

INSPECTION REPORT

**THE MEADOW COMMUNITY PRIMARY
SCHOOL**

Wigston Magna, Leicester

LEA area: Leicestershire

Unique reference number: 119990

Headteacher: Mr J Sutcliffe

Reporting inspector: Mrs A M Grainger
20782

Dates of inspection: 9th – 13th June 2003

Inspection number: 248074

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:	4 - 10
Gender of pupils:	Mixed
School address:	Meadow Way Wigston Magna Wigston Leicester
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Appropriate authority:	The governing body
Name of chair of governors:	Mr D Chappell
Date of previous inspection:	27 th – 31 st October 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
20782	Mrs A M Grainger	Registered inspector	English Art and design	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
8992	Mr J Vischer	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
23385	Ms S Gerred	Team inspector	Foundation Stage Physical education Religious education	How good are the curricular and other opportunities offered to pupils?
26232	Mr C Grove	Team inspector	Science Information and communication technology Design and technology Educational inclusion English as an additional language	
22113	Mrs A King	Team inspector	Mathematics Geography History Music Special educational needs	

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	4 - 8
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	9 - 11
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	12 - 13
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	13 - 16
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	16 - 17
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	17 - 18
HOW WELL IS THE SCHOOL LED AND MANAGED?	18 - 19
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	20
PART C: SCHOOL DATA AND INDICATORS	21 - 25
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	26 - 42

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The Meadow Community Primary School is situated in Wigston Magna on the south eastern edge of Leicester. With 173 boys and 155 girls aged four to ten on roll, the school is above average in size. Most pupils are white although eight per cent are from a variety of minority ethnic backgrounds. Five per cent of pupils have English as an additional language, which is higher than in most schools and one pupil is at an early stage of learning English. Fifteen per cent of pupils have special educational needs, which is below the national average. Most of these pupils have moderate learning difficulties. Ten per cent of pupils are known to be eligible for free school meals, which is also below the national average. Children start school in the September of the school year in which they will be five. Taking the intake as a whole, children's attainment on entry is average.

The school received achievement awards in 2001, 2002 and 2003 for improvement in standards at the end of Year 2.

HOW GOOD THE SCHOOL IS

The school provides a good education for its pupils. It does some things very well. For example, it gives very effective attention to pupils' personal development. Standards are above average in Year 5 in mathematics and science and also in most other subjects of the National Curriculum. This represents good progress throughout the school. Pupils' progress is also good in English up to the end of Year 2, and satisfactory in Years 3 to 5. English standards are average in Year 5. The overall quality of teaching and learning is good. The school is well led and managed and gives good value for money.

What the school does well

- Standards are above average in mathematics and science in Year 5. Pupils' attainment is also higher than that expected nationally in most other subjects.
- Pupils make good progress in English and religious education from entry to the school to the end of Year 2. Standards are above average in Year 2 in English and exceed the expectations set by the locally agreed syllabus in religious education.
- Pupils respond very well to the provision for their personal development. As a result, they have very good attitudes and behaviour, work and play together very amicably, and are mature and responsible individuals.
- Teaching and the range of learning opportunities are good in most subjects.
- There is very good care for pupils' personal well-being. This is further enhanced by the very strong partnership with parents.
- The headteacher, staff and governors work effectively together to provide pupils with a good all-round education.

What could be improved

- Pupils' good achievement in writing at the end of Year 2 is not sustained well enough in Years 3 to 5.
- There are weaknesses in the learning opportunities in design and technology. As a result, pupils' progress is unsatisfactory and standards are not high enough.
- The quality of presentation of many pupils' work is not good enough in Years 3 to 5.

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 improved well since its last inspection in October 1997. There has been effective development of the learning opportunities and resources in information and communication technology and standards have been raised as a result. The recording of pupils' attainment and progress is now good. This information is used satisfactorily overall in planning work to meet the full range of pupils' needs. Opportunities for personal study have improved. There is greater scope for pupils to make choices and test out ideas although further work is needed in some subjects, such as in writing in Years 3 to 5 and in design and technology. Statutory requirements are now met for the attendance of pupils at the daily act of collective worship. Both boys and girls now have access to the full range of activities in physical education lessons.

There has been improvement in many other areas as well as those specifically identified as requiring development at the last inspection. The overall standards attained by pupils are higher than they were, particularly in mathematics and science. The quality of teaching and learning is better, as is the range of learning opportunities from the Reception Year to Year 2. The provision for pupils' personal development has improved, as has the care for their well-being, and the partnership with parents.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
reading	A	A	A	A
writing	A	A	A	A
mathematics	A	A	A	A

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

For the last three years pupils' results in the National Curriculum tests at the end of Year 2 have been well above the national average in reading, writing and mathematics. The evidence from the inspection of pupils' school work is that standards in the present Year 2 are just as high in reading. They are a little lower in writing and mathematics and are above, rather than well above, average. The lower standards this year, compared with the test results in recent years, are simply a reflection of the natural variations found in year groups of pupils. The rate of improvement in the school's results since the last inspection has been above that found nationally. The school sets suitably ambitious targets and is making good progress towards them. In 2002 teachers assessed pupils' performance in science as above average. Standards in science are much the same this year. All groups of pupils in Years 1 and 2 are making good progress in English, mathematics and science.

Standards in Year 5 are average in English and above average in mathematics and science. The overall rate of progress of all groups of pupils now in Years 3 to 5 is good in mathematics and science. In English, progress is satisfactory overall although it is weaker in writing than in the other aspects. In English, pupils with special educational needs or English as an additional language make better progress than others in Years 3 to 5. This is because their needs are met well when they are taught in small groups or individually. Although the present Year 5 had results well above the national average when they were in Year 2, there has been quite a bit of change in this year group since then as pupils have either left or joined the school.

Standards are above those expected nationally in Years 2 and 5 in information and communication technology, art and design, geography, history and music. Pupils make good progress in all these subjects from Year 1 to Year 5. Good progress is also made in religious education in Years 1 and 2. The resulting standards are above those set by the locally agreed syllabus in Year 2. In Year 5, religious education standards are in line with those set in the locally agreed syllabus. Physical education standards are above those normally found in Year 2, but not enough information was gathered to make a judgement for Year 5. Design and technology is the only subject in which standards are below those expected nationally and in which pupils' progress is unsatisfactory.

Children in the reception class make good progress in communication, language and literacy; in their personal, social, emotional, mathematical and creative development; and in their knowledge and understanding of the world. Progress in physical development is satisfactory. Most children are on course to achieve the standards expected nationally at the end of the Reception Year. In most areas a good number are likely to exceed them.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Almost all pupils enjoy school and are extremely enthusiastic about the opportunities it offers them. They settle quickly in lessons and are keen to learn.
Behaviour, in and out of classrooms	Very good. Pupils behave very sensibly and responsibly in lessons and around the school, including when at play and when eating their lunch in the dining hall.
Personal development and relationships	Very good. Pupils readily take on responsibilities and carry them out diligently. They work and play together very amicably and get on well with the adults in school.
Attendance	Good. The attendance rate was above the national average in the last school year. Punctuality in the mornings is very good.

Pupils' very good attitudes, behaviour and relationships, together with their good attendance, all help to create a climate supportive of learning, contributing to the standards attained.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 5
Quality of teaching	Good	Good	Good

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

The overall quality of teaching and learning is good throughout the school. There are examples of very good teaching in all year groups.

Teaching and learning in English, including in the basics of literacy, are good in the Reception Year and Years 1 and 2 and satisfactory overall in Years 3 to 5. However, the teaching of writing is the weaker element in Years 3 to 5, and it is unsatisfactory in Year 4. Teaching and learning in mathematics, including in the basics of numeracy, are good throughout the school. There is also good teaching and learning throughout the school in science, information and communication technology, art and design, geography, history and music. Religious education is taught well in Years 1 and 2 and satisfactorily in Years 3 to 5. There is also good teaching and learning in physical education in Years 1 and 2, but not enough evidence was collected to make a judgement for this subject in Years 3 to 5. Design and technology is the only subject in which teaching and learning are unsatisfactory. This is mainly because teachers do not sufficiently develop pupils' knowledge, skills and understanding in designing and evaluating products.

In the Reception classes, there is effective teaching in all areas of learning with the exception of physical development in which it is satisfactory overall. This gives children a strong start. Throughout the school, the teaching of pupils with special educational needs is good. Teachers also take good account of the needs of pupils for whom English is an additional language. Support staff are deployed well. Overall, the school meets the needs of all pupils well.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good overall. There is a very good range of activities additional to lessons, such as in sport and the performing arts. The areas of learning are covered well in the Reception classes, as are almost all subjects in Years 1 and 2. In Years 3 to 5 the quality of the curriculum is reduced by weaknesses in the provision for writing. There are also some shortcomings in design and technology in Years 1 to 5.
Provision for pupils with special educational needs	Good. There is effective identification of pupils' special educational needs. Their progress towards the targets set for them is carefully checked. They are given work appropriate to their needs.
Provision for pupils with English as an additional language	Good. Teachers and support staff are sensitive to the pupils' needs in lessons. Additional help is provided when required even though most pupils are fluent English speakers.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Very good overall. The school places a very strong emphasis on the pupils' all-round development. This is most evident in the many activities additional to lessons, the work in the performing arts, opportunities for responsibility and in assemblies. The development of pupils' awareness of the rich diversity of life in modern multicultural Britain is a weaker element although other aspects of cultural development are good.
How well the school cares for its pupils	Very well overall. There is very effective pastoral care and checking of pupils' personal development. The attention to matters such as health and safety is thorough. Good procedures are in place for assessing pupils' attainment and progress, which are used satisfactorily overall in meeting pupils' needs.

The school has a very good two-way partnership with parents.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher, with strong support from the senior management team and other staff, gives a clear educational direction for the school. Day-to-day management is effective.
How well the governors fulfil their responsibilities	Well. Governors have a very good range of methods for finding out about the school's performance and are well informed about its work. They work well with the headteacher and staff in deciding priorities and following them through.
The school's evaluation of its performance	Satisfactory. There are a number of suitable strategies in place for checking the quality of teaching and learning. While there are many examples of their effectiveness, they have not shed light on the weaknesses in writing in Years 3 to 5, or in design and technology.
The strategic use of resources	Very good. The school makes very effective use of financial and other resources. Spending is very carefully targeted on priorities for pupils' education. There is good consideration of whether the school provides best value for the pupils and their parents.

The school is well staffed. The accommodation and learning resources are good.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Their children like school.• Teaching is good and their children make good progress.• Their children are expected to work hard and do their best.• Behaviour is good and their children are helped to become more mature and responsible.• The school is well led and managed.	<ul style="list-style-type: none">• Parents have raised no significant areas of concern.

The views of the 36 per cent of parents responding to the questionnaire and of the 15 who attended the meeting with inspectors are almost entirely positive. The inspection evidence supports their views.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Standards in Year 5 are as expected nationally in English and above this in mathematics and science. The overall rate of progress of pupils in Years 3 to 5 is satisfactory in English and good in mathematics and science. However, pupils' progress in writing is only just adequate and is unsatisfactory in Year 4. The year group of pupils now in Year 5 achieved results that were well above the national average in reading, writing and mathematics in the National Curriculum tests at the end of Year 2. In the three years since then there has been quite a bit of movement of pupils in and out of the school in this year group. This, together with an increased number of pupils with learning difficulties in the year group, accounts for the apparent inconsistency between the present standards and pupils' progress since the end of Year 2. Pupils with special educational needs and those with English as an additional language make good progress not only in mathematics and science but also in English in Years 3 to 5. In English, the focused teaching they receive individually or in small groups results in their progress being better than that of other pupils. The standards in English are much the same as when the school was last inspected, although they are better now in mathematics and science.
2. In the National Curriculum tests at the end of Year 2 in 2002, pupils' results were well above the national average in reading, writing and mathematics, as they had been for the previous two years. The results for 2002 are just as strong when compared with those achieved by schools with pupils from similar backgrounds. Since the last inspection, the trend in the school's results has been above that found nationally. This has been recognised in the three consecutive achievement awards gained by the school. Girls did better than boys in reading and writing in 2002, and also in writing in 2001. However, there is no evidence of girls making better progress than boys in the work seen during the inspection. Boys and girls achieved equally well in mathematics in 2002.
3. Standards in the current Year 2 are well above average in reading and above average in writing and mathematics. The lower standards now in writing and mathematics, compared with the test results in recent years, are simply a reflection of the natural variations found in year groups of pupils. They do not in any way indicate a decline in the quality of the school's provision. Teachers assessed pupils' performance in science as above the national average in 2002. The standards this year are also above average. Pupils in Years 1 and 2 make good progress in English, mathematics and science because they are well taught. The school sets suitably ambitious targets for the maintenance of standards in Year 2 and is making good progress towards them.
4. Many pupils in Year 5 listen carefully and are confident in conversation and discussion although quite a few are more reticent. However, skills in debate and listening critically to a range of viewpoints are insufficiently developed because not enough opportunities are provided for this type of speaking and listening. Most pupils read with reasonable accuracy and fluency. Almost all are aware that the style needs to be adapted according to the purpose in writing. However, most pupils' writing is of a shorter length than normally found, story writing skills are underdeveloped, there are too many grammatical errors and handwriting is not always neat enough. This is because of shortcomings in the teaching of writing in Years 3 to 5. In mathematics, standards are better. Pupils achieve good standards in most aspects of mathematics, although work with data is average overall and standards in practical problem solving are not quite as strong as other aspects. This is because teachers give less emphasis to problem solving than, for example, work with numbers.
5. Many Year 2 pupils are confident and articulate communicators, who listen attentively to others. Their accuracy and fluency in reading are very good. Pupils also read with a good level of understanding. Spelling is a particular strength and pupils have a good awareness of punctuation and grammar. Story writing and the imaginative use of language are not as strong. Work with numbers and calculations to solve problems is the main strength in pupils' work in mathematics. There is also a good standard of work in shape, space and measurement and in the use of graphs and tables for recording information.

6. Standards of literacy when used in other subjects are better than normally found in Years 1 and 2 and at the level expected in Years 3 to 5. In Year 2, for example, pupils write well in their work in religious education but there is less consistency in the quality of pupils' recording of information in other subjects across Years 3 to 5. Pupils successfully use books for research, for instance to find out about a topic of their own choice in Year 5. Mathematical skills are generally applied well in subjects such as science. Year 1 pupils, for example, also apply their understanding of symmetry to their work on pattern in art and design.
7. In Years 2 and 5 pupils have a good knowledge of all the aspects of science required for study by the National Curriculum. This is evident, for example, in their work on life cycles in Year 2 and their knowledge of the main organs of flowering plants in Year 5. Year 2 pupils are developing their understanding of scientific investigation well. By Year 5, pupils have good independence for their age in planning investigations, ensuring tests are fair and presenting evidence and conclusions.
8. Standards in information and communication technology are above average in Years 2 and 5. This is a good improvement since the last inspection, most significantly in Year 5. Pupils, including those with special educational needs or English as an additional language, make good progress in developing their skills in this subject as they move up from Year 1 to Year 5. Those in Year 2 have a good level of familiarity with the keyboard. Many make changes to word-processed work and, for example, competently use a paint program for art and design. By Year 5, many pupils successfully use spreadsheets, e-mail and control technology. Skills in information and technology are satisfactorily applied in work in other subjects.
9. At the end of Year 2, standards exceed the expectations set by the locally agreed syllabus for religious education. Pupils develop their understanding of world religions well in Years 1 and 2, with particular reference to Christianity and Hinduism. Progress is satisfactory through Years 3 to 5. Standards are as expected in the locally agreed syllabus at the end of Year 5. Pupils have a good factual knowledge of religious stories and festivals but their understanding of these is not always well enough developed beyond the literal.
10. In art and design, geography, history and music, standards are above those expected nationally in Years 2 and 5. Pupils make good progress in these subjects as they move up from Year 1 to Year 5. Standards are also higher than normally found in Year 2 in physical education, with good progress made in Years 1 and 2. Not enough evidence was collected to make a firm judgement on physical education standards in Year 5. However, the school's records show that swimming standards are above average. In design and technology, pupils' progress is unsatisfactory and standards are below those expected nationally in Years 2 and 5. This is because pupils do not develop sufficient awareness of the design process, particularly the stages of designing and evaluating as not enough emphasis is given to them.
11. Children make good progress in the Reception classes in all areas of learning except physical development. By the end of the year, almost all reach the nationally expected goals in communication, language and literacy, in their knowledge and understanding of the world and in creative, personal, social and emotional development. Apart from in personal, social and emotional development, a good proportion of children exceed the expected goals. There are some good developments in children's skills in using small tools and in this aspect of physical development their progress is generally effective and standards are as expected at the end of the Reception Year. However, limited opportunities for climbing and balancing limit their progress in the bigger movements that are part of their physical development.
12. Most pupils identified as having special educational needs achieve well in relation to their prior attainment and capabilities. This is most evident in mathematics and also in English. This good progress is a result of good support from teachers and support staff in lessons and when pupils are taken out of class for intensive teaching individually or in small groups. Pupils with English as an additional language also achieve well because teachers respond sensitively to their needs, providing additional help when needed.

Pupils' attitudes, values and personal development

13. In all year groups pupils have very good attitudes to school. They are self-confident, cheerful, talk keenly about the school and behave very well. They get on very well with each other and with the adults who help them. These very good standards are recognised by parents, most of whom see their children as liking and enjoying school very much. Pupils' very positive attitudes are mirrored in the attendance figures, which are above the national average.
14. Children in the Reception classes settle into school well. Most mature at a good pace, although quite a few are still immature and, for example, call out when they want attention. Nevertheless, children learn how to share and take turns. They learn the routines well and, for example, move to the hall confidently and sensibly for assembly or movement lessons. They behave well in their classrooms and when outdoors. Their progress in their personal, social and emotional development is good in relation to the below average standards in this area on entry to the school. This is because teachers and the other adults who work with them provide good role models, give much encouragement to them to work together and carefully teach them the school's expectations and how to behave.
15. Pupils in Years 1 to 5 settle quickly at the beginning of the day before starting lessons. In most lessons their constructive attitude and involvement helps them to learn. Most pupils are self-confident and involve themselves well working independently or in pairs and groups, for example when using computers or undertaking investigations in science. Most take care with the presentation of their work, particularly in Years 1 and 2. However, not all do so in Years 3 to 5 because expectations of the standards of presentation are not always made clear to them, particularly in Year 4.
16. Pupils in all year groups from the reception classes up to Year 5 take pride in carrying out their responsibilities. Pupils in Year 5 have excellent attitudes to helping around the school and can be seen taking on duties over and above the many offered; for example, tidying up science resources during lunchtime. This is a good example of how quickly pupils are becoming mature and responsible individuals. Pupils are also keen to earn merit awards and keep a close eye on their tally. They look forward to celebration assemblies when they share their achievements with other pupils and especially to participating in performances in front of the whole school. Pupils are also pleased to see others achieve and recognise their classmates' efforts in lessons and at other times.
17. Behaviour in lessons and around the school is very good. Although there are no recorded exclusions for either a fixed term or permanently last year, it was necessary to exclude one boy for a fixed period during the inspection. There are no reported incidents of oppressive behaviour with regard to bullying, sexism or racism. Pupils play considerately on the spacious playing field and on the zoned hard surface areas. At the end of play younger pupils queue patiently and then walk off very sensibly to classrooms. Older pupils wait patiently for their fellow pupils to display the relevant card and walk across to the doorways with care. In whole-school assemblies the hall is tightly packed, as is also the case in assemblies held in the smaller of the two halls for pupils in Years 3 to 5, but pupils cope very well sitting so close to one another. They sensibly negotiate to pass others on the floor. At lunchtimes pupils behave well taking their turn in the dining hall and require little control. This very positive picture of behaviour again reflects the very good progress pupils make in their personal development.
18. The high standard of relationships is evident in lessons as pupils unselfconsciously help others and often work co-operatively in pairs or small groups. In a Year 3 history lesson requiring independent research and the labelling of artefacts, for example, pupils worked very well in their table groups with considerate co-operation and an easy sharing of responsibilities. Pupils of all ages and backgrounds mix well. Pupils with special educational needs and those with English as an additional language work very well together in small groups. They appreciate the extra help that they receive. For example, one Year 5 pupil spoke very enthusiastically and appreciatively about how the special educational needs support teacher had helped him with his reading. Pupils are friendly, yet very courteous and polite with adults. They willingly hold doors open and let adults through first. Pupils have a very good understanding of the impact of their actions on others and show a high regard for others' feelings and religious beliefs. These very good relationships lie at the heart of the happy atmosphere of the school.
19. The attendance figures, which are above the national average, are further evidence of pupils' very positive attitudes. This year's unpublished figures show approximately the same good attendance

level as last year's. No unauthorised absence has been recorded. Similarly, pupils are punctual. There are very few daily latecomers. This very positive picture of attitudes, behaviour and personal relationships in school represents an improvement since the last inspection. All the strengths found in this area at the last inspection have been maintained and built on further.

HOW WELL ARE PUPILS TAUGHT?

20. The overall quality of teaching and learning is good. Many features of teaching are better than at the last inspection. There have been improvements in the teaching of a number of subjects, most significantly in information and communication technology. During the inspection, 57 lessons were observed. Teaching and learning were at least satisfactory in all lessons seen. They were good in almost half of them and very good in just over a quarter more. There are examples of very good teaching and learning in all year groups.
21. Teaching and learning in English are good in Years 1 and 2 and satisfactory in Years 3 to 5. The basics of literacy are taught very well in Years 1 and 2 and satisfactorily in Years 3 to 5. However, the quality of the teaching of writing is only just adequate in Years 3 to 5 overall, and it is unsatisfactory in Year 4. Teaching and learning in mathematics, including in the basics of numeracy, are good throughout the school. The overall quality of teaching and learning is also good in information and communication technology, art and design, geography, history and music. Religious education is taught well in Years 1 and 2 and satisfactorily in Years 3 to 5. There is good teaching and learning in physical education in Years 1 and 2, but not enough evidence was collected to make a judgement for this subject in Years 3 to 5. Design and technology is the only subject in which teaching and learning are unsatisfactory overall.
22. Teaching in the Reception classes gives children a strong start. Effective attention to the development of basic skills ensures that children achieve well in their early reading, writing and mathematics. This successfully lays the foundations for their learning in Years 1 and 2. Every opportunity is taken to develop children's vocabulary, for example in relation to the books studied. The good emphasis on the development of children's knowledge of letter sounds contributes to their very well developed skills at the end of Year 2. Interesting resources are used well, for example glove puppets and soft toys, to support children's mathematical development, helping them to acquire skills such as in counting.
23. Teachers are also effective in the Reception classes in developing children's early scientific awareness, for instance by providing opportunities for study of living things and the recording of observations. There is very good teaching of early computer skills. Also, effective attention is paid to children's learning in art and design and music. The result is that attainment is above average at the end of the Reception Year.
24. Children's successes in the Reception Year are built on well in Years 1 and 2 in all subjects except design and technology. The result is that standards are above average at the end of Year 2 in almost all subjects. This is maintained in Years 3 to 5 except in English and religious education. In Years 1 and 2, teachers' expectations of the standards pupils are capable of attaining in English are higher than in Years 3 to 5. The basics of reading are developed very effectively in Years 1 and 2, including pupils' knowledge of sounds and blends. This contributes strongly to the well above average reading standards at the end of Year 2 and pupils' very good skills in spelling. Although the teaching of writing is good in Years 1 and 2, teachers do not give enough attention in Years 3 to 5 to developing skills such as in writing at length and in particular to story writing. Writing opportunities are not well enough matched to pupils' differing needs in Years 3 to 5. In particular, teachers do not sufficiently challenge pupils of average attainment in the 'lower' of the two classes in each year group. The result is that pupils' progress in writing is restricted in Years 3 to 5 and standards are not as high as they could be.
25. The teaching of mathematics is more effective in supporting continually good progress in Years 1 to 5. Teachers provide a good range of activities to develop pupils' knowledge, understanding and skills across all aspects of the subject. Often, assessment information is used well to match work to pupils' differing needs. The most effective mathematics teaching is found in Years 2 and 5 and in the 'upper' of the two classes in Years 3 and 4. As in English, however, there is not always enough

challenge for pupils of average attainment in the 'lower' classes. In mathematics, this relates specifically to Years 3 and 4. This means that the pupils concerned do not achieve as well as those of average prior attainment in the 'upper classes'. There is also some satisfactory, rather than good, teaching of mathematics in Year 1.

26. Teachers in Years 1 to 5 have good knowledge of most subjects and use this to help pupils learn effectively. This is a strength in the teaching of all subjects except English and religious education in Years 3 to 5 and design and technology in Years 1 to 5. In science and geography in particular, lessons are well planned so that each activity builds clearly on that which has gone before. In information and communication technology, teachers have very good knowledge of the programs that pupils use. This is most evident in Years 3 to 5 where there is very good planning for the development of pupils' computer skills. The good application of teachers' subject knowledge helps pupils to achieve standards above those expected nationally.
27. The use of computers to support pupils' learning in other subjects is generally satisfactory. There are some good examples, for instance in geography and history when pupils are helped to develop independence and initiative as they carry out research. At the same time, their geographical and historical knowledge and understanding are developed well. However, in science lessons, there are some occasions when opportunities are sometimes too restricted and limit learning.
28. In most lessons, teachers give clear explanations and instructions. This ensures, for example, that practical activities proceed smoothly in science and art and design. This is especially effective when teachers give just the right length of introduction before pupils settle to work and is further supported by the good preparation of resources. There is good teaching of basic skills in art and design, particularly in Years 1 and 2, and in physical education. Scientific vocabulary is developed well to support pupils' understanding, such as 'nutrient' in a Year 5 lesson on healthy eating and 'chrysalis' in a Year 2 lesson on the life cycle of a butterfly.
29. Effective use of support staff aids the learning of lower attaining pupils, those with special educational needs, and those for whom English is an additional language. Support assistants are familiar with the individual education plans of pupils with special educational needs and put this knowledge to good use in supporting them. In lessons in the computer room, the technician makes a good contribution by providing additional challenge to extend the learning of higher attaining pupils. Support staff also make a significant contribution to children's learning in the Reception classes. All teachers manage pupils and activities well and create an orderly climate for learning. Good foundations for pupils' very positive attitudes and behaviour are provided through the effective teaching of personal, social and emotional development in the Reception Year.
30. Although teachers mark pupils' work regularly, this is not always as effective as it should be. Marking has not improved well enough since the last inspection and there are weaknesses in Year 4 in particular. Sometimes comments are not specific enough to help pupils to evaluate and improve their work. There are examples of teachers asking pupils to do things or posing questions for them, but the effectiveness of this in supporting learning is reduced when there is no follow up. Expectations of standards of presentation are not always sufficiently high across the subjects in Years 3 to 5, particularly in Year 4.
31. The teaching of physical development in the Reception classes is restricted by a lack of apparatus for climbing. Although there are some good features to the teaching in this area, this shortcoming prevents children's learning in this area from being better than satisfactory overall. There are some positive aspects to the teaching of design and technology in Years 1 to 5, such as in the planning of individual activities and the use of question and answer sessions. However, teachers' expectations of the standards all pupils are capable of attaining in the design and evaluation aspects of the subject are not high enough. The activities teachers provide do not build progressively on those already completed to build the necessary knowledge and understanding. Because pupils' knowledge and understanding of the full design, make and evaluate process is not well enough developed over time, the overall quality of teaching and learning in this subject is unsatisfactory.

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

32. As at the last inspection, a good range of learning opportunities is provided for children in the Reception classes. The curriculum is planned thoroughly and is well organised to cover all the recommended areas of learning for children of this age. Together with good teaching, these opportunities give children a strong start to their education and help them to achieve standards that are above average. The use of the outdoor environment is developing well, although the school recognises that it is not used fully to support children's learning. In particular, children have few opportunities for climbing and balancing outdoors because there is only limited equipment available for this. The result is that this aspect of physical development is not supported as well as children's learning in the other areas.
33. Legal requirements are met for the teaching of the subjects of the National Curriculum and religious education in Years 1 to 5. In Years 1 and 2, the quality and range of learning opportunities are good, helping pupils to learn effectively in most subjects. In Years 3 to 5 the curriculum for mathematics and science is covered well promoting good progress and above average standards. Learning opportunities are also good in information and communication technology, history, geography, art and design and music in Years 3 to 5. However, the learning opportunities in design and technology throughout Years 1 to 5 are unsatisfactory. There are too few opportunities for pupils to be involved in the design of products or in evaluating their fitness for purpose, and also some other aspects of the subject that are not covered well enough. These shortcomings mean that pupils do not gain sufficient knowledge and understanding of the cyclical design process and standards are below those expected nationally in Years 2 and 5.
34. The school's strategy for literacy is satisfactory overall. The provision for pupils in Years 1 and 2 is good and promotes good progress and standards that are above average in writing and well above average in reading by the end of Year 2. There is very effective attention to the basics of literacy in Years 1 and 2. While the provision in Years 1 and 2 builds well on the strong start in the Reception classes, it is not sustained in Years 3 to 5. Reading skills receive appropriate attention in Years 3 to 5, but there are shortcomings in the learning opportunities in writing. There are also some aspects of speaking and listening and library skills that are not developed well enough.
35. The strategy for numeracy is good overall. There is continually good attention to the development of pupils' knowledge and understanding in mathematics as they move up from Year 1 to Year 5. In particular, the learning opportunities develop pupils' skills in number and calculation effectively. There is not quite as much attention to practical problem solving with the result that standards are not as high in this aspect of mathematics as in many others.
36. The provision for pupils' personal, social and health education is good. Throughout the school there are opportunities for pupils to develop understanding of social and health related topics including rules, responsibilities, relationships and feelings. Through role-play with adults children in the Reception classes are taught how to cross roads safely. Visits from the local police help pupils in Years 1 to 5 to become aware of danger from strangers. Pupils are helped to understand about bullying and to be aware of the misuse of drugs. References to healthy living in science and physical education also help to equip pupils with the knowledge and skills necessary to make sensible decisions about their lifestyles. There is satisfactory provision of sex education within the science and personal, health and social education curriculum. The school nurse makes a good contribution to pupils' understanding of healthy lifestyles and to changes that take place during puberty.
37. The range of extra-curricular activities is very good. This strength has been maintained and developed since the last inspection. A wide range of sporting activities is offered either during lunchtimes or after school. These provide very good opportunities for personal development for both boys and girls in football, netball, rugby, cricket, athletics, rounders, cross country running and gymnastics. Pupils also have the opportunity to participate in competitive sports against other schools with a good degree of success. Other clubs such as for choir, dance, computer web site, and thinking, are well attended. They provide good opportunities for pupils to extend their knowledge and understanding as well as to join with others in a social setting. Additional opportunities in music are good, especially in Years 3 to 5 where pupils are given the chance to have specialist tuition in instrumental music groups. Pupils also have opportunities to participate in many music and drama productions. The school makes effective use of visitors and visits to museums, places of worship, local shops and

galleries to enrich the curriculum. Residential trips for pupils in Years 4 and 5 are of benefit in developing pupils' personal and social skills as well as enhancing curricular studies.

38. Links with the community make a good contribution to pupils' learning. Pupils' participation in carol singing in Wigston and collections of harvest gifts help them to develop a greater awareness of the wider community. Support for charitable organisations such as the National Society for the Prevention of Cruelty to Children and National Children's Homes, contributes to pupils' understanding of citizenship. The school's good links with Leicester City Football Club, Leicester Tigers and the County Cricket Club support the development of football, rugby and cricket skills for pupils in Years 3 to 5. The school has good links with local church groups, who make a valuable contribution to assemblies.
39. Links with other schools are good. Positive relationships with the local high school make for a smooth transition for pupils when they enter Year 6. Similarly, there are good links with feeder schools such as with the Acorns pre-school group based in the school's community centre. The school maintains good relationships with local primary schools in its cluster and with the local high school, in planning for links in the curriculum when pupils move to Year 6 in another school.
40. Provision for pupils with special educational needs is good overall. Learning opportunities are matched to pupils' needs. This, together with effective support from teachers and support assistants, ensures that they make good progress. Similarly, the provision for pupils learning English as an additional language is effective and helps them to achieve well.
41. The school ensures that all pupils have equality of access to the learning opportunities provided. Boys and girls have equal opportunity to participate in school games and in extra-curricular sporting activities. Boys and girls in Year 5 are still taught separately for games but have equal access to the same curriculum. This was a key issue arising from the last inspection, which has been satisfactorily rectified. Gifted and talented pupils are identified and good provision is made within many lessons through additional challenges, although this is not the case in writing in Years 3 to 5. Some talented pupils have the opportunity to develop skills through the school's music programme as well as through extra-curricular activities in the performing arts and sports. Pupils who show outstanding talent are encouraged and supported to join external clubs and to participate at county level.
42. The school makes very good provision for pupils' spiritual, moral and social development. Opportunities for raising pupils' cultural awareness are good. Assemblies and religious education lessons contribute very effectively to spiritual development by providing occasions for reflection and the appreciation of values and beliefs. Pupils are encouraged to write their own prayers, which are displayed on 'prayer trees' and in special books. Opportunities to collect for charities develop a sense of spiritual awareness of the suffering and hardship of others. Planning for spiritual development and reflection is a strong feature within the school's subject plans of work. Opportunities across a range of subjects are provided for reflection and to draw pupils' attention to the amazing features of the natural world and within works of art and music.
43. The provision for pupils' moral development is very good. There are high expectations of standards of behaviour. Acceptable conduct is supported by sets of rules displayed in classrooms and around the school. A very good system of rewards and sanctions underpins the rules for behaviour and pupils receive silver and gold certificates for good work, attitudes and behaviour. Pupils from the Reception Year onwards are clearly taught the difference between right and wrong, which is reflected in the very good behaviour and relationships seen around the school. Adults are very good role models for behaviour towards others. Within the planned programme of personal, social and health education, moral issues are taught and pupils are often given real life dilemmas to consider.
44. Pupils' social development is supported very well through opportunities to work together in class in pairs and groups. There are many examples in lessons of pupils working collaboratively and sharing resources and equipment sensibly. Pupils are also given opportunities to take on responsibilities appropriate to their age and development, both within classrooms and in the wider school community. Such activities help to foster care, consideration and responsibility for others. A good example of this is the way in which pupils from Year 5 take younger pupils from Year 1 to the library each week and share books with them. The school council provides pupils with opportunities to raise issues of

concern and to get a feel for the democratic process as they negotiate with staff and governors. As a result, pupils feel able to influence decisions and bring about improvements.

45. The provision for pupils' cultural development is good overall. There are good opportunities for pupils to appreciate national heritage and culture, particularly through visits, such as to museums and places of historical and geographical interest. Visitors, for example musicians and theatre groups, also support pupils' cultural development well. Pupils have good opportunities in subjects such as geography and religious education and in assemblies to be introduced to some of the cultural traditions and customs of people from various faith backgrounds and from different parts of the world. While the school draws on its own pupils with different faith backgrounds and the wider community in Leicester, such as to celebrate Hindu festivals of Divali and Holi, there are not enough planned opportunities to introduce pupils to the rich diversity of a modern multicultural society. For example, there is not enough use of art and literature to develop pupils' awareness of different cultures in Britain today. While good overall, the attention given to pupils' cultural development is a relatively weaker element of the school's provision for personal development. Nevertheless the overall provision for pupils' personal development is better than at the last inspection.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

46. The care for pupils' personal well-being has developed well since the last inspection. The attention to their academic needs has been maintained at a good level and there have been improvements in the use of assessment information. The school takes very good care of its pupils. Sensitive and very effective support for their welfare contributes well to the standards of pupils' attitudes and behaviour as well as to their safety and consequently to their all-round development.
47. Child protection procedures are very good. An experienced member of staff has responsibility for this area. Staff are made aware of the importance of vigilant and sensitive monitoring, and know their pupils well. Health and safety procedures are very good. Effective arrangements for ensuring the safety of the site overall are supported well by a committed caretaker and a governor with relevant expertise. In the classrooms, health and safety are satisfactory. Very good first aid provision ensures that pupils are treated effectively. Logs are kept and standard procedures are in place to inform parents when necessary. Many staff are trained to administer first aid. Safe routines for lining-up and moving around the school are well practised. The level of supervision in the playgrounds is good. In addition to the adult supervision, Year 5 pupils who have special responsibilities for taking care of others give additional assistance.
48. There are very good arrangements to help children joining the Reception classes to settle in. Transfer arrangements to the next school for older pupils are good and help Year 5 pupils to feel at ease about the move. Staff are approachable and this helps pupils to feel confident and secure at school. Pupils say that staff are patient and listen well. As a result, pupils are ready to talk to them if a problem arises. The promotion of good behaviour and the procedures for checking and eliminating oppressive behaviour are very good. The behaviour policy sets out a clear foundation for the staff's expectations of pupils and provides a secure basis for the development of class rules. An anti-bullying policy and other well thought through policies are well established. Class reward systems and school-wide award certificates also promote positive attitudes and behaviour and are appreciated by pupils.
49. Procedures for checking and supporting pupils' personal development are very good. The numerous opportunities offered to pupils to take responsibility around the school, especially in Year 5, reflect the school's acknowledgement of the important contribution pupils can make to the easy running of the school. Pupils' views are listened to formally through the active school council and have also been canvassed by a detailed questionnaire. Most significantly, pupils from Reception to Year 5 complete an annual self-audit of their personal skills, which results in a good record of their personal development. It also gives teachers an additional insight into pupils' individual needs.
50. The checking and promotion of attendance is good overall. Teachers are conscientious in marking the register on time and noting reasons for absence. Administrative staff and the headteacher keep a close eye on the weekly totals. However, the school does not operate an attendance award system to promote even better attendance. Punctuality is carefully checked in the same efficient way.

51. Procedures for assessing pupils' attainment and tracking their progress are good. For children in the Reception class, there is very good assessment on entry to the school and targets are set for each child each term. From Years 1 to 5, targets are also set termly and used to track progress for individual pupils in English and mathematics. Arrangements are in place to include science in these tracking procedures next school year. Targets are also set for whole classes. Additional support is provided to help pupils to attain their targets when a need is identified. The school gains useful additional assessment information through the results of optional national tests and reading and spelling tests. Additionally, there are established procedures for checking pupils' attainment and progress in other subjects.
52. The school makes satisfactory use of assessment information overall to guide its planning. This is an improvement since the last inspection when teachers did not consistently check pupils' progress or match work to the needs of all pupils. In many subjects, teachers plan effectively for group and individual work, using assessment information well for example in mathematics, science and information and communication technology. The result is that pupils make consistently good progress in these subjects and attain standards above those expected nationally. However, this is not consistent across the school or in all subjects. In writing in Years 3 to 5 teachers do not use assessment information well enough to meet pupils' differing needs. The result is that pupils' progress over these three years is only just adequate. In design and technology, the use of assessment information does not ensure that work is appropriately challenging or supportive of satisfactory progress over time.
53. The pupils with special educational needs or particular difficulties are well cared for. Staff have a very good awareness of any pupil who may have a learning or physical disability. Support staff and teachers assist pupils well in lessons, ensuring they are involved and have access to the full range of activities. Reviews of progress are held regularly and pupils are set achievable targets three times a year. The final target of the academic year is the one that pupils take on into the next school year. This ensures there is no loss of continuity or momentum in pupils' learning. The school has good links with outside agencies to ensure pupils requiring specialist help have the necessary support and guidance.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

54. Parents' views of the school are very positive, more so than at the last inspection. Three-quarters of the questions on the pre-inspection questionnaires elicited a 98 per cent positive response. Parents attending the meeting with inspectors also expressed very positive opinions. Parents are particularly pleased that their children like school. They consider that the teaching is good, that their children are expected to work hard and to do their best, and that the school is well led and managed. They are also happy with the standards of behaviour and see their children being helped to become more mature and responsible. The inspection evidence supports these positive views. Parents raised no significant areas of concern.
55. The school has very good links with parents, which have developed well since the last inspection. The headteacher has established a tradition of being readily available to parents. Access to class teachers is also good. At the end of the day teachers are available to any parents who may wish to talk to them. Parents say that they feel comfortable approaching the school with a problem. The school operates an open day when parents and visitors can see the school in action during a working day, and holds three parents' evenings each year, which is more than average. These events are very well attended. Parent questionnaires are a regular feature of links with parents. These are detailed and offer parents a very good way to make their views known.
56. There are very good induction arrangements for new parents, starting early in the school year prior to their children's entry. This establishes a very effective partnership from the outset and helps parents to participate in the good start their children have to their education. Good information is given to parents about the curriculum. This is supplemented by the verbal communication at parents' evenings and occasional requests for resources for topics during the year. Successful curriculum workshops in literacy and numeracy have been held.

57. Pupils' annual reports are good overall, although they are better for the younger pupils because more information is given on how the pupil needs to improve. Reports have improved since the last inspection. The school's prospectus is informative. General newsletters are frequent and keep parents well informed. The annual governors' report to parents now meets statutory requirements and, as a result, is more informative.
58. The school makes very good efforts to involve and support parents of pupils with special educational needs. When there are initial concerns parents are informed by the special educational needs co-ordinator, who strives to establish and maintain a good dialogue and partnership in supporting the pupils' progress. Parents are involved well in reviews of pupils' individual education plans. The school nurse also makes an effective contribution. She works with families and offers support with any problems they may face.
59. The effect of parents' involvement on the work of the school is very good. This is not only because of the good attendance at school events, but also because of the very active Parents' and Teachers' Association. This well-established body, run by a committed group of parents, organises a good programme of events throughout the year, which again is very well supported. The group has good links with the headteacher and governors which ensure that funds raised are for projects that are school priorities. There are several regular helpers in classrooms and one parent is involved in after-school activities. A good number of parents help on school trips.
60. Parents make a very good contribution to pupils' learning at home. In addition to the workshops in literacy and numeracy, which provided parents with information that they found useful about how teaching methods have changed, parents have the opportunity to attend programmes of extra study. So far these have focused particularly on mathematics and information and communication technology. Parents say that these have been invaluable in helping them to assist their children's learning. Homework projects and topic work receive a strong input from many parents.

HOW WELL IS THE SCHOOL LED AND MANAGED?

61. The overall leadership and management of the school are good. This is a key factor in the many improvements made since the last inspection. The school has not only dealt effectively with the key issues for improvement identified at that time, but also has developed successfully in other ways. Most importantly, the quality of teaching and learning is better in the school as a whole, as is the range of learning opportunities for pupils up to the end of Year 2. The result is that the overall standards attained by pupils are higher now. There has also been improvement in the provision for pupils' personal development, the care for their well-being and the partnership with parents.
62. The headteacher provides a clear educational direction for the school. He is aware that although the school now provides a good education, continuing development is necessary. He recognises the need, for example, to develop the support for parents to help them to assist their children's learning at home better. This is reflected in the recent development of support programmes for parents, such as in information and communication technology. He also places a strong emphasis on maintaining a curriculum in which all subjects are valued. He is, for example, committed to developing further the provision for the performing arts to provide pupils with an increasingly wide range of learning experiences.
63. The whole staff team, as well as those with senior management responsibilities, give good support to the headteacher in the day-to-day management of the school and in the implementation of priorities. The deputy carries substantial responsibilities and provides strong support. She competently runs the school on occasions when the headteacher is absent. Most, although not all, subject co-ordinators are effective in leading and developing their subjects. They successfully review provision and identify appropriate priorities for development. The effectiveness of the whole-school approach to improvement is reflected in good quality school development planning. This good involvement of all staff in developing the work of the school contributes much to the effectiveness of the education provided.
64. The checking of teaching and the learning opportunities is satisfactory overall. There are many areas in which it is good and this is reflected in the improvements that have taken place in teaching since the last inspection. However, it is not always sufficiently analytical to identify when teachers are not

doing as well as they should in meeting pupils' needs. The work in pupils' books shows all too clearly, for example, the weaknesses in the teaching of writing in Years 3 to 5. These weaknesses restrict pupils' progress and the standards they attain but they are not being targeted. This is because the scrutiny of pupils' books has been ineffective in this particular area. Similarly, wider weaknesses in presentation have not been identified and tackled in these year groups. The checking of teaching and the curriculum in design and technology has not brought to light the lack of emphasis on designing and evaluating. The result is that the overall standards in this subject are not high enough.

65. The governing body has a very good range of strategies for gathering information about the school. Governors are well informed about the school's work and have a particularly good understanding of what it does well. They have good involvement in the process of development planning and are involved in regular reviews of progress towards agreed priorities. They work particularly well with the headteacher to ensure that the budget is managed effectively and that efficient use is made of resources to meet the pupils' needs. Nevertheless, there is a need for governors to provide more challenge to the school's senior managers. This is necessary to ensure more thorough analysis of the school's effectiveness and the underlying reasons for it.
66. The school is very well managed financially. It is a key feature of the prudent financial planning that an appropriate carry-over sum is always planned and nearly always achieved in one of the lowest funding authorities in the country. This ensures that the school is able to respond to changing circumstances with minimal disruption to its planned spending. There are well established and efficient procedures for agreeing spending priorities involving the full governing body as well as a small finance group working closely with the headteacher. Financial issues and implications are discussed by all governors at monthly meetings. Expenditure is closely checked. The administrative officer makes a very valuable contribution to checking spending. The specific grant element of the school's funding is well used. It is usually supplemented with funds from the school's own budget to increase the value for money initiated by the grant. The school regularly seeks competitive quotations when purchasing new products or services.
67. The governing body, supported by the headteacher, gives good consideration to whether the school provides best value for pupils and parents in all aspects of its provision. Governors use detailed information from parents, pupils and staff to consider the effectiveness of what the school provides. They regularly compare the school's performance with that of similar schools, although this is less secure in relation to the standards achieved in Year 5 because there is no national comparative data. This reinforces the need for more thorough analysis of pupils' standards in Year 5 and their progress in Years 3 to 5 and the factors that contribute.
68. The school's overall administration arrangements and the day-to-day control of its finances are good. Administrative staff undertake their roles efficiently. The school office works smoothly and effectively, including at lunchtimes when two conscientious Year 5 pupils undertake the necessary reception duties. The recommendations of the school's most recent audit have been properly dealt with. There is satisfactory use of new technology to support the efficient running of the school.
69. The school has a good number of suitably qualified teachers and support staff. The low teacher-pupil ratio means that teachers are able to allocate a good amount of time to each pupil, which supports pupils in making good progress. Throughout the school support assistants are deployed well and work effectively with teachers. This particularly benefits pupils who are lower attaining or who have special educational needs. It also means that pupils with English as an additional language receive the necessary help. Administrative staff are efficient and give good support to the headteacher and teachers. They, together with the site manager, contribute well to the smooth running of the school.
70. The accommodation is good. All the classrooms are spacious and provide an effective environment for teaching. Most are joint teaching spaces but staff and pupils are accustomed to the higher than usual noise levels and so are not disrupted by it. Teaching staff act skilfully and co-operatively in minimise noise. Pupils also benefit from large zoned playgrounds, with a pleasant quiet area. There is sufficient playground space for the size of the school and the playing fields are generous. For the youngest pupils the classrooms are colourful and arranged around a small 'quiet-garden'. However the school does not have a covered area for children in the Reception classes to work outdoors or for

outdoor play in poor weather. The library, used by all ages, is satisfactory although a little small. The buildings are kept clean, in a good state of repair and very colourfully decorated by pupils' paintings and other work, as well as interesting displays of their clay work. This creates a stimulating and attractive working environment.

71. Disabled access is satisfactory and the school is currently reviewing the quality of access. The site manager, in addition to working hard to keep the school clean and functioning effectively, plays a major role in maintaining the grounds. As a result, staff and pupils enjoy the benefits of very well cared for and attractive grounds. The new well-equipped computer room makes whole-class teaching straightforward but still lacks reasonable ventilation in spite of new air-conditioning. An environmental area, a medical room and a spacious community room provide additional aspects of accommodation. They enhance its educational provision, which has improved since the last inspection.
72. Resources to support pupils' learning are good overall, particularly for children in the Reception classes and in mathematics, information and communication technology, art and design, music, and physical education. Resources are satisfactory for other subjects. They are well organised in accessible storage facilities, although sometimes these take up valuable corridor space.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

73. To rectify the weaknesses, while maintaining the many strengths of the school, the headteacher, staff and governors should:

- i. Improve pupils' progress in writing in Years 3 to 5, in particular by developing their skills in producing longer pieces of writing, including stories. Develop pupils' imaginative use of language, accuracy in using grammar and the quality of their handwriting.

(Paragraphs 1, 4, 24, 34, 52, 64, 90, 94 and 98)

- ii. Rectify the weaknesses in the learning opportunities in design and technology to ensure that pupils' progress is at least satisfactory and that standards in all aspects of the subjects are raised. In particular, ensure that pupils have sufficient and challenging enough opportunities to design products and evaluate their fitness for purpose.

(Paragraphs 10, 21, 31, 33, 52, 64, 123-125 and 127-130)

- iii. Improve the presentation of pupils' work in Years 3 to 5.

(Paragraphs 15, 30, 64, 96, 106, 121 and 170)

In addition to the key issues above, the following less important weaknesses should be considered for inclusion in the action plan:

- Pupils' skills in debate and some aspects of their library skills are not as well developed as they should be by the end of Year 5.

(Paragraphs 4, 34, 92 and 93)

- Marking is not always effective enough.

(Paragraphs 30, 106, 140, 149 and 170)

- The outdoor environment is not used fully to support children's learning in the Reception Year. There is too little equipment to help children to learn to climb and balance.

(Paragraphs 11, 31, 32 and 87)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

57

Number of discussions with staff, governors, other adults and pupils

44

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	0	15	26	16	0	0	0
Percentage	0	26	46	28	0	0	0

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

Information about the school's pupils

Pupils on the school's roll

YR – Y5

Number of pupils on the school's roll (FTE for part-time pupils)	328
Number of full-time pupils known to be eligible for free school meals	34

FTE means full-time equivalent.

Special educational needs

YR – Y5

Number of pupils with statements of special educational needs	5
Number of pupils on the school's special educational needs register	48

English as an additional language

No of pupils

Number of pupils with English as an additional language	17
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Pupil mobility in the last school year

No of pupils

Pupils who joined the school other than at the usual time of first admission	8
Pupils who left the school other than at the usual time of leaving	13

Attendance

Authorised absence

	%
School data	4.6
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
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
	2002	30	25	55

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	29	28	30
	Girls	24	24	25
	Total	53	52	55
Percentage of pupils at NC level 2 or above	School	96 (97)	95 (98)	100 (98)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	29	30	30
	Girls	24	24	24
	Total	53	54	54
Percentage of pupils at NC level 2 or above	School	96 (97)	98 (98)	98 (98)
	National	85 (85)	89 (89)	89 (89)

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

Ethnic background of pupils**Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	250	0	0
White – Irish	1	0	0
White – any other White background	5	0	0
Mixed – White and Black Caribbean	2	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	1	0	0
Asian or Asian British - Indian	10	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	2	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y5

Total number of qualified teachers (FTE)	13.6
Number of pupils per qualified teacher	24.1
Average class size	27.3

Education support staff: YR – Y5

Total number of education support staff	21
Total aggregate hours worked per week	316

FTE means full-time equivalent.

Financial information

Financial year	2001/2002
	£
Total income	567,850
Total expenditure	583,844
Expenditure per pupil	1,678
Balance brought forward from previous year	27,161
Balance carried forward to next year	11,167

Recruitment of teachers

Number of teachers who left the school during the last two years	4
Number of teachers appointed to the school during the last two years	4

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

36%

Number of questionnaires sent out

328

Number of questionnaires returned

118

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	56	42	1	1	0
My child is making good progress in school.	61	37	1	1	0
Behaviour in the school is good.	53	46	2	0	0
My child gets the right amount of work to do at home.	36	55	8	0	0
The teaching is good.	64	34	2	0	0
I am kept well informed about how my child is getting on.	44	51	3	2	0
I would feel comfortable about approaching the school with questions or a problem.	68	30	3	0	0
The school expects my child to work hard and achieve his or her best.	68	31	1	0	0
The school works closely with parents.	47	45	6	1	0
The school is well led and managed.	66	32	2	0	0
The school is helping my child become mature and responsible.	55	43	2	0	0
The school provides an interesting range of activities outside lessons.	32	50	7	0	11

Owing to rounding, not all responses to questions total 100.

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

74. Children start in the Reception classes in the September of the school year in which they will be five. Presently, there are five children identified as having special educational needs. Four are from homes where English is not the first language. There is some variation in the attainment on entry of different year groups of children. Taking the intake as a whole, the current reception children entered with broadly average attainment except in their personal, social and emotional development and in their listening skills, which were below average.
75. The good provision found at the last inspection has been maintained. A wide range of interesting and relevant learning opportunities is provided. Together with good teaching, these result in children making good progress. By the end of the Reception Year, most children attain the nationally expected standards in all the areas of learning. A good proportion exceeds them in communication, language and literacy, in their knowledge and understanding of the world and in mathematical and creative development. Good personal attention, together with targeted support, helps children with special educational needs and those with English as an additional language to progress as well as others.

Personal, social and emotional development

76. Children make good progress in this area and most are well on course to achieve the nationally expected standards at the end of the Reception Year. Children develop trust in adults, who are good role models, and settle quickly into routines. They learn to share, take turns and to play co-operatively with each other. However, a small number are still quite immature for their age and find it hard not to call out or to seek attention. Children are independent in their personal hygiene and change for physical education without adult help. They know how to line up and to move confidently from their classrooms to the hall. In the main, children work well in a group or individually, setting about their activities with enthusiasm and with good levels of concentration for their age.
77. The overall quality of teaching and learning in this area is good. Teachers and support staff work effectively together to create a happy, secure and safe environment in which children thrive. As a result, children move to activities with increasing confidence. Teachers have high expectations of how children should behave, which are reinforced through positive encouragement. Consequently, children develop an awareness of right and wrong and follow their class and school rules well. Adults take care to include all children in the activities so that those with special educational needs and those with English as an additional language are able to participate fully. They are particularly good at encouraging children to take responsibility by providing opportunities for choice and involving them in tidying their classrooms at the end of lessons. Clear instructions and guidance are given to children, which help them feel secure. Praise is used regularly and this enhances children's self-esteem.

Communication, language and literacy

78. Children, including those with special educational needs or English as an additional language, make good progress in this area. As a result, most children are likely to achieve the expected standards by the end of the Reception Year and a good number to exceed them. Higher attaining children already meet some of the end of year goals in reading and writing and are working within the first National Curriculum level.
79. Because listening skills are often below average when children start school, teachers work very hard to encourage children to listen carefully. As a result, most children now listen attentively to stories and instructions. Children's speaking skills are as expected at this age. Children are developing an interest in books and are beginning to recognise familiar words. They enjoy the characters in the scheme used to teach them letter sounds. They also enjoy games with letter sounds and know a range of letters. The highest attaining children read simple texts fluently and use letter sounds to

help them identify words they do not immediately recognise. The lowest attaining children recognise familiar words in a simple, repetitive text. Children write their own name, holding pencils in a comfortable way. With adult help, even the lowest attaining children write recognisable letters, simple words and phrases. The highest attaining children write simple sentences unaided, using word banks and simple dictionaries to help them. However, not all children form their letters with enough accuracy, for instance by starting and ending them in the right place.

80. The quality of teaching and learning is good. Teachers use language well to develop children's vocabulary. This is particularly helpful for children with English as an additional language. For example, teachers draw children's attention to language used in 'big book' stories and rhymes such as one about what was seen from a train window. As a result, children learn collective nouns such as a 'gaggle' of geese and the names of young animals such as 'foal' and 'calf'. Good use is made of the literacy hour to develop children's enjoyment of books, early writing skills and knowledge of letter sounds. Children's reading and writing skills are further developed through a good range of imaginative contexts including role-play in their 'garden centre'. Teachers demonstrate handwriting effectively. However, they do not sufficiently emphasise how letters should be formed.

Mathematical development

81. Most children are on course to achieve the expected goals at the end of the Reception Year and many to exceed them. They make good progress in this area. Higher attaining and some average attaining children are already meeting some end of year goals in their knowledge and understanding of number. Children count accurately to ten and many recite numbers beyond this. They recognise written numerals on a number line and most can write 0 to ten without help. Most can add on one or subtract one from a range of numbers up to ten. They are beginning to record simple addition and subtraction using mathematical symbols for plus, minus and equals and are familiar with mathematical vocabulary such as 'more than' and 'less than'. The highest attaining children count confidently in twos to 20. Most children are gaining a simple grasp of the number bonds of ten as they arrange spots on pictures of ladybirds. Children recognise and name two-dimensional shapes such as circles, triangles and squares and three-dimensional shapes such as cubes and cones. They have a secure knowledge of positional words such as 'on', 'under', 'beside' and 'above'.
82. The overall quality of teaching and learning is good. Effective use is made of interesting resources such as visual images, glove puppets and soft toys to bring learning to life. For example, the teacher used a glove puppet 'Daisy the Duck' to help the children to learn 'one more than' and 'one less than' as Daisy counted little penguins in and out of a box. Together with the use of games, such resources make mathematics enjoyable and children respond enthusiastically. Additional adults in lessons are deployed well. They direct children effectively in playing number games and in recording their work.

Knowledge and understanding of the world

83. Children make good progress in this area. By the end of the Reception Year, most exceed the goals expected for their age. Children are curious about the world around them and readily investigate. They gain a good understanding of growth and change in animals through observation of life cycles such as those of frogs and butterflies. They show a good deal of interest and excitement as they watch butterflies hatch from their cocoons and as the teacher releases the butterflies in the garden. They plant seeds such as beans and sunflowers and watch them grow, recording what they observe.
84. When using the computer, children successfully log on and off and many know how to print their work. They competently operate the mouse and keyboard, controlling the shapes, numbers or letters on the screen. With some support, children use a digital camera and print out photographs they have taken, such as of the plants they have grown. Children develop an increasing sense of place as they observe and identify features of houses. By sequencing a set of pictures, they recognise that as people grow older they change. In drawing a simple family tree they increase their sense of the passing of time. Children are beginning to know about their own and other cultures by learning about festivals and celebrations such as Harvest, Divali, Remembrance Day, Christmas and the Chinese New Year.

85. Teaching and learning in this area are good. A wide range of activities is provided to support children's learning through what they see, hear, touch and experience in both the indoor and outdoor environment. Early scientific skills are developed well through the first-hand experience of observing living plants and animals. Teachers encourage children to think about how models will look before attempting to make them. This successfully develops early skills in design and technology and results in good models, for example of houses for the 'Three Little Pigs'. The teaching of skills in information and communication technology is very good. Teachers are knowledgeable, have very high expectations and make very good use of the latest technology such as the interactive whiteboard. As a result, children develop skills above those normally expected for their age. Good use is made of visits, such as to the local area and to a farm and of visitors such as a policeman, nurse and postman to further develop children's knowledge of people who help us.

Physical development

86. Children make satisfactory progress in this area overall and most are on course to achieve the expected goals by the end of the Reception Year. Children move with confidence both indoors and outdoors. They use space well in the classroom and have the expected control of their movements and actions in physical education lessons in the hall. In these lessons, they move safely and keep in rhythm when carrying out actions to the accompaniment of music. They use appropriate body movements when, for example, they undertake an imaginary journey as described in a familiar story, 'We're Going on a Bear Hunt'. Most children handle paintbrushes, pencils, crayons, dough and clay with the skill expected for their age.
87. The overall quality of teaching and learning is satisfactory with some good features. The teaching was good in a music and movement lesson in the hall. The teacher challenged children to think carefully about their movements through effective questioning. The nursery assistant participated well by giving lower attaining children ideas through her own example. There are few opportunities to develop skills in climbing and balancing outdoors as there is little in the way of climbing apparatus. This restricts the progress children are able to make in these specific aspects and reduces the effectiveness of the teaching. Co-ordination and control of other large movements are developed satisfactorily through the use of push and pull toys and wheeled vehicles. Teachers plan a good range of tasks to develop hand-eye co-ordination and to develop small hand movements and control of small implements. They effectively demonstrate how to manipulate modelling tools and small equipment such as crayons, pencils, scissors, glue and paintbrushes. As a result, children gain confidence and develop increasing control and care in their use.

Creative development

88. Most children are well on course to achieve the goals expected at the end of the Reception Year. Many are likely to exceed them. Children enjoy working with a variety of materials. They show curiosity as they explore and experiment with crayons, paint, glue, card and pastels. They enjoy cutting out brightly coloured papers and sticking them together to reproduce animal prints. They successfully model with play dough and clay and use their imaginations in playing with sand and construction toys. Children recognise and name a number of musical instruments, such as a drum and triangle. They join in singing familiar songs and rhymes well, participating in actions and body movements. They are beginning to work together with their teachers' help to compose a musical performance following a pictorial score. They competently work in groups and can recognise and maintain their own parts within the whole composition. With 'small world' toy people and in role-play areas, they play imaginatively and co-operatively, taking the roles of characters and engaging in conversations with others.
89. Teaching and learning are good. Teachers provide a wide range of both directed and free choice opportunities to develop children's creativity well. Activities are planned well and resources are used effectively so that children explore and use a variety of painting, modelling, collage and drawing materials. Children are given opportunities to work on a large scale to produce paintings of themselves as well as friezes representing birthdays and gardens. Teachers set up interesting role play areas, such as home-corners and a garden centre to stimulate imaginative play. Adult-led activities promote good learning of colours and develop children's visual awareness. Very good use is

made of the site manager's skills in using clay. For example, he teaches children how to manipulate clay with their hands and how to use tools accurately to cut and shape features to make an elephant.

ENGLISH

90. As at the last inspection, the standard of pupils' work in English is as expected nationally in Year 5. Although this year group of pupils had results well above the national average in the National Curriculum tests in reading and writing when they were in Year 2, pupils' overall progress since then has been satisfactory. The movement of pupils in and out of the school in this year group since then explains this apparent anomaly and the lower standards now that pupils have reached Year 5. About a fifth of the pupils now in Year 5 have learning difficulties in literacy. While the present rate of progress of pupils in Years 3 to 5 is satisfactory in English overall, it is only just adequate in writing. In Year 4, progress in this crucial area is unsatisfactory because of weaknesses in teaching. However, pupils with special educational needs and also some with English as an additional language, make good progress. This is because of the intensive support they receive individually and in small groups.
91. Pupils' results in the National Curriculum tests at the end of Year 2 in 2002 were well above the national average in reading and writing. Standards are just as high in reading in the present Year 2. Writing standards are a little lower than those shown by the test results in 2002, but this is simply a result of the natural variations found in year groups of pupils. Standards now in Year 2 are significantly better than at the last inspection. All groups of pupils now in Years 1 and 2 are making good progress. They are developing their basic skills in literacy very well because of the high priority teachers give to this. Girls did better than boys in the 2002 tests in reading and writing and also in the 2001 tests in writing. However, there is no evidence of girls making better progress than boys in the work seen during the inspection.
92. Standards of speaking and listening are above average in Year 2 and average in Year 5. Most pupils in Year 2 are confident and articulate in one-to-one conversations and when answering questions. Many higher attaining pupils give extended answers and explanations and show a mature awareness for their age of others during conversation. Almost all pupils in Year 2 listen attentively to their teachers and other adults who help them during lessons. While most Year 5 pupils are confident in one-to-one conversation, quite a few are reticent and do not readily contribute to class question and answer sessions. In these situations pupils listen to others with the care and attention expected at this age. However, as at the last inspection, pupils' skills in debate and critical listening are insufficiently developed.
93. Reading standards are well above average in Year 2 and average in Year 5. Most pupils in Year 2 read with at least the accuracy and fluency expected. Many read at a higher level. They have a very good knowledge of how sounds are combined to form words. Reading comprehension skills are good and are developed systematically through well-structured exercises linked to the reading scheme books at the right level for each pupil. By the time they reach Year 5, many average and higher attaining pupils have favourite authors. A few higher attaining pupils choose to read challenging novels such as those by Ian Fleming or Anthony Horowitz. Most lower attaining pupils show an interest in books, although a few do not. They successfully use strategies such as splitting unfamiliar words into small sections in order to read them. Although pupils use books competently for research, some aspects of library skills are not well enough developed by the end of Year 5.
94. Pupils in Year 2 have very good basic writing skills. Spelling is a significant strength. Pupils also show a good level of competency in the mechanics of writing, such as punctuation and grammar. They are not doing quite as well in story writing or in using language imaginatively and this reduces standards to above rather than well above average overall. Most pupils have neat and evenly formed handwriting although very few are starting to join their letters because this is not taught. Overall writing standards are average in Year 5, but there are significant weaknesses. While a good number of pupils have neat and joined handwriting, too many do not. Handwriting is poor in Year 4. By Year 5, almost all pupils have an adequate awareness of how the style of writing is adapted for different

purposes, for example in informal letter writing or in a leaflet to persuade the public not to drop litter. However, pupils make too many grammatical errors. As pupils move up from Year 3 to Year 5 they do not sufficiently develop skills in writing at length particularly in story writing. Language is not used imaginatively to create atmosphere or describe a setting or character. As at the last inspection, skills of planning, drafting, revising and proof reading are not sufficiently developed.

95. The overall quality of teaching and learning is good in Years 1 and 2 and satisfactory in Years 3 to 5. However, as at the last inspection the teaching of pupils with special educational needs is good in all year groups. There are also examples of good attention to the needs of pupils with English as an additional language. This is reflected in the good strides some of these pupils now in Year 5 have made since the end of Year 2 in reading and writing. Teaching and learning in Years 1 and 2 are better now than when the school was last inspected.
96. Overall, teachers in Years 1 and 2 have higher expectations of the standards that all pupils are capable of attaining and also of the quality of presentation of work, than have those in Years 3 to 5. This is further reinforced by the good use of assessment information in Years 1 and 2 to match work to pupils' differing needs. This is not as effective in Years 3 to 5. In particular, there is often too little challenge for the pupils of average attainment taught in the lower of the two classes based on prior attainment in each year group.
97. In Years 1 and 2 the basics of reading and writing are taught effectively. There is strong development of pupils' confidence in using letter sounds and blends of sounds for reading and spelling. There are some stimulating opportunities for imaginative writing, although this feature is not as strong. In Year 2, for example, pupils responded very well to the challenge of writing verses for a poem using the model of a poem by Allan Ahlberg. In Year 1, pupils respond enthusiastically to opportunities to write stories for the children in the Reception Year.
98. In Years 3 to 5, too many writing opportunities are purely functional and do not require pupils to respond creatively. As a result, although pupils do what is required of them, the sparkle is lost from the learning experience. In all year groups, teachers manage pupils and activities well and create an orderly climate for learning. There is satisfactory use of computers and the library to support pupils' learning in English.
99. The overall leadership and management of English are satisfactory. However, there are weaknesses in the checking of teaching and learning that make this aspect unsatisfactory. The co-ordinator keeps abreast of local and national initiatives and ensures that her colleagues are well informed. To support pupils' learning she has ensured that the national strategies are in place including, for example, the early literacy strategy. There is a satisfactory range of procedures for use by the co-ordinator and other senior staff in checking the quality of teaching and the learning opportunities. However, these have proved ineffective in Years 3 to 5 with regard to writing. The scrutiny of pupils' books is too infrequent and has not identified the shortcomings that are all too clear in Year 4 in particular.

MATHEMATICS

100. The standard of pupils' work in Year 5 is above average and pupils' overall rate of progress in Years 3 to 5 is good. As in English, the apparently lower standards achieved by this year group, compared with when they were at the end of Year 2, is explained by the significant turnover of pupils in the year group since then. There is no variation in the rate of progress of different groups of pupils. Pupils with special educational needs and those for whom English is an additional language are given the support they need to achieve as well as others in relation to their prior attainment.
101. The school's results in the National Curriculum tests at the end of Year 2 in 2002 were well above the national average. They were also well above average when compared with the performance of schools with pupils from similar backgrounds. Boys and girls did equally well in the tests. The 2002 results are better than those at the last inspection. The trend of improvement in the school's results since then has been better than the national trend. All groups of pupils make good progress in Years 1 and 2. The standards in the present Year 2 are above average. The lower standards this year, compared with those shown by the 2002 test results, arise from the natural variations found in year groups of pupils. They do not indicate any decline in the quality of the school's provision.

102. Work with numbers, including understanding of their relationship to each other and how to manipulate and calculate them to solve problems, is a particular strength in pupils' attainment in Year 2. For example, pupils understand multiplication as repeated addition, use related vocabulary accurately and correctly use signs to record a numerical equation. Higher achieving pupils cover work on notation of hundreds, tens and units. They can partition these, for instance $319=300+10+9$. Pupils succeed in these aspects of mathematics because teachers give particularly good emphasis to them. Most pupils also work at a good level with measurement, shape, time and problems involving money. They use graphs and tables well for recording information.
103. Almost all Year 5 pupils do well in mathematics. Lower attaining pupils work with one and two decimal places, comparing decimals to vulgar fractions. They recognise, for example, that 2.50 equals two and a half. Higher attaining pupils and some of average attainment work out correctly that fractions, decimals and percentages can represent the same amount. The higher attaining pupils also put these in order, for example 0.25, $\frac{1}{2}$ and 75%. Average attaining pupils correctly order decimals using two decimal places. Higher attaining pupils tackle problems such as mixed numbers and improper fractions. They work out angles and undertake calculations on area and perimeter correctly. They use their own range of strategies to work out their answers and also use information to handle data and make graphs, frequency tables and charts. Standards are also good in pupils' work with shape, space and measures. Standards in practical problem solving are not as strong because teachers do not give as much time to this area. This was also a relatively weaker area at the last inspection and it still requires improvement. Overall, work with data is as expected at this age.
104. The quality of teaching and learning in mathematics is good overall. This maintains the situation at the last inspection in Years 1 and 2 and is an improvement overall in Years 3 to 5. There is some satisfactory teaching in Years 1, 3 and 4. Teaching is most effective in Years 2 and 5 and in the 'upper' of the two classes in Years 3 and 4, where it is consistently good. Pupils from Years 3 to 5 are taught in two classes in each year group based on their prior attainment representing the 'upper' and 'lower' halves of year groups. Teachers make generally good provision for the pupils in their respective mathematics class in each year group, especially in the classes for the 'upper ability' pupils. However, sometimes in the 'lower' classes, the work for the average pupils is not well enough matched to pupils' needs and they are insufficiently challenged. Ongoing assessment of pupils' learning in mathematics is satisfactory overall, but there are times when it could be better. The information gained is not always used well enough to ensure that the work pupils are given next builds on their prior learning in a sufficiently demanding way.
105. The deployment of support staff to assist pupils' learning is good. However, sometimes during introductory sessions, opportunities are missed to use these staff to assess and note observations of what the pupils can do and understand, to assist in the planning of later teaching. The staff have a generally good knowledge and understanding of mathematics. They are well informed about the National Numeracy Strategy and teach it effectively. Computers are used well in most classes to help pupils extend their skills in numeracy. The work covered over the school year in each year group shows that the pupils have completed a good, comprehensive range of work across the expected aspects of mathematics. Teachers give a good emphasis to calculating, using addition, subtraction, multiplication and division.
106. Pupils' work is generally well presented, but sometimes untidiness is evident, especially in Year 4. For example, the pupils do not always use rulers in their mathematical work, which can lead to inaccuracy in diagrams and charts. Work is generally well marked on a regular basis, but sometimes comments are not specific enough for the pupils to evaluate and improve their work, especially with regard to presentation.
107. The leadership and management of mathematics are good. Teaching and the learning opportunities are checked regularly, including through lesson observations and this is generally effective. The school has also received good support from the local education authority in identifying key objectives for lessons for average, higher and lower attaining pupils. There is a clear 'tracker' system of the skills, knowledge and understanding the pupils have. When this information is used well the lesson is well matched to the range of pupils' needs within the class. Resources for mathematics are good

overall and used well. There are adequate resources for teaching shape, space and measurement, but not enough in Year 1 to extend the pupils' learning in this aspect.

SCIENCE

108. In 2002, teachers assessed pupils' work in science as above the national average at the end of Year 2. Standards this year are also above average in Year 2 and in Year 5. All groups of pupils, including those with special educational needs and those with English as an additional language, make good progress as they move up from Year 1 to Year 5. The standards and pupils' rate of progress are better now than when the school was last inspected.
109. Pupils in Year 2 have a good understanding of life cycles. They recognise, for example, that there are many similarities in the life cycles of butterflies and frogs. Higher-attaining pupils know the scientific terminology for the four stages of the butterfly's life cycle. All know that living things grow and reproduce, and almost all successfully classify living things. Pupils also have a well-developed knowledge and understanding of the properties of materials and sort materials by their qualities. They know about changes that can be reversed, for example dropping a ball of clay to change its shape, and those that cannot be reversed, such as burning materials. Through their study of sound, pupils have the expected awareness of loudness and pitch, and know distance makes sound grow fainter. Their knowledge and understanding of practical and investigative science is developing well. Sometimes pupils learn by observing experiments and on other occasions by conducting their own investigations.
110. By Year 5, the pupils have a broader appreciation of science and are producing good standards of work in all areas of the subject. This is evident, for example, in their work on healthy eating. Almost all pupils know that a balanced diet is required for good health, and understand that foods can be classified into groups such as carbohydrates and proteins. They know that some foods are healthier than others, and that unhealthy foods contain high levels of fats and salt. They know that eating too little as well as too much can be unhealthy. Pupils have a good knowledge of the main organs of plants. They also securely understand gravity and its effects, and the influences of the sun and moon on the earth. Understanding of materials and their properties is well developed. Pupils know the differences between solids, liquids and gases and understand, for example, what happens when water freezes or boils. Through undertaking a range of scientific activities involving planning investigations, making sure that tests are fair, presenting evidence and conclusions, pupils' skills in practical investigation are at a good level.
111. The overall quality of teaching and learning in science is good and better than at the last inspection. Lessons are well planned. Teachers successfully sequence work within lessons. In the main they match group activities to pupils' differing needs, although this is done better overall in Years 1 and 2 than in Years 3 to 5. Good resources are often prepared to support pupils' learning. In the best lessons, in Years 2, 4 and 5, teachers explain the practical activities very carefully. This helps to ensure good understanding of what the purpose of the work is. Effective organisation then ensures that pupils quickly go about their set tasks. Teachers have secure knowledge and understanding of the National Curriculum requirements for science. When they teach science, most check that pupils understand any new specialist words. For example, in a Year 5 lesson on healthy eating, the term 'nutrient' was very clearly introduced. Year 2 pupils discussing life cycles were helped to learn that the words 'chrysalis' and 'pupa' are equivalent terms.
112. Pupils enjoy practical activities in science and are confident about their work. They have better attitudes to the subject than at the last inspection. This is because activities are well presented and the purpose of them is made clear. They successfully co-operate with one another to complete set tasks. Most take care over the presentation of the written work. Furthermore, they successfully record their understanding in their own words. Year 2 pupils, for instance, write well about their practical work on magnets and those in Year 5 give effective explanations of their work on the sun, the moon and the earth.
113. Some teachers question pupils more effectively than others. Where questioning techniques are used well, they challenge pupils by giving them opportunities to provide more detailed answers. When questioning is less effective, such as in a Year 3 lesson, pupils can only offer short, undeveloped

responses, and the thinking behind their answers is not probed. In the most effective lessons, pupils do not have to listen for too long during the introduction before they move on to carry out their set tasks. Year 2 pupils studying lichen were introduced to the topic and then moved on without undue delay to practical study activities in the school grounds. Where teaching is less effective, however, pupils spend too long listening to their teacher before the practical work begins. In these circumstances, pupils continue to behave well, but eagerness to answer questions diminishes. A related issue is the timing of activities within lessons. In the best teaching, sufficient time is allowed for pupils to complete their practical or writing activities. Less effective teaching does not help pupils to work sufficiently productively in the time allowed. A strong feature of many lessons is the good support offered to pupils, especially those who are lower attaining or who have special educational needs, by teaching assistants.

114. The use made of computers and other new technology to support pupils' learning in science is satisfactory overall. It has moved on adequately since the last inspection. However, there are occasions when it could be better. For instance, one teacher operated a computer when pupils would have benefited from controlling the program themselves. In another instance, a teacher had set up a microscope to enable pupils to examine a leaf in greater detail, but did not sufficiently clarify what pupils should be looking for in their observation. As a result, pupils did not learn as much as they should have done on these two occasions.
115. The leadership and management by the science co-ordinator are good and have resulted in good improvement since the last inspection. The co-ordinator has good subject expertise and is well experienced in the role. She is effective in helping her colleagues to develop their understanding of specific aspects of the science curriculum, for example physical processes. There is effective checking of teaching and the learning opportunities. Lesson observations are undertaken according to a rolling programme, most recently during the last school year. Teachers' medium-term planning for science is regularly checked to ensure that the syllabus is covered. Pupils' written work across the school is examined as a way of ensuring that the long-term plan of work is implemented. The co-ordinator undertakes some specialist teaching in the school, sometimes by teaching other classes and sometimes by teaching whole year groups of pupils together. This is a successful strategy for sharing good practice.

ART AND DESIGN

116. The standard of the pupils' work in art and design is above that expected nationally in Years 2 and 5. In Year 2 this is an improvement since the last inspection. All groups of pupils make good progress overall as they move up from Year 1 to Year 5. Those with special educational needs are given the help they need to achieve much the same standard of work as others and to progress at the same rate as their classmates.
117. Pupils in Year 2 have a well-developed awareness of pattern for their age. This is evident, for example, in their work on pattern in nature and in the careful drawings in their sketchbooks. In drawing a playground scene they show a good understanding of how to position the people and objects to achieve an interesting visual effect. Many pupils also have a good awareness of proportion in their self-portraits and figure drawing. Basic skills in using paint, oil pastels, clay and a variety of materials for collage are of a higher standard than normally found.
118. By the end of Year 5, pupils achieve a good standard in observational drawing. In one Year 5 class, the overall standards in observing and recording using pencil, oil pastel and charcoal are well above those normally found. Almost all pupils have good skills in achieving a three-dimensional effect and recording in detail. Awareness of pattern continues to be well developed. Pupils also show a good level of competence in using clay in small group sessions in which the site manager shares his skill in this area. Pupils have a secure awareness of the work of a range of famous artists and designers such as Clarice Cliff, Van Gogh, Rousseau and Degas. They demonstrate their understanding of the work of designers and artists in their own work in a variety of materials.
119. The overall quality of teaching and learning throughout Years 1 to 5 is good. This is better than at the last inspection in Years 1 and 2. A lesson was seen in one Year 5 class in which teaching and learning were very good. In this lesson, the teacher very effectively met the needs of individual pupils

as they undertook careful observational drawings of fruit, shoes and plants. Good subject knowledge helped the teacher to match support to pupils' differing needs. This helped pupils to improve their already good work throughout the lesson and to refine their skills in this crucial aspect of art and design. A work experience student was well deployed to give intensive support to a pupil with special educational needs. Throughout this lesson all pupils responded well to the teacher's high expectations of the standard of work that they should produce and the effort they should make to achieve it.

120. Most other teachers have good knowledge and understanding of art and design. This is reflected in the good range of learning opportunities given to pupils to work in a variety of materials and to develop awareness of the work of famous artists. Basic skills are taught well particularly in Years 1 and 2 where, for example, teachers effectively develop the pupils' understanding of colour and colour mixing with paint. Art and design lessons are well organised with good management of both pupils and activities. A good range of resources is provided and well prepared in advance. In a Year 3 lesson, for example, on the work of the artist Arcimboldo a good selection of fruit and vegetables was provided as well as materials for painting and drawing. In a Year 1 lesson, the additional adults were very well deployed. The result was that the lesson ran efficiently without any loss of time. The whole class was industriously involved in practical activities leading to the development of a pond scene.
121. Teachers mark pupils' sketchbooks regularly and many give helpful comments to tell pupils how they might develop their work. However, expectations of standards of presentation vary. Generally these expectations are high in Years 1 and 2, but not as high in Years 3 to 5. Because of this not all pupils take the care they should with their work, particularly in Year 4. There is satisfactory use of computers to support pupils' learning in art and design. In Years 1 and 2 there are good opportunities for pupils to use and develop their literacy skills, for example as they label their drawings or write a sentence beneath a 'painting' they have done on the computer.
122. The leadership and management of art and design are good and have ensured the effective development of the subject since the last inspection. The co-ordinator, who has been in post for two years, works effectively with her colleagues to maintain the high profile of art and design in the school. While most staff are confident in teaching art and design, she offers support to those who are less secure. She successfully checks the quality of provision by scrutinising the work in pupils' sketchbooks and offers points for development to the whole staff. There are good procedures for assessing and recording pupils' attainment and progress. The information from these is used satisfactorily overall when planning work and well in Years 1, 2 and 5. Displays of art and design work, including work in clay, do much to make the school an attractive environment for pupils and staff and celebrate pupils' successes.

DESIGN AND TECHNOLOGY

123. Although there are examples of pupils working at the right level for their age in making products in design and technology, overall standards are below those expected nationally in Year 2 and Year 5. This is largely because teachers do not sufficiently develop pupils' knowledge and understanding of the designing and evaluating elements of the design process and skills in using it. It is also because of shortcomings in the breadth of work covered. This is a decline since the last inspection when standards were at the level expected for pupils in Year 2 and at a higher level than expected by the end of Year 5. Because design and technology is timetabled to alternate with art and design in blocks of time, it was possible to see lessons in Years 2 and 3 only. Other year groups were doing art and design during the inspection. However, pupils' practical and written work in design and technology was scrutinised to establish their standards and the range of work they have undertaken. This evidence is sufficient to conclude that all groups of pupils, including those with special educational needs and those who have English as an additional language, make unsatisfactory progress as they move up through the school.
124. Pupils in Year 2 are enthusiastic about designing a hand puppet. Higher-attaining pupils decide for themselves, from a given list, the tools and materials they will need to carry out the task of making their puppet, and draw and label their design. Lower-attaining pupils work with the classroom support assistant to select appropriate materials and tools. When they discuss their work as a whole class, pupils are keen to display their thinking to others. For example, one pupil demonstrated how she drew the design for a frog and another explained how he would make the eyes and mouth of his

puppet. Year 2 pupils have also made a bed for a teddy bear and have designed a simple vehicle. However, by the end of Year 2 they have not gained enough experience of the processes involved in designing, making and evaluating products. This is because they do not have sufficient opportunities to understand, evaluate and record their experiences in design and technology. The result is that their overall knowledge of the whole design process is not as well developed as it should be. It is this factor that reduces standards to below those expected nationally.

125. Pupils in Year 5 record in their design and technology booklets outline details of projects they have undertaken during the year, such as making a Victorian peg doll or a musical instrument. Most pupils make written records of only two projects, although some have three recorded and some only one. In the main, pupils have not completed their records by providing a detailed drawing of their finished product and writing an evaluation of its fitness for purpose. The content of the booklets is often unsatisfactory both because recording is incomplete and because presentation and writing are often careless. Pupils in Year 5 do not have the secure understanding of all the stages of designing, making and evaluating a product, which is expected at their age. There are weaknesses in pupils' knowledge, understanding and range of skills in the subject.
126. The overall quality of teaching and learning in Years 1 to 5 is unsatisfactory and has declined since the last inspection. Even though there are shortcomings in how teaching supports pupils' progress over time, there are some good features to the teaching. Teachers' planning of individual lessons is satisfactory and their classroom management skills are good. Question and answer work with pupils is well handled. Relationships between teachers and pupils are positive and classroom support staff make a good contribution, particularly to the learning of lower-attaining pupils and those with special educational needs. These features were present in lessons in Years 2 and 3. In whole-class work, pupils have opportunities to give thoughtful explanations of and demonstrate to others, aspects of their thinking about their design and technology work. This was done well in a Year 2 lesson. All these aspects of teaching support pupils in succeeding in the specific activities provided and in behaving well.
127. Teachers' expectations of pupils' recording of design and technology work are not sufficiently demanding by comparison with their expectations in other subjects. For instance, higher attaining pupils in Year 2, who make detailed recordings in their science exercise books and write well in English, are often not expected to make more than the most limited recordings in their design and technology booklets.
128. The overall planning of the learning opportunities in design and technology is unsatisfactory in several respects. Teachers do not give pupils an appropriately wide range of learning opportunities, because they do not have a full understanding of the requirements of the subject. As pupils move up through the school, there is not enough attention to ensuring that pupils gain sufficient and incremental experience of all aspects of the subject. For instance, pupils do not learn to produce a range of designs for an artefact before choosing the best one. They do not evaluate by comparing their finished products with the criteria for their design. The layout of the booklets in which pupils record their work serves to hinder them in achieving these two objectives. Pupils are not given adequate opportunities to develop independent thinking through designing and making artefacts for themselves. Furthermore, although assessment procedures are satisfactory overall, teachers do not make sufficient use of assessments of pupils' attainment and progress in matching work to pupils' needs.
129. Pupils have experience of working with clay and soft materials, such as textiles, but do not have enough opportunities to work with materials such as plastics and wood. They are not given adequate experience of tackling projects that include electrical circuits or mechanisms. They have only limited opportunities to develop knowledge and skills in food technology. When pupils make products for a given purpose from clay, they are not involved in the design of these products or in evaluating their fitness for purpose. Often, all pupils' products are identical. Similarly, when Year 5 pupils make Victorian purses, the design of all the products is the same. Furthermore, pupils' attainment is also limited by restricted coverage of the subject and inconsistent expectations over time. For example, the scrutiny of pupils' work shows current Year 5 pupils undertake fewer projects over the year than they did two years ago when they were in Year 3. By the same token, Year 2 pupils, who are asked to make more extensive recordings in the subject earlier in the school year, are expected only to make drawings later on.

130. The leadership and management of design and technology are unsatisfactory overall. The school has not kept pace with the changing nature of design and technology and with certain significant aspects of the subject. This is evident, for example, in the lack of opportunities given to pupils to use resistant as well as soft materials and to undertake projects which involve mechanisms or electricity. Pupils have too few opportunities to use a range of computer applications in their design and technology work. Although pupils' work is scrutinised and the quality of teaching checked by the co-ordinator, the school has not identified the shortcomings in the planning and teaching of the subject.

GEOGRAPHY

131. The standard of pupils' work in geography is above that expected nationally in Years 2 and 5. This maintains the situation at the last inspection in Year 2 and is an improvement in Year 5. The pupils make good progress in geography throughout the school. Those identified with special educational needs progress well, as do those learning English as an additional language, because they are given the support they need.
132. Year 2 pupils have secure mapping skills. They use simple plans and maps competently and are able to identify places on a map of Britain, such as Wales, Scotland and England. They know, for example, that Edinburgh is the capital of Scotland. By comparing Wigston with Tenby they have developed a good understanding of variations in different places. They have the knowledge and understanding expected of the seasons and weather. They are starting to develop a good geographical vocabulary, for example when referring to physical features of places and the climate.
133. The pupils in Year 5 have a good understanding of features and characteristics of landscapes. They successfully identify places on a map of the United Kingdom. They know many of the rivers in the local area, understand how rivers are formed and know about the features of rivers both in this country and abroad. Some of this knowledge has been successfully developed, for example, through a history topic on the Egyptians and the Nile in Year 4. Pupils successfully compare and contrast the local environment of Wigston, with Brownsea Island, as part of their study of a range of places in the world, including the United Kingdom. They use geographical vocabulary correctly. They make effective use of a variety of methods for research and confirm their ideas about places, landscapes and the features within the environment. For example, they have used the Internet and a video to find out more about Brownsea Island. Through their work in geography, the pupils are becoming increasingly aware of social and moral issues related to caring for the environment.
134. The quality of teaching and learning in geography is good overall and has improved in Years 3 and 4. Planning is good, with a clear long-term plan, which offers a good variety of studies in the different aspects of geography and reflects national guidelines for the subject. Teachers place a good emphasis on pupils recording their findings to develop their knowledge and understanding. For example, in map work the pupils use appropriate symbols to indicate the weather. Teachers have secure subject knowledge, which is revealed in their effective use of assessment to ensure that new work builds on what the pupils already know and can do. Teaching is successful in developing positive attitudes and a genuine interest in geography. As a result, pupils are eager to learn and make a good effort with their work. The pupils' spiritual, moral, social and cultural development is well promoted through work in geography and related visits, for example, to Weymouth and Brownsea Island in Year 5. These visits also make geography real and bring the subject alive. Pupils have opportunities to reflect on the wonders of the natural world, for example in their study of climates.
135. The leadership and management of geography are good and have resulted in effective development of the subject since the last inspection, including the introduction of cross-curricular links. The headteacher is the co-ordinator and has a very good knowledge of the subject. There is a good approach to developing geography across the school; for example a team of staff meets regularly to discuss how to develop the teaching. The effectiveness of teaching is properly checked through a scrutiny of teachers' plans and lessons are observed as part of a three-year rolling programme. The work in geography supports the development of pupils' literacy skills well. Computers are used well to support the pupils' geographical learning.

HISTORY

136. The standard of pupils' work in history is above that expected nationally in Years 2 and 5. This is an improvement in Year 2 and maintains the situation at the last inspection in Year 5. Pupils, including those identified with special educational needs and those learning English as an additional language make good progress overall.
137. Year 2 pupils have a good detailed understanding of the famous people studied. The detailed information provided by teachers makes the subject come alive for them and helps them remember what they have learned. For example, pupils know that Alexander Graham Bell spent time in Canada and America, and courted his wife with romantic gestures. Lower attaining pupils can explain clearly that Louise Braille's books were not universally popular because they tended to be very heavy. They have a particularly good understanding of the importance of Samuel Pepys in providing us with information on the Great Fire of London. Pupils have a good and developing awareness of how life today compares with that in the past. They know, for example, that light today is powered by electricity and that it used to be provided by candles. They know of other changes in how homes are equipped.
138. By the end of Year 5, pupils have a good understanding of the past and have studied different events and periods of history. They can explain clearly differences and changes, for example when comparing lifestyles today with those in Victorian times. This is because they have studied this in depth, looking at everyday experiences of the working and upper classes as they were in Victorian times. Pupils have made good comparative studies of how children were treated depending on their social class. Visits have reinforced pupils' knowledge and understanding of this area of study effectively. Good links to history are also made in their work in geography, when studying Brownsea Island near Weymouth. For example, during the inspection the deputy headteacher assumed the role of a recluse, who in the past had purchased and was living on the island. Activities such as this contribute well to the good standards achieved. Pupils successfully research historical topics and inject an imaginative dimension. For example, the pupils wrote letters to their parents as if they had been to the Great Exhibition in London in 1851 giving a factual account of what they had seen.
139. The quality of teaching and learning is good overall in Years 1 to 5, which is an improvement since the last inspection in Years 1 and 2. There are examples of very good teaching and learning in Year 3. Teachers have secure subject knowledge and are interested in history. They are well informed and research topics carefully. As a result they present information in an interesting way that captures pupils' imagination. This includes opportunities for pupils to write in role and to 'live through' past events. Year 3 pupils, for example, have written about a day in the life of a Roman soldier. During this type of work those pupils who find writing difficult are given a good level of support to help them produce a reasonable account. There are examples of higher attaining pupils using the computer to draft their work. Teachers provide good opportunities for the pupils to research through visits, using photographs and artefacts and in computer work, using the Internet to find out more about a topic. There is a reasonable range of artefacts in the school, but this is an aspect of work in history that requires improvement.
140. Teachers mark pupils' work regularly, with some but not many comments to indicate how pupils can improve their work. The lack of developmental comments in Year 4 in particular, results in missed opportunities to promote learning while a topic is in progress. Comments on pupils' work in Year 3 are more pertinent and helpful. There are some good examples of work in history linking with other subjects. For example, work in history in Year 4 links successfully with geography as pupils look at geographical aspects of the Nile. There are also links with work in art and design when Tutankhamun's lapis lazuli mask is studied.
141. The leadership and management of history are satisfactory overall. The recently appointed co-ordinator is aware of the need to improve the artefacts available for study. She is still in the process of developing her role as co-ordinator. There is a long-term plan of topics to be studied in each year group, which reflects national guidance for teaching history. There are generally good links to literacy. For example, the pupils are encouraged to use primary and secondary sources of evidence in historical research and then record their findings. History makes a good contribution to the pupils' spiritual, moral, social and cultural development through working together and looking at different cultures and backgrounds in the past.

142. History is part of a three-year cycle of checking of subjects through lesson observations. Planning is satisfactorily monitored by the co-ordinator mainly for coverage of the subject and samples of pupils' work are scrutinised for attainment and progress. Information and communication technology is generally well used in history, for example using web sites to research topics. There are satisfactory procedures overall for assessing the pupils' attainment and progress in history at the end of each unit of study. Each year group visits either a museum or place of interest to support their work in history; for example, Year 1 pupils visit the National Space Centre in Leicester as part of their study of Neil Armstrong.

INFORMATION AND COMMUNICATION TECHNOLOGY

143. The standard of pupils' work in information and communication technology in Years 2 and 5 is above that expected nationally. All pupils, including those with special educational needs and those for whom English is an additional language, make good progress as they move up from Year 1 to Year 5. This is an improvement since the last inspection, most significantly in the standards attained by Year 5. The resources in the computer room are good and effective use is made of the range of software programs now available to support pupils' learning and promote above average standards. The most significant factor in pupils' better progress now and the improved standards is the good teaching.
144. Pupils in Year 2 have good computer skills. They confidently perform basic operations such as logging on and logging off, opening and closing programs and deleting work. All pupils have good familiarity with the keyboard and the mouse. They successfully access a number of the icons in a painting program to produce pictures in the style of Van Gogh. They competently use the spray-can, brush and fill-in functions in creating their pictures. More confident and higher attaining pupils use the interactive whiteboard to show others in the whole class how to use these functions. Pupils make changes to word-processed work, for example altering the colour or the size of the writing. They successfully use textboxes to produce labels for objects, create various designs of wrapping paper, and design beds for a teddy bear. Pupils with special educational needs are well supported by teaching assistants, which ensures that they make good progress along with their classmates.
145. By Year 5, pupils are experienced in using a broad range of applications including those for word-processing, spreadsheets, control technology and emailing. They show care in the presentation of their work. They record their information and communication technology work in their own words in their exercise books. When new work is demonstrated to the whole class in the computer room, higher-attaining pupils are sometimes able to show that they know how to follow the teacher's instructions to control the interactive whiteboard through a computer terminal. In learning to construct spreadsheets, pupils successfully practise how to find the total and the average of sets of numbers. Higher attaining pupils quickly complete the basic practice, including working out the formulas and move on to more demanding spreadsheet work. Lower-attaining pupils and those with special educational needs successfully complete more structured work supported by a teaching assistant.
146. The quality of teaching and learning of information and communication technology is good overall. This is an improvement since the last inspection when teaching was satisfactory up to Year 2, and inconsistent across Years 3 to 5. Teachers' planning for Years 3 to 5 is now of a very good standard with clear objectives set and activities matched to pupils' differing levels of prior attainment. Teachers have good knowledge of the programs pupils use. They make effective use of the interactive whiteboard to demonstrate to pupils the work that they will be doing, or how they should carry out various functions. Many worksheets for pupils are well devised. Those prepared for Year 4 pupils when they learn to program and control a computer 'Roamer' are particularly good. They support pupils of differing levels of prior attainment in learning well.
147. In the best teaching in Years 4 and 5, teachers provide opportunities for higher attaining pupils to discover details of computer programs for themselves by setting them small problems to solve. These encourage independent thinking and promote high standards. In other good teaching, lessons are well paced. There are expectations that pupils will achieve well in the time available, which results in effective learning. Other teaching is often successful because of the good relationships between teachers and their pupils and the encouraging tone teachers adopt.

148. Pupils are very well behaved in the computer room, including when they sit on the floor at the beginning of lessons in order to see the interactive whiteboard clearly. They show great interest in the subject, apply themselves well and often enjoy the opportunities for more independent work. They are often confident about their achievements and discuss their work in an animated way.
149. Teachers mark pupils' written work positively and show that they have high expectations of pupils. However, where they ask pupils to finish incomplete work, or write questions to them in their exercise books, pupils rarely respond. As a result, opportunities for further learning are missed. Towards the end of lessons, teachers often review with pupils what they have been learning. When they do so, teachers do not always tell pupils the criteria they are using to say that some work is of a better standard than other work. In the computer room very good use is made of support assistants, who typically help lower-attaining pupils, and of the technician, who frequently spends time extending the work of higher attaining pupils. Pupils are gaining some experience of using information and communication technology in their learning of the other subjects but this continues to be an area requiring development.
150. The leadership and management of information and communication technology by the co-ordinator are good. A new co-ordinator took over this responsibility earlier in the year and is building effectively on the work of her predecessor. She has good knowledge and understanding of the subject and its applications in the curriculum. She competently checks teachers' medium-term planning every half term and leads an annual scrutiny of pupils' work. This succeeds in ensuring that the long-term plan of work is implemented fully. Lesson observations are also undertaken as part of a rolling programme to cover subjects and this was done last school year. The co-ordinator is paying good attention to the further development of the subject. For instance, she is helping to ensure the development of control technology through the purchase of 'Roamers', particularly those designed for younger pupils. Similarly, she is ensuring that satisfactory arrangements for the assessment of pupils' attainment and progress take place.

MUSIC

151. As at the last inspection, the standard of pupils' work in music is above that expected nationally in Years 2 and 5. Standards in singing are particularly strong. All groups of pupils make good progress as they move up from Year 1 to Year 5 because teaching is effective. Overall, teachers have good teaching skills, confidence and expertise in teaching the subject and offer a good range of activities to aid the pupils' learning. For example, there are good opportunities across the school for the pupils to engage in composing and performing. The school is renowned for its success in performance and productions.
152. Throughout the school the pupils sing tunefully and very well, because they are encouraged very successfully to evaluate their singing, improve their voice production and intonation and consider the mood of the piece they are singing. The pupils are learning to sing songs in two parts and in lessons are given good opportunities to accompany their music making and rhythm work with untuned percussion instruments. By the time they reach Year 5 they have a good understanding of musical terms, such as 'chord', 'accompaniment' and 'canon'. They recognise the differences in pieces of music, for instance 'Cannon' by Johann Pachelbel and a modern piece, 'Is it you, is it me?' Owing to the enthusiasm of the staff and the pupils' keenness and interest they quickly learn pieces such as these, mastering two-part renditions very well. Year 2 pupils have good skills in composing and performing with untuned percussion instruments. They are learning to explore, choose and organise sounds in a musical way, and perform with others.
153. The overall quality of teaching and learning in music is good, mainly because of the very good subject expertise which some of the staff have. Because of their secure subject knowledge, teachers provide good coverage of the National Curriculum programmes of study in an interesting and entertaining way. Teachers manage the pupils well, and also effectively organise a good range of varied activities. The purpose of lessons and specific activities is explained clearly so that the pupils understand what they are aiming to achieve. Resources, such as musical instruments, are used well. All these features of teaching successfully promote above average standards.

154. The very good level of musical activity in lessons ensures that pupils' concentration is maintained and they make very good creative efforts to improve their performance. They behave very well and are interested and motivated to succeed. However, there are some missed opportunities for warm-up activities to help the pupils exercise their voices before they start singing, especially early in the morning. Such warm-up is especially important to establish good practice.
155. The curriculum for music is not only good in class lessons but is also further enhanced by additional music lessons, which are offered in clarinet, cello and fife. There are several opportunities for the pupils to perform in music, dance and drama productions. The choir performs at local events. High quality productions are put on in school and at the Haymarket Theatre, Leicester. New technology is used effectively in lessons and to support productions, which is an improvement since the last inspection. Tapes and compact discs are used to record the pupils' performances in lessons to assess their attainment and progress.
156. The leadership and management of music are good. The result is that the strengths found at the last inspection have been maintained and built on further. The co-ordinator has very good musical expertise and provides an example of effective practice in her teaching of Years 3 and 5. She also supports and advises staff in other year groups on how to teach music. The planning for music is based on national guidelines and teachers are successful in putting this to best use. There are good assessment procedures to judge how the pupils are performing against National Curriculum levels and this information is used well to plan further activities. Arrangements for assessment are better now than they were. The checking of teaching and the learning opportunities in music is effective and forms part of a three-year cycle, alongside other subjects in the curriculum.

PHYSICAL EDUCATION

157. Standards in Year 2 are above those expected nationally and all groups of pupils make good progress in physical education in Years 1 and 2. This picture is much the same as that found at the last inspection. Not enough evidence was collected to make an overall judgement about standards by the end of Year 5, or on pupils' rate of progress from Year 3 to Year 5. However, standards in a lesson observed in Year 3 were above average and a good standard of dance was seen in a whole-school assembly. Swimming records show that a high proportion of pupils in Year 5 swim at least 25 metres unaided. This is above average.
158. In Year 2, pupils demonstrate skills and control of movement above those expected for their age. They competently move in different ways on hands and feet and balance on different parts using back, bottom and tummy. They successfully put together a sequence of movements, which includes travelling, balancing and rolling. They practise their sequences to improve their performance. In moving about the hall, they show a good awareness of others and the space around them.
159. Year 3 pupils have good control in stretching movements during warm-up. They achieve good standards in developing a sequence of movements, which include jumps, rolls, balances, and cartwheels. They make good use of the space allowed on mats. They successfully change direction and move horizontally, vertically and diagonally across the mats. The control and fluency of pupils' movements, including forward and backward rolls and cartwheels, is better than normally found at this age. They begin and end sequences with smart stretches, developing good arm and finger positions.
160. It is not possible to make a secure judgement about the overall quality of teaching and learning because too few lessons were observed. However, the teaching and learning in a Year 2 lesson were good. In the lesson in a Year 3 class, which was taught by the physical education co-ordinator, they were very good. The expertise and very good subject knowledge of the co-ordinator in the Year 3 lesson helped pupils to learn accurate skills, to develop good control of movements and to 'polish' their performance. In both lessons, good planning and organisation of activities gave pupils plenty of opportunities to practise new skills and develop their ideas. Good levels of challenge for different groups of pupils meant that all were well included and motivated. Teachers made effective use of pupils to demonstrate good work. As a result, pupils saw the similarities and differences between their own and others' techniques and ideas. They used their understanding of this to improve their own performance.

161. Pupils responded well to the challenges in both lessons. Teachers managed them very well. As a result they were very well behaved and worked very hard and sensibly individually or in pairs and groups. They made a good deal of physical and creative effort. The lessons began with effective warm up activities. As a result, pupils were well prepared for exercise. All these positive features of teaching promoted good standards. However, a minor weakness in both lessons was the lack of opportunity for pupils to talk about the effects of exercise. Consequently, pupils are insufficiently aware of how exercise affects heart rate and why they need to warm up and cool down.
162. Teachers' planning shows that they give pupils a wide and relevant range of activities as they move up through the school. Boys and girls have equal access and opportunity to engage in all the activities on offer, which is an improvement since the last inspection. Pupils begin swimming lessons in the summer term of Year 4 and continue in Year 5. This is in addition to other physical education lessons.
163. The involvement of staff and pupils in a very wide range of additional sporting activities and extra-curricular clubs enriches the curriculum, as does the participation in competitive events with other schools. The school has good links with Leicester City Football Club, Leicester Tigers and the County Cricket Club, which have allowed pupils to benefit from coaching in football, rugby and cricket skills. The physical education programme makes a very good contribution to pupils' personal and social development.
164. The subject is led and managed well. The co-ordinator scrutinises teachers' plans to check that the planned curriculum is covered and also checks the quality of teaching and learning through observation of lessons. He undertakes much of the physical education teaching himself in Years 3 to 5 and has given demonstration lessons to support other teachers in their professional development. This is effective use of his expertise. There are appropriate procedures for checking pupils' attainment and progress. These are used satisfactorily to match work to pupils' differing needs and to provide additional challenge for the highest attaining pupils.

RELIGIOUS EDUCATION

165. By the end of Year 2, standards exceed the expectations set by the locally agreed syllabus. Pupils have good factual knowledge about religious stories and festivals. They are developing a reflective, caring attitude and respond positively to the subject in their prayers and discussions of moral problems. Pupils' progress is good in Years 1 to 2. Standards are broadly in line with the expectations set by the locally agreed syllabus at the end of Year 5. This is a similar picture to that found at the last inspection. The apparent fall in standards between the ends of Years 2 and 5 is explained by the turnover of pupils in the year group now in Year 5 since the end of Year 2. The overall rate of progress of pupils now in Years 3 to 5 is satisfactory overall. Pupils with special educational needs and those who speak English as an additional language are fully included. Throughout the school, they are given the necessary support to make similar progress to their classmates.
166. By the end of Year 2, pupils are aware of world religions, particularly Christianity and Hinduism. They have a good understanding of special books, such as the Bible and are aware that before printing, copies of the Bible were hand-written and illustrated by monks. Pupils know that people from different faiths worship in special places such as a church, mosque, gurdwara and mandir. They understand the significance of festivals, for example Christmas and Diwali, and retell the stories associated with them in their own words. Their knowledge and understanding of stories from the Bible is good, such as about Daniel in the lions' den. Pupils' work is carefully presented. Illustrations are neatly coloured and reflect respect for the subject.
167. By Year 5, pupils have satisfactory knowledge of some of the religious beliefs of Christians, Hindus and Jews. They have a basic knowledge of the festival of the Passover, the Exodus from Egypt and the Seder meal. They retell the Diwali story of Rama and Sita. However, there is little to indicate that their understanding of the story goes beyond the literal. They do not have sufficient awareness of the symbolism within the story of good overcoming evil and have not compared this with the symbolism in the Easter story. On the other hand, pupils have a good understanding of factual events in the

Christmas and Easter stories. This is reflected in accounts of the Annunciation to Mary and the visit of the Wise Men recorded as newspaper reports using a computer for the layout and presentation.

168. Teaching and learning in Years 1 and 2 are good overall. While examples of good teaching were observed in Years 4 and 5, the wider evidence from a scrutiny of pupils' work shows that teaching and learning are satisfactory overall in Years 3 to 5. Where teaching is good, teachers use their questioning skills well to give pupils opportunities to reflect on and respond to what they learn about and from religion. In a Year 5 lesson, the special educational needs support teacher, who participated in the lesson, questioned pupils effectively about asylum seekers. This encouraged them to think about the difficulties involved in leaving behind families, friends, home and money. As a result, they made good progress in learning about relationships with others and in developing a responsible and caring attitude. Similarly in lessons seen in Year 1, there were good opportunities for pupils to reflect on the thoughts and feelings of the parents, godparents and the vicar at a baby's baptism. These aspects of teaching promoted good standards in the lessons observed.
169. Pupils are given many opportunities to record work in books and this helps them to recall previous learning. However, throughout Years 3 to 5, there are not enough opportunities to use and develop literacy skills through longer pieces of writing. This restricts pupils' depth of understanding of religious education topics and holds down the standards they attain. While there are some good examples of pupils having opportunities to empathise with Biblical characters and write accounts from their points of view, this type of writing is not used consistently. In many cases, pupils record their knowledge only as answers to a set of questions. A good example of recording was found in Year 5 where a pupil wrote as a shepherd, "You wouldn't believe the most amazing thing that happened to me last night. It was so weird and exciting I thought it was a dream".
170. Teachers do not always follow the guidance set out in the scheme of work well enough when planning lessons. Particular care needs to be taken when topics are revisited annually, such as Diwali, Christmas and Easter, so that pupils' knowledge and understanding is deepened as they move up through the school. There are examples of older pupils working at a lower level than younger ones when working on such topics. Some teachers, especially in Year 4, have low expectations of what pupils are able to do and accept poor standards of presentation. In these classes, marking does little to improve the quality of spelling, handwriting or punctuation.
171. Overall, satisfactory use is made of the culturally diverse school community to provide first-hand experiences. Visits to a local church are made regularly to extend pupils' learning and understanding of the Christian faith. However, this is not yet as well developed in the case of other religions. Some teachers make satisfactory use of computers to support pupils' work in religious education but overall not enough use is made of computers to draft and present work or for research.
172. Although there are weaknesses requiring attention in Years 3 to 5, the overall leadership and management of religious education are good. There has been recent checking of pupils' work and observation of teaching. This has identified some of the weaknesses confirmed by the inspection, although plans to rectify them have not yet been implemented. The overview of the curriculum indicates that all the locally agreed syllabus requirements are being met. There are satisfactory procedures for keeping track of pupils' progress in religious education. These are used well in Years 1 and 2 to plan work for different groups of pupils. Although some teachers in Years 3 to 5 use assessment information well to guide pupils' next steps of learning, its use is inconsistent and is no better than satisfactory overall. The resources needed to teach the subject are sufficient and are used well to support pupils' learning. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development.