

INSPECTION REPORT

SHENTON PRIMARY SCHOOL

Location: Leicester

LEA area: Leicester City

Unique reference number: 120037

Headteacher: Mrs M Welton

Reporting inspector: M J Weaver
9352

Dates of inspection: 16 - 19 June 2003

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This is a large school with 416 pupils on roll with 53 children attending the nursery, 34 of whom receive full time education. Pupils come from a wide range of religious and linguistic communities; 57 per cent are from Asian and Asian British family backgrounds; other family backgrounds include African, Pakistani, white British and white European. The most prominent language other than English is Gujarati. The school draws pupils from an area of significant socio-economic deprivation. Almost 92 per cent of the pupils attending school speak English as an additional language; this proportion is very high. The vast majority of pupils learning English as an additional language are not yet fluent speakers of the language; about one in five are receiving support from specialists and 26 pupils are at the earliest stage of learning English. The main other languages are Gujarati, Urdu, Somali and Punjabi. The school is part of an Education Action Zone because of the high levels of social and economic disadvantage. There has been a recent fall in numbers following the opening of a nearby nursery school catering for Muslim children. The percentage of pupils identified as having special educational needs (16 per cent) is below the national average. Eight of these have a statement of special educational needs, which is average. About one pupil in five either joins or leaves the school at other than the usual time of admission or transfer; this level of pupil mobility is very high¹. Almost one quarter of the pupils is eligible for free school meals, which is above average. Attainment on entry to the nursery is very low. The overall standard on entry to Year 1 is well below average. Almost no child attains the expected level in communication language and literacy, reflecting their early stage in learning English as an additional language, and very few children attain expected levels in knowledge and understanding of the world, and in mathematical development.

HOW GOOD THE SCHOOL IS

The school provides a satisfactory education and is popular with parents. In broad terms, overall standards on entry to Year 1 are very low because so many pupils are learning English as an additional language and few of them attain the level expected of a five-year-old. By Year 6, the substantial majority are attaining the nationally expected level for their age and their achievement over time is satisfactory although standards overall remain below the national average. Achievement in English is particularly good. Teaching is satisfactory in the main, with some good and very good features though also with a few aspects for improvement. Provision for pupils with special educational needs and for children in the nursery is good. The headteacher and her deputy lead effectively by example; the contribution of governors and others with management responsibility is satisfactory. Taking all these factors into account, the school provides satisfactory value for money.

What the school does well

- Teaching in the nursery class enables the children to learn well.
- Standards are rising in the junior² classes in English, mathematics, history, design and technology, information and communication technology and religious education.
- The progress made by pupils with special educational needs is good.
- The headteacher and deputy provide good leadership.
- The quality and range of curriculum is enriched well by visits to places of interest and visitors to the school.
- Has very good arrangements for ensuring pupils' welfare.
- Develops good relationships with parents.

What could be improved

- Standards in English, mathematics, science and music throughout the school, and in physical education in junior classes.
- The quality of teaching, although satisfactory overall, is nevertheless too variable and the systems for checking and improving the quality of teaching for some staff lacks rigour.
- Aspects of leadership and management and co-ordinating the work for pupils with weak fluency in English.
- Pupils' behaviour and their level of attendance.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

¹ The pupils joining or leaving at other than the usual time of admission or transfer is referred to by teachers as pupil mobility

² Teachers refer to Years 3 to 6 as either the juniors or Key Stage 2

The school was last inspected in December 1997. It has made satisfactory progress since then and standards have improved in English, mathematics and science; in particular, the proportion of Year 6 pupils attaining the nationally expected level has more than doubled since that time. Improvements have also been made in the provision for pupils with special educational needs, religious education, design and technology, history and information and communication technology. Assessment systems have improved in English, mathematics and science are now good as is the health, welfare and care for pupils, information for parents and the financial and administrative systems. The amount of good, very good and excellent lessons has increased. However, the number of unsatisfactory lessons has also increased because a few of the teachers have weak skills in managing pupils' behaviour, work could be better planned to meet the abilities of all pupils, particularly the more able. The behaviour of a small but significant number of pupils has declined, as has the number of planned activities outside of lessons. Governors take a more active part in the school but still need to monitor its performance more effectively. Attendance at the school has improved but is still too low.

STANDARDS

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

Performance in:	compared with				Key
	All schools			Schools in similar context	
	2000	2001	2002	2002	
English	E	E	E	B	well above A average above B average
mathematics	E	D	E	B	average C below average D well below E
science	D	E	D	A	average

Although the results are low at the end of Year 6, test information shows that pupils have improved their attainment well since Year 2. The results in English and mathematics are better than schools in a similar context and much better in science³. The overall trend of improvement in test results since 1998 is broadly in line with the national trend. The published targets for pupils' attainment in English and mathematics in 2003 tests were very challenging. The targets were set some time ago and could not account for changes among the pupils caused by the high mobility. Early indication from the 2003 national tests is that the published targets were almost achieved in English but the school has some way still to go in mathematics. Revised targets taking account of pupil mobility have been met. Standards in the current Year 6 remain below the national average in English mathematics, and science. Standards in most other subjects are typical of those expected nationally with pupils making good progress in information and communication technology and religious education. Pupils make good progress and achieve above average standards in history. Pupils who speak English as an additional language make the same rate of improvement as their classmates. There are no significant variations in attainment or progress between pupils from Asian, white British or other backgrounds except for Somali pupils, whose progress is slow when not given individual support because of their limited attainment in English. Standards in music and physical education are not good enough, and are below those normally found, because there are too few opportunities for pupils to learn musical skills and skills in physical education are not developed sufficiently. Pupils with special educational needs make good progress. Inspection findings showed no significant difference in the attainment of boys and girls.

In the 2002 national assessments at the end of Year 2, pupils attained standards that were well below average in reading, writing mathematics, and science. Current standards in Year 2 remain well below average in these core subjects reflecting the early stage of learning English that many pupils are at. Standards in all other subjects are in line with those expected nationally except in music where standards are below average. Compared to similar schools, pupils achieved standards that were well below average in reading and writing and below average in mathematics. Early indications from the national tests in 2003 are that standards in Year 2 in reading, writing and

³ Schools in similar context are those schools that had the same national test results in 1998 for pupils in Year 2; the average point score for this school in 1998 was below 12

mathematics continue to be very low. Inspection findings show that many of the current Year 2 pupils have not had sufficient time to gain full fluency in English; they make appropriate progress in relation to their abilities.

Children in the nursery classes make very good progress. Their attainment is satisfactorily built upon during their time in the reception classes and many attain the early learning goals in their creative, physical and personal and social development by the time they enter Year 1. Attainment in communication, language and literacy, mathematical development and their knowledge and understanding of the world is below those expected for children of this age but has improved since joining the school.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Satisfactory. Most pupils from all ability and ethnic groups are usually interested in their lessons. They work with motivation and respond well when teaching is effective.
Behaviour, in and out of classrooms	Satisfactory overall. The majority of pupils behave satisfactorily although a small but significant minority do not, demonstrating lack of self-discipline and appropriate response to some teachers. Seven pupils have been excluded this year for several fixed periods.
Personal development and relationships	Satisfactory. Pupils are keen to undertake and sensibly carry out roles of responsibility. Pupils often work well together. Many pupils show respect to adults but a significant number of boys do not always show respect to adults working in the school or to other pupils.
Attendance	Attendance at the school is well below the national average. It has improved a little since the last inspection but has not kept pace with improvements in the national and local rates.

TEACHING AND LEARNING

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

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

Teaching and learning are satisfactory, but with a few aspects for improvement. The main strengths in teaching are in the planning and organisation of lessons and good use of questioning. Teaching and learning are good overall in English and science and satisfactory in mathematics. The basic skills of literacy are taught well and numeracy skills are taught satisfactorily. Excellent teaching was observed in history in Year 6 with examples of very good teaching in English, geography and science. Teaching and learning in information and communication technology and religious education are good and satisfactory in all other subjects. However, there is some unsatisfactory teaching in mathematics, geography, science, art, physical education and history. This is largely because a few teachers do not manage the inappropriate behaviour of a small but significant minority of pupils, work could be better planned to meet the needs of all pupils, particularly the more able, and the monitoring of teaching and learning has not been rigorous enough. The teaching of pupils with special educational needs is good throughout the school. The large and significant majority of pupils show a keen interest in the work they do. Pupils at an early stage of speaking English are taught very well in the nursery class and well in the reception, infants and juniors when there is appropriate support available. This support is often of a very good quality. Teaching in the nursery is very good in all areas of learning and an excellent lesson was seen in communication, language and literacy. Teaching in reception is good but there is some unsatisfactory teaching when there is no additional support for children with special educational needs and on occasions, the children's behaviour is difficult to manage.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. Although the curriculum is enriched by a wide range of visits to places of interest and visitors to school, the teaching time is too short in junior classes.
Provision for pupils with special educational needs	Teachers are adept at supporting these pupils throughout the school and develop effective individual education plans for each child.

Provision for pupils with English as an additional language	Satisfactory overall. Pupils at an early stage of speaking English receive good support when it is available.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Provision for pupils' spiritual, social and cultural development is good. Provision for ensuring pupils' moral development whilst satisfactory overall does not ensure that all boys show appropriate respect for girls or manage their personal behaviour well.
How well the school cares for its pupils	Good overall. Measures for ensuring pupils' welfare, health, safety and child protection are very good and a strength of the school. Assessment in English, mathematics and science is good; assessment in some other subjects is weak.

The partnership with parents is very good and parents' contribution to their children's learning and their involvement in the school is good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. The leadership and management of the headteacher and deputy are good. The headteacher is soundly supported by the senior managers, but the role of some co-ordinators is underdeveloped.
How well the governors fulfil their responsibilities	Satisfactory. Governors are involved in setting the school's direction but still need to monitor its performance more effectively. They have a generally sound view of the school's strengths and weaknesses.
The school's evaluation of its performance	Satisfactory. Senior managers undertake a range of activities to monitor the school's work, but do not ensure that work is matched to all pupils' abilities. Performance management is being soundly implemented but monitoring of teaching and learning is not effective in eliminating unsatisfactory teaching.
The strategic use of resources	Good. Monies are well spent in supporting pupils' education. The school uses funds wisely to improve the quality of education by ensuring best value when purchasing supplies and services.

There is a good number of staff and support staff that are well qualified to fulfil the needs of the curriculum except for music where staff do not have sufficient confidence or expertise. The accommodation is good and learning resources are satisfactory.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children enjoy school. • Teaching is good • They feel comfortable in approaching the school about concerns or with suggestions • The good leadership and management • The school helps their children to become mature and responsible citizens. 	<ul style="list-style-type: none"> • Pupils' behaviour • Opportunities for activities outside of lessons • Information about their children's progress. • Partnership with parents.

Inspectors agree with many of the positive impressions that parents have except that teaching is only satisfactory. Inspectors find that the information provided for parents and the partnership with parents are good. The inspectors agree that behaviour should be improved. Activities outside lessons could be improved significantly.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Current standards in Year 6 are below average in English, mathematics and science. About three quarters of these pupils are attaining or exceeding the nationally expected level for their age in each of these core subjects. The achievement of these pupils in the core subjects is satisfactory compared to their attainment when aged seven. Almost all of them make the expected amount of progress over the four junior years, and a relatively large number exceed this expectation. Current standards in Year 2 are well below average in reading, writing, mathematics and science. Almost all pupils achieve appropriately compared to their attainment on entry to Year 1, although it is well below average. Standards in Year 6 have improved in English, mathematics and science since the last inspection. This also represents an improvement over the national test results of 2002. Early indications from the national tests in 2003 confirm this improvement in attainment in English and mathematics. Standards in all other subjects continue to be in line with national expectations, except for music and physical education, which are below average and history, which is above average.
2. When children start in the nursery at age 3, their attainment is very low in all areas of learning, particularly in their communication, language and literacy, mathematical development and knowledge and understanding of the world. This is a result of the very high numbers of children that speak English as an additional language and the limited opportunities they have to develop their knowledge and understanding before entering the school. School data, benchmark information and inspection findings indicate that, by the time they enter Year 1, most children make very good progress in their creative, physical, and personal, social and emotional development although fewer than half are likely to attain the early learning goals in these areas. Children make good progress in their communication, language and literacy, mathematical development and their knowledge and understanding of the world, but almost none are likely to attain the early learning goals in these areas of learning on entry to Year 1.
3. In the national tests at the end of Year 2 in 2002, pupils achieved standards in reading and writing that were well below average, because of weaknesses in pupils' ability to speak English effectively, particularly in relation to their reading comprehension and writing techniques. When compared to similar schools standards were well below average in reading and writing. Early indication from the national tests in 2003 is that standards in English and mathematics continue to be very low.
4. Inspection findings show that, although standards in Year 2 remain well below average, the greater majority of pupils speaking English as an additional language, progress appropriately in relation to their abilities overall. Steady improvement has been made since the last inspection in infants' listening skills, which are now average. Pupils' standards in using English remain very low. Most pupils have not had time to develop sufficient skills to significantly improve their use of English or to develop a good vocabulary by the end of Year 2, despite the teachers' generally high expectations and challenging activities. As a result, their attainment remains well below average in reading and writing.
5. Some improvements have been made in mathematics, particularly in numeracy, since the tests in 2002 because of the satisfactory teaching of the National Numeracy Strategy and most staff teaching number thoroughly. In a Year 2 class, pupils made good progress, confidently and accurately counting forward in tens to 100 and back. Opportunities for pupils to use and apply mathematical skills and handle data are insufficient. Standards remain well below average overall. Infant pupils show an improved knowledge and use of shapes, space and measures, with all pupils, including those with special educational needs, make satisfactory progress in these aspects. Progress is otherwise slow in using and applying and handling data. Teacher assessment shows pupils' attainment in all aspects of science was below average in the 2002

tests and tasks. The weaknesses at that time have been identified and addressed and standards in science are now close to average with pupils making sound progress. Teachers' medium and short-term planning has improved and end of unit tests provide teachers with a clear assessment of individual pupils' attainment. Pupils' interest and learning has improved as a result of the opportunities they have to explore and investigate different tasks.

6. In English, mathematics and science, pupils make progress appropriate to their abilities overall. When pupils with early fluency skills in English receive individual support from the learning assistants, their learning is good. Pupils with special educational needs make good progress, particularly because of the good support provided and effective use of pupils' individual education plans. Higher attaining pupils could do better if appropriately challenging work was provided consistently.
7. In the national test results at the end of Year 6 in 2002, a higher than average proportion of junior pupils attained the expected level in English and mathematics but only a small proportion of pupils attained the higher Level 5. As a result, standards attained were well below average. Although a good proportion of pupils attained average standards in English and mathematics, not enough more able pupils achieved the higher level. A better picture was evident in science because a higher proportion of more able pupils achieved the Level 5. Pupils have made good improvement, however, when compared to their prior attainment in English, mathematics and science. Standards are distorted because of the significant proportion of pupils with special educational needs but particularly by the large number of pupils speaking English as an additional language.
8. Compared to the national trend, pupils' performance in English, mathematics and science, although at a lower level of attainment, remains broadly in line with the national average. The published targets were too high in English and mathematics, but the school has reviewed pupils' attainment against its assessment information and set realistic and achievable targets. Early indication from the national tests in 2003 is that the revised targets have been achieved in English, with mathematics achievement being merely one per cent below.
9. Inspection findings show that standards have risen in English, mathematics and science; in 1997, barely a third of pupils in Year 6 attained the expected level for their age compared to about three-quarters who do so now. In English, junior pupils currently make good progress in their reading and writing and in their developing use of English language. For example, in a Year 6 class, pupils worked with interest, sustained their concentration well, confidently developing their ideas in writing, showing that they had listened carefully to their teacher despite weaknesses in their use of English language. Although many make good progress in reading, they have not yet developed sufficient vocabulary to deepen their comprehension of texts. Their progress is well supported by the use of English especially in history lessons, when recording key words and writing from their notes. In mathematics, most pupils make good progress, such as in Year 4, where pupils designing nets of three-dimensional shapes, but more could be done to develop their use and application of shape, space and measures and data handling. Good progress is evident in science overall, such as in their developing a healthy balanced diet taking account of fats and sugar. Pupils' knowledge of physical processes and progress is only satisfactory.
10. Pupils are doing well in history and their progress this year has been good. Standards are in line with national expectations at the end of Year 2, but above national expectations at the end of Year 6. This is due to the strength of teaching in Years 5 and 6. By the age of 11, pupils use their research skills well in first-hand reporting and make good evaluations when comparing and contrasting information. Progress is good in information and communication technology and religious education, and standards meet those expected in Years 2 and 6. In information and communication technology, standards are clearly rising throughout the school, but particularly so in junior classes due to the strength of teaching, the adoption of a clearly mapped out scheme of work, and the improved regular access to the computer suite. Standards in religious education are in line with the locally agreed syllabus at the end of Years 2 and 6. Pupils are familiar with aspects of four major world faiths. Pupils understand that religions have various symbols that are important to them. Pupils in Year 6 confidently identify and discuss similarities and differences between religions and are well aware of the need to be tolerant of other people's dress, lifestyle

and ritual. This also represents an improvement since the last inspection. Pupils' attainment and progress is satisfactory in art and design, design and technology, and geography and standards are broadly in line with the national expectations.

11. In physical education, infant pupils achieve in line with national expectations but junior pupils achieve lower standards. Standards and progress are below expectations in music in infant and junior classes. In these two subjects, pupils make slow progress because of the weak music curriculum and too few opportunities to learn musical skills, and in physical education where pupils have not sufficiently developed their gymnastic skills, dance, or swimming, and most pupils do not reach the national target to swim 25 metres.
12. Inspection findings indicate that the work done in addressing the previous key issue to raise standards in English, mathematics and science has been effective, but more needs to be done in raising standards in English and mathematics overall and particularly in infant classes. Assessment has improved markedly since the last inspection and is now good in tracking pupils' attainment and setting targets for pupils' improvement in English, mathematics and science. Most pupils make sound progress appropriate to their abilities in speaking English as an additional language, although higher attainers could achieve more. Pupils with special educational needs make good progress in relation to the targets set for them. They are provided with good levels of support from their teachers and the learning support assistants. Pupils' individual targets are regularly reviewed and evaluated and new targets are set to aid their progress. This is an improvement since the previous inspection.

Pupils' attitudes, values and personal development

13. Pupils' attitudes and relationships are satisfactory. However, they are not as good as they were at the last inspection. The greater majority of boys and girls consistently behave well and have positive attitudes to school. Even so, a small but significant minority of pupils do not behave well and this is unsatisfactory. This pattern is found in all year groups and among all ethnic groups, except in the nursery. It arises because not all members of staff implement the school's behaviour policy consistently and swiftly enough.
14. Children in the nursery have very good attitudes to school and to learning. They enter the nursery happily with their parents or carers and settle with great enjoyment to sharing books with each other and with adults. They respond very well and with increasing confidence to the interesting and challenging activities presented to them both indoors and outside. Their very good behaviour and relationships are developed through the clear example and high expectations set by the skilled team of nursery staff. Children show great respect for the different cultures which people come from, for example, by joining in a song in Urdu which is the home language of only a few of the children in the nursery.
15. Pupils' attitudes in the rest of the school are satisfactory. Boys and girls from all ability and ethnic groups are usually interested in their lessons and become motivated and involved in their learning when they are questioned effectively about what they already know, they understand and enjoy what they have to do, and receive an appropriate level of support and challenge which enables them to make progress. For example, attitudes were very good in a Year 4 information and communication technology lesson in the computer suite, when the pupils were very keen to enter information about musical instruments into a data-handling program. This was because the teacher has established very good relationships with them, brought actual musical instruments with her and gave a practical demonstration on the computer. She ensured, with the help of two support staff, that all pupils, including those with special educational needs and those at an early stage of speaking English, were fully included and challenged to design their own questions for the program. When there are shortcomings in the quality of teaching, the pupils do not always listen well, concentrate sufficiently, or produce much work in their groups.
16. Pupils' personal development and relationships are satisfactory, but are very good in the nursery. Pupils from reception to Year 6 are keen to undertake responsibilities in their classroom and Year

5 and 6 pupils sensibly carry out their duties, for example clearing away in the dining room and looking after the younger pupils. The school council representatives respond seriously to the opportunity to have a say in new school developments, such as the introduction of water bottles in classrooms. Pupils often work well together in pairs or small groups, as was seen in a Year 3 history lesson where the pupils were researching features of Viking longships from a well-selected range of books. They responded with respect and curiosity to the inspectors visiting their school. A small number of pupils do not always show the same level of respect to adults working in the school or to each other and the impact of their misbehaviour is sometimes disproportionate to the number of pupils involved. In the younger classes, a few pupils sometimes fail to pay attention to their teacher or squabble between themselves.

17. Pupils' behaviour overall is satisfactory but the amount of bullying, racist and sexist behaviour is greater than typically found and this is unsatisfactory. In the older classes, especially in Years 5 and 6, a small number of boys occasionally are rude to female staff or throw objects at girls in the playground. A small number of racist incidents, involving verbal abuse of adults and pupils, have been logged so far this school year. Behaviour is very good in the nursery. Most pupils behave very well in the larger assemblies held for infants and juniors; for example, pupils in Years 3 to 6 listened with great respect and involvement to a teacher telling a Buddhist story about hopes and dreams. Across the school, nearly all of the pupils behave at least satisfactorily in the majority of lessons; they behave well when the activities are stimulating and there are good levels of support and challenge. On some occasions, however, the behaviour of a few pupils deteriorated and became unsatisfactory or even poor. The small number of pupils with challenging behaviour is usually managed well by skilled and experienced staff and specialists, but a few occasionally cause some disruption in classes especially when they are not receiving individual support.
18. The school is proactive in seeking to reduce the unsatisfactory behaviour of the small minority of pupils, mainly boys, causing concern. There were 27 fixed-period exclusions last school year involving a small number of boys and girls from five of the ethnic groups represented in the school. This is high and compares with no exclusions at the previous inspection. There have been ten fixed period exclusions so far this year. There is some evidence that the rate of incidents has fallen, since a peak in the spring term, but there were at least two further fixed period exclusions during the week of the inspection.
19. Pupils with special educational needs pay close attention to adults and they persevere with their tasks. They are always well behaved, they get on well with other pupils and they contribute well to group activities.
20. Attendance at the school is well below the national average. It has improved a little since the last inspection but has not kept pace with improvements in the national and local rates. The school has almost met its modest target of 92 per cent attendance this year and has reduced the rate of unauthorised absence, although this is still above the national average. A significant amount of absence is still due to extended holidays, which has a serious effect on the progress of the pupils taken away, especially those of average or low attainment. Too many pupils also take odd days off school with the support of their parents. Rates of attendance improve as pupils move up the school and reach the national average in Year 4. They decline again in Years 5 and 6 which makes it difficult for many of these boys and girls to fulfil their potential. Punctuality at the start of the day is satisfactory.

HOW WELL ARE PUPILS TAUGHT?

21. Teaching is satisfactory overall; 89 per cent is satisfactory or better including more than half that is good or better, and more than one lesson in ten that is high quality. The high quality lessons were in Year 6 and the reception year. The proportion of good or better teaching, particularly the very good and excellent teaching, is an improvement since the last inspection. However, the amount of unsatisfactory teaching has risen from four to eleven per cent since the previous inspection and represents a significant weakness that should be remedied quickly.

22. Teaching in the nursery and reception classes is good overall and enables most children to make good progress. Teachers in infant classes build at least satisfactorily on this initial good start to pupils' learning. Teaching and learning in junior classes are good in English, science, information and communication technology and history with pupils developing good skills, knowledge and understanding. Teaching and learning are at least satisfactory in the other subjects. The main strengths in teaching are in the planning and organisation of lessons, ensuring pupils fully understand the learning objectives of the lessons, with clear guidance on how pupils might improve their work and the effective use of questioning. In the better lessons, good relationships are developed with pupils and the management of pupils' behaviour is very good. In these lessons the teaching was stimulating, lessons moved at a brisk pace and the work provided was challenging and well matched to pupils' abilities, particularly in Year 6. In the unsatisfactory lessons, teachers' management of pupils' behaviour was weak, the pace of teaching was slow and work was not well matched to the abilities of higher attaining pupils. The monitoring of teaching has not been rigorous enough to drive standards higher. Unsatisfactory teaching was evident in several classes, other than the nursery, and across a range of subjects, the weakest teaching being observed in Year 5.
23. The school has implemented the National Literacy and Numeracy Strategies since the last inspection. They have been implemented well in English and satisfactorily in mathematics. Teachers' subject knowledge and teaching of basic skills in English and mathematics are sound overall. In the better lessons, pupils sustained their concentration very well as work was particularly well matched to the range of their abilities within the class. On occasions when hot seat/role-play was used in Year 6, it effectively enabled pupils of all abilities to discuss and consider their own lines of argument as well of those of their classmates. Teachers' planning is largely satisfactory but is generally aimed at meeting the needs of lower attaining and average ability pupils.
24. The use of assessment of pupils' learning has significantly improved in English, mathematics and science. It is used successfully to both track and target pupils' progress. Teachers use this information well to set work appropriate to the abilities of the pupils, enabling them to make good progress in these subjects by the end of Year 6. Teachers evaluate pupils' learning in lessons and frequently build well on earlier activities but some teachers do not ensure that the planning for future lessons takes good account of their findings. The quality and use of assessment in all other subjects is variable, with assessment not featuring in art and design, design and technology, music, physical education, or religious education. The quality and use of assessment in the nursery is very good and enables teachers to match work to children's abilities very well.
25. All teachers have been formally involved as a staff team in considering how they might improve their teaching. While these reviews are recorded and teachers' considerations are of good quality, they have not ensured that work presented is well matched to all pupils' individual needs. This was evident during the inspection where higher attaining pupils were not challenged sufficiently, and received the same work as their classmates, such as when all pupils in a Year 5 class were required to work through the same worksheet to identify lines of symmetry. The headteacher and deputy headteacher have rightly concentrated efforts toward improving pupils' oracy across the curriculum but more needs to be done to encourage pupils to develop reasoned responses when answering questions and presenting their ideas. Homework is satisfactorily set and makes a positive contribution to pupils' learning as does marking, which at times is very good and encourages pupils to progress well.
26. The teaching provided for pupils with special educational needs is good, and has improved since the last inspection. The teachers and learning support assistants have a clear understanding of the needs of the pupils; they work together closely and arrange a suitable range of activities and work for pupils. Positive relationships are established, and help and support are readily provided to pupils. The teaching and support given to the pupils with statements of special educational needs are very good. Pupils with early language skills make satisfactory progress due to the good support of teaching assistants but could do better.

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

27. The curriculum is broad, balanced and relevant and is enriched by visits to places of interest and visitors to school. It meets the statutory requirements. Acts of collective worship meet requirements and the teaching of religious education is consistent with the locally agreed syllabus. The curriculum time is less than the recommended hours in junior classes, however, as was reported at the last inspection. The school is aware that present arrangements acknowledge the importance of the Mosque School (Madrassa), to which the majority of its pupils are committed at the end of each day, but it uses more time than is needed for pupils to have a snack break in addition to their playtime. In all other respects except for swimming in junior classes, the curriculum takes account of pupils' prior learning which the school builds on satisfactorily through its improvement planning process.
28. The school responds well to its particular circumstances by placing considerable emphasis on the teaching of literacy and numeracy that maintains the drive to raise standards from the low levels experienced by pupils on entry to school in these key areas. The quality and range of learning opportunities is good in subjects such as art and design, history, geography, and in music on the occasions that it is provided. Other cultural opportunities such as visits to the theatre further enhance the curriculum. The curriculum provided for children in the foundation stage is good, and very good in the nursery.
29. The provision for art and design is enriched by the work of an artist in residence, and literacy by the visit of a poet. Similarly, a Book Week is held annually to promote pupils' interest in reading. Pupils in Years 3 and 5 have made theatre visits, while pupils in Year 6 develop their information and communication technology skills using facilities at a local secondary school, and Year 5 pupils spent a day at Leicester University to experience life as a student at first hand. The provision for information and communication technology has improved since the last inspection with the recent establishment of the computer room, although its use is at an early stage for raising standards in this subject and across the curriculum. The provision for developing pupils' use of English is good and sound in numeracy. This is an improvement since the last inspection, although pupils' oracy, comprehension skills, and numeracy skills continue to be a focus for improvement across the wider curriculum.
30. The provision for pupils with special educational needs is good. This is an improvement since the last inspection. Clear procedures are in place and they closely follow the Code of Practice for identifying and assessing pupils. The new code has been carefully and effectively implemented. Individual education plans are provided for pupils and, although they vary in quality, the content is always at least satisfactory, with many being good. These plans are reviewed each term. Care is taken to ensure that the work provided for pupils is closely suited to their needs. Pupils with statements are provided with suitable support in line with the requirements indicated. The statements are reviewed annually. Pupils are involved in the full range of school activities.
31. Pupils at the early stages of English fluency have good access to the curriculum mainly because of appropriate bilingual teaching from staff specifically funded through the ethnic minorities achievement grant, and the use of bilingual learning support assistants, who enable pupils to participate in all learning opportunities. On some occasions, lesson activities are inappropriate when staff do not plan according to the language needs of the pupils and when new pupils are withdrawn from lessons such as art and design, history and geography. While this is done with the best of intentions, these pupils miss these important lessons when their English skills could be developed within the context of the subjects. This is unsatisfactory and contrary to the school's policy for new arrivals.
32. The provision for extra-curricular activities is unsatisfactory. Inspection findings acknowledge the school's practical difficulty where the majority of pupils attend the Madrassa, but this is to the detriment of those pupils that do not attend. Until now, the school has sought to redress the balance by enriching the school day such as 'Africa Day', and has plans to introduce football and

hockey in the autumn particularly aimed at those pupils who do not attend the Madrasa. The contribution of the community to pupils' learning is satisfactory. Local businesses make donations every year to the school's summer fair, and Inland Revenue staff have been into school to support the 'Right to Read' project. Pupils make educational visits to places such as Jewry Wall museum and Foxton Locks in Leicestershire, so that their work in history and geography is enhanced.

33. The equality of access to the curriculum is only satisfactory when considering the weaknesses in the provision for music, physical education and the withdrawal of pupils for English language support that does not ensure that all pupils receive their full curriculum entitlement. A particular strength, however, is the provision for pupils with special educational needs, which is good. This is an inclusive school that takes appropriate account of pupils' ages, attainment, gender, ethnicity and specific individual needs, although higher attaining pupils do not always receive the work that will extend their capabilities.
34. The school has developed a race equality policy, which it implements well, and readily communicates with parents as appropriate. Pupils are taught about hazards, drug awareness, sex education and keeping healthy through the science curriculum and assemblies. This is an improvement since the last inspection. The personal, social, citizenship and health education programme has been implemented satisfactorily but is at an early stage of development. The programme follows the very good 'Passport' guidance as its scheme of work, and supports aspects such as drugs use and misuse well.
35. Provision for the pupils' spiritual, moral, social and cultural development is good overall and broadly the same as at the last inspection. Since that time, staff have produced a policy with guidance in how the pupils' awareness can be promoted across the curriculum. While this is good practice, teachers have not systematically identified these opportunities in their written plans nor established a formal system for monitoring the provision.
36. Assemblies are well planned and cover a good range of spiritual, moral, social and cultural themes that are relevant to the pupils in the school. The infant and junior assemblies observed were consistently good, with pupils responding well to the stories and role-play which brought alive the theme of 'Hopes and Dreams'. Suitable opportunities for reflection were provided, but no reference was made to the music that was being played when the pupils entered and left the hall. An assembly in the nursery was used very well to celebrate a child's fourth birthday, and to promote understanding of the need to take care of the environment through a Buddhist story about a woodcutter and a Banyan tree.
37. Provision for pupils' spiritual development has improved and is now good. Religious education makes a strong contribution to developing pupils' understanding, tolerance and respect for a range of faiths. Displays around the school promote the excitement and joy of learning. Pupils learn to experience the wonders of nature in science when watching plants and tadpoles grow, and of technology when they find a moving image in a computer program or experiment with an art program to create pictures in the style of Mondrian. Stories, role-play and puppets help pupils to develop an understanding of the feelings of others, but not all pupils consistently apply what they have learnt to their behaviour and relationships.
38. The provision for pupils' moral development has declined and is now only satisfactory. Care for the environment is promoted well. For example, in a very good Year 1 geography lesson, pupils' knowledge and understanding of the effects of drought in Africa were very effectively developed through role-play and a card game. There is a code of conduct for the school, and classes have also developed their own rules, but these are not promoted consistently throughout the school to ensure high standards of behaviour at all times. Appropriate opportunities are taken through the developing personal, social, health and citizenship education programme to consider the difference between right and wrong, such as discussing what makes a good citizen, but these are not yet fully exploited. For example, in a Year 5 lesson about hazards, one boy suggested racism as a hazard in the community but this thinking was not used by the teacher to promote

the value of differences between people in the wider community. Pupils are not sufficiently given the skills in all classes to make their own choices about how to behave and learn.

39. The provision for pupils' social development continues to be good overall. It is very good in the nursery where the children make rapid progress in developing skills of working and playing together and to value the large number of home languages spoken among their classmates. Infant and junior assemblies are used well to create a sense of community and to appreciate others' achievements. This was evident in an assembly for pupils in Years 3 to 6, when some mothers were presented with certificates for their achievements in literacy and numeracy classes held at the school. The school council is developing well as a forum where pupils from reception to Year 6 can contribute their ideas about improving life in the school.
40. Pupils' cultural development is promoted well throughout the school, as it was at the last inspection. A wide range of cultures and traditions are explored through religious education, art and design, music, drama and literature. There are striking displays in all areas of the school of pupils' art inspired by a day devoted to exploring African culture. Multi-faith celebrations of the main religious festivals are held around Christmas and Easter. Visits to the local theatre have contributed well to pupils' learning, as have talks by visitors from Japan. History provides good opportunities for pupils to develop an understanding of British culture such as in Year 2 where pupils studied English seaside resorts, past and present, and in Year 6 when interviewing a survivor of the Second World War.
41. The effectiveness of relationships with its educational partners and other institutions is good. Pupils transferring to secondary education receive mentoring through education action zone funding of a teacher/mentor at a local secondary school. Pupils' performance using 'Persona dolls' at a recent Leicester City primary headteachers' conference to explore emotion and feelings was warmly appreciated. The school maintains good relationships with a local special school that enables pupils to consider the needs of others.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

42. The school provides good care for its pupils overall. Many of its arrangements, including those for the welfare of the pupils and the assessment of their academic progress, have improved since the last inspection. Procedures relating to the promotion of good attendance, which were a key issue at the last inspection, although better, have not improved sufficiently rapidly, and those relating to behaviour are not as effective as they were previously.
43. Measures for ensuring pupils' welfare, health, safety and protection are very good and are a strength of the school. Children who become ill or who have an accident are very well looked after by a team of staff led by a fully qualified first aider. The school nurse provides valuable support through her weekly visits and involvement in the sex education programme for older pupils. Governors and staff work very well as a team to check that all health and safety requirements, including annual risk assessments and equipment checks, are fully in place. There is a well established 'safe route to school' marked on the pavements outside. The headteacher as the designated teacher for child protection is very experienced and vigilant in her role, and all staff are fully aware of procedures.
44. Procedures for assessment and the use of assessment information to guide future planning are good in English, mathematics and science, although their use in mathematics is less well developed. Assessment is very good in the nursery. This demonstrates a significant improvement in the assessment and recording of pupils' attainment and progress in the core subjects of English, mathematics and science, which were a key issue at the last inspection. The very good practice of setting termly tasks for assessment in these subjects is now being extended to information and communication technology. The results of these assessments are used very effectively, especially in English and science, to track individual pupils' progress over time to identify where support is needed so that attainment can be raised, and to set group targets. A good feature is that all pupils from the nursery onwards comment on their own

progress in their annual reports. Pupils with special educational needs are regularly assessed and a wide variety of information is recorded to help identify their current attainment. The information gained is used effectively to provide suitable new work for the pupils. There are some inconsistencies in the assessment procedures for mathematics but no systems for monitoring the attainment and progress of individual pupils in art and design, design and technology, music, physical education or religious education. This is unsatisfactory.

45. Staff funded through the ethnic minorities achievement grant keep good records of pupils newly arrived to the school and those at an early stage of English fluency. They assess new pupils on entry using appropriate assessment criteria as recommended in national guidelines, and monitor pupils' progress through test results and the stages of fluency. These are good procedures. However there are few day-to-day assessments for planning future lessons and some learning support assistants, notably those working with pupils who speak Somali, Dutch or Danish, are not expected to keep any records of the work they do or pupils' progress in learning English. Some staff track pupils' progress in learning English through termly assessments.
46. Procedures for monitoring and improving pupils' attendance are satisfactory. Over the past year, the school has tightened up on procedures that have resulted in some improvement in attendance and fewer unauthorised absences. The administrative staff now monitor data more regularly and telephone parents on the first day of a child's un-notified absence. This work is occasionally disrupted and not followed through consistently. Home visits are effectively carried out by staff such as the home-school liaison officer and outside agencies such as the education welfare officer who works closely with the school. A weekly trophy is now awarded to the class with the best attendance. Governors have recently adopted an improved policy regarding pupils taking extended holidays, in line with local education authority guidance, and communicated it to parents. The school does not set itself challenging targets to raise attendance levels to those achieved by local schools in similar contexts. There is no senior manager with the responsibility for overseeing the drive to improve attendance or to ensure that procedures are implemented and followed up consistently and rigorously.
47. Procedures for monitoring and improving behaviour are satisfactory. There is a comprehensive behaviour policy which covers bullying, racism and sexism, which is regularly reviewed and shared with parents. Copious records are kept of incidents of misbehaviour and harassment although the actions taken are not always recorded. The school appropriately wrote to parents earlier in the year to report on the decline in behaviour of many of the pupils, to seek their support and to give notice of a series of sanctions. The school's efforts, such as appointing more lunchtime supervisors and excluding pupils temporarily for violence and bullying, have had some beneficial effect on reducing the number of incidents. Pupils with challenging behaviour benefit considerably from targeted support in classrooms provided by the highly effective pastoral support assistant, who has particular expertise in working with pupils with emotional and behavioural difficulties, and by other learning support assistants. Their good practice, and that of the local education authority's behaviour support team, however, is not sufficiently shared and embedded across the school. Some inconsistency is evident in some classes in implementing the school's procedures and class rules. The school is appropriately planning further training for staff in behaviour management.
48. The monitoring and support of pupils' personal development is satisfactory. Transition into the nursery is very well managed. Bilingual support staff are well deployed to help children who speak very little English to settle in, such as those of Somali origin arriving from Europe. Good records are kept of their progress. Pupils identified as gifted, talented or underachieving, are given special opportunities such as visits to Leicester University and investigation projects with other schools. Pupils' achievements are appropriately celebrated through the awarding of stickers and certificates at assemblies. Pupils are given sound support through the developing personal, social health and citizenship education programme and their progress is monitored informally through observations and discussions. The school has appropriate plans for pupils to take more responsibility for their own behaviour and learning.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

49. Parents continue to be very supportive of the school. Their response to the inspection questionnaire was even more favourable than at the last inspection, with the majority of parents now strongly approving of nearly all aspects of the school's provision. This is a ringing endorsement of the school's very good partnership with them. The school's own questionnaire also received a very positive response to most questions. Parents are justifiably particularly pleased with provision in the nursery. Inspectors agree with the small minorities of parents responding to both questionnaires who expressed concerns about pupils' behaviour and discipline and those who indicated that they would like some clubs for their children, outside of lessons.
50. The school's links with parents are very good. The school is very open and welcoming to parents and information is readily available in the languages spoken at home. As at the last inspection, the work of the home-school liaison officer, who is very well known in the local community, is instrumental in helping families to prepare themselves and their children for school. She runs for example, a toddler club and toy library for pre-school children, and undertakes home visits supported by other school staff.
51. Parents throughout the school are given very good information about what will happen in their children's class and how they can help through 'forum' meetings with teachers. Letters and bulletins are written in a clear parent-friendly style and give very useful information about aspects of school life, as does the school's website. Parents are very well informed of the work their children are doing by being able to see the homework books which are brought home every week, and the records of achievement folders that are sent home annually before the last parent-teacher consultation meeting of the year. Pupils' end-of-year reports have improved since the last inspection and are now good and very good in the nursery. Parents find the reports helpful, with comments on what has been achieved in each subject set against National Curriculum levels, with targets for improvement included for English, mathematics and science. The prospectus and governors' annual report provide broadly sound information but there are similar weaknesses to those reported at the last inspection. The prospectus omits some statutorily required information and the governors' annual report does not give enough detail about the implementation of the school's policy for special educational needs or the steps taken to prevent pupils with disabilities from being treated less favourably than other pupils.
52. The school works very hard and largely successfully to involve parents in the life of the school and their children's learning. There are examples of excellent practice in the provision of two rooms where parents can meet informally and learn more about how to help and manage their children. The school runs literacy, numeracy and information and communication technology courses, through which parents can gain qualifications. Parents are kept well informed and involved in the school's strategies for improving behaviour and racial harmony. A significant number of parents make a good contribution to the school by becoming support assistants or governors and helping at the celebrations of major festivals. There is an active parent/school association that runs social events such as a women-only evening, and fund-raising events such as a summer fair. Parents value education and want their children to do well. Most respond well to home visits from staff. However, many do not ensure that their children attend school sufficiently regularly throughout each term and this has a detrimental impact on the progress that pupils make.
53. Parents of pupils with special educational needs are kept well informed of the reviews of their children's individual education plans, so that they are fully aware of the provision being made for them. Parents of pupils with statements of special educational needs are invited to the annual review meetings. Bilingual learning support assistants and staff funded by the ethnic minorities achievement grant readily act as interpreters in formal and informal meetings with parents and carers for whom English is an additional language; this enables the school to liaise effectively with families. The full-time teacher funded by the minorities grant, with the support of a local further education college tutor, provides literacy support classes for parents and carers, mostly mothers, to help them support their children's learning in reading and writing. During the inspection a group of mothers with their children received certificates of attendance at these

courses in a school assembly, which gave value to them and what they and the school had achieved.

HOW WELL IS THE SCHOOL LED AND MANAGED?

54. The leadership and management by the headteacher are both good and reflect the findings of the last report. She maintains a strong determination to raise standards and provide for pupils' individual needs and in this is well supported by the deputy headteacher. The headteacher, with the deputy headteacher and senior managers and governors, has undertaken formal evaluation of the school over several years to determine the achievements and areas for development. This is good practice. She has ensured that the greater majority of issues from the last inspection have been fulfilled although elements of some issues remain, particularly the further raising of standards in English and mathematics, monitoring teaching and learning and increasing the number of extra-curricular activities. This was not a key issue at the last inspection, but the need to increase the length of taught week for junior pupils to meet national recommendations remains.
55. The school improvement plan is a strategic document that identifies the school's priorities, particularly toward raising standards in English, mathematics and science. The raising of standards in all subjects, particularly in English, mathematics and science for all pupils, remains at the top of the headteacher's priorities, together with assessment of pupils' learning in English, mathematics and science. A revised teaching and learning policy has been introduced this year which focuses on identifying barriers to pupils' learning and monitoring the work in classes including teachers' planning, teaching and learning. The monitoring of teaching and feedback given to staff has generally been of good quality, but has not had sufficient impact across the school to reduce significantly the number of unsatisfactory lessons. The senior management team provides sound support to the headteacher and staff in monitoring teachers' planning and although they are aware that extension work is planned for higher attaining pupils, they do not know whether the work is implemented or sufficiently challenging. Similarly, subject co-ordinators do not all have opportunity to monitor their subject responsibility in other classes and are unaware of how effectively the planned lessons are taught. Sound initiatives have been implemented to establish and review performance management objectives throughout the school but its impact on standards is currently only satisfactory. The school is fully aware of the need rigorously to develop teaching and the role of middle managers.
56. The action taken to achieve the school's targets has been good, showing improvement in a number of subjects although the school is fully aware that more needs to be done, including continuing to raise standards in the core, music throughout the school and physical education in junior classes. It is also progressively introducing information and communication technology into all lessons that builds on the good improvement made so far. There is a satisfactory number of teachers that are suitably qualified, and a good number of suitably qualified support staff to meet the needs of the pupils in the school. Overall, the school has good capacity to improve.
57. The management of the provision for pupils with special educational needs has improved, and is now good. The new Code of Practice has been successfully introduced. Pupils are identified quickly through a variety of procedures and placed on the register of special educational needs, which the school has chosen to retain. Pupils are provided with individual education plans that generally set clear targets for improvement. These plans are reviewed each term, with new targets being set if appropriate. The special needs co-ordinator keeps extensive records and the progress made by the pupils is carefully checked. The governor appointed to monitor the school's provision for pupils with special educational needs carries out her work efficiently and thoughtfully.
58. Governors fulfil many of their legal requirements but have not yet ensured the recommended minimum teaching time is introduced. This has also led to insufficient time being given in junior classes to music and physical education. Weaknesses in the prospectus and annual report to parents have yet to be resolved. Governors are actively involved at an early stage of setting the school's direction and support the headteacher well in reviewing targeted expenditure and

approving the budget. Governors' involvement in evaluating the progress of the school across all aspects of the school has ensured their awareness of the strengths of the school but has not always given them a clear awareness of some of the weak areas such as the progress of higher attaining pupils. The issue of too few extra-curricular activities has currently not been resolved. While governors consider the needs of pupils attending the Mosque, they do not ensure the needs of a significant minority of pupils, who would value activities outside of lessons. This is a concern raised by parents, which is supported by the inspection team.

59. The school makes good use of its funding and specific grants for meeting pupils' individual needs. Through delegated grants, the headteacher has provided a large number of learning support assistants to aid pupils at an early stage of learning English and those pupils with special educational needs. Extra support is also given to more recent Somalian families who do not have English language skills nor speak the other major languages within the school community. Although good support is available for pupils at an early stage of speaking English as an additional language, there is no nominated co-ordinator for this aspect.
60. The school's administrative system is very effective as a result of the efficient and effective administrator. She ensures that very effective systems are in place for co-ordinating and monitoring the planned use of the school's delegated budget and that of subject co-ordinators. She, together with the school secretary, ensures that the school operates smoothly and supports the headteacher and governors efficiently. The school seeks wisely to improve the quality of education by ensuring that the principles of best value are achieved, although further challenge is needed in ensuring the needs of higher attaining pupils are met.
61. The accommodation is good overall and is used well. There is adequate provision for the number of pupils on roll for delivering the full curriculum. In addition to the hall, the music and drama room is of good size and suitably set apart from classrooms enabling music to be practised without interrupting other lessons. The room used for teaching small groups in withdrawal sessions is adequately resourced and extra resource areas, particularly in the infant area enables pupils to carry out practical activities in relative spacious areas. The nursery accommodation is good and provides good opportunity for children to work and play outside of the classroom. The school has a very generously sized outdoor playing areas of hard and grassed surfaces that enable games and physical education lessons to be conducted very effectively. Weaknesses in accommodation include the lack of space for reception children, which the school has plans to develop and the open teaching areas in the infants that does not prevent noise transference between classes. Resources are satisfactory and support pupils' learning well.

THE PROVISION FOR AND STANDARDS ACHIEVED BY PUPILS WITH ENGLISH AS AN ADDITIONAL LANGUAGE

62. The provision for pupils who speak English as an additional language is satisfactory but there are clear strengths and weaknesses. The provision makes a good contribution to the pupils' academic and personal, social and emotional development. Pupils make satisfactory progress, achieving similar standards to those of pupils in the school as a whole. They do as well as other pupils despite the higher than average mobility that is found nationally. The school keeps good records of new entrants into school, which shows that 43 new pupils joined the junior school between January and March of this year.
63. Pupils at the earliest stages of English fluency attain standards that are below average but make good progress since their entry into school. This is because the support teachers and assistants plan specific learning objectives to improve their English, and use their own knowledge of pupils' first languages to interpret and clarify instructions and understanding. However, when there is no extra support in class, progress is much slower because learning objectives are insufficiently focused on their learning needs. A number of pupils are fluent in more than one language although some who are fluent orally do not read books in their home language.

64. Three hundred and nine pupils, 91.7 per cent, speak English as an additional language. The main languages spoken in the school and community other than English are Gujarati, Katchi, Somali and Urdu. Of these pupils there are 26 at an early stage of speaking English, many of whom have very recently joined the school and who are also on the school's register of special educational needs. Nine children receive ethnic minorities achievement funded support in reception and six in the nursery as they have limited skills in English language, with some having no English language experience. These children make good progress in their learning.
65. Teaching is satisfactory overall and ranges from very good to unsatisfactory. For those at the earliest stages of English fluency, teaching is usually satisfactory or better when the ethnic minorities achievement grant funded staff support specific pupils in one-to-one or small group work. Good use of home tongue is evident among the learning support assistants who enable pupils to explore their learning at a greater depth than would be the case in speaking English. Support staff and classroom assistants generally take an active and effective role in group and individual activities. In whole class lessons, they ensure pupils understand the classteachers' introductions and know what is going on. The pupils respond satisfactorily and are usually interested in their lessons. Staff are careful in their choice of reading books to ensure they are interesting and encourage pupils to move on in their learning. Very few lesson plans indicate specific learning objectives for pupils with early English acquisition and staff do not keep day-to-day assessments of pupils' progress in learning English. On occasions, teachers do not take responsibility for involving support staff in the planning of work to meet pupils' individual needs in the English language. Good provision is made for pupils at the end of the school day when support staff reading stories to pupils in several home languages.
66. Leadership and management for the majority of pupils in school are satisfactory. Although there is no co-ordinator for pupils at an early stage of speaking English, the school holds a register listing pupils' levels of English fluency, and staff satisfactorily support pupils identified with early language skills. Assessment for the majority of pupils is similar to that found in the school as a whole. Weaknesses are evident, however, for some pupils at an early stage of speaking English, where there is no planned monitoring or assessment of pupils' progress when they are withdrawn from class for support in their English fluency or as they become more fluent. On these occasions, pupils do not always participate fully in the curriculum. Provision for all children in the nursery is good.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

67. The school should:
1. Raise standards in English, mathematics, science, music and physical education by
 - developing pupils' oracy and enquiry skills across the curriculum;
 - improving pupils' knowledge and comprehension of an appropriate range of English vocabulary;
 - rigorously teaching investigation skills in mathematics;
 - developing teachers' skills and confidence in music and ensuring consistent planned provision across the curriculum;
 - developing skills in all areas of physical education and pupils' ability to create, perform and evaluate their work.

(paragraphs 3-9 11, 79-80, 88-92, 94, 123-126, 130-132)

and,

 - introducing effective assessment systems in art and design, design and technology, music, physical education and religious education and using them to guide improvement in the standards pupils are achieving;
 - ensuring that all areas of the curriculum benefit from the use of information and communication technology.

(paragraphs: 44, 103, 118, 122, 127, 134)
 2. Improve the quality of teaching and learning overall by:
 - supporting teachers in consistently applying the school's behaviour policy;

- ensuring that work set is well matched to meet the abilities of all pupils, particularly the higher attainers
- using assessment information more effectively to plan lessons;
- ensuring consistency in teachers' marking in mathematics and that marked work is fully reviewed in following lessons;
- sharing good practice amongst staff.

(paragraphs: 21-26, 55, 97, 106, 114, 123, 133)

3. Improve aspects of leadership and management by:

- rigorously monitoring and evaluating teaching and learning in all subjects;
- ensuring that there is also rigorous monitoring of teaching for pupils who speak English as an additional language and that provision is effectively managed;

(paragraphs: 55, 65-66, 98, 107, 111, 127, 140)

4. Improve pupils' behaviour and the level of attendance by:

- Ensuring that the expertise of specialist support and external agencies in improving behaviour is shared and embedded across the school;
- setting challenging targets for attendance and drawing up an action plan to meet them;
- monitoring and following up first-day absences consistently and rigorously.

(paragraphs: 17-18, 20, 38, 46-47)

Other issues that should be considered by the school:

- increase the duration of the school day for junior pupils and the time given for music and physical education in line with national intended minimum teaching time; *(paragraph 54)*
- provide extra-curricular activities particularly for those who do not attend external after-school religious teaching classes; *(paragraphs 58, 128)*
- improve the outdoor provision for reception children. *(paragraph 70)*

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

77

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

34

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	7	34	25	8	1	0
Percentage	3	9	44	33	10	1	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	34	332
Number of full-time pupils known to be eligible for free school meals	-	111

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	8
Number of pupils on the school's special educational needs register	5	70

English as an additional language

	No of pupils
Number of pupils with English as an additional language	382

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	30
Pupils who left the school other than at the usual time of leaving	48

Attendance

Authorised absence

	%
School data	7.1
National comparative data	5.4

Unauthorised absence

	%
School data	1.2
National comparative data	0.5

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2002	23	35	58

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	13	18	21
	Girls	22	24	27
	Total	35	42	48
Percentage of pupils at NC level 2 or above	School	60 (60)	72 (62)	83 (81)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	13	15	16
	Girls	22	24	24
	Total	35	39	40
Percentage of pupils at NC level 2 or above	School	60 (52)	67 (64)	69 (69)
	National	85 (85)	89 (89)	89 (89)

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2002	26	31	57

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	17	25
	Girls	18	18	23
	Total	33	35	48
Percentage of pupils at NC level 4 or above	School	58 (58)	61 (53)	84 (75)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	20	23
	Girls	21	22	25
	Total	38	42	48
Percentage of pupils at NC level 4 or above	School	67 (71)	74 (75)	84 (78)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British - Indian
Asian or Asian British - Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group
No ethnic group recorded

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
6	5	0
0	0	0
4	0	0
1	0	0
2	2	0
8	12	0
1	0	0
334	2	0
14	6	0
4	0	0
18	0	0
3	0	0
18	0	0
0	0	0
2	0	0
3	0	0
1	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 – Y6

Total number of qualified teachers (FTE)	17
Number of pupils per qualified teacher	22:1
Average class size	25

Education support staff: YR – Y6

Total number of education support staff	15
Total aggregate hours worked per week	362

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	30:1
Total number of education support staff	4
Total aggregate hours worked per week	130
Number of pupils per FTE adult	7:1

Financial information

Financial year	2002/03
	£
Total income	1,038,785
Total expenditure	1,056,697
Expenditure per pupil	2,452
Balance brought forward from previous year	39,177
Balance carried forward to next year	21,265

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.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	416
Number of questionnaires returned	251

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	69	30	1	0	0
My child is making good progress in school.	50	45	2	2	1
Behaviour in the school is good.	53	34	8	2	4
My child gets the right amount of work to do at home.	44	40	5	3	8
The teaching is good.	60	34	2	0	4
I am kept well informed about how my child is getting on.	58	32	8	2	1
I would feel comfortable about approaching the school with questions or a problem.	53	36	3	1	6
The school expects my child to work hard and achieve his or her best.	60	31	4	1	4
The school works closely with parents.	53	34	7	2	5
The school is well led and managed.	55	35	2	2	5
The school is helping my child become mature and responsible.	52	39	4	2	4
The school provides an interesting range of activities outside lessons.	39	29	10	7	15

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

68. The school's provision for children in the 57-place nursery and two reception classes catering for 34 children is good. Provision in the nursery is very good while provision in the reception classes is satisfactory. Children are admitted to the nursery in the term after they are three and most spend three terms in the nursery before they transfer to one of the reception classes, while summer born children transfer to Year 1 directly from the nursery. Six children have been identified with special educational needs in the reception classes and five in the nursery. These children are well supported and have appropriate individual education plans. Nine children receive funded support in reception and six in the nursery as they have only early acquisition skills in English language, with some having no English language experience. These children make good progress in their learning. Children are very well prepared before they enter school through home visits that enable them to make a smooth transition into full time education. The home school liaison officer, together with the nursery staff and foundation stage co-ordinator, do a very good job in preparing parents and pupils. Parents enjoy attending the special workshop, mother and toddler group and toy library sessions all of which provide very good opportunities for parents to learn how to support their children's learning.
69. Children's attainment on entry is very low particularly in their communication, language and literacy, mathematical development and knowledge and understanding of the world. Very good planning covers all areas of learning and is suitably linked to national curricular guidance. There is a good focus on developing children's speaking, listening and communication skills. Assessment is very good in the nursery where staff spend time completing focused observations on individual children when they start school and throughout their time in the nursery. This ensures that good quality assessment information is very well used; it is used well in reception classes.
70. Leadership and management are very good. The co-ordinator is a very good role model and has the respect of all the staff. All of the staff are committed to providing the very best support and learning environment for the children. The nursery is consistently very good at providing a happy and secure learning environment where parents and children enjoy coming to school. The reception classes have many good features but some areas such as the outdoor play provision need developing. These areas have already been identified by the co-ordinator.

Personal social and emotional development

71. Children make very good progress and the majority are likely to achieve the nationally agreed early learning goal for this area of learning by the time they enter Year 1. Staff create a stimulating and secure environment where children form very good relationships with adults and enjoy coming to school. They settle into school routines quickly and develop their concentration well because the teachers are organised and activities are interesting. In the nursery there is an appropriate balance between independent play and adult directed activities. Children show joy as they listen to stories and they are encouraged to chant familiar rhymes in different languages. Most children play alongside each other and share equipment well. Good opportunities are provided for them to develop a sense of responsibility such as when they are encouraged to tidy up at the end of sessions. In the reception classes behaviour is good when children identified with special educational needs are supported by a learning support assistant. Children with English as an additional language are very well supported by bilingual adults who skilfully motivate them. The teachers take every opportunity to share good work and this helps develop children's self-esteem. Class rules are evident in all classes and reinforced well by all adults. Children in the nursery know the rules for circle time and that they must not speak when the beanbag is being passed around the circle.

72. Teaching and learning are very good in the nursery and good in reception classes. Adults in the nursery radiate enthusiasm and enjoyment in their work and this is reflected in the children's very positive response. Learning is fun and children develop confidence and positive attitudes to school and learning. Questions are used effectively to help children develop their confidence and awareness. Clear classroom rules are established which children understand and which contribute to them learning right from wrong. Very good methods are used in the nursery; for example when the teacher uses the teddy bear cube to identify her expectations. All adults have a very good relationship with all children. Reception teachers use puppets very well to help children understand what a question is and to encourage children to ask their own questions.

Communication language and literacy

73. By the time children leave reception, the majority are unlikely to achieve the expected goals and standards are below average. On entry to school, children's language and ability to communicate is often restricted; their speaking skills in English are poor and vocabulary is very limited. Many children only give one-word answers or non-verbal gestures. In the nursery and reception classes, children are encouraged to develop their listening and speaking skills. They make good progress remembering and talking about the daily activities, but their ability to ask questions and give reasons for their answers is not well developed. Children make good progress learning to read. Books are given a high focus and every opportunity is taken for adults to guide children to explore and appreciate books. Very good opportunities are given in the nursery and reception classes for children to take books home regularly. All children have a positive attitude to books and they handle them carefully. More able children in reception and most summer born children in the nursery recognise letters and sounds and can identify a few key words. They can identify the title of the book and they know the author writes the story but they do not know what an illustrator does. Children mention their schoolbooks as their favourite. The majority of children use the pictures to describe events in the story; they can identify a few letters and the occasional word. Children make good progress learning to write and the more able write their name; all are encouraged to write their own name. More able children hold their pencil effectively and are beginning to form recognisable letters and write independently. The majority trace over adult writing with reasonable accuracy.
74. Teaching and learning are good overall, with one lesson that was excellent. In this lesson not a moment was wasted in promoting learning. In the reception classes, teachers reinforce learning of key sounds and words well but there are lower expectations of what the more able children will learn in reading and writing. Teaching is very good in the nursery. Children with special educational needs are guided well by support staff who intervene appropriately to ensure learning is maintained. Children unable to speak English are well supported and make good progress because support staff use language skilfully to ensure children understand what is required.

Mathematical development

75. By the time children leave reception, the majority do not achieve all the expected goals and standards are below average. Children have made good progress in their learning from the very low base on entry and the majority will achieve the expected goals in number, recognition and counting. Skills are well developed because adults seize every opportunity to reinforce number work through well-directed play activities, action songs and rhymes. Children in the nursery play a game rolling a dice and jumping into the hoops with the same number. Children are guided to count to 28 using the abacus when the teacher takes the register and identifies 28 children present for the day. More able children know 2 and 8 are the numbers in 28. In the reception class the teachers use pictogram to help children identify their favourite foods. They know that more children like chips than any other food. More able children use numbers under 6 to add the number of flowers. The majority count up to 20. Awareness of shape, capacity and comparative size is less well developed. The most capable children recognise basic shapes such as a square, circle and triangle; however, others need adult support. They are unable to say why some shapes are different to others. Children's ability to use mathematical names is also less well developed.

76. Teaching and learning are very good in the nursery and good in reception. In the best lessons adults in the nursery reinforce learning well by playing games. Planning clearly identifies what children will learn and the activities to achieve it. Support for children with special educational needs in reception classes is very good and ensures children experience appropriate activities to challenge and extend their learning. These children and those who do not speak English make good progress because of the quality of support during the morning sessions. It is noticeable that the quality of teaching and learning dips when there is no additional support during the afternoon sessions.

Knowledge and understanding of the world

77. Children make good progress overall but are unlikely to achieve all the expected goals by the time they enter Year 1. Standards are below those expected except in information and communication technology where they are sound. Reception children enjoy using the computers in the computer room, where teaching is very good and lessons are well planned and interesting, but there are insufficient opportunities for them to use computers during lessons. They are all able to use the mouse to move images and they create simple pictures and patterns. Opportunities for designing and making are well developed. Children in the nursery make good progress constructing wheeled vehicles. Adults provide exciting and interesting opportunities for children to learn about the world. Nursery children visit a local farm and learn the names of the animals. Children are encouraged to learn about living things. Nursery children dig, plant and water flowers. All children in reception plant their own sunflower seed and are encouraged to draw and write about the plant in their plant diary. More able children in reception know that plants need water and that without it they become floppy and droop in hot weather. Children are encouraged to water and care for their own sunflower plants. More able children recall how they planted their seeds, but average and less able children need adult support and guidance when talking about their plants. Children make good progress in learning about time and place but still need a lot of adult support. More able children know the days of the week but their ability to ask questions and show curiosity is less well developed. Children need adult help and guidance to investigate and they do not ask questions about why things happen and how things work.
78. Teaching is good overall. It is very good in the nursery and generally satisfactory in reception with instances of unsatisfactory teaching. Adults in the nursery plan interesting activities and use questions well to guide observations and extend learning. They intervene appropriately in play activities to challenge and check children's understanding. In less effective lessons in reception, the teacher does not always apply good behaviour management strategies swiftly enough and this impedes the quality of learning. It was noted that these lessons occur when there is no support for the children with special educational needs during afternoon sessions. Teachers miss opportunities fully to extend children's learning when, having drawn a plant, children are not challenged to consider how much the plant has grown.

Physical development

79. By the time they leave the reception year, most children make good progress and attain the early learning goals. The provision for outdoor play is very good in the nursery but has not been developed for reception children. Summer born children in the nursery are developing appropriate physical skills. The outdoor play in the nursery is very good and provides regular and challenging opportunities for children to develop their co-ordination and strength riding bikes, balancing, jumping, and climbing over, under and through. Children develop their aiming skills tossing quoits into hoops and aiming larger balls into the basketball ring. Most children listen to instructions and respond well. Children are encouraged to improve their manipulative skills with a range of appropriate activities. They grip pencils, paintbrushes and use scissors very well for their age. Their ability is developed well because of the many enjoyable activities that involve physical skills. Children press and roll play-dough, shaping and pinching it, developing their hand, wrists and finger control. Reception children recognise the changes that occur to their body during exercise because the teacher identifies this aspect. They move with enjoyment in a moon dance but the range of movements is limited to ideas given by the teacher.

80. Teaching and learning are good overall; they are very good in the nursery and satisfactory in reception with instances of unsatisfactory teaching. All adults challenge children well in the nursery and provide a wide and appropriate range of interesting activities. Teachers give instructions clearly and children feel secure. In reception, teaching is not always as effective as it could be because lessons do not contain enough opportunities for children to raise their heart rate. Children have limited movement vocabulary because teachers do not seize every opportunity to extend movement and guide the children to be aware of what they are doing. Unsatisfactory teaching occurs when there is no additional support for children with special educational needs.

Creative development

81. By the time children enter Year 1 the majority achieve the expected goals. Children make very good progress considering their low attainment on entry. Children have very good opportunities to work with a range of materials and experience different methods. Very good teaching in the nursery enables children to explore and observe colour when they create butterflies using two different colours, and fold and rub the colours together. They are encouraged to select their own colours when painting a bowl of fruit, showing delight as they paint with bold stripes. Reception children use their imagination creating clay African tiles using lines, zigzags and swirling lines. They create charcoal pencil drawings of themselves and learn to shade using the charcoal lightly and strongly. Children create their own faces in the style of Picasso and produce sunset pictures of an African scene, blending colours well. They make African necklaces threading beads made from paper. All children learn a wide range of songs from memory often singing them with the support assistants in languages such as Gujerati, Punjabi, Chinese and English. Appropriate opportunities are given for children to explore the sounds of instruments. Role-play in the nursery provides a rich experience for children to develop their imaginations, such as a group of five children pretending to be doctors and patients. They used a stethoscope to feel the baby's heartbeat and pencils to make notes.
82. Teaching and learning are very good in the nursery and good in reception. Adults in the nursery use questions skilfully to extend children's awareness and imagination. Staff are enthusiastic and committed to providing a quality experience for the children. This is reflected in the progress nursery children make and their enjoyment and developing confidence. Opportunities for role-play and developing imagination are less well developed in reception; however, children make good progress in exploring a range of materials and tools.
83. Since the last inspection standards have been maintained in reception and there has been very good improvement in the provision and quality of teaching and learning in the nursery. The school has worked hard to develop the outdoor play area in the nursery.

ENGLISH

84. At the end of Year 6, standards are below average. However, a greater proportion of pupils are attaining the expected Level 4 than in previous years but standards remain below average. This is an improvement in Year 6 since the last inspection. Standards at the end of Year 2 are broadly average in listening but well below average in speaking, reading and writing, due to pupils' limited vocabulary of English. About the same number of pupils in Year 2 are attaining or exceeding the expected level for their age in reading and writing as did so at the time of the previous inspection and, overall, but insufficient improvement has been made in achieving the higher Level 3.
85. Taking into account their prior attainment, pupils are making satisfactory progress in Years 1 and 2, and good progress overall in Years 3 to 6. No differences were noted in the performance of boys and girls. The co-ordinator had identified the areas of weakness from the 2002 national tests, especially in relation to word comprehension and writing techniques, and suitable strategies were put in place. At Year 2, where many pupils still have limited overall knowledge of the English language, standards have remained the same. However, at Year 6 where pupils have

a better grasp of basic language, standards have improved. At the time of the last inspection, standards were reported to be below average overall at the end of both Year 2 and Year 6.

86. At the end of Year 2, pupils' listening skills are average, while their speaking skills are well below average. Pupils sit quietly during lessons when listening to their teachers. They lack some knowledge of English, but their actions show that they generally understand what they have been told, and what they are expected to do. When given the opportunity, a small minority of pupils are able to speak clearly and confidently, and feel able to provide extended answers and comments. The majority of pupils, however, speak either in single words or in short phrases, lacking the vocabulary and confidence to express themselves at length. At the end of Year 6, standards in listening remain in line with those expected, whilst in speaking they are below average. Most pupils listen carefully in a variety of situations, and then clearly demonstrate their understanding. A small majority of pupils demonstrate their speaking ability by producing answers and observations confidently and concisely, as well as contributing well to drama activities. A significant number of pupils, however, are not keen to speak at length in front of adults and other pupils, finding it difficult to explain themselves clearly.
87. At the end of Year 2, standards in reading are well below average. A small minority of pupils read texts accurately introducing some expression into their reading, and explaining what they have read. A number of pupils read their books successfully but with little expression or fluency. Other pupils read individual words but often need help in reading a whole sentence. Many pupils have appropriate phonic skills that enable them to attempt to read words that they do not know. Most of these pupils, however, have limited word comprehension so that even when they read a portion of text correctly, they are unable to explain clearly the meaning of what they have read. At the end of Year 6, pupils' reading skills are below average. While a significantly high number of pupils still find reading difficult, especially in relation to understanding the text, fewer, higher attaining pupils read accurately and with clear comprehension, with a small number of these using suitable expression. In talking about what they have read, they make appropriate reference to characters and events in their books. Many pupils are able to find information using reference books, with a number having successfully mastered the skills of skimming and scanning to identify appropriate facts.
88. At the end of Year 2, pupils' standards in writing are well below average. Many pupils attempt to write portions of text including stories, news and poems. A significant majority, however, do not use capital letters and full stops consistently, correctly or independently to add structure to their writing. Many pupils find spelling difficult, with only a minority spelling their words correctly, the majority usually producing spellings of simple words that are phonetically acceptable. Pupils' handwriting skills are reasonably well developed, although a number of pupils produce letters that are sometimes incorrectly formed and variable in size. A small minority of pupils continue to find this aspect of work difficult, and need adult support to complete any tasks. At the end of Year 6, pupils' writing standards are below average. Most pupils produce both factual and imaginative writing, often producing work of some length. On occasions this work is re-drafted. However, pupils are sometimes inconsistent with their use of punctuation, and many pupils find difficulty introducing enough variety and imagination in their vocabulary to improve the quality of their writing significantly. Higher attaining pupils produce work that is interesting and imaginative, with a thoughtful use of words. Many pupils join their letters in a clear and neat handwriting style, although a significant minority often revert to printing. Many pupils have difficulties with their spelling, but they make regular use of dictionaries to attempt to improve their skills.
89. The overall quality of teaching and learning are good. This is an improvement since the previous inspection. Teachers now have good subject knowledge overall. Lessons are suitably planned and organised, with teachers following the recommendations of the literacy strategy. Teachers provide many opportunities for pupils to listen to stories and various forms of instruction, and they make good use of intonation in their voices, as well as humour, to help maintain pupils' interest. Where teaching is good, teachers provide opportunities for pupils to speak at length and develop their speaking skills, such as in making particularly good use of questioning and drama activities. In other lessons, however, teachers do not always provide pupils with enough chances to speak, tending to ask questions that only require one or two word answers.

90. Teachers are careful to provide appropriate reading books for pupils, and all pupils have books suitable to their needs. Detailed records are kept of the books read, and pupils are regularly provided with new ones. Most of these books are interesting, and this is contributing to the enthusiasm that pupils show for reading. Pupils are provided with appropriate opportunities to read with suitable support and encouragement given by teachers, learning support assistants and visiting helpers. Pupils are usually keen to read, and even when they find the text difficult most are prepared to tackle the task.
91. Teachers in Years 3 to 6 provide an appropriate range of writing activities and opportunities for their pupils in English and in other subjects, such as history, geography and religious education. In one very good history lesson, pupils were keen to use their enquiry skills to establish information when interviewing a visitor. In Years 1 and 2, however, where more time is spent on practising the basic skills of, for example, spelling, handwriting and phonics, fewer opportunities are available for pupils to develop their writing skills. Pupils respond appropriately to the opportunities provided, in all aspects of the subject, and this allows them all, including those with special educational needs, and those with English as an additional language, to make at least satisfactory gains in their knowledge and skills. Where teaching is good, lessons move at a brisk pace, pupils are provided with clear advice about improving their work, and they work well for extended periods. Pupils in these lessons are able to make good progress. Good relationships are developed between teachers and pupils throughout the school, and teachers provide appropriate support during lessons. In this they are helped well by the learning support assistants. Pupils' attitudes to English are usually good, and sometimes very good. Most work well on their own, in groups when required, and they generally persevere with the work set. A small number of younger pupils are sometimes slower to settle to their tasks, which affects the progress that they make. Most pupils are keen to produce a neat and careful standard of presentation in their books, with only a small number showing some lack of care in their work. Teachers mark pupils' work regularly, with most providing clear advice to pupils about improving their work.
92. The school uses the National Literacy strategy framework as its scheme of work, and all the aspects of work are suitably covered. This is an improvement since the previous inspection. The strategy itself has been well implemented. The co-ordinating team is well informed, and they provide appropriate support to their colleagues when it is requested. Through studying samples of pupils' work they have a clear understanding of the strengths and weaknesses in that work and monitor the work being tackled by pupils in their classrooms. Leadership and management are both good, and this has made an important contribution to the improvement in standards now being seen. A good and much improved range of assessment procedures is in place, with teachers keeping a variety of information about each pupil's performance. The information is used effectively to identify pupils' current attainment and the progress they have made. It is also used to help the planning of appropriate future work for pupils. Suitable use is made of other subjects to help develop language skills, especially for older pupils. Sufficient opportunities are provided for pupils to word-process their completed work, and this also helps to develop their skills in information and communication technology. Pupils use the library satisfactorily, where the range and quality of books has improved since the last inspection. In literacy activities, suitable opportunities are sometimes provided for pupils to develop their spiritual understanding, especially when listening to well-told stories and poems.

MATHEMATICS

93. Standards at the end of Year 2 are well below average and are below average by the end of Year 6. Inspection findings across the range of attainment targets in Years 1 and 2 indicate that pupils are making some good progress in number, shape, space and measures. Inspection evidence and indication from the tests in 2003 show standards at the end of Year 6 are below average and have improved from last year because more pupils are attaining the higher Level 5. This is because assessment is beginning to be used effectively to track pupils' individual progress over time and to identify where support is needed so that attainment can be raised, and to set group targets. Current Year 6 pupils make good progress compared to when they were in Year 2.

94. At the time of the previous inspection, when standards were stated to be below average, there was no scheme of work to ensure the whole curriculum was taught. Since then the school has introduced both the numeracy strategy and scheme of work satisfactorily. Pupils, including those with special educational needs, make satisfactory progress. Most staff now teach number thoroughly and the majority of pupils complete a good amount of work. Work in pupils' books shows that in almost all classes there are still insufficient opportunities for pupils to use and apply mathematical skills though there was quite a lot of work in this aspect in Year 4. While pupils in infant classes do sufficient work on shapes, space and measures, less is achieved in Years 3 and 6. In Years 4 and 5 most aspects of mathematics are covered appropriately but standards remain below average. Pupils throughout the school have underdeveloped skills in handling data but are beginning to use information and communication technology to enter information on a database. Although data suggests that boys are doing better than girls, inspectors found that the girls in Year 6 are doing as well as boys and that they show enthusiasm for the subject.
95. By the end of Year 2, pupils count to 100 in tens confidently and accurately and are learning to count back from 100 in tens. They are learning to use the terms 'right', 'left', 'up' and 'down' appropriately. Higher attaining pupils were doing the same task as their peers although in one lesson the teacher asked them to write directions for others later in the lesson, which was more challenging. Pupils in Year 1 are learning to count on to 10 from numbers such as 6 and identify missing numbers when adding to 10; staff used shopping from the 10p 'shop' to reinforce this. Pupils made good progress in one lesson but the unsatisfactory behaviour in another class hindered their learning.
96. Pupils in Year 6 generally calculate mental arithmetic quickly, but some are confused when working with very large numbers. In one class pupils solved problems by calculating the fewest coins needed to pay for items using 3p coins and 5p coins. Pupils did this accurately over a wide range of amounts but the work was not particularly challenging for a number of pupils. Some pupils were using brackets in their recorded work confidently. In the other class pupils found multiples of 6 and 11 and factors of 60. Higher attaining pupils understand negative numbers and describe confidently how to find area, volume and percentages. Pupils in Year 5 make satisfactory progress in their understanding of regular and irregular polygons and consolidate their knowledge of lines of symmetry through exploring patterns using grids. Pupils' work from one class showed good coverage of most aspects of the curriculum and in the other class work is frequently presented well. Pupils in Year 4 recapped earlier work on finding missing operation signs such as + or - in given sums and worked on the properties and construction of three-dimensional shapes. This work was not sufficiently challenging for a number of pupils who were drawing round two-dimensional shapes to construct three-dimensional ones rather than measuring sides and counting the corners to construct them independently. Pupils in Year 3 can halve and double numbers. Some show understanding of odd and even. They multiply by 10 or 100 and draw squares with right angles.
97. The quality of teaching is satisfactory overall. It was good in half of the lessons in Years 1 and 2 and in a significant minority of lessons in Years 3 to 6. Teaching was unsatisfactory in two of the 12 lessons seen. The quality of teaching is not as good as at the time of the last inspection, largely because some teachers have difficulty in managing the behaviour of a small but significant minority of pupils whose behaviour adversely influences the progress of several others in the class. Where teaching is good, support staff for pupils with special educational needs and those with English as an additional language contribute significantly to the learning. In the better lessons, staff use good questioning skills, effective behaviour management and use visual and tactile resources to aid communication so that pupils are clear about what work is being covered. Most staff promote the use of the specialist vocabulary of the subject. Frequently the mental arithmetic sessions at the beginning of lessons are challenging, stimulating and move at a fast pace. Marking is inconsistent with some very good marking, notably in Year 5, where it is very positive, confirms the learning objective achieved and occasionally tells pupils how to improve. Some work in other classes remains uncorrected. Unsatisfactory teaching was mainly due to ineffective behaviour management of pupils and the failure of staff to gain all pupils' attention even when there are several adults in the class. One session was not prepared well with the teacher

and learning support assistant organising resources during the lesson, which resulted in slow progress of a few pupils while resources were found.

98. The leadership and management of the subject are satisfactory and subject leaders are experienced and well qualified. The school has introduced measures to monitor the progress of pupils, which it carries out conscientiously. However, monitoring of teaching and learning followed up by helpful guidance has taken place in a few classes only. Co-ordinators have begun monitoring pupils' work but this has not yet impacted on raising standards sufficiently.

SCIENCE

99. Standards attained by pupils at the end of Year 2 and 6 are below the national average. In Year 2 this shows an improvement in standards over the 2002 teacher assessment when standards were very low. In Year 6, although standards are below average, pupils' attainment has steadily risen over the last five years and pupils make good progress in their learning. About three quarters of these pupils are attaining or exceeding the nationally expected level for their age. Teachers use the good assessment information well to plan work that takes pupils' learning further.
100. Analysis of the results of the national tests in 2002 showed the strongest elements in learning science were Life processes and living things and Physical processes. The co-ordinator has since introduced sustainable improvement to overcome pupils' weak investigative skills; this is now a key feature of the school's work. Inspection findings indicate that this has been successful and standards are now broadly average. Investigative work makes a significant contribution towards teachers' success in capturing and sustaining pupils' interest and in promoting learning. For example, in an investigation by Year 2, pupils focused on the sorting of different foods into groups; they demonstrated good understanding of their observations that some foods, like milk, help them to grow healthily. They consider questions like young scientists. Pupils, including those with special educational needs, make good progress. No discernable difference is evident in the attainment of boys and girls.
101. When researching electrical circuits, Year 6 pupils set bulbs in series and begin an effective investigation into levels of brightness. Similarly, when attempting the classification of animals, they assign key characteristics such as 'bushy tail' or 'does it have six legs?' The investigative aspects of science have greatly improved since the last inspection, throughout the school but especially in junior classes with all pupils making good progress.
102. The quality of teaching is good but ranges from unsatisfactory to very good, with the strongest teaching evident in Year 6. In a Year 2 lesson, the teacher's good preparation, organisation and good use of resources encouraged pupils to investigate accurately a range of fruit and vegetables and match them to picture cards. A very well organised Year 6 lesson focused on investigating the value of different food types and their dietary properties, while pupils in Year 4 made good progress in classifying animals when presented with good opportunities for research. In the lesson that was unsatisfactory, the teacher spoke for too long before pupils could get on with the task and she was not able to manage the inappropriate behaviour of a significant minority of pupils. Teachers generally cover all aspects of the curriculum and work is appropriately matched to pupils' levels of ability. Pupils now have improved opportunities to explore and investigate in support of their learning. This is confirmed by the work in pupils' books. For example, pupils in Year 2 record the effects of heating chocolate, noting that it becomes 'runny' and 'turns into a liquid'. Pupils in Year 6 use a table of results effectively when investigating growth in primary school children, using the span of the hand as a gauge.
103. Co-ordination and management of the subject are effective. Planning is good. Assessment is good due to the record keeping, tracking of individual pupils and the support of a portfolio of levelled work. Resources are satisfactory, although there is some room for improvement, particularly in using information and communication technology which, while planned, is at an early stage of implementation to support pupils' learning.

ART AND DESIGN

104. Standards are broadly in line with national expectations at the end of Years 2 and 6 and pupils make satisfactory progress, although their learning is uneven. Standards have been maintained since the previous inspection overall. However, in two lessons pupils' attainment was below expectation. Individual pupils have well-developed artistic skills and produce some good work. There was insufficient evidence to make a judgement on teaching.
105. In Year 2, pupils wove using a simple cardboard weaving frame satisfactorily, but many had problems with the weaving process itself and how to thread the needle when the wool came loose. They selected wool to reflect the colours of the seaside, making sound links with their work in history. Individual pupils produce neat, well-woven patterns using up to four colours. A significant minority find threading difficult and are dependent on the teacher and learning support assistant. Some pupils do not handle tools such as scissors well, and do not take care of them. Because pupils need so much help, staff are continually circulating to help individual pupils, the activity being more suited to group work rather than the whole class because the numbers of pupils mean that many have to wait their turn for the necessary help.
106. Pupils' attainment at the end of Year 6 is broadly in line with expectations. The teaching of basic skills is satisfactory. As a result, a small number of girls work carefully and creatively, their fabric paintings containing delicate, symmetrical floral features. A small number of boys produce equally good paintings of contrasting style with large, brightly coloured features such as cars or football shirts on equally colourful but contrasting backgrounds. Weaker teaching has led to standards in Years 3 and 5 being below expectation. In a Year 3 lesson containing both strengths and weaknesses, the teaching began well with the teacher using websites devoted to the work and style of Henri Matisse that enabled pupils to draw leaf patterns effectively, after the style of 'La Gerbe'. Due to pupils' underdeveloped drawing and colouring skills, however, pupils' shading was not developed in the short duration provided. The teacher used a relevant computer program towards the end of the lesson to paint in Matisse's style but because of the pressure of time she modelled the program with only a few pupils having hands-on experience. Unsatisfactory planning for the time provided, led to pupils having insufficient time to explore, practise and develop their skills. In Year 5, the poor behaviour of a significant minority of pupils, mostly boys, had a negative impact on teaching and learning in this lesson although a minority of pupils, mainly girls, remained on task in spite of the disturbance throughout. In some lessons staff do not use appropriate resources; for example, pupils use writing pencils for drawing which are not suitable for shading or line drawing.
107. The co-ordinator is experienced and enthusiastic but management is unsatisfactory. Since the last inspection, the co-ordinator has developed a comprehensive scheme of work which links in well with other subjects and has made a sound start to developing pupils' learning and progression. There is no monitoring of teaching and learning and little monitoring of planning or standards. There is no assessment system. Resources are satisfactory overall, but some oil pastels are old, broken and unstimulating.

DESIGN AND TECHNOLOGY

108. Standards at the end of Year 2 and Year 6 are in line with national expectations and pupils are making satisfactory progress overall. There is no difference in the performance of boys and girls. Standards and overall provision have improved significantly since the time of the previous inspection, when there was little evidence of any work being undertaken.
109. At the end of Year 2, pupils successfully clarify their ideas for making a product through class discussion and then produce suitable pictures and plans of the item they intend to make. Pupils are confident in identifying the items they need to help make that product. They choose from a range of suitable materials such as paper, card, felt and food items, and tools including scissors and knives to help them make their product. Pupils cut their components accurately and join

them together carefully, using sticky tape and glue. Pupils have successfully made wheeled-vehicles, houses, cards with moving features, simple puppets, sandwiches and fruit salads. At the end of Year 6, pupils are able to draw up appropriate plans, produce preliminary models to help make an item, and sometimes generate ideas of their own. Having produced their plans pupils choose from a range of materials and components including wood, plastic, fabric and electrical items, and tools including needles and saws. They successfully measure, cut and shape the materials, and join them with thread and split-pins. Pupils provide appropriate finishing techniques, such as painting, and evaluate their work when provided with the opportunity. Younger pupils have made lamps, simple thermos flasks, Tudor houses and carrying cases, all of which were completed satisfactorily. Older pupils develop satisfactory skills in making sieves, marble runs, pressure pads for alarm systems, cushions and a variety of model structures including bridges.

110. The overall quality of teaching and learning is satisfactory, with some good practice also seen during the inspection. Teachers' planning is satisfactory. Suitable opportunities are provided for pupils' planning and making, but there are limited opportunities for pupils to evaluate their work to identify ways to improve it further. Teachers provide a suitable range of tools and materials that allows pupils to be kept busy throughout. Wherever possible, teachers are keen to link the work with that in other subjects. For example, in Year 3, the work on thermos flasks supported pupils' knowledge of heat conductors in science. Pupils clearly enjoy the subject. They readily discuss the work they have produced, and the tools and materials they have used. The range of activities provided, the instruction received and the enthusiasm displayed clearly help pupils, including those with special educational needs and those with English as an additional language, to make satisfactory gains in a range of skills. Where teaching is good, teachers review pupils' earlier work and carefully demonstrate how to develop the techniques to be used, such as in creating a cushion with a pattern. As a result, pupils make good progress. Pupils work well together, they share resources amicably and are usually well behaved. Occasionally, a small number of pupils are slow to settle to their work. Pupils are fully aware of the need to take care with all the items provided, and recognise the importance of hygiene when handling food.
111. The co-ordinator is enthusiastic, as well as being a good practitioner, and although she has limited opportunities to observe lessons, she has a clear understanding of the work that is being done in the school. She has only just taken over the subject, and currently her leadership role is satisfactory. She has drawn up a plan to increase significantly her role in supporting the subject. There is now a suitable scheme of work that is based on national guidelines. All aspects of work are covered but opportunities for pupils to evaluate their work are limited. As at the time of the previous inspection, few assessment procedures are in place and little information is available to identify pupils' current attainment or their skill levels. Planned writing activities and to a lesser extent, the evaluation of work, give some support to the school's initiative in literacy, while measuring and cutting activities support the work in numeracy. Some enhancement of pupils' work is evident when using computers, as when Year 5 pupils obtained information from the Internet.

GEOGRAPHY

112. Standards in geography are in line with national expectations at the end of Years 2 and 6. Most pupils, including those with special educational needs, make satisfactory progress. Pupils' attainment is limited, however, by their low standards in writing. This reflects the similar findings at the last inspection.
113. Infant and junior pupils appreciate that the local area of Highfields can be contrasted with places further afield such as the seaside, the Lake District, Europe and India. Pupils in Year 2 have satisfactory locational knowledge through the travels of Katie Morag and compare Struay with Highfields. In Year 1, pupils have good understanding of the effects of drought in Africa. By the end of Year 6, pupils have a satisfactory understanding of different environments including a Leicestershire village, a Scottish mountain area and the Lake District. They celebrate the physical and human features of India and Pakistan, the homelands of many of their families. Pupils use maps with increasing complexity as they progress through the school.

114. The quality of teaching is good in infant classes, but only satisfactory in junior classes, with particular weaknesses evident in Year 5. In one very good lesson in Year 1, the teacher's enthusiasm and very good relationship with pupils promoted good learning about the effects of drought on the Kapiti Plain in Africa. In Year 4, the teacher's use of good resources, including the Internet, deepened pupils' knowledge and understanding of the differences between city and village. Teachers generally use appropriate geographical vocabulary to develop pupils' understanding. However, in Year 5 the teacher's low expectations led to poor management of the pupils' behaviour. Teacher expectations otherwise generally take into account the needs of pupils of different abilities. They are often effectively supported by learning assistants such as in Year 1 when acting out a costumed 'visitor' from Africa, which supported pupils' understanding very well.
115. Co-ordination and management are both satisfactory with some good features. The co-ordinator has checked teachers' planning and monitored teaching. Geography is promoted appropriately. The curriculum is well planned, including fieldwork in local streets and further afield, such as at Foxton Locks. The use of information and communication technology is under-developed. Resources are satisfactory, although the good accommodation, especially the school grounds, promote pupils' knowledge and understanding of environmental issues. Assessment is satisfactorily in place at the end of units, but a portfolio of pupils' work has yet to be levelled against National Curriculum criteria to support this process.

HISTORY

116. Standards are in line with national expectations at the end of Year 2, but above national expectations at the end of Year 6. As pupils, including those with special educational needs, move through the school, they make good progress in the development of their skills, knowledge and understanding. The majority of pupils have English as an additional language and their progress is equal to their peers due to the effective close support they receive in progressively reviewing and developing their work, such as in studying Viking longships. Overall, standards have improved well since the last inspection, especially towards the end of the junior classes due to the strength of teaching in Years 5 and 6. At the end of Year 2, pupils have a sense of chronology derived from their study of homes old and new. Similarly, they place famous people such as Florence Nightingale and David Beckham into the correct century. By the age of 11, pupils use their research skills by first-hand reporting an interview with a veteran of World War II.
117. Teaching is satisfactory with some very good elements in Year 6. In a good lesson in Year 2, effective discussion of objectives developed pupils' understanding of chronology by looking at photographs of holidays a century ago. In Year 3, the teacher's good reference to earlier work on Vikings enthused pupils of all abilities so that their learning about longships was good. Pupils in Year 4 showed interest in the overcrowding and poor sanitation of Victorian times, as the teacher drew effectively on local resources, including the school's website, to teach pupils about a locally important Victorian, Arthur Wakerley. Pupils are motivated to study the local street map to find roads named after Arthur's three daughters. Teachers generally use appropriate historical vocabulary to develop pupils' understanding. An excellent lesson in Year 6 encouraged and promoted historical enquiry using first-hand evidence by interviewing a Royal Navy veteran of World War II. Teachers' planning is generally satisfactory, with some good features. For example, the good resources of census materials from 1851 and 1891 enabled pupils to compare and contrast the information, with above average pupils making good evaluations with increasing depth of knowledge of time-related aspects.
118. Co-ordination and management of history are satisfactory. The headteacher is currently leading the subject. She has checked teachers' planning and monitored teaching. History is promoted effectively, as seen in the quality of the displays around the school. Generally good subject enrichment is given, by visits to museums such as Jewry Wall in Leicester, and visitors to the school such as the World War II veteran. No difference in the enthusiasm and attainment of boys and girls was observed. Assessment procedures are satisfactory. Resources are satisfactory, but could be improved with more artefacts. Information and communication technology links are not developed sufficiently.

INFORMATION AND COMMUNICATION TECHNOLOGY

119. Standards are in line with national expectations at the end of Years 2 and 6. Inspection findings indicate that this is a rapidly improving subject and that progress is good throughout the school. There has been considerable improvement since the last inspection. The computer room has been introduced recently and is not yet fully integrated into the general curriculum. Standards are clearly rising throughout the school, but particularly so in junior classes due to the strength of teaching, the adoption of a clearly mapped out scheme of work, and the improved regular access to the suite.
120. At the end of Year 2, pupils log on and log off the network competently. Average and higher attaining pupils use 'shape' and 'flood-fill' effectively in their 'Colour Magic' pictures, inspired by the artist Mondrian. All pupils, including those with special educational needs, manage to save their work. Higher attaining pupils in Years 6, including a pupil with a statement of special educational needs, confidently downloaded information on food types from a website for their healthy eating project. Their results are well presented in a Word document. Year 5 pupils have an email project with a neighbouring Catholic school. In Year 4, pupils use a data-handling program to enter their research results on musical instruments. Most pupils in a Year 3 lesson competently made searches in a database of pupil descriptions, such as 'red hair', but a few lower attaining and special educational needs pupils had difficulty in establishing 'red' as it was beyond their vocabulary. The school's website indicates that it is a useful working tool for staff, parents and pupils, with pupils competently accessing it for some work in history. The website itself could not be properly evaluated, but it is, however, yet another indication that standards are rising.
121. Teaching is good in infant and junior classes. In a Year 2 lesson, the teacher's introduction of Mondrian prints enthused the pupils to try for themselves in a paint program that contributed well to pupils' spiritual awareness. In a Year 6 lesson, the teacher provided good opportunities for pupils to access the Internet, specifically to look at sites for healthy eating; pupils very quickly discovered facts and figures to add to their report in a Word document. In Year 4, pupils gained an understanding of the precision needed to frame questions in a decision-tree, and they confidently entered information about musical instruments. In Year 3 pupils of all abilities were effectively prompted to search a database. Teachers throughout the school train pupils to use the equipment effectively, carefully and sensitively. Learning support assistants are involved in the planning, so that they become effective in ensuring pupils with special educational needs are fully involved in class activities. Support staff also assist pupils with English as an additional language effectively.
122. The curriculum is well planned and its delivery is managed effectively. The able and enthusiastic co-ordinator has set sensible priorities for development, and his leadership has had a beneficial impact on standards and has set a strong vision of how the subject and provision should develop. A policy and scheme of work support the subject well demonstrating how skills should be developed across the school. Resources are very good and skills teaching is enhanced by the use of an interactive whiteboard. A policy is agreed with parents for the monitoring of pupil access to the Internet. The use of computers in the wider curriculum is at an early stage of development, but good links exist with literacy, and satisfactory links with art and design, design and technology, and religious education. No difference in the enthusiasm and attainment of boys and girls was observed. Assessment procedures are in place at the end of each unit and pupils' self-assessments are being introduced. The co-ordinator has already gathered together a portfolio of pupils' work, but this has not yet been levelled against National Curriculum criteria.

MUSIC

123. Two lessons were observed together with observations of assemblies, sessions with a visiting tutor and discussions with staff. Although standards of attainment were broadly in line with national expectation in the two lessons and above expectation when groups of pupils are learning to play steel pans, standards overall are below those expected nationally mainly because there

are too few opportunities for pupils to learn musical skills. The time allocated to the subject has improved since the previous inspection although some classes have less than the 45-minute sessions planned.

124. Insufficient evidence was available to enable a judgement to be made about the quality of teaching although teaching was good in the lessons seen, reflecting the finding at the last inspection. There were very few opportunities for pupils to sing, even in assemblies, and opportunities for developing this skill are not taken. This is a similar situation to that found at the time of the previous inspection. Music is played when pupils enter and leave assemblies but no reference was made to the music, composers or the singer.
125. The school provides activities such as Tabla dancers, the Mighty Zulu Nation performers and 'Poetry through Music', although it is difficult to establish what impact these have on pupils' learning. The exception is the steel pans sessions to which pupils in Years 3 to 6 have access on a rota. The tutor is very knowledgeable, prepares well, gives clear advice about aspects such as holding the beaters, correct posture and helps pupils develop their skills. The performance of pupils in Year 4 is broadly in line with national expectation. Many pupils need to be prompted in their playing, but some pupils are knowledgeable about scales including how many sharps and flats are in particular scales, and perform them confidently. Standards of performance by some pupils from Year 6 are above expectation. They play a range of tunes from memory, such as 'Island in the sun' and 'We are sailing', with good skills and a clear awareness of the part they needed to play. They use musical terms successfully. Pupils support each other through their playing, compliment their peers' performance and enjoy the sessions immensely.
126. Pupils in Year 1 sang songs such as 'Wiggly Woo' and 'Cauliflowers Fluffy' enthusiastically though their singing is not always in tune. They remember words well and are learning to alter their volume from loud to soft and their pitch from high to low. They are able to shake or strike untuned instruments but are not yet successful at playing these in time or in unison. They sang two Gujarati songs, 'Cycle Mari' and 'Dhobi Ayali', which they sang better than the English songs. The teacher led this session well, although initially she tended to do most of the singing. Pupils in Year 4 clap and click different rhythm patterns following the teacher's model. In groups they composed simple tunes using chime bars and untuned instruments such as tambourines. Pupils wrote their tunes using the alphabetic names but are not yet placing these on a staff. Although the lesson was of a good length, only two groups performed their tunes. The teacher and bilingual learning support assistant give good support while pupils compose but allow them to create their tunes independently.
127. Resources are very good but are not used sufficiently because staff do not promote music sufficiently well. This reflects the findings at the last inspection. The co-ordinator is knowledgeable and experienced, but there has been very little training to improve staff confidence and little evidence of the use of information and communication technology. Assessment procedures are not in place, nor is the monitoring of teaching.

PHYSICAL EDUCATION

128. Standards are broadly satisfactory by the end of Year 2 but have slipped to below average at the end of Year 6. Pupils make good progress till the age of seven but progress is slow thereafter. Pupils in the junior classes receive one hour of physical education per week, and ten weeks swimming per year in Years 3, 4 and 5. This is below the nationally recommended provision. Standards achieved by the older pupils decline, partly because there is no enrichment through extra-curricular activities. Pupils receive two half-hour sessions of activity weekly apart from swimming; this is not enough to ensure standards are maintained as pupils progress through the school. This is a drop in standards since the last inspection. The use of literacy, numeracy and information and communication technology to enhance learning has not yet been developed.

Pupils with special educational needs and those with English as a second language make the same progress as their peers.

129. By the end of Year 2, pupils make good progress in developing their games skills. They are learning to hold the Unihoc stick and they demonstrate sound ability to control, send, and receive a ball. Pupils know and can describe the effect of exercise on the body. They know that their hearts beat faster after activity. Pupils make good progress because teachers intervene with appropriate teaching points and demonstrations. Instructions are clear and pupils have a good attitude to their learning. Pupils make steady progress in gymnastics, learning to balance on small parts of the body. Higher attaining pupils hold a stable and extended balance on two and three body parts.
130. Progress slows down in Year 3 because lessons do not contain enough activity and pupils spend too much time sitting listening to instructions. Pupils do not have enough time to develop and practise their skills. In one lesson, pupils demonstrated average ability as they were encouraged to sprint, but many were already running with flat feet and their resilience was not well developed. This weakness was not identified nor corrected by the teacher.
131. By the age of eleven, many pupils are still sprinting with flat feet and consequently some said that their feet hurt after sprinting 75 metres. Pupils enjoy their athletics session in Year 6 and work hard during the sessions. No games, gymnastics or dance was observed during the inspection. Discussion with Year 6 pupils indicates their limited knowledge of a range of gymnastic movements. Pupils mention linking movements together in gymnastics, but need adult help to identify gymnastic movements. Pupils' knowledge and experience of dance is weak. They remember observing some African dance and trying out some dance moves but their knowledge of a range of dance is limited. Photographic evidence shows that older pupils have not grasped the basic elements of throwing, showing most pupils about to throw the foam javelin from an incorrect stance. Higher attaining pupils can explain the basic strategy for attack and defence in team games but the range of games experienced is limited. Most pupils understand the effect of exercise on the body.
132. Standards in swimming are well below average. Progress is not as good as would be expected after 30 sessions at the pool. Teachers teach lower attaining pupils, while higher, and average attainers are taught by the pool staff. In a Year 5 lesson, two pupils in the top ability group swam without buoyancy support, although their peers needed support. Most pupils are still developing their confidence in water. Higher attaining pupils practised front crawl leg kick while lower attaining pupils continue to gain water confidence, moving on their fronts and backs with support. Teaching pace and expectation are insufficient for pupils' to progress at a faster rate.
133. The quality of teaching and learning are satisfactory overall, ranging from good to unsatisfactory. In the best lessons, teachers give clear demonstrations and explanations and provide helpful feedback to guide pupils. Planning identifies what the pupils will learn and teachers prepare pupils well before the lesson in the classroom. In the unsatisfactory lessons, teachers use methods that do not promote sufficient activity. Teachers do not intervene quickly enough when pupils lose interest and display inappropriate behaviour, leading to unsatisfactory progress. Learning is also less effective when teachers spend too long talking and activity time is curtailed.
134. Management of the subject is good and leadership is satisfactory. The co-ordinator has identified an appropriate action plan to raise standards and improve the quality of the provision. Resources and accommodation are satisfactory and the school makes appropriate use of the local swimming pool. The lack of extra-curricular clubs and activities is having a detrimental effect on standards as pupils progress through the school. Assessment procedures have not been developed.

RELIGIOUS EDUCATION

135. Standards at the end of Years 2 and Year 6 are in line with those expected in the locally agreed syllabus. Pupils are now making good progress with no differences noted between the work of

boys and girls. At the time of the previous inspection, limited comment was made about either standards or provision for the subject. Significant improvements have clearly been made since that time. During the current inspection no lessons were seen in Years 1 and 2. Judgements are made, therefore, after discussions with pupils and a study of their previous work.

136. By the end of Year 2, pupils are familiar with aspects of four major world faiths, the Christian, Hindu, Islamic and Sikh faiths. They are able to relate some of the stories of famous religious figures, such as Jesus and Mohammed. Pupils in Year 2 readily name various religious buildings, such as the Mosque, Church and Mandir, and confidently identify some of the requirements for entering those buildings, such as removing shoes or covering one's head. Pupils understand that religions have various symbols that are important to them, and they explain, for example, the relevance of the Crescent to Muslims and the Aum to Hindus. Pupils in Year 1 understand the need to belong to a variety of groups, and they recognise in particular the importance of their own family and friends. All pupils are happy to explain the importance of love and friendship within these groups. Pupils are also aware of the need for caring, both for people and the environment.
137. At the end of Year 6, pupils are suitably informed about a number of world religions, including Judaism. They readily name important figures in these religions, such as Moses, Rama and Sita and Guru Nanak. They confidently identify and discuss similarities and differences between religions, such as clothing and tradition. Pupils in Year 4 recognise that all religions have special ceremonies and festivals, and, for instance, can identify the importance of Diwali and Eid to Hindus and Muslims respectively. Pupils in Year 5 are very knowledgeable about the Five Pillars of Wisdom in Islam, and those in Year 4 are able to explain the importance of the 5 Ks to Sikhs. Pupils in Year 6 understand that religions have different books that are important to them, and they readily identify some of the similarities and differences between, for example, the Bible, Qur'an and the Torah. Pupils are aware of the need for rules in many aspects of life, and pupils in Year 3 can explain how Moses received the Ten Commandments, as well as their importance to the Jews. Pupils, throughout the school, clearly understand the need to be tolerant of other people's dress, lifestyle and ritual.
138. The quality of teaching and learning are good. This is an improvement since the previous inspection. Lessons throughout the school are well planned, and thought-provoking and interesting ideas are often presented to pupils. Teachers have good subject knowledge, and through clear instruction and a careful use of questioning, involve all pupils, including those with special educational needs and those with English as an additional language, and pupils are able to make good gains in their knowledge and understanding. Teachers are particularly careful to explain the different features of the world faiths, emphasising the need for tolerance and understanding throughout. Teachers provide a variety of tasks for pupils, and they make good use of appropriate resources to involve pupils and to make them think for themselves. Pupils are generally keen to provide a variety of thoughtful answers and observations. Just occasionally, a very small number of pupils show less interest in offering their contributions. Teachers are careful to introduce pupils to all the correct terminology used in different faiths, and most pupils show confidence in using the appropriate terms. Pupils' attitudes and behaviour are good, and they are careful in handling and studying resources. Most pupils take care with the presentation of their work, with some showing both pride and pleasure in, for example, drawing religious artefacts and scenes. Teachers mark this work regularly, and they often provide detailed comments of praise and advice to encourage pupils further.
139. The time allocated to the subject has also improved since the last inspection. The school is successful in developing pupils' understanding of different faiths, and visiting speakers and displays of religious artefacts play a significant part in this provision. The work undertaken successfully supports all aspects of pupils' spiritual, moral, social and cultural development. Through the written activities provided for pupils, religious education gives suitable support to the school's initiative in literacy. Appropriate use is made of information and communication technology to enhance pupils' learning, such as when pupils study videos on aspects of different religions. Good use is also made of computers, such as when pupils take part in inter-faith dialogues with pupils in other schools. As at the last inspection, assessment procedures are still

limited. Opportunities are sometimes identified in teachers' planning, but little information is recorded to judge either pupils' current understanding or to identify the progress they have made.

140. The co-ordinators are knowledgeable and committed, and they are fully aware of the work being undertaken in the school. Recently they have had fewer opportunities to observe teachers and pupils at work in the classrooms to establish the standards being achieved, although such activities have been undertaken in the past. Overall, however, through the advice and support they provide for their colleagues, they have contributed significantly towards the improvements that have been made in the subject. Their leadership of the subject is good.