direct observation, from displays, from the scrutiny of pupils' past work and teachers' plans, and through discussions with pupils, shows that progress is good over time. There is insufficient evidence to make a secure judgement on overall quality of teaching across the school, but in the two lessons seen the teachers' knowledge of ICT was secure and their planning was good. Technical language was used appropriately, which supported the development of pupils' understanding. Pupils were well managed, and tasks were carefully matched to pupils' differing abilities.

135 Pupils have lessons in basic information skills with their class teachers, after which they learn to use ICT through the other subjects of the curriculum. Lessons are carefully planned to develop pupils' skills and to provide a link into work in other areas, such as geography, history, literacy and numeracy.

136 In mathematics, pupils use a range of software to support their mathematical work, including shape, counting, data handling, and mental arithmetic. The youngest pupils create a database about dressing teddy bears. They successfully draw graphs showing the colour of fur, shoe size, and the colour of trousers. By Year 2, the oldest pupils collect data about favourite foods and modes of transport. The data is represented as bar and pie charts. Pupils also successfully enter data to control a floor robot, and move set distances and back again.

137 In English, pupils in Year 2 use simple word processing laptop computers to edit a piece of text, using the key function. They develop their word processing skills, know how to change the size of fonts, and alter the quality of text by selecting bold when writing letters to Father Christmas.

138 Learning is successfully extended into other National Curriculum subjects. For example, pupils in Year 2 record facts about Sir Francis Drake and create illustrations,

using a painting program. In geography, they keep a daily weather record, using symbols and text.

139 Pupils' response to using ICT is very good. They work co-operatively in pairs and can be trusted to use computers and printers sensibly. They are enthusiastic and work well together, settle quickly to their tasks, and are interested in their assignments. They are spontaneous in their support of each other, and competent users help those less confident to improve their skills. Pupils with special educational needs work alongside other pupils, are very well supported, and make good progress in relation to their previous attainment.

140 Assessment is good overall. Teachers use continuous assessment to support pupils' learning and plan subsequent work for them. All staff are using a whole school system of skills tracking sheets consistently. Resources are generally of good quality, and are soon to be enhanced by the commissioning of the newly completed ICT suite.

141 The school has made ICT a priority over the last few years, and this has been successful in improving resources, planning and teachers' confidence. This is already having a significant impact on standards. The co-ordinator leads and manages this subject very well and is setting the standard for other teachers to aim for.

MUSIC

142 It was possible to see two only lessons during the inspection: a joint lesson for the two Year 1 classes taken by the music coordinator, and a musical appreciation lesson in the Year1/2 class. Standards are satisfactory, the same as at the time of the last inspection.

143 In the Year 1/2 lesson, pupils listened to two pieces of music from other countries. They 'danced' with their hands to the Hawaiian music, and were able to say what pictures came into their heads when they listened to the second piece of music. They gave very good responses, referring to it as 'religious music'. They were able to identify instruments such as drums, guitars, piano and wind chimes. Year 1 pupils found it hard to keep a beat and rhythm while clapping and clicking, and even harder to finish together even when the teacher was conducting. The teacher soon realized that the planned work was too hard for the pupils and promptly adapted her lesson plan. She concentrated on getting the pupils to clap in time to a simple slow beat and to stop together. By the end of the lesson most pupils were able to keep the beat, though some still could not stop at the right time. Choral singing is good, and pupils sang tunefully and with enthusiasm in front of a large audience at their Harvest Festival.

144 Pupils have the opportunity to hear a range of other instruments through visits from the Junior School Steel Band, an African Dance troupe and the Enderby Junior Brass Band. They play unfamiliar instruments when they visit the Sikh Temple. Year 2 pupils learn to play the recorder, and play with the Year 3 pupils from the junior school. They listen to music in assemblies and respond to such compositions as 'Carnival of the Animals' and 'Peter and the Wolf' by painting their impressions.

145 In both lessons teaching was good. Teachers made the lessons interesting, keeping the pace going and supporting the pupils' learning. The activities planned were appropriate and the pupils enjoyed the lessons. Pupils showed good levels of concentration despite its being at the end of the afternoon. Some pupils found it more difficult to learn in the large group of Year1 pupils, and for them progress was slow.

146 The co-ordinator is an enthusiastic, knowledgeable musician who plays several instruments. Using resources from a number of published schemes, she has written a scheme of work, which ties in with the topics being studied. She has been able to observe lessons. Resources are good, and each class has its own resource box. Money from the EAZ has been used to buy a set of special instruments for use by the music club and the classes. The co-ordinator sees a need to buy more multi-cultural instruments and to develop a sense of music across time and place.

PHYSICAL EDUCATION

147 Standards in physical education (PE) are good, and are similar to those reported at the time of the last inspection. In all the lessons seen, standards were good. Although the full statutory curriculum is in place, it was possible to see only a limited number of activities. In these, pupils make very good progress regardless of their abilities. For example, pupils in Year 2 work with good levels of confidence either alone or together. They have a good awareness of space, and are well co-ordinated. Most pupils can catch, throw and control a beanbag with good levels of skill and energy. They work well together in pairs, and practise catching and throwing in a range of positions. They practise hard to improve their performance and listen carefully to the instructions of the teacher.

148 There is good equality of access and opportunity for all pupils, including those with special educational needs. Pupils with special educational needs are well supported and make very good progress in relation to their prior attainment, achieving standards that are close to those expected of pupils of similar ages.

149 Most pupils enjoy PE and apply themselves well to the challenges that are presented to them. They are very co-operative, particularly when sharing space. Most are attentive, and relationships with their teachers are always positive. Behaviour is always good.

150 The quality of teaching is very good. This is an improvement on the findings of the previous inspection report. All lessons observed were of a very good quality. Throughout the school, the teachers' very well planned lessons move at a steady, often rapid pace. Although based on a commercial scheme, they are adapted well to suit the needs of particular pupils. The focus of the lesson is shared with pupils, so that they can understand the careful structure of steps by which their skills will grow. This results in the majority of pupils being able to achieve success within their capabilities. High expectations of work and behaviour ensure that pupils make a positive contribution to lessons. The effective teaching of basic skills increases pupils' movement vocabulary and improves their confidence to work both independently and as a member of a group.

151 Teachers wisely focus on routines to ensure safe movement and discipline, and all staff and pupils wear suitable clothing. Lessons begin with teachers giving clear instructions about the activities, and they expect a quick response from pupils. Some teachers usefully get younger pupils to practise language skills by stating in words what they are doing. Teachers of the older pupils encourage them to say what they notice about the activities of their partners, thereby developing the ability to judge quality and standards. Pupils clearly love PE, and do their best in it.

152 The subject is well co-ordinated and there is a policy and good schemes of work, which include all areas of the National Curriculum. The co-ordinator is intending to

introduce a new simpler skills-based system for efficiently tracking pupils' progress. Accommodation is good and is well used, along with resources, which are varied and in good condition.

RELIGIOUS EDUCATION

153 By the age of seven, pupils achieve standards in religious education that match the level expected by the locally Agreed Syllabus. Pupils are increasing their knowledge and understanding of Christianity and other faiths. By the end of the key stage, pupils display a satisfactory knowledge of some features of Christianity, Hinduism and Sikhism. They understand, for example, the importance of belonging to various groups, and the ways in which people are accepted into a faith through birth rites and naming ceremonies. Pupils know that a major element in many faiths is caring for one another and for the environment. The school celebrates major festivals associated with a range of faiths, such as Christmas, Easter and Diwali.

154 The quality of learning is supported by good teaching and by the positive attitudes shown by all pupils. The quality of teaching seen was satisfactory in one lesson and good in two. Teachers are confident in teaching the subject and relate stories well to pupils' everyday experiences. In the best lessons, teachers use a variety of methods to stimulate pupils' learning. For example, the story of the Prodigal Son had been written as a group book and then was acted out in six scenes. Year 1 pupils are taught what it means to belong to a group and how people like Jesus were very important. They then go on to think about who is important in their lives, and why.

155 Teaching is used well to reinforce moral values and to provide recognition of pupils' own value as individuals. Learning is also well supported by the good behaviour and attitudes that all pupils display. They listen attentively to teachers and to each other. They work well together, and are keen to answer questions.

156 The subject is well managed, and the school ensures that it contributes to pupils' spiritual, moral, social and cultural development. Teachers encourage respect and understanding for all faiths and cultures. Assemblies and visits to the local church, mandir and gurdwara support the teaching of religious education. There is a good range of stimulating artefacts, which are well used to support teaching and learning. Religious education makes a sound contribution to the development of pupils' writing skills.