

INSPECTION REPORT

**ALDERMAN RICHARD HALLAM PRIMARY
SCHOOL**

Leicester

LEA area: Leicester City

Unique reference number: 120107

Headteacher: Mr P Jones

Reporting inspector: Andrew Clark
21596

Dates of inspection: 14 - 17 January 2002

Inspection number: 243334

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Avebury Avenue Leicester
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs V Bolsover
Date of previous inspection:	8 - 11 September 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21596	Andrew Clark	Registered inspector	Information and communication technology (ICT) Religious education Special educational needs (SEN)	How high are standards? The school's results and pupils' achievements. How well are pupils taught? How well is the school led and managed?
16472	Catherine Stormonth	Lay inspector		How high are standards? Pupils', attitudes, behaviour and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
28065	Alexander Miller	Team inspector	Geography Physical education (PE) Equal opportunities	How good are curricular and other learning opportunities?
8420	Valerie Roberts	Team inspector	Art Foundation stage curriculum*	
28200	Paul Stevens	Team inspector	English History	
15236	Morag Thorpe	Team inspector	Science Design and technology	
21028	Geof Timms	Team inspector	Mathematics Music English as an additional language	

* The foundation stage refers to children five and under in the nursery and reception classes.

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Alderman Richard Hallam Primary School is situated close to the city of Leicester, and takes pupils aged three to 11. The pupils come from two large suburban housing estates. The school consists of a large two-storey building and several 'temporary' classrooms. There are 580 pupils on roll with a balance of girls and boys and a further 90 pupils who attend part-time in the school's three nursery classes. The school is very much larger than the average primary school. Approximately 11 per cent of pupils are eligible for a free school meal which is broadly average. The percentage of pupils with English as an additional language, 35 per cent, is high. At least ten per cent of pupils are at an early stage of learning English. Approximately 17 per cent of pupils are on the school's special educational needs register, which is below the national average of 24 per cent. The percentage of pupils with a statement of special educational needs is average. The children's attainment on entry to the school is broadly average.

HOW GOOD THE SCHOOL IS

This is a sound school with some good features. By the end of Year 6, standards are above average for mathematics and average for English and science. The quality of teaching is satisfactory overall. Pupils at the early stages of learning English are taught well and make good progress. Provision for pupils with special educational needs is good, but the most able pupils are not consistently challenged. Pupils are very well behaved and enjoy school. Leadership and management are satisfactory overall and the school gives sound value for money.

What the school does well

- Standards in mathematics are above average by the end of Year 6.
- Teaching and learning in the nursery and reception classes are good.
- Provision for pupils with English as an additional language is good. This allows the pupils to benefit from the full curriculum.
- The education of pupils with special educational needs is good.
- Teachers manage lessons effectively and, as a result, pupils are well behaved and have positive attitudes to school.
- Pastoral care is good and this encourages good personal development overall.

What could be improved

- The pupils' research skills, particularly for the more able, and opportunities to show initiative in their learning.
- The use of marking to help pupils to learn from their mistakes.
- The role of co-ordinators, in subjects other than English and mathematics, to monitor and promote higher standards.
- The contribution of homework to pupils' learning.

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 satisfactory improvement since the last inspection in September 1997. Standards have improved at least as well as they have nationally in English and mathematics. Standards in information and communication technology (ICT) have risen well and are now average. The quality of teaching, particularly for pupils with English as an additional language and those with special educational needs, has improved. The governors are now better informed and effective in their role. There are still weaknesses in the use of marking to show pupils how they might improve and in the planning for some subjects, such as history and music, which inhibit pupils' progress. Effective initiatives have given subject co-ordinators in English and mathematics the opportunity to monitor standards of teaching and learning and to make improvements. Co-ordinators now have clear job descriptions, but there is not enough guidance to support their consistent implementation.

STANDARDS

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

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

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

Standards are average in English and science. They are above average in mathematics. Pupils make satisfactory progress overall and good progress in Year 6. The standards for the current Year 6 pupils are similar to those in 2001. Standards have improved at least as well as they have nationally. Pupils with English as an additional language make good progress. Those with special educational needs make satisfactory and often better progress. Overall, progress towards the targets based on pupils' earlier attainment is satisfactory. Attainment in reading and in speaking and listening is average, but the standard of writing is above average. Handwriting is good throughout the school. Standards of numeracy, particularly mental calculations, are good as a result of challenging teaching. In the work seen there is room for further improvement to standards in English by developing literacy skills more effectively through other subjects and providing more guidance in marking. In science, pupils have a sound knowledge and understanding and they make accurate observations. They do not plan their own investigations, and this stops their achievements from being even higher. In many subjects pupils do not have enough opportunities to show initiative in their work and this limits the attainment of the most able.

By Year 2 standards in reading, writing and numeracy are average. They dipped below this in 2001, largely reflecting their attainment on entry to the school. Pupils with English as an additional language make particularly good progress in Years 1 and 2 enabling them to take a full part in all subjects.

Standards in information and communication technology are average and this is a good improvement from the last inspection. However, there is room for the subject's further use in other subjects. Standards in art and design, design and technology, geography and physical education are similar to those usually found in primary schools. History and music are lower than usual because planning does not ensure consistent progress in pupils' skills. However, the quality of singing is good.

Children make good progress in the nursery and reception classes as a result of good teaching and planning. They are likely to exceed the expected goals for personal, social and emotional development, communication, language and literacy and creative development by the end of the reception class. They are on course to meet goals for mathematics, knowledge and understanding of the world and physical development. Better planning for outdoor play would further improve standards.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are keen to learn and concentrate hard. They enjoy their lessons.
Behaviour, in and out of classrooms	Very good. Pupils are polite and considerate to each other. They amuse themselves well in the playground.

Personal development and relationships	Relationships are good. Personal development is satisfactory. They become more responsible and considerate. However, they do not often show independence in their learning and their research skills are not well developed.
Attendance	This is below average. There are very few unauthorised absences but a number of pupils take extended holidays during school term. Sustained periods of absence limit pupils' progress.

TEACHING AND LEARNING

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

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

The quality of teaching and learning is sound. It is good for children in the nursery and reception classes. Teaching is often very good in Year 6, but satisfactory overall for Years 1 to 6. The teaching of mathematics is good and English is satisfactory. There has been sound improvement to teaching since the last inspection and there is very little unsatisfactory teaching. Numeracy skills are taught well. The teaching of literacy is satisfactory but pupils' imaginative and independent writing could be better. Handwriting is good. The teaching of pupils with English as an additional language is good and as a result the pupils are able to study all aspects of the curriculum fully. The teaching of pupils with special educational needs is good overall. The most able pupils are not always challenged in their lessons and teachers do not consistently plan for their needs. The management of pupils' behaviour is a particular strength of the teaching. Teachers do not always plan carefully enough for the different abilities in the class. In many lessons pupils are not given opportunities to use their initiative or to develop research and investigation skills. As a result, although pupils are attentive and persevere, they do not often use their initiative in their work. Marking is not consistently used to guide the pupils in what they should do next to improve. The school does not make enough use of homework to help the pupils learn.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. It is appropriately broad and balanced overall. Long-term plans for history and music do not develop skills sufficiently. There are not many out of school activities to challenge and interest pupils.
Provision for pupils with special educational needs	Good. Teaching assistants are well trained and effectively deployed to give support. Teachers set realistic and achievable targets for their pupils' learning.
Provision for pupils with English as an additional language	Good. The planning and support for these pupils are good and they are fully included in the teaching and learning of the full curriculum. As a result, pupils make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for moral development is good and this contributes to pupils' positive behaviour and attitudes. Spiritual, social and cultural development is satisfactory. Planning and guidance are not tight enough to ensure that all opportunities to promote these aspects are taken.
How well the school cares	The care of pupils is good. There are good procedures for child

for its pupils	protection and health and safety. Steps taken to measure and record pupils' achievement are sound. The monitoring of attendance is sound.
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The school's links with parents are sound. There is good information for parents and training opportunities so that they can become more involved in their children's learning. Parents are not fully aware of the steps taken on their behalf and only a small number of parents are actively involved in the work of parent-teachers' association. A range of visits and visitors enriches pupils' experiences but there are few active extra-curricular clubs currently.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory, overall. The management structure has been improved since the last inspection and is supported by clear job descriptions and delegation of responsibility. However, the headteacher and senior staff do not always co-ordinate and monitor school improvement rigorously enough to achieve the highest standards.
How well the governors fulfil their responsibilities	Good. They have effective links with the school that allow them to make informed decisions.
The school's evaluation of its performance	Sound and improving. Analysis of pupils' attainment is increasingly used in setting targets. The monitoring of teaching and learning is generally effective in mathematics and English, but is yet to have a significant impact on other subjects or in other aspects of children's education.
The strategic use of resources	Satisfactory. The available finances are appropriately targeted to where they are most needed in terms of staffing and most school priorities. Resources for information and communication technology have significantly improved. However, the library resources are not adequate to promote effective research skills. The school follows appropriate guidance to ensure best value is given.

Staffing, accommodation and learning resources are satisfactory overall. The school is calmly led with a clear priority for improvement in English and mathematics. There needs to be a more co-ordinated approach by senior management to evaluating the impact of policies such as marking and homework.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like school. • Teaching is effective. • The staff are approachable and friendly. • Behaviour is good. 	<ul style="list-style-type: none"> • The use of homework. • Information for parents. • The range of activities outside lessons.

Fewer than a fifth of parents expressed views on the school. The inspection team fully agrees with the positive views of parents. It does not agree with the view that there is not enough information for parents. There is a good amount of information on what pupils will be learning and how well they are doing that starts from the nursery. The team does agree that there is not enough consistent use of homework to promote good learning routines and independence. There are few opportunities for pupils to participate in clubs, societies and sporting events. There is a good school choir, but overall this is not as good as at the time of the last inspection.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Overall, pupils of all abilities make satisfactory progress and attain average standards in most subjects by the end of Year 2 and Year 6. In mathematics standards are above average by the time pupils leave school and progress, particularly in Years 5 and 6 is good. Pupils of ethnic minority backgrounds who start school with very little English make good progress in learning the language and are able to make similar progress in most subjects to their peers by the time they leave school. The pupils with special educational needs make at least satisfactory progress and those with a statement of special educational need often make good progress.
2. The trend of improvement since the last inspection is satisfactory. It is similar to national improvements in standards in English, mathematics and science. There are year-on-year variations to the attainment of boys and girls, but overall this is not significant. The strong focus on developing literacy and numeracy strategies has had a positive impact on learning, particularly in mathematics. Initiatives, such as the teaching of English and mathematics in ability groups, has had a positive influence on raising standards and good progress in Years 5 and 6. However, the teachers do not always identify clearly what is expected of pupils of different ability and this limits the progress made by more able pupils in other year groups.
3. In English, the results of the 2001 national tests for the Year 2 pupils were lower than the current year group is attaining. Their reading and writing were below average. However, the percentage achieving the higher level (29 per cent) was the same as the national result. The school's performance was below the average for similar schools. In the 2001 national tests, the previous Year 6 pupils attained average standards, which are matched by the current year group. The percentage achieving the higher level (34 per cent) was higher than the national result. Standards of attainment for the current pupils are average by Year 2 and Year 6 for speaking and listening, reading and writing. For Year 2, this restores the standards identified at the last inspection after a period when they had been falling. For Year 6, this maintains the overall standards attained by successive year groups. However, inspection evidence points to above average standards in writing, which is an improvement. Standards of handwriting are consistently good. However, the school does not make enough use of writing and reading in other subjects and is regularly providing guidance for improvement through marking.
4. In mathematics, the results of the national tests for Year 6 pupils in 2001 showed an improvement from the previous year and were above the national average. More of the pupils reached the expected level than was the case nationally, and more also attained standards higher than those expected. The performance of both boys and girls improved from 2000, Overall improvement for all pupils since 1997 has been good and generally above that found nationally. When pupils' ethnic backgrounds are considered, a higher proportion of those from Asian backgrounds achieved better than those from white or Caribbean backgrounds. The evidence of the inspection provides no reasons for any differences at this age and all pupils are fully included in the lessons. Overall, when compared to their prior attainment the pupils made satisfactory progress from the end of Year 2 to the end of Year 6. However, when the results are compared with those of schools with pupils from similar backgrounds their attainment was above average.
5. The results at the end of Year 2 in 2001 showed that standards were broadly in line with the national average. However, this hides the fact that a higher proportion than is found nationally remained at the lower end of the expected level, rather than reaching the middle or higher end. Boys achieve better than girls when compared to the national results, but this is not consistent over time. Differences in achievement between those pupils from different ethnic backgrounds are less evident than they are for older pupils. When they do occur, they are due to the level of language acquired by bilingual learners. Some are not yet fully fluent in English and this hinders the recording of their work. Standards for the current Year 2 and Year 6 pupils are similar to the previous years.

6. Attainment in science is average by the end of Year 2 and Year 6. There has been a sound trend of improvement in the test results. In particular, the percentage of pupils achieving the higher levels by the end of Year 6 has increased and is now average. There have been improvements to the pupils' ability to make accurate observations and record their experiments. However, they do not develop their ability to plan and carry out their own investigations sufficiently well, and this limits the achievements of the more able pupils.
7. Standards in information and communication technology are now average and this is a significant improvement since the last inspection. Pupils are making better use of the communication capabilities of the computer and are showing some independence and competence in design and the use of word processing. By Year 2 pupils often show good levels of basic skills. However, those in Years 3 to 6 do not yet use technology as a natural tool for learning in many subjects.
8. The school has made reasonable progress towards the targets set for pupils' learning based on measures of the pupils' prior attainment. As these measures become more sophisticated the school is making effective use of them to identify the achievement of different groups and make adjustments to teaching and learning, such as introducing setting. They are not yet used sufficiently to set challenging targets for individual pupils or to raise teachers' expectations overall.
9. Pupils from ethnic minorities achieve on a level broadly in line with their peers and in some cases, such as in mathematics, pupils from Panjabi and Gujarati backgrounds make better progress than those from other ethnic minorities or white pupils. Those at an early stage of learning English make especially good progress, largely due to the support they get from specialist staff, from their class teachers and also from their often very supportive parents. They quickly grow in confidence and their knowledge of English improves rapidly. Although many are bilingual at home, they quickly learn enough English to enable them to make good progress in all areas of their learning.
10. The pupils with special educational needs make at least satisfactory progress towards the targets set for them. The school makes accurate assessments of their attainment and uses this to set suitably challenging targets. In the majority of lessons observed, the teachers and teaching assistants give special educational needs pupils good support which helps them progress. Pupils with a statement of special educational needs often make good progress because regular, detailed reviews of progress are made and new targets are well planned.
11. Children enter the nursery with a wide range of attainment. There are significant variations year-on-year. They leave the foundation stage with standards that are, on the whole, at least average for all areas of learning. Good teaching and planning means that many of the current pupils are likely to exceed the expected levels for their age in personal, social and emotional development, communication, language and literacy and creative development. They will meet the expected levels in mathematics, knowledge and understanding of the world and physical development.
12. Progress and attainment in most other subjects are at expected levels overall. Standards in history and music are below those usually found and are lower than they were at the time of the last inspection. This is because skills are not systematically developed in either subject. Standards in singing are good, but other aspects of music are not covered adequately. Standards in physical education have also fallen from the high standards reported last time to satisfactory standards. This is partly due to lack of effective subject co-ordination. Attainment in art and design is good at the end of Year 2 and satisfactory by the end of Year 6. Standards in design and technology, geography and religious education are satisfactory and similar to those found at the last inspection. Although the needs of the less able are usually met, work is not always planned in these subjects to suitably challenge the most able. The emphasis on developing teaching and learning in English and mathematics, which has been a national and school priority, has limited the attention given to other subjects. More rigour needs to be applied to monitoring and improving pupils' standards in other subjects, whilst maintaining improvement in English and mathematics.

Pupils' attitudes, values and personal development

13. Attitudes and behaviour were a strength of the school at the time of the last inspection and remain so. Pupils enjoy coming to school and are enthusiastic about their work. Pupils' personal

development has some good features as pupils take on more responsibility as they move up through the school and have good relationships with their teachers and other pupils. These good traits make an important contribution to the pupils' learning and to the quality of school life.

14. Children in the nursery and reception classes have positive attitudes to school. At this early stage children are developing confidence, more independence and good social skills. Already, children play well together, share ideas and resources and become absorbed in stories. They also show respect and consideration for adults and peers alike. They listen and answer questions to the limit of their ability and are eager to please their teacher with their good efforts.
15. Pupils elsewhere have very good attitudes to learning. Pupils show good responses to challenge, they are keen to learn, have good concentration levels and answer questions eagerly. Very often the teacher's question results in a sea of hands up and very little calling out. In numeracy lessons where the pace of questioning was often fast, pupils really enjoyed putting fractions and decimals in order in a 20 questions number game in Year 6 or counting up and down and mixing in tens in Year 1 and there was excitement in good quality learning. There is good conformity to lesson routines, a willingness to observe and emulate others to improve. This was typically seen in literacy lessons where the best work was often read out to use as a model for injecting more excitement in writing stories. Information and communication technology lessons are very popular and when Year 5 pupils created collage based on the work of Matisse, pupils were able to be critical friends and offer each other kindly suggestions for improvement and produced work that was of high quality.
16. Pupils from ethnic minorities are fully included in all aspects of the school's work and their attitudes towards the school and other pupils are good. Those who join the school with very little English are quickly involved in activities and made welcome. This makes them feel more secure and confident and this in turn encourages their learning. Other pupils help through the wide acceptance of different languages and there is no racism or racial bullying evident.
17. When lessons involve humour pupils are very responsive. The food technology lesson featuring biscuits and their packaging included some hilarity at some of the suggestions and pupils were bursting with enthusiasm to contribute and use their newly acquired accurate technical vocabulary. Pupils also enjoy practical activities: they are motivated and respond well to opportunities to work individually or in groups, as seen in art. In a Year 5 art lesson featuring black and white patterns there were some very good individual efforts and obvious pride in the finished pieces. When attitudes were not up to the normally high standards, it could be traced back to weaknesses in teaching. When the pace slowed down or when pupils were confused and unsure of what to do, they responded less positively. Many pupils showed high concentration levels and patience, however, when they were required to sit for long periods on the carpet and when the talking went on too long.
18. Very good self-discipline is evident in assemblies and pupils behave very well and show reverence during reflection time. Behaviour in the school building and in most lessons is very good. In the dining room behaviour is very good and lunchtimes are happy, sociable times. Behaviour in the playground is very good and pupils amuse themselves well and enjoy using the playground equipment. There were some occasional boisterous moments on the top football playground but these were all good-natured and there was no sign of any aggression. Impressive record keeping of incidents indicates very low frequency of misbehaviour. Pupils confirmed that bullying seldom occurs. Commendably, there have been no recent exclusions. The climate is one where all pupils can grow and flourish, where there is respect for all and differences are accommodated.
19. Pupils' personal development is satisfactory with some strengths and weaknesses. Pupils are genuinely friendly, courteous, helpful and welcoming to visitors. They are aware of each other's feelings and values. As pupils move up through the school, they become more responsible, more independent and develop greater maturity and growing confidence. Pupils are keen and eager to be actively involved in daily routines and they carry out their duties very well. Year 6 pupils enjoy being "Best Buddies" in the playground and are recognisable by their red bands. They played with younger pupils and helped others who had fallen over by taking them for first aid. The paired reading schemes are very good, whereby older pupils act as reading tutors for younger pupils and share their greater expertise in a fun and supportive way. Year 5 pupils help Year 2

pupils and Year 4 readers help reception children. Pupils genuinely enjoy helping their younger peers. Class meetings act as class councils run by pupils to come up with suggestions for improving the school. A Year 4 class wanted outdoor furniture and drinking fountains and usefully tabled their suggestions for submission to the headteacher.

20. The weakness in personal development is the lack of opportunities for pupils to apply their independence and responsible attitudes in their learning. Pupils need more chances to think for themselves and show initiative, to develop their own ideas and acquire better research skills. Many lessons are tightly controlled and provide few opportunities for pupils to choose, observe, question and investigate their learning. Pupils seldom gather their own evidence, select their own resources and to their own conclusions about their learning. This was a particular weakness in science and history. Pupils' creative potential was not often developed and some lessons lacked inspiration and richness of experience.
21. Attendance is unsatisfactory and below the national averages and has deteriorated since the last inspection. The high proportion of authorised absence is attributable to the taking of term time holidays, some genuine illness and medical conditions. When pupils take extended holiday time, their education is seriously disrupted and their learning is hampered. The rate of unauthorised absence is well below the national level. Punctuality on arrival at school is generally very good and there is a prompt and punctual start to each school day.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

22. The quality of teaching and learning is satisfactory overall. It is generally good for the oldest pupils, particularly in Year 6 and for the youngest pupils in the nursery and reception classes. There are significant strengths in the teachers' management of pupils' behaviour and the teaching of pupils with English as an additional language and for many of those with special educational needs. This lays the foundation for better teaching, but there are weaknesses and inconsistencies which need addressing to raise the overall quality. There have been significant improvements to the quality of teaching since the last inspection as there are now very few examples of unsatisfactory lessons and more lessons are very good.
23. The children get an effective start to their education through the good quality of teaching in the nursery and reception classes. The children are warmly welcomed to the nursery and are occupied by many stimulating activities. Their personal, social and emotional development is carefully planned for and the children quickly learn to share and work hard together. These strengths are continued and they are prepared well for Year 1. The teaching of reading and writing is good. Stories are read well so that the children become enthusiastic listeners and eager to read. The skills of letter and word recognition are systematically built upon and related to the books children enjoy. They are given good opportunities to 'write' and 'read' independently so they practise and enhance these skills. The teachers have a good knowledge of the needs of young children and work is firmly based upon their interests. The planning for outdoor play is not as good as it could be. There are plenty of opportunities for pupils to play outside, but these are not structured to progressively challenge the pupils and improve their skills. Teachers make accurate assessments of children's progress and use the information well to plan work each day.
24. The teaching of English is satisfactory. Teaching and learning are often good in literacy lessons. They are particularly good in Year 6 and pupils make good progress as a result. The teachers make good use of well-told stories and sharing story writing with the pupils to develop their writing skills. There is often a good pace to the lessons and they manage the pupils with calm good humour. They promote high standards in handwriting successfully. In a few lessons the pace is too mundane to stimulate and motivate the pupils. However, the teachers do not take sufficient advantage of other subjects to develop pupils' basic skills. For example, opportunities are missed in history and religious education to develop note taking and descriptive writing. Not enough attention is paid to developing English skills in the teachers' marking of work in all subjects. Although pupils learn basic skills in identifying glossaries and indexes in non-fiction books, they do not develop more advanced skills that would enable them to become more independent in their work. There are limited opportunities for this because the library is not well stocked.

25. The teaching of mathematics and numeracy skills is good. In particular the teaching of mental calculations is particularly strong throughout the school. The need to explain their strategies to the teacher to their peers challenges the pupils. The teachers' questioning skills are good so pupils really have to think about their ideas.
26. A very significant strength is the management of pupils' behaviour in the majority of lessons. There are clear procedures for dealing with disruptive behaviour, which is handled well and carefully monitored. This enables teachers to work in a calm and friendly atmosphere. Most teachers are firm and consistent in their expectations of good behaviour. They quietly insist that pupils listen carefully. In most lessons they use their questioning skills well to promote this. Relationships are often based upon good humour and concern and pupils respect this.
27. The pace of teaching is often good. Lessons start very promptly and teachers generally balance the introduction of activities with good periods of time for practical work. In most lessons, pupils work hard throughout the time given. In the best lessons, teachers set clear time targets for pupils to achieve their work in.
28. A weakness of teaching and learning in too many lessons is that teachers do not encourage pupils to work independently. They do not always make it clear what pupils are expected to know, do, or understand by the end of the lesson so that pupils can evaluate their own learning. They do not always plan carefully enough for the more able pupils. Combined with the limited opportunities that pupils have to find things out for themselves, this means that work sometimes lacks challenge. The teachers do not expect pupils to make a significant contribution to the organisation and presentation of their work. For example, in science pupils do not initiate their own investigations. In religious education and history, pupils are required to do little more than copy text or complete simple worksheets.
29. The teaching of pupils from ethnic minorities and those with English as an additional language is good. Class teachers are aware of the individual pupils' needs and their abilities and the work provided is backed up with extra support from teaching assistants where appropriate. The teaching carried out with small groups or individuals by the local authority's teacher and the bilingual assistant is good. It focuses well on specific targets and results in good learning and good progress. However, not enough opportunities are taken in subjects such as art and music to celebrate pupils' ethnic backgrounds and cultures.
30. Teaching is also good, overall, for pupils with special educational needs. In some lessons teachers use imaginative ideas to support pupils. For example, in information and communication technology, teachers often pair pupils with special educational needs with more able pupils to work on computers, taking care that one child does not dominate. The setting of pupils by ability in Years 5 and 6 for some lessons means that the pupils with learning difficulties are taught in smaller groups with a clear focus on their most essential learning needs.
31. There are inconsistencies in the way that teachers use the marking of pupils' work to indicate improvements. This was a weakness at the time of the last inspection and an appropriate marking policy is now in place. However, it is not sufficiently followed through in several subjects such as mathematics and history. The school needs to monitor this more closely to improve the impact on pupils' learning.
32. Homework does not play a significant role in improving standards of work. Homework is not given out regularly and is often only provided when pupils request it. Not enough is given to improve the pupils' self-reliance and prepare them for regular homework at the secondary school. This concern is reflected in the views of a significant minority of parents.

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

33. The curriculum in the nursery and reception classes is good. It is based on the six nationally recommended areas of learning, and provides a good range of activities to develop children's basic skills and attitudes.
34. The curriculum for pupils in Years 3 to 6 includes all subjects of the National Curriculum and religious education. The National Numeracy Strategy has been implemented well. As a result, the teaching of numeracy is now a strength of the school. The school's literacy strategy is satisfactory. Teachers structure their lessons with clear introductions, and mostly use effective methods to put across new ideas and skills. However, there are variations in the care taken by teachers to prepare different levels of work to match pupils' abilities. This is sometimes not aided by the way classes are organised, either internally or across the year groups. Consequently, not all pupils achieve as well as they could. Lessons are not always well balanced and marking varies in its quality. The school has not given full consideration to developing literacy in other subjects.
35. With the exception of physical education, planning for other National Curriculum subjects is based on national guidance. This guidance is intended to help teachers to plan the development of pupils' knowledge, skills and understanding as they progress through the school. However, this is not being successfully implemented in some subjects, notably music and history. This is one reason why pupils' progress in these areas is inconsistent. Guidance for the teaching of physical education is based on published schemes, but teachers need further advice and support to teach all the ideas in these schemes effectively.
36. Overall, planning for the curriculum is satisfactory. There are some good examples of termly planning, as in mathematics. There are, though, inconsistencies in the planning details provided in some subjects by each year group. For example, Year 5 planning for geography is detailed but in Year 6 the plans have less information on how the subject will be taught and what the intended outcomes are for the pupils.
37. Pupils take part in day visits and some visitors to the school enrich aspects of the curriculum such as history, geography and religious education. For example, Year 3 pupils visit Matlock and Year 1 pupils visit Abbey Pumping Station as part of their work in geography. The provision for out of school activities, however, is unsatisfactory. The number of these have declined in recent times and there are now too few opportunities for pupils.
38. The school makes sound provision for personal, social and health education. Drugs awareness and sex education are taught through science lessons. A programme for citizenship has been prepared which provides a good base for future work. Pupils have some opportunities to take responsibility in the school such as when the older pupils assist with supervising the younger pupils at lunchtimes. Overall, though, there are too few opportunities for children to work independently across the curriculum or to show initiative in their learning.
39. Provision for pupils with special educational needs is good, and as a result the majority of pupils make at least satisfactory progress and many, particularly those with a statement, make good progress. The special needs co-ordinator provides measured and focused support and guidance to her colleagues. Class assistants are well informed of the pupils' individual needs and give subtle and direct support. Teachers are actively involved in creating individual education plans for their pupils and these usually address the pupils' most important needs in small but achievable steps. There are some occasions when the targets set for learning are too vague to be measured, but this is not a common feature.
40. Overall, the school is inclusive and there are sound opportunities for equality of access. However, there are some pupils who do not have full access. This is because in order to gain additional support in literacy, some pupils are being denied access to other subjects. They are also withdrawn from some of the daily acts of collective worship. The school also needs to review its practice when children are not able to participate fully in physical education lessons because they lack suitable kit. There are too many occasions when these children are sidelined to reading a book or, for older pupils, occupying themselves in the other parts of the school. The school should identify the ways children can safely contribute and participate in these lessons. The school is

developing a register of gifted and talented pupils and policy discussions on this issue have taken place. The impact of this policy will need to be monitored and evaluated by the school.

41. Provision for spiritual, moral, social and cultural development is satisfactory overall. Provision for moral development is good. There has been an improvement since the last inspection in provision for spiritual development. There is an atmosphere in which pupils and teachers have good relationships. Pupils respect themselves and one another and have a compassion for the oppressed, as they showed during their work on Anne Frank. Teachers give opportunities to understand human feelings by engaging them in role-play involving issues of racism, and writing about life in the Blitz. There is space for expressions of wonder, such as at computer generated designs, or at the delicacy of a spider's web: 'It shines through the night ...leave it alone, for the spider's web is one day there and one day not.' Pupils also show the ability to reflect: 'This is our summer place, but the trees are bare and the leaves are crisp; the air blows from us, and our voices echo thin and sharp.' The school provides moral guidance through an agreed code of conduct, and pupils have a sound awareness of right and wrong. Teachers encourage pupils to take responsibility for their actions. As a result, they are aware of possible consequences. Lessons often involve pupils working together, including through a reading buddy system and in the playground. Pupils raise points of concern in class councils or direct to teachers. The school shows equal respect for and interest in the variety of cultures and faiths in society through the curriculum and a variety of visits and visitors. Caribbean artists, for example, demonstrate their music, and a 'Festival of Light' acknowledges its symbolism in many festivals. Consequently, pupils from different backgrounds live together in harmony. There is room for further development in co-ordinating the approach to this aspect of the curriculum, so that spontaneous opportunities are taken, but progression is planned. Pupils show the ability to think for themselves, but do not have enough opportunities to do so. Their wider appreciation of the arts is undeveloped.
42. The school has some links with the local community. The school supports events like the Lord Mayor's Christmas concert and works with Leicester College and Community Centre to provide courses for parents in supporting their children with literacy and numeracy. Appropriate links are made with the neighbouring secondary school to enable children to transfer there successfully at the end of their primary schooling.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

43. The school continues to be a caring community in which all individuals are valued and supported and this helps to improve the effectiveness of the curriculum. Parents are particularly pleased about how much their children enjoy school and how greater maturity and responsibility are encouraged. Teachers know their pupils well and pupils are confident in their approaches to their teachers and other adults in the school and this helps pupils to feel safe and secure. The school gives a high priority to a very good range of procedures to encourage very good behaviour, good work habits and protecting pupils' welfare.
44. Procedures for monitoring and improving attendance are satisfactory. Registers are consistently maintained and absences are followed up to reduce unauthorised absence levels. There is however insufficient evidence of the school actively discouraging the taking of term time holidays and trying to promote better attendance. Some pupils take extended holidays to visit families abroad and others have two holidays in term time. This causes their education to be severely disrupted and learning to be hindered.
45. The procedures for monitoring and promoting good behaviour are excellent. Pupils are very familiar with the high expectations for behaviour and they usually behave very well. Many teachers have their own class rules and rewards systems that work really well. The Year 4 "Golden Time" was particularly effective for encouraging better effort in work and attitudes. The behaviour policy is consistently applied and all incidents are collected and managed centrally. The procedures for eliminating any oppressive behaviour are very good. When pupils persistently misbehave in the playground they are sent home at lunchtime. This remedial action is highly effective for the very small number of pupils involved. When bullying is reported it is investigated and the school reports back to parents very quickly and takes effective action to stop it. Pupils commendably confirmed that they would always 'report' rather than 'react' to behaviour.

46. The arrangements for child protection are good and meet all the statutory requirements. The designated person has had recent training to update the school on the latest legislation and changes in local child protection systems. All pupils' injuries are questioned and monitored closely. The arrangements for first aid cover are very good. When pupils are sick or injured they receive a good level of care and attention despite the distant location of the medical room and all pupils' medical conditions are well catered for. The school has some good systems for carrying out all the routine health and safety checking. The regular risk assessments are thorough and well managed and include all areas of the school building inside and outdoors. The fire signing around the huts and the main quadrangle are to be inspected by an expert shortly to address some shortcomings. All other issues have been communicated to the school for further improvement.
47. The school has satisfactory procedures for assessing pupils' progress in the core subjects of English and mathematics. These assessments are used for planning and grouping pupils in English and setting pupils for mathematics in Years 3 to 6. The assessments are insufficiently detailed in science, especially about pupils' knowledge and understanding of investigations. The school has good procedures for assessing pupils with special educational needs, and those pupils who speak English as an additional language. The school has good procedures for assessment in the foundation stage.
48. The school uses optional tests for English and mathematics in Years 3, 4 and 5 together with national tests in Years 2 and 6. These are analysed well and the school uses this information to identify where improvements have been made or additional work is needed. These systems have helped to raise standards in English and mathematics.
49. The school's system for setting learning targets for individual pupils in English and mathematics is working well. The school sets targets from test results and from pupils' work and these are converted into 'pupil friendly' targets and written in their books, ensuring that pupils and their parents can see them. However, there are no targets set in science. Records of achievement for academic and personal behaviour are kept for each pupil and these transfer with them to the next school.
50. Much of the monitoring of pupils' personal development is informal, promoted by teachers who know pupils very well and sustain very positive relationships with them. Teachers show a high level of support and commitment to pupils and are able to give them good advice for improving attitudes, social skills and encourage a good work ethic. For those more vulnerable pupils who find aspects of school life difficult to cope with there is an effective informal mentoring system and pupils benefit from sharing their problems.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

51. The school continues to have a sound partnership with parents. Less than a fifth of parents responded to the questionnaire and only six parents came to the parents' meeting. During the inspection however, many more parents were spoken to and contributed to the parental views of the school in this way. The results present a positive picture of parental satisfaction with the school. Parents are generally supportive and the majority who contributed their views to the inspection are satisfied with standards achieved and other aspects of the school. Parents confirmed that they feel comfortable about approaching the school about any issues and are happy that the school expects children to work hard and achieve their best.
52. Parents expressed some dissatisfaction about the amount of homework given, the level of information about their children's progress, working relationships with the school and the provision of extra-curricular activities. The inspection team investigated these misgivings and agrees that the arrangements for homework are unsatisfactory. There is much inconsistency across the school and the type and amount of homework depend entirely on individual teachers. A new homework policy and timetable to address these shortcomings are imminent. The quality of information parents receive about their children's progress, however, is good. Parents have two formal consultation opportunities each year. Commendably, staff are also available at the end of each day to discuss any immediate issues informally, but few parents take advantage of this opportunity. The quality of school reports is good. Parents are provided with good information

about their children's performance, particularly in English and mathematics over the past year. New targets are set and parents are given specific individual advice on how their children can improve. The weakness in school reports is the reporting of science, which is poor. A small minority of parents does not feel that the school works closely with them. The inspection team felt that the school does work effectively with individual families when necessary, and is keen to explore ways to improve links with parents. The inspection team, however, agreed with parents that the extra-curricular arrangements are too limited and are unsatisfactory.

53. The partnership with parents is forged when families visit the nursery before children start at school. Many new parents and grandparents had their initial school visit during the inspection and expressed their pleasure at being given this good opportunity to see the staff and resources at first-hand. There is a good exchange of information and children are able to settle quickly. Many parents come into school each day and help to settle their children. Year group and school letters, information booklets and newsletters are good and let parents know what their children will be learning and keep them in touch with all the news and other useful information. Parents have opportunities to comment in pupils' reading records and many do. Parents of pupils with special education needs feel well supported, well informed and involved in their children's education and welfare.
54. The impact of parents' involvement on the work of the school is satisfactory and has strengths and weaknesses. A dedicated small number of parents do a great deal. Some are governors who have an active and supportive role in school. Others volunteer to help in school each week and they are deployed well to help support learning. The four parents on the committee of the parents-teachers' association provide the school with a social life of well attended and popular pupil and family discos, a quiz night, London day trip and the Year 6 leavers' party. Some fundraising activities have helped to pay for computer equipment and subsidise the discos. There are many invitations to parents to come to school for "Well Done" assemblies, productions and special events like sports day and curriculum and new parents' meetings. Parents enjoy supporting their children but relatively few come to formal meetings. The last two annual general meetings have not attracted any parents, whereas school plays are so well attended that there is often standing room only. Despite the school's efforts to involve parents in school, it is not always rewarded by parents' contributions.
55. The project, "Partners in Literacy" and "Partners in Numeracy" courses considerably enhance the contribution of parents to children's learning at home and at school. Several parents confirmed their high quality experiences and the excellent individual advice that dramatically helped their children's learning – especially their reading.

HOW WELL IS THE SCHOOL LED AND MANAGED?

56. Leadership and management are sound overall. There are clear and appropriate priorities for improvement. The headteacher and key staff plan effectively for change. They are supported well by the governing body. However, they do not always track and support improvements with sufficient rigour to make certain the highest standards are consistently achieved.
57. The headteacher provides calm leadership. He leads the school with the support of a senior management team and subject teams. Since the last inspection the role of the subject teams has been strengthened and detailed job descriptions are now in place. The focus over the last four years has been on developing teaching and learning in English and mathematics, as it has nationally, and this has largely been successful. There has been sound leadership in information and communication technology. The co-ordination of other subjects has taken a back seat and this has had an impact on standards in some areas. The monitoring of standards, in these subjects, from the scrutiny of pupils' work, discussions with pupils and observations of teaching and learning, are not sufficiently rigorous or systematic to promote the highest standards. All co-ordinators take their responsibilities very seriously and take opportunities to improve their own knowledge and understanding. However, there needs to be more guidance and support given to ensure that they can implement the requirements of their job descriptions to monitor and promote standards and make best use of available time. The senior management team has a considerable work load and takes on board a wide range of initiatives to improve provision and

enhance their own knowledge and understanding of the school and education. For example, the deputy headteacher co-ordinated the recent achievement of the Investors in People award and the assistant heads are very involved in developing learning for gifted and talented pupils and that of ethnic minorities. The pressure of this work does not allow sufficient opportunity to always support other areas of development, including monitoring of policies such as marking or the effectiveness of spiritual and cultural development. It also means that the valuable learning that has come through developing the roles of the English and mathematics co-ordinators is not transferred to all subjects. The headteacher is planning to increase the size of the senior management team and share the workload more evenly. Meetings for senior management have not been as frequent and purposeful as they have been in the past and this leads to some feelings that contributions are not valued and undermines achievement. The time available for some of the work is not as good as it has been because of general financial constraints. More consideration needs to be given to the imaginative use of time and information to ensure all staff are valued and involved constructively.

58. The governing body is increasingly involved in monitoring the work of the school and is well aware of the most important strengths and weaknesses of the school. Individual governors are linked to particular subjects and participate in planned visits to the school and report back to the governing body on pupils' attitudes to the subjects and general provision. This role could be further extended to incorporate more subject areas and involvement in activities such as the scrutiny of pupils' work. Governors fulfil their statutory requirements and are active in promoting health and safety. They participate fully in staff appointments at all levels.
59. The school is beginning to make good use of the analysis of statistical data such as national and local test results. The school performs well in comparison to other similar schools in the local authority. There is good use of data to track progress of different groups such as pupils from ethnic backgrounds and those with special educational needs. Measures of earlier attainment have been used to set pupils in ability groups successfully for mathematics. The analysis highlighted reasons for the dip in standards in Year 2 in 2001, for example. This has led to improved action planning in mathematics and English and appropriately informs priorities in school improvement planning. There is not enough use of the data yet to set challenging targets for individual pupils to raise standards, particularly of the more able.
60. The professional development of staff is satisfactory. There are appropriate procedures to monitor and support the performance of all teachers. The headteacher and deputy headteacher are trained in school self-evaluation, including the monitoring of teaching. However, this needs to be more frequent and develop a wider focus to have a good impact on improving standards of teaching and learning overall. The literacy and numeracy co-ordinators have participated in lesson observations and this has had a positive impact. They have received effective support from the local education authority.
61. The provision for pupils from ethnic minorities and those with English as an additional language is good. The co-ordinator manages the provision well, assessing needs at an early stage and ensuring the resources available are targeted appropriately. Clear records are kept and individuals' test results are tracked to check on their progress. This gives the school a picture of how well different ethnic groups perform and where the strengths and weaknesses are. The school is involved in projects to develop a greater awareness of black minority cultures to support full involvement in school.
62. The management of special educational needs is good. There have been good steps taken to follow the guidance of the new code of conduct and to improve the inclusivity of the school. For example, the school tracks and supports vulnerable pupils who are likely to have difficulties through social and emotional concerns. The special needs co-ordinator manages available funds well through constant action planning to improve provision.
63. Finances are managed well and important decisions are made on the basis of sound information. The finance committee of the governing body meets regularly to monitor expenditure and consider changes. Spending initiatives are based on priorities for development. For example, following the last inspection, funds were made available to release co-ordinators for English and mathematics

to monitor standards in their subjects and grants for computer provision have been actively sought.

64. There are sufficient staff for the demands of the curriculum and support assistants are deployed well to meet the needs of all pupils, particularly those with special educational needs. The support and ancillary staff, such as lunchtime supervisors, are well trained for their roles. For instance, lunchtime staff are trained in managing behaviour and some in playtime activities. This was recognised through Investors in People. The administrative staff are well organised and trained and provide efficient support to the smooth running of the school. They make sound use of information technology for monitoring attendance and managing the school budget.
65. The accommodation is adequate for the numbers on roll. It is well maintained and decoration is now to a good standard. The headteacher and governors have made good attempts to ensure the 'temporary' buildings are up to standard and have now got in place a more reliable heating system. Displays around the school are attractive and interesting. However, they are not always predominantly the pupils' work and so don't consistently promote high standards or show appreciation of pupils' efforts. The computer suite is well resourced and has a significant impact on standards throughout the school.
66. Resources are satisfactory overall. The resources for information and communication technology are much better than at the last inspection although there is a need to improve computers in Years 3 to 6 and develop audio-visual equipment such as digital cameras. This has been identified in the school's action plan. Resources for most subjects are satisfactory and for history they are good. This is an improvement since the last inspection. However, the stock of books in the library needs to be improved before it becomes a useful centre for reference and research. The school has a range of resources that reflect its multicultural nature. For example, in the library there are some books relating to different faiths and cultures. However, there are few dual language books and improving this provision would give the present range of pupils' languages some status.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

67. In order to improve the standard of education further the headteacher, staff and governors should:
 - (1) Improve the pupils' ability to learn independently and use their initiative in their learning, especially the more able, by: (*Paragraphs: 3, 6, 8, 20, 24, 28, 38*)
 - creating opportunities for pupils to initiate and plan their own investigations in science;
 - improving the pupils' reference skills and ability to research independently;
 - identifying opportunities for pupils to contribute to the planning and organisation of their work in all subjects;
 - ensuring that work is set to challenge the more able in all lessons.
 - (2) Ensure that the marking policy is more consistently implemented through the school. (*Paragraphs: 3, 31, 90, 98, 106*)
 - (3) Provide clear guidance to subject co-ordinators in foundation subjects so that they can effectively monitor standards and progress in their subjects. Monitor the impact of current job descriptions for subject co-ordinators. (*Paragraphs: 12, 58, 123, 145, 151*)
 - (4) Review the current policy for homework to make sure that the scope and quantity increase as pupils grow older and make an appropriate contribution to pupils' learning. Ensure that pupils and parents have a clear understanding of what is expected. (*Paragraphs: 32, 53, 90, 98*)

As well as the key issues, the school should also consider the following minor issues:

Planning for progress in history and implement new plans for music.
(*Paragraphs: 35, 125-128, 135-9*)

Raising attendance; (*Paragraphs: 21, 45*)
Extra-curricular activities; (*Paragraphs: 37, 53*)
Library resources. (*Paragraphs: 67, 91, 134*)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	91
Number of discussions with staff, governors, other adults and pupils	35

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	15	39	34	2	1	0
Percentage	0	16	43	38	2	1	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	31	580
Number of full-time pupils known to be eligible for free school meals	0	63

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	1	6
Number of pupils on the school's special educational needs register	12	80

English as an additional language	No of pupils
Number of pupils with English as an additional language	217

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	19
Pupils who left the school other than at the usual time of leaving	34

Attendance

Authorised absence

	%
School data	7.1
National comparative data	5.6

Unauthorised absence

	%
School data	0.5
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	41	45	86

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	32	36	38
	Girls	38	40	42
	Total	70	76	80
Percentage of pupils at NC level 2 or above	School	81 (89)	88 (94)	93 (94)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	35	36	39
	Girls	40	40	44
	Total	75	76	83
Percentage of pupils at NC level 2 or above	School	87 (92)	88 (92)	97 (95)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	36	49	85

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	25	29	33
	Girls	35	36	46
	Total	60	65	79
Percentage of pupils at NC level 4 or above	School	71 (72)	76 (72)	93 (83)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	25	28	32
	Girls	37	36	43
	Total	62	64	75
Percentage of pupils at NC level 4 or above	School	73 (68)	75 (67)	88 (81)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	29
Black – African heritage	0
Black – other	0
Indian	114
Pakistani	1
Bangladeshi	0
Chinese	0
White	344
Any other minority ethnic group	21

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	24.1
Number of pupils per qualified teacher	26
Average class size	28

Education support staff: YR – Y6

Total number of education support staff	11
Total aggregate hours worked per week	250

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	3
Number of pupils per qualified teacher	10
Total number of education support staff	3
Total aggregate hours worked per week	195
Number of pupils per FTE adult	5

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	6.15
Number of teachers appointed to the school during the last two years	6.5
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

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

Financial information

Financial year	2000 - 2001
	£
Total income	1162764
Total expenditure	1175243
Expenditure per pupil	1741
Balance brought forward from previous year	36493
Balance carried forward to next year	24014

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	611
Number of questionnaires returned	97

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	56	41	2	0	1
My child is making good progress in school.	47	49	1	0	2
Behaviour in the school is good.	33	61	3	1	2
My child gets the right amount of work to do at home.	16	47	27	2	7
The teaching is good.	41	54	4	0	1
I am kept well informed about how my child is getting on.	27	43	25	2	3
I would feel comfortable about approaching the school with questions or a problem.	47	43	4	3	2
The school expects my child to work hard and achieve his or her best.	54	44	0	0	2
The school works closely with parents.	25	51	19	3	3
The school is well led and managed.	29	55	8	3	3
The school is helping my child become mature and responsible.	31	60	6	0	3
The school provides an interesting range of activities outside lessons.	4	36	24	20	16

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

68. Children in the foundation stage of education are taught in three nursery classes and three reception classes. They enter the nursery class with similar levels of attainment to those normally seen for three-year-olds in social skills but below average skills in language and literacy. A small proportion of children do not speak English as their first language and need regular support to acquire English language skills. As a result of good teaching and support, all children, including those with special educational needs and those who speak English as an additional language, achieve well overall in all areas of learning.
69. Most children are on course to meet the early learning goals for mathematical development, knowledge and understanding of the world and physical development by the end of the reception classes. They are likely to exceed them in personal, social and emotional development, communication, language and literacy development and creative development. These positive outcomes are a result of the good planning and very good management of children throughout the foundation stage. Teaching is good in all areas of learning. Provision continues to be good. Teachers' planning for knowledge and understanding of the world has improved. Effective strategies are used to ensure that children with special educational needs, and those who speak English as an additional language, are actively involved in all activities and make good progress. All staff have worked successfully together to establish good methods of planning. This ensures that the small steps recommended in the national guidance are planned for daily.

Personal, social and emotional development

70. In the nursery and reception classes children make good progress in their personal, social and emotional development. Children behave very well. They soon settle into school routines in the nursery class and show increasing levels of independence in personal hygiene and dressing. This shows particularly well when children change for physical education lessons and water play. The staff quickly establish clear routines and include this aspect of children's learning throughout the day. In all activities children are expected to behave appropriately, share equipment and show consideration for one another. They are quick to remind partners who do not observe these rules. Children enjoy coming to school and are keen to join in activities, - a parent remarked –“They are never bored”. When they join the reception class, children readily adapt to the new situation. Their improved levels of attention help them to acquire skills, knowledge and understanding at a good rate in lessons planned to prepare them for the literacy and numeracy hours. Children are pleasant and courteous towards others. They become more independent when deciding which activities to explore and they develop positive self-esteem as they succeed with their work. In their playground children play happily together, inviting others to join in their trailer game, for example. They are considerate of others as they ride their bikes enthusiastically around the perimeter of the yard. In all classes children become increasingly confident, asking for help when they need it, and more responsible as they help clear away activities or get ready for outside play.
71. In all classes, the management of pupils is very good. Children get a good start to their education. The nursery staff introduce the children warmly and sensitively to school. Teachers in the reception classes build their confidence further, helping them to integrate well into school life. Children are helped to understand their own feelings and those of others in the daily discussions at the start of each session. The staff work as an effective team and introduce the children sensitively but thoroughly to school routines. Although children do not register themselves at the start of the school day, they quickly understand the school system and the rota for taking the register to the office in pairs. “We go down the register and then we start again!” Staff have a good knowledge of the needs of young children. They take time to talk to them and use praise effectively to raise their self-esteem. Relationships between staff and children are very good. When a teacher asked if she could have more space – a child replied, “You certainly can!” The happy and purposeful atmosphere in all classes motivates children to want to learn. Nursery nurses and support staff make a good contribution to the children's social development, both in

and out of the classroom. At lunchtime, they co-operate to ensure that the very young children practise taking turns, finding their place and handling cutlery satisfactorily.

Communication, language and literacy

72. In the nursery, children quickly learn to settle quietly and listen attentively in story and discussion times. They laugh readily at humorous parts of the story and comment on the characters that they see in illustrations. By the time they reach the reception class, children begin to use the vocabulary they hear and are delighted by the combination of sounds they hear in stories such as *Pass the Jam, Jim*. Older children willingly share their books with an adult and pick up new learning and new vocabulary quickly. They confidently suggest what might happen next in the story. By the end of the reception year, most children recognise letter sounds and 'read' stories successfully by referring to the pictures. They read simple books with repetitive texts. Children who learn quickly blend sounds together confidently to form words. Most children make good attempts at writing their names in the nursery. By this time, they write confidently under the sentences written by the teacher and some are able to read the simple sentences they have written. A good proportion of the children who speak English as second language achieve well as young readers and writers. Children with special educational needs make equally good progress against the targets set for them.
73. In all classes, the teachers plan a good range of opportunities for the development of language and literacy skills and nursery nurses and support staff are actively involved in the teaching. Staff and helpers listen to the children considerately and engage with them well when talking about their story sacks. Reading skills are fostered through sensitive teaching and good preparation for the literacy hour which children will start in Year 1. In reception classes, staff introduce elements of the literacy hour in a gradual way so that children recognise links between reading and writing as they explore imaginative texts together and look for repeated words and patterns of letters. Children are encouraged to think of themselves as writers from an early age. In all classes, staff provide writing areas where children make marks and practise writing. The manipulative skills of writing are suitably developed through practice in painting, drawing and play with construction kits. Children who are in the early stages of learning to speak English are supported well and make good progress.

Mathematical development

74. In the nursery, children develop mathematical skills in practical ways throughout the day. Teachers skilfully connect their activities with topics they have planned so that children enjoy their counting and matching activities. Younger children work hard at counting the buttons on their snowmen cards and from an uncertain start gradually gain confidence in recognising numbers on the dice. Older children successfully find matching pairs of socks to pin on the cards of their washing line. Children learn readily about order by taking turns in games and activities and lining up for play and lunchtimes. They enjoy their number rhymes which help them to count. They use these skills in their activities, for example when counting beyond 20, and counting the pieces they have used in models they have made. They develop language such as 'more' and 'less' during sand and water play, and when counting vehicles as part of their transport topic. These activities also help to extend children's communication skills as they compare their findings with their partners.
75. Teaching is good for mathematics across the foundation stage. Teachers use an appropriate mix of direct teaching and stimulating activities to help children learn. Staff prepare high quality resources so that children have first-hand experience. Children's progress is checked through ongoing observations. Nursery nurses and support staff are equally involved in making assessments, which are used to inform teachers when children transfer from nursery to reception and then to Year 1 classes. The checklists for certificates and assessments are particularly well recorded and provide a useful tool for setting targets for individual children that can be worked on at home. Teachers prepare children well for the numeracy hour, which they in Year 1.

Knowledge and understanding of the world

76. Children develop a growing knowledge and understanding of the world as they engage in a variety of interesting activities related to their topics. Teachers have improved the range of opportunities for exploring the children's immediate environment, both indoors and out. Children take part in seasonal and neighbourhood walks. When it is appropriate, picnics take place, such as the *Teddy Bears* or *Safari* picnics. Children learn about weather changes and the effect the approach of winter has on animal life and begin to use such words as 'hibernating'. They recall their work on *Transport* and make cars and lorries with construction kits. They use their knowledge to complete worksheets for mathematics. Children develop appropriate computer skills as they explore programs. Several children can 'drag and click' and use the mouse well, particularly those who have computers at home.
77. Teaching is good. Learning is firmly based on experiences, which are relevant to children's lives and topics are chosen accordingly. Children have an appropriate understanding of themselves as they are now and were in the past, from their topic *Myself*. They are able to talk about themselves and their families. They consider differences between themselves and others and are beginning to value these differences. In both classes the school environment is used well to support learning in the natural world. Teachers organise interesting trips to broaden children's experiences and extend their general knowledge. For example children visit theme parks which are based on well known stories and a centre where sea life can be investigated. They also visit a local farm when possible and learn more about the countryside. Teachers prepare children very effectively for subjects such as science, design technology and information and communication technology in the National Curriculum. They mix different materials with water, for example, so that children can experience different textures and characteristics.

Physical development

78. The physical skills of the children in the nursery are typical for their age. They have good access to indoor and outdoor play areas, which means they can ride, climb and join in games that help to develop their coordination. Many children control their bikes well and ride enthusiastically around the outdoor play area. They explore the climbing frame imaginatively with their friends. Individuals show good targeting skill with the basketball. In lessons indoors, they learn quickly to stop on a signal and also to make quick, slow or giant steps on command. In all classes children have many opportunities to model with dough, use simple craft equipment, construct models from reclaimed materials, play with model vehicles and build construction kits. They show a growing ability to handle small tools, brushes and pencils with confidence. Several of the more able children in reception, including those whose English is their second language, showed good progress in using a pencil when overwriting and in attempting to write a sentence.
79. Teaching is good overall. Teachers plan well for indoor activities and ensure that children develop an understanding of good practice in physical education lessons and develop proper routines for physical exercise. They incorporate practice with small equipment such as bats and balls. Planning for outdoor play is not as well structured. Whilst teachers include outdoor achievement in their assessments there are no specific plans for developing or extending skills in outdoor play. In the classrooms, teachers plan stimulating activities for children to develop the finer manipulative skills for writing, drawing and painting. All classes provide regular opportunities for drawing and painting to help children develop increased levels of pencil and brush control.

Creative development

80. A wide range of interesting creative activities provides opportunities for children to work with colour, texture, shape and music. As a result, children's creative development often exceeds expectations by the end of the reception year. Their pictures in Year R are colourful and well displayed, such as their large mural of *Shelley the Snail*. The patterns that they painted on woolly hats were carefully and cleverly done. Children sing songs in a number of settings to support their number work and their topic. When singing their *Transport* songs they are jolly singers with enthusiastic voices. Their ability to beat in time is good. Several children were sufficiently confident to perform the songs they knew to the rest of the class.

81. Teachers organise their classrooms well to develop children's imaginative role-play. Areas, such as the shoe shop, are creatively planned. They provide good opportunities for children to use their knowledge of the outside world and to work collaboratively. Teachers use a good range of resources so that children handle a variety of materials and produce eye-catching collage pictures, such as *Owl Babies*, from wools and dried grasses. All support staff and students support children particularly well here. They encourage children to look carefully at the colours they choose, name them, arrange their collage carefully and trace their animals with good control.

ENGLISH

82. Standards are average overall by the end of Year 2 and Year 6. They are also average when compared to similar schools. Improvement since the last inspection is satisfactory overall. Although progress is satisfactory overall, it is not consistent and pupils often achieve particularly well in Year 6. The pupils could make better progress still by more effective use of marking to improve the pupils' work, developing writing skills through all subjects and better use of homework.
83. By the end of Year 2, pupils' speaking and listening skills are average. In class discussions, pupils speak in detail about their recall of the story of *Billy Goats Gruff*, for example. They listen both to stories and instructions, so that what they learn and enjoy is reflected in their writing. When teachers ask them to come forward with words using a particular sound, pupils speak up adequately but also listen to one another's suggestions. Pupils respond to questions about a text by speaking clearly, using a reasonable range of vocabulary. More able pupils confidently discuss what they like about a book in a one-to-one situation with an adult, but others find this difficult.
84. By the end of Year 6, pupils' speaking and listening skills remain average. They speak up in order to answer questions about how to construct a story. The more able pupils talk about sophisticated ideas such as reaction, resolution, consequences and reflection. Pupils' listening is above average in some situations. Their concentration on teachers' explanations, for example, resulted in improvements in their story writing associated with the Blitz in World War II. When teachers create opportunities for employing humour, pupils respond with creative suggestions. For example, in a lesson about using conditional tenses, pupils were keen to suggest what might be said to someone who swam too much. Less able pupils, including those with special needs, are not confident in most lessons. They give very brief answers in front of other pupils. Those learning English as an additional language progress satisfactorily with classroom support.
85. By the end of Year 2, the standard of pupils' reading is average. Pupils in the early stages of learning English as an additional language develop their skills well. Most pupils join in with reading new texts in class and groups. They also show their understanding by predicting the final outcomes of a story. The more able read aloud accurately, fluently and with good expression, showing a full understanding of the text's meaning. They also retell in detail what is happening in a story, but are not ready to discuss characters. They know that there are books which are used to find things out, but have not learnt how to locate them in a library. However, only the more able are confident in a one-to-one situation with an adult, and hesitate unless the text is familiar. Most pupils enjoy reading. Pupils with special educational needs make satisfactory progress.
86. By the end of Year 6, the standard of pupils' reading remains average. More able pupils read fluently and completely independently. They are accurate but also very expressive. Pupils give a detailed account of a book's plot and reflect on the qualities and intentions of the main characters. They appreciate humour and excitement in stories, and say why they would or would not recommend the one they are reading. However, their knowledge of different types of story is very limited. Pupils know their way around a library. They have a good knowledge of what might be found in non-fiction books, such as glossaries, keys and diagrams. Whilst they occasionally read newspapers, they are not aware of bias. Pupils with average ability understand how characters would feel in their situation. They are not confident in discussing the qualities of a fiction book, and do not appreciate the importance of layout in a non-fiction book. Less able pupils enjoy reading and talk enthusiastically about their favourite authors.

87. By the end of Year 2, pupils' writing is average. More able pupils write accounts of their holiday, for example, with a clear overall structure. Their sentences are becoming more complex, and their style engages interest. Their punctuation and spelling are good, and their handwriting is well formed. They are ready to use question, exclamation and speech marks. Other pupils tend still to write a string of events, which, while connected, do not form a whole structure. Their English is inconsistent and, while their handwriting is well shaped, they often forget to join their letters. Less able pupils do not remember to put full stops, and cannot easily construct simple sentences with subject, verb and object. Pupils' presentation and amount of work are satisfactory.
88. By the end of Year 6, pupils' writing has progressed well to being above average in a variety of forms. In their story writing, the more able use complex sentences but could develop them further. Pupils create a good structure, with consistent use of paragraphs, and their English is accurate. Their description is precise and they know their style will affect the reader. Pupils of average ability retell stories, such as *A Christmas Carol*, well. They, too, appreciate the need to engage the reader. Less able pupils, including those with special educational needs, progress well in all aspects of written English. However, they rely too heavily on speeches and are less confident when writing descriptively. All pupils' handwriting standards are above average and presentation is very good.
89. The quality of teaching is satisfactory. During the inspection, a high proportion of lessons were good or better, with one in ten unsatisfactory. Most lessons are well paced and thoroughly engage the enthusiasm of the pupils. Teachers manage their lessons well, often with a good sense of humour. The main strength lies in their methods. Teachers tell stories such as 'The Crowded House' very well so that pupils not only understand the moral, but also learn to improve their own stories. They work with pupils to produce model examples of effective writing, so that pupils learn how to engage the interest of the reader. Once pupils have started work, teachers move about, effectively questioning and guiding. However, there are variations in teachers' subject knowledge, in their ability to put across some of the basic skills, and, over time, in expectations of what pupils can achieve. Use of lesson time varies and is sometimes unsatisfactory. Some introductions are too long and uninteresting, and teachers do not give enough time to the main activity. Teachers do not develop pupils' independence until Year 6 by, for example, consistently using marking to guide the pupils for further improvement. Homework does not make a significant contribution to pupils' learning particularly in deepening pupils' research skills and independent learning.
90. The team managing the subject has established appropriate priorities for improvements but has not agreed their order of importance. The school underestimates the value of developing literacy skills through other subjects, and computers are under-used. However, there is a good variety of ways of supporting reading, including using pupils and class assistants. At present, resources are inadequate, especially in the library, which is ineffective as a resource. Nevertheless, there is strong commitment to the subject, and the school has the capacity to succeed in raising standards.

MATHEMATICS

91. Standards by the end of Year 6 are above average. Standards at the end of Year 2 are broadly in line with those expected for their ages. Throughout Years 1 and 2 pupils build on the learning made in the nursery and reception classes at a satisfactory rate. In Years 3 to 6, progress accelerates, especially in Years 5 and 6, and this enables many pupils to reach good standards by the time they leave the school. This is an improvement since the previous inspection.
92. By the end of Year 2, pupils have a satisfactory grasp of how to use mathematical skills in practical situations or to solve problems. This is an improvement since the previous inspection. In Years 3 to 6, pupils are given opportunities to use and apply their mathematical skills in some subjects, but this is not always identified clearly in planning. It does not have a high enough profile to extend pupils' skills to their highest level. In science, for example, pupils measure pulse rates and in Year 3 compare their heights in graphs. By Year 6, they are accurately timing how long spinners take to complete a cycle. In design and technology, pupils practise their measuring

skills through model making and in Year 5 through following recipes and measuring ingredients accurately.

93. In Year 1, pupils can read and write numbers to 20. They can count in 2s and 10s and are beginning to recognise even and odd numbers. In one lesson this work was effectively linked to house numbers. However a significant number of pupils have still to grasp the rules, regarding even numbers. For example, a child classed 141 as an even number because it contains a four. In Year 2, pupils are able to add pairs of numbers to make 10 and they have a range of strategies for addition of more than two numbers. They are familiar with 2 and 10 times tables. Higher attaining pupils move on to adding four numbers while less able pupils have still to understand the number bonds that make 10 can be used in calculations.
94. In Year 3, pupils build on their numeracy skills well and are able to add larger numbers mentally using the skills they learned in Years 1 and 2, for example by adding mentally three two-digit numbers. In Year 4 standards are similar to those in Year 3 and the pupils' skills are not built on as well as they ought to be. Again, work is based around the addition of single and two digit numbers. In Year 5, higher attaining pupils are able to list prime numbers and use factors in devising strategies for multiplication sums. Less able pupils are still able to work confidently with numbers to 1000 performing a range of calculations. In Year 6, higher attaining pupils demonstrate a good understanding of fractions and decimals. They can cancel decimals mentally to their smallest form and work with decimals to hundredths and thousandths. Less able pupils work with simpler decimals using number lines. In one lesson, pupils demonstrated a good knowledge of angles and could work out the sum of the angles of a triangle accurately.
95. The scrutiny of pupils' work shows that other aspects of the subject are generally well covered. Pupils in Years 1 and 2 learn the attributes of two- and three-dimensional shapes. They can produce bar charts from frequency charts and information they have gathered. By the end of Year 2, they can measure using centimetres and other units. In Years 3 to 6, pupils learn to use co-ordinates accurately. In Year 4 good use was made of a real life problem based on the sizes of Christmas cards in measurement work. Opportunities for older pupils to extend their use and application of basic skills in more open ended and independent activities are limited.
96. Pupils' attitudes towards the subject are good in the majority of lessons. In particular, very good attitudes are shown where the work offered to pupils, whether higher or lower attainers, is appropriately challenging. For example, in one group containing pupils with special educational needs in Years 5 and 6 the teacher provided work which extended pupils' thinking and computation skills and which they confidently and enthusiastically attempted to complete. Behaviour in lessons is generally good although there are occasions when pupils are less well managed. This happened in one lesson in Year 4 and the impact was to slow the pace of the lesson and less learning took place.
97. The quality of teaching is good overall and very good in over a quarter of lessons. The strongest teaching is found in Years 2, 5 and 6 where all of the lessons observed were good or very good. The best lessons are well paced and challenging and teachers' subject knowledge is secure. The setting of pupils from their prior attainment in Years 3 to 6 assists this good match of work to attainment. They use good questioning skills to assess pupils' understanding and to extend their thinking. For example, the teaching of mental calculation skills is a strength and teachers focus on getting pupils to explain how they arrived at answers. This reinforces their learning effectively and helps others to see how the correct answer is found. Where the teaching requires further improvement, the plenary sessions are too short and do not add to or extend pupils' learning. The marking of pupils' work in their books does not help them to understand what they have done wrong or what they need to do to improve. The objectives for lessons are not always shared with pupils so they do not fully understand what is required of them and the setting of targets, which is a strength in Years 1 and 2, is much less consistent in Years 3 to 6. When homework is set it is often appropriate and helpfully extends what pupils have learnt in class. However, the setting of homework is inconsistent at present and the new policy is yet to be effective in practice.
98. The subject co-ordinator is very knowledgeable and enthusiastic. Her encouragement enabled the school to take part in the pilot scheme for the National Numeracy Strategy and this enabled teachers to be well prepared when the full version was introduced. Training and resources have

been effective in helping to raise standards. The monitoring of teaching and learning has had some positive effects on teachers' practice and this needs to be continued and extended with more monitoring of lessons and pupils' work. A good analysis of test results is undertaken but again this needs further work to fully provide guidance on the weaker aspects of the teaching and reasons for the different levels of attainment and achievement shown by different groups of pupils. The use of information and communication technology needs to be extended, especially in Years 3 to 6.

SCIENCE

99. Standards in science are satisfactory at the end of Years 2 and 6. Standards at the end of Year 6 have improved since the previous inspection. A higher percentage of pupils achieve the expected standards and, in the 2001 national tests, more pupils achieved the higher Level 5. The percentage was in line with the national average. Pupils are more involved in investigations, especially in the observational and reasoning aspects. However, they still do not have sufficient opportunities to carry out experiments which they have planned themselves.
100. The satisfactory standards of pupils in Year 2 are reflected in pupils' ability to name most of the external parts of the human body. They also know an appropriate range of living creatures and that living things grow, move and breathe. Pupils understand that the materials they use are either natural or manufactured and classify them as liquids or solids. In addition, they compare and classify materials according to texture and properties and record their findings. They also know that some substances such as chocolate and butter melt when they are heated and solidify when cooled.
101. By the end of Year 6, pupils extend their understanding of materials. They can classify a wide range and understand how the nature of materials affects their use. Pupils know a wide range of forces:- gravity, magnetism, air pressure and electricity and their effects on the movement of objects. A particular strength is their understanding of electrical circuits and their ability to explain the difference between parallel and series circuits.
102. A good example of science investigations was a Year 6 lesson when pupils designed spinners, using a range of materials and then solved the problem of testing which spinner moved slowly but with direction. Pupils then considered the quality of the design, size and materials used. As a result, they considered what might happen, observed carefully and measured the time taken. However, pupils do not have enough opportunities for investigating independently.
103. Another strength is in pupils' understanding of why a healthy diet and exercise are essential aspects of a healthy lifestyle. They also understand the dangers of smoking, alcohol and harmful drugs.
104. The quality of pupils' learning throughout the school is satisfactory and good in Year 2 and Year 6. This is directly related to the quality of teaching. Pupils with special educational needs and those for whom English is an additional language also make satisfactory progress. However, in the majority of classes, the more able pupils do not have additional work planned for them. Throughout the school, pupils use scientific vocabulary well and understand the different ways in which scientific experiments can be recorded. However, the quality and quantity of written work are inconsistent, especially in Years 3, 4 and 5. Pupils use mathematical skills well, for example, when they measure forces and also the time taken for objects to move. They do not have enough opportunities for using information and control technology although the science co-ordinator has effective plans to extend this. Design and technology is included well in science, a good example being the Year 6 designs of Christmas characters which incorporated parallel electrical circuits.
105. Standards achieved are directly related to the quality of teaching. They are satisfactory throughout the school and good in Year 6. No lessons were observed in Year 2 as other subjects were taught during the inspection week. Although the classes in each year group plan together, there are differences in the quality of individual lesson plans and, therefore, in achievement and progress by pupils, especially in Years 3, 4 and 5. Although good teaching was observed during the inspection, the analysis of pupils' work reflects satisfactory teaching overall. In the best lessons, teachers plan well, encourage pupils to work at a brisk pace and constantly remind them about scientific knowledge and insist on high standards of behaviour. Care is taken to ensure that pupils understand newly learned scientific knowledge and skills. Teachers' explanations are clear in most cases and therefore pupils understand what they have to do. One unsatisfactory aspect is the quality of marking. It is variable but overall lacks detail and, as a result, pupils do not correct their work regularly or improve the quality of their presentation. The analysis of pupils' work shows that teachers do not plan sufficiently challenging work for more able pupils and do not give pupils enough opportunities to plan their own investigations.

106. The leadership and management of science are satisfactory. Pupils' results from teachers' assessments and national tests are tracked from the foundation stage to Year 6 and this gives the co-ordinator a good overview of progress and where improvements are needed. Response to the previous inspection report's findings has been satisfactory. Teachers have received training in investigative science. This has been partially successful, giving pupils the chance to observe and discuss science experiments, though the older pupils are still not planning their own tests. Although the co-ordinator monitors the year group planning, she has neither examined pupils' work in each year group nor standards between classes, and has not taken sufficient steps to ensure consistency in the demands on pupils and the quality of marking. Although accommodation is satisfactory, there is insufficient space for storing science resources. The resource room is not easily accessible and resources are not catalogued.

ART AND DESIGN

107. Whilst there were limited opportunities to see art being taught, the good range of work on display, and discussions with pupils, show that the school has maintained the satisfactory standards reached by pupils at the end of Year 6. Standards achieved by pupils at the end of Year 2 have improved and are now higher than usual. Given time constraints by the emphasis placed upon core subjects, teachers work hard to incorporate art in topic work or across the curriculum. This works well for pupils in Years 1 and 2 but it imposes some limitation on the range of opportunities for pupils in Years 3 to 6 to work with a variety of media. However the good topic links and strong connections with design and technology mean that all pupils make positive progress in their art skills, including those for whom English is an additional language and those who have special educational needs. From work seen, the attitudes of pupils to the subject are very good.
108. Years 1 and 2 pupils maintain the good creative start evident in the early years through well presented design and interesting pastel work. They work with different papers to create different effects, such as the lanterns they made to support their work on Florence Nightingale. Good progress was particularly evident in the portraits they completed in pencil and crayon. Discussion with pupils indicates that they enjoy their art work. Their recall and description of what they had done were very good and they made the connections with a famous artist when talking about their flower pictures. They described the preparation they did for still life work with fruit and how they would have liked to improve on their drawings. They had enjoyed making clay pots. Carefully composed poppies and free printing of *Flanders Field* made a good display in Year 2.
109. Perseverance and effort are often evident the work of pupils in Years 3 to 6. Good presentations of black and white patterns were produced in Year 5 and this standard was echoed well in the shading and texture of picture of Scrooge in the graveyard. However, discussion with pupils indicated that whilst they enjoy their artwork their recall of work is weak and they are unfamiliar with the work of famous artists overall - the work of Clarice Cliff was mentioned with some hesitation. As the use of sketchbooks is inconsistent in these classes, pupils were unable to talk at any length about their own drawing skills. Nevertheless, where art is linked with history, good pictures and posters were produced to show aspects of the Second World War. Pupils used overlays of black paper well on a colourwashed background and posters gave clear messages of propaganda. Their illustrations of Cliff's pottery were carefully drawn and coloured.
110. Teachers celebrate the work of pupils throughout the school by mounting good displays within the surrounding areas of their classrooms and halls. The standard of presentation indicates that teachers' expectations are high. A portfolio of good quality work is kept for all year groups. Clear planning shows that teachers make the best of the time and resources they have, which are not extensive. The use of computer programs for art is positive and teachers plan to incorporate more information communication technology into work for all age groups. However no form of assessment or monitoring of the subject takes place. The co-ordinator is aware of this and is concerned that the subject continues to be of low priority for improvement and low in funding. The cultural aspects of the subject are not well developed, either in terms of visits or in connection with the diversity of cultures within the school.

DESIGN AND TECHNOLOGY

111. Standards overall are at expected levels and similar to those at the time of the last inspection. However, the school has made satisfactory improvements:- for example, pupils now work with a wider range of materials and understand the process of designing, making and assessing their work. The school has improved the scheme of work to focus more on pupils' skills. Although few lessons were observed, the examination of finished work and talking to pupils show that expected attainments are achieved for pupils at the end of Years 2 and 6.
112. By the end of Year 2, pupils design, cut, measure and join different materials well. Recent high quality work includes their designing and making moveable vehicles and, as a result, they understand how wheels and axles work. By the time they are in Year 6, pupils extend the range of their designs and the materials they use. Their work is very neat and well finished. This was evident where pupils in Year 6 had constructed tables to support as heavy a weight as possible and then tested and recorded their results.
113. Throughout the school, pupils make satisfactory progress with many examples of well-designed and attractively finished work. Pupils are taught the correct design processes from an early age. They plan their work, consider materials and patterns, change and adapt their work to overcome problems and produce quality finished products, and evaluate their work. For example, Year 1 pupils use large-scale construction kits to make moving vehicles and Year 2 pupils design and make their own vehicles and make sandwiches following instructions.
114. As pupils progress from Years 3 to 6, they work with an even wider range of materials and more challenging work. Good examples of their work include photograph frames which pupils had designed, cut, assembled and embellished with very high quality patterns.
115. Other good features observed during the inspection were pupils' skills in evaluating a wide range of packages for biscuits, considering the importance of design, materials used and information given on the packages. They understood the importance of reading the ingredients, especially for people on special diets or with allergies. Pupils then designed their own packages with very inventive names for biscuits. Early stages of designs show high levels of understanding and enjoyment in their work.
116. There are many contributory factors to the improved quality of learning. These include the co-ordinator's guidance, the recently developed scheme of work, teachers' confidence and pupils' positive attitudes and very good behaviour. They work carefully, neatly and take pride in well-finished work. However, pupils do not make sufficient progress in the use of construction materials as there are insufficient resources for this level of work.
117. The quality of teaching is satisfactory with some good features. Teachers have good subject knowledge, high expectations and very good relationships with pupils. Their planning is detailed and they ensure that pupils evaluate their work thoroughly. They link design and technology well to other subjects. For example, pupils constructed Tudor houses as part of a history topic and, in Year 2, designed and made 'Joseph's Coat of Many Colours' as part of their religious education studies.

GEOGRAPHY

118. By the end of Year 2 and Year 6, standards of pupils' work are at expected levels. These are the same as the time of the last inspection.
119. By the end of Year 2, pupils have made maps in their study of the local area and they can make comparisons between their own locality and that of a different place, Matlock. This study of Matlock is enhanced by a visit to the town. Pupils know that Leicester is in England and that London is the capital city. Children follow the travels of Barnaby Bear which leads to studies of far away countries like China. Through this study, the pupils recognise different transport modes and how these are used for different purposes.

120. By the end of Year 6, pupils identify the main mountain regions of the world and within the United Kingdom. They have an understanding of how mountains are formed and why volcanoes erupt. They also know how precious water is as a natural resource. The pupils apply some of their geographical skills during visits to places like a local education centre where a river study is undertaken and aerial and Ordnance survey maps studied and through fieldwork using the school site.
121. The quality of teaching is satisfactory overall. Few lessons were observed. There is not enough challenge for the most able pupils. The tasks given by teachers to promote geographical inquiry skills within lessons are insufficient. Also, individual lesson objectives do not specify clearly enough the gains expected during the lesson in what the children will be able to do, know and understand as a result of the teaching.
122. The subject co-ordinator has a good overview of the subject and maintains folders of work that pupils have produced in geography. There is no evidence, though, that this information is being used to raise standards in the subject. The content of year group plans for the subject vary too much and there is no clear management action being taken to remedy this.
123. Resources for the subject are adequate overall, but there are deficiencies in quantities of equipment like maps and atlases for use throughout the school.

HISTORY

124. The attainment of pupils at the end of Years 2 and 6 is below expectations. In Year 2, pupils use a few everyday terms such as 'new' and 'old', but have little idea about sequencing events. More able pupils have an average recall of facts in relation to their most recent topic, for example that Victorians did not have electricity. They understand its modern benefits. Pupils do not realise that there are reasons why people acted as they did in the past. They know that there are different sources of evidence from books, pictures, CD-ROMs and films, as well as people who lived at the time. However, pupils have not learnt how to find the answers to questions.
125. By Year 6, pupils' attainment remains below expectations. Their knowledge and understanding of history and its purposes have progressed to being satisfactory. However, they cannot research or communicate individually. Pupils with average ability are aware of chronology, but are unsure of the order of eras. More able pupils talk in good detail about World War II, with a grasp of its causes and consequences. Pupils' recall of times other than those recently studied is hesitant. Pupils have a strong empathy with oppressed people and write well about the plight of Anne Frank, for example. They know that history can be written from different viewpoints, but are unclear what constitutes primary and secondary evidence. Pupils with English as an additional language or with special needs also make unsatisfactory progress.
126. Only three lessons were observed during the inspection. Therefore, it is not possible to make a judgement of the quality of teaching. However, discussions were held with pupils and their work was scrutinised. The evidence suggests that teachers concentrate on putting across historical facts. There are high expectations of presentation to which pupils respond, but much work is copied. Pupils' work does not demonstrate that younger ones are encouraged to think and to begin to develop the skills of historical investigation. While the curriculum is covered, the work does not meet the needs of pupils with different abilities. Teachers of older pupils do not expect them to create arguments which they support with evidence taken from a wide variety of resources. They do not encourage pupils to use a historical vocabulary in handwriting and on computers to report on their own findings, comparisons and interpretations.
127. A system for knowing how well pupils are progressing with their skills is not in place. However, there is a good bank of well organised resources and pupils make exciting visits to places of historical interest such as Belgrave Hall, where they role play and look at historical artefacts. Occasionally resources are used to develop art, such as Roman mosaics. There is no system for evaluating the success of the subject in developing learning, which prevents developing priorities. Overall, standards have declined since the previous inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

128. Standards are average by the end of Year 2 and Year 6. This is a marked improvement since the last inspection when they were low throughout the school. This improvement is the result of improved resources, supported by good quality training, and a purposeful plan of action by the subject co-ordinators. Pupils often made good progress in the lessons seen and are building up from a low baseline in previous years. Overall, progress is good in Years 1 and 2. It is satisfactory in Years 3 to 6 because pupils are not making enough use of computers as a natural tool for learning in subjects such as English and mathematics. This is partly because the computers in the Years 3 to 6 classrooms are older and not necessarily compatible with the ones in the suite. This is part of good planned development so that the youngest pupils have regular access to quality computers and are not reliant on lessons in the suite. Pupils do not make enough use of audio-visual equipment such as digital cameras, video and CD equipment. Pupils with special educational needs and those with English as an additional language make similar progress to their peers.
129. By Year 2, pupils of all ability have sound keyboard skills. They identify and use punctuation marks such as full stops and exclamation marks. They use the delete keys and space bars appropriately. They log on to specified programs with little or no support. For example, they can open word processing and art programs stored within the computer and find class and personal files. They write poems and stories on the computer and make some adjustments to the font size and even colour. Pupils in Year 1 are making good progress in combining text with pictures they have created for a passport for Barney Bear. A strength in the pupils' learning is their understanding of the Internet as a means of learning and communicating with others. The most able pupils not only access the selected Internet sites but are conducting their own searches.
130. This enthusiasm for using the Internet continues through Years 3 to 6, although pupils do not yet show high levels of independence. Year 4 pupils make good use of websites in their studies of Ancient Greeks. They follow key phrases and links to other parts of the sites to build up information. In some lessons, learning was more effective than others because the teacher explained to the pupils what computer skills they were expected to develop rather than focusing on the historical information. By Year 6, pupils are making sound progress in evaluating the quality of a CD-ROM. The teacher treated the pupils maturely and had high expectations. As a result, the pupils made reasoned arguments as to which age groups they thought the program was most suitable for and how user-friendly it was. Pupils show good skills in controlling events through art packages and predicting the effect of certain key controls. They are becoming confident in manipulating shapes and patterns to suit their design requirements. They use the capabilities of the computer effectively to change text fonts to produce dramatic styles of writing. Pupils have a sound understanding of how to generate graphs and charts on the computer and interrogate them appropriately. They collect data and classify in different ways, but they have no experience of spreadsheets.
131. The pupils' attitudes are good overall. Pupils are enthusiastic and work very well together. Teachers often use the good relationships so that more able pupils support the less able. The pupils are eager to demonstrate their skills particularly in Year 2. The pupils have good basic skills for using computers, storing and printing their work. However, teachers are not yet fully exploiting this by giving them more opportunities to research or create work of their own. Pupils reflect on the effect of art and design programs on the computer and sit entranced when their work is displayed on the projector.
132. The quality of teaching in lessons observed in the computer suite is often good. However, although there are good links with art and history, information and communication technology is not used regularly in English and mathematics. Teachers use the suite well. They often involve simple role-play so that teachers model ideas before pupils try them. They often ask pertinent questions to reinforce basic skills. In the best lessons teachers share the learning objectives with the pupils and assess these through the lesson. However, a common weakness is that the needs of the more able pupils are not fully planned for. As a result some pupils complete the initial task and achieve the main objectives of the lesson quickly and do not make all the gains they can. Another occasional problem is that the closing sessions of the lessons focus on the learning in history or art rather than on the computer skills gained.

133. The leadership of the subject is good. There is a clear action plan for development and grants are actively sought. The resources are deployed well to have the most significant impact on raising standards and training is well matched to the school's needs. They recognise the need to develop the quality of computers in Years 3 to 6. More use could be made of the library computer and spare time in the suite to enable individual research or improved links with all subjects. At present, much of the work is in the form of an exercise or series of planned lessons. Pupils do not often produce first drafts of written work on the computer as a natural alternative to pencil and paper. The school is in the process of developing audio-visual resources such as digital cameras.

MUSIC

134. It was only possible to see a small number of lessons during the inspection. These consisted almost entirely of singing although some appreciation of music was taught in Years 1 and 2. Although other aspects of the curriculum are present in the planning and in the new scheme of work, there is no evidence about standards. No music lessons are timetabled in Year 6, although they learned a range of wartime songs during the last term. Although standards in singing in Years 2 and in Years 3 to 6 are good the overall levels of attainment in the school are below those expected. There is little evidence of pupils composing and performing their own work and a number of opportunities to learn about, discuss and appreciate music are missed. In assemblies although music is usually played on entry and when pupils are leaving, and the composer or performer's name is sometimes displayed on the wall there is no discussion of the music or any apparent link to the assembly. For example, in one assembly Spanish music was played on entry but there was no discussion of the music, the composer or the instruments used.
135. In the lessons observed, and in assemblies, pupils' singing is usually in tune and in time. Where the teaching is strongest, for example in Year 3, children are enthusiastic about singing and are willing to join in well with hymns and with other songs, both modern and traditional. For example, Years 5 and 6 sang a good version of 'Streets of London' during one assembly. In Year 3 pupils performed an action song about penguins energetically but with real enjoyment and enthusiasm. One of the strengths in the subject is the pupils' confidence and willingness to sing alone or in small groups in front of others and this reflects the very good, supportive relationships evident in classes between teachers and pupils and among pupils.
136. In Year 1 pupils sing tunefully and with enthusiasm and can perform a range of action songs. The higher attaining pupils can recognise Chinese music, and most can describe their feelings at listening to the music. This work links well to the topic on China and the New Year celebrations. However, pupils' knowledge of musical instruments is very limited. In Year 2 pupils responded to music by Vivaldi with a good list of words describing what the music made them feel and they extended this by drawing pictures illustrating those feelings. This good work on the appreciation of a range of music is not built on sufficiently in Years 3 to 6.
137. The co-ordinator organises a choir which performs in and out of school. For example, recently they took part in a performance at a local church and in the past they have been part of citywide singing events run by the local authority. There are no opportunities for pupils to learn any musical instruments and this is unusual in a school of this size. There is equally little evidence of any music performed or listened to from the ethnic backgrounds of groups of pupils in the school.
138. The co-ordinator is knowledgeable and enthusiastic, and the school benefits from having a range of teachers who can play the piano. However, due to the school's priorities having been focused on other subjects, music has not had a very high profile in the school. This needs to be urgently addressed in order to provide more opportunities for pupils to listen to and appreciate music. The co-ordinator has introduced a new scheme of work recently and this is due to be tried out over the next few weeks. The aim is to provide non-specialist teachers with more support and resources for their teaching but this will need careful monitoring to assess its impact on classroom practice.

PHYSICAL EDUCATION

139. By the end of Years 2 and 6, standards are at expected levels. This is a decline from the time of the last inspection when standards were judged to be above average. Action will need to be taken to halt this decline in standards.
140. By the end of Year 2, pupils warm up sensibly and know why this is necessary. They can hop, skip, jump and move around the hall in different ways, but their spatial awareness is underdeveloped. When asked to put actions into a dance sequence there are no demands placed upon the children to produce a polished performance. The children are unsure how to improve their work and teachers do not devote enough time to allow pupils to reflect on their own or others' performance. The picture is similar during dance lessons in Year 3. The lessons in dance are dominated by the use of purchased tape recordings, but teachers don't emphasise the teaching points from the accompanying notes adequately.
141. In games, by the end of Year 6 most pupils can pass the ball in sports like basketball and football in a variety of different ways and they have a growing understanding of tactics in defence and attack. During lessons the pupils work well together in teams. In gymnastics, more opportunities than in the earlier parts of the school are given to watch individual performances but there are little evaluations of these by either those performing or those observing. Time is lost in lessons as there is no systematic way for the pupils to bring out and put away the apparatus. Swimming lessons are provided and most children are able to swim at least 25 metres as expected by the National Curriculum.
142. The quality of teaching and learning are satisfactory overall. The examples of excellent teaching seen at the time of the last inspection were not witnessed on this occasion. Although there is guidance to help teachers, they are not confident enough to use these in gymnastics or dance as their own subject knowledge is limited. Consequently, supportive notes to dance lessons are not used effectively and performance in gymnastics is impeded. In games, some group activities are given that do not challenge all abilities. For example, during a Year 4 lesson on basketball skills a group containing some capable boys adapted an activity given to them by their teacher to make it more challenging. What they were asked to do by the teacher was already well within their capabilities. The teacher commended them for making the task more difficult. Individual lesson planning is unsatisfactory as teachers are not clear about what it is they want the children to achieve during the lesson.
143. The school rightly demands that children wear appropriate clothing for physical education and all lessons observed included reminders about aspects of health and safety. When children do not bring the necessary kit, teachers should think how to safely include these pupils in the lesson.
144. There is no co-ordinator in place for physical education. This has contributed to the drop in standards as the management and leadership of the subject are now unsatisfactory. The policy for the subject needs updating and a more rigorous approach to monitoring the quality of teaching and pupils' achievements is needed. The range of extra-curricular activities in sport has declined, but football is still a feature and clubs for basketball and cricket are anticipated. Resources for the subject are adequate, but some aspects of storage is unsatisfactory as no one seems to be taking responsibility for ensuring equipment is returned to cupboards tidily.

RELIGIOUS EDUCATION

145. Standards are broadly average by the end of Years 2 and 6 and meet the requirements of the locally agreed syllabus for religious education. Progress is satisfactory overall. Only three lessons were observed during the inspection so it is not possible to make an overall judgement on the quality of teaching. Discussions with pupils and a scrutiny of available work and planning form the basis of judgements.
146. By Year 2 pupils have a sound knowledge of key features of Christianity. They know that Jesus is the son of God. They also understand that he is loving and will care for them. The more able

pupils are beginning to appreciate that Jesus gave his life for others. They know about key festivals such as Christmas and Easter. They are developing a sound understanding of the meaning of being in a family or community. They talk about their relationships with others and share ideas with each other. They are beginning to appreciate that there are alternative ways of worshipping and learn about some key festivals of other religions.

147. Pupils' knowledge is generally sound by Year 6. They learn about key festivals of different religions and the importance of symbols. For example, they know and understand about the main symbols of Sikhism and Hinduism and make sensible comparisons. They visit a church and make effective notes on the artefacts and church furniture. There are good links to personal and social education and pupils effectively discuss sensitive issues such as racism and equality. They are very sensitive and aware of such issues, particularly when they have recently been explored. However, their deeper views and opinions on spiritual matters are less well formed and considered. This is partly because the work tends to concentrate on the facts rather than understanding. This is reflected in the written work, which is often copied from worksheets that do not give the opportunity for pupils to explore their own feelings through independent writing.
148. Pupils' attitudes are satisfactory. They enjoy the opportunity to talk about emotions such as feeling lost, prompted by the story of Jesus in the temple. They show enthusiasm for work covered on Martin Luther King.
149. In the few lessons observed the teaching was satisfactory in two and good in one. The main weakness of the two satisfactory lessons was that they were conducted in a rather rushed manner which lost the sense of reflection and emotional exploration that was central to the learning. However, there was some very effective story telling of *Guess how much I love you* which redressed the balance and enthralled the pupils. In the good lesson, the teacher questioned the pupils thoroughly so that they expressed their own emotions on being lost in detail and reflected on their anxieties and mother's love.
150. The standards have largely been maintained since the last inspection and the subject co-ordination is sound. The co-ordinators have developed their own expertise and are establishing an exciting project to develop spirituality. The scheme of work has been reviewed and updated but its impact has not been systematically monitored, as it has not been a priority area. There is a need to improve the depth of pupils' understanding and to ensure that lessons are appropriately reflective. It is not uncommon in many schools for there to be relatively little writing in some aspects of religious education, but simple techniques such as keeping a diary of key elements of the lessons would help pupils place learning in context.