

INSPECTION REPORT

HEATHERBROOK PRIMARY SCHOOL

Beaumont Leys, Leicester

LEA area: Leicester City

Unique reference number: 120067

Headteacher: Mrs L. Jewitt

Reporting inspector: R. B. Bonner
25384

Dates of inspection: 4 – 6 November 2002

Inspection number: 248082

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: Astill Lodge Road
Beaumont Leys
Leicester

Postcode: LE4 1BE

Telephone number: 0116 2357721

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Appropriate authority: Governing Body

Name of chair of governors: Mr W. Hollingsworth

Date of previous inspection: 24th January 2000

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
25384	R. B. Bonner	Registered inspector	Areas of learning in the Foundation Stage Design and technology Physical education	What sort of school is it? How high are standards? a) The school's results and pupils' achievements How well are pupils taught? What should the school do to improve further?
9002	D. Ashton	Lay inspector		How high are standards? Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
21243	L. Moore	Team inspector	Special educational needs English as an additional language Educational inclusion Science Art and design Music	
32326	J. Boyle	Team inspector	Mathematics Information and communication technology Religious education	How good are the curricular and other opportunities offered to pupils? Learning Opportunities

32298	A. Sergison	Team inspector	English Geography History	How well is the school led and managed?
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Heatherbrook Primary School educates 213 boys and girls aged four to 11 years. Girls slightly outnumber boys. The school is about the same size as other primary schools. The school serves a residential area on the outskirts of Leicester. The immediate area is one of some economic disadvantage, as shown by the above average proportion of pupils eligible for free school meals. More significantly a wide range of other measures show that this is an area with serious social problems. The proportion of pupils with special educational needs is above average, and of those, less than one per cent has a statement of educational need, which is below the national average. Any of these pupils have emotional and behavioural difficulty. The proportion of pupils leaving and joining the school is above the national average. The proportion of pupils from ethnic minorities is well above average. About seven per cent of pupils in the school speak English as an additional language. Of these pupils, about three per cent are at an early stage of language acquisition. Five pupils are refugees from Somalia. Many children enter school with generally low levels of language and social skills, and the vast majority have had little or no pre-school experience.

HOW GOOD THE SCHOOL IS

The school is effective in its work and provides good value for money. The headteacher provides good leadership and management in challenging circumstances, and is well supported by the deputy headteacher, the staff, and the governing body. Although the standards achieved by 11-year-olds in English and mathematics are below the national average, the quality of teaching is good overall, and pupils are making good progress in their learning. Pupils with special educational needs and those who speak English as an additional language, including refugees, have access to the full curriculum. The needs of each individual pupil are well known to the teachers and learning support assistants, and provision is planned well to meet these needs.

What the school does well

- Standards achieved by 11-year-olds in the national tests in 2002 in science were above the national average and well above average when compared to similar schools.
- Good leadership and management are provided by the headteacher in setting the right priorities for the school, and in taking effective action to achieve these.
- Teaching and learning is good overall.
- Pupils have good attitudes to school. They work hard and form supportive caring relationships with each other and their teachers.
- The provision for personal development, including moral, social and cultural development, is good.
- Pupils are well cared for in a safe and happy environment.
- The school has good relationships with parents.

What could be improved

- Standards in writing, mathematics and information and communication technology across the school.
- The behaviour of a small minority of pupils that prevents them from making good progress.
- The unsatisfactory standards of attendance.
- Improving learning resources, particularly the provision for outdoor play for children in the reception class.
- Increasing the amount of teaching time provided for pupils in Years 3 to 6.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good improvement since it was last inspected in 2000. All the key issues and most of the minor weaknesses have been tackled effectively, and there have been significant improvements. As a result of rigorous monitoring and effective support by the headteacher, senior staff, and officers from the local education authority, the quality of teaching and learning in the school has improved and is now good. The standards achieved by seven-year-olds have improved in mathematics and science. In the national tests for 11-year olds, standards have improved in English, mathematics and science. In information and communication technology, the school has increased the number of computers, and provision is now good. A comprehensive programme has been implemented that has improved the quality of the curriculum. As a result of these measures, standards are beginning to rise, but they are not yet high enough. The school provides good support for pupils with special educational needs, and very good support for those who speak English as an additional language. There are now good procedures for assessing the standards that pupils' achieve, and checking their progress as they move through the school. The governing body is much more aware of the strengths and weaknesses of the school, but they could still have greater involvement in monitoring its work. There have been some improvements in the levels of attendance, but these are still below the national average. Plans are well advanced to improve the quality of the accommodation. The provision of learning resources in some subjects, however, remains unsatisfactory.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	E	E	D	B
mathematics	E	E	D	C
science	D	E	B	A

Key

well above average A

above average B

average C

below average D

well below average E

In the 2002 national tests, the standards achieved by 11-year-olds in English and mathematics were below the national average, and in science they were above the national average. In comparison to similar schools standards in mathematics were average, they were above average in English, and well above average in science. The standards achieved were higher than the previous year, and the school exceeded its targets. There has been little difference in the attainment of boys and girls and the trend in performance (where pupils' attainment at all levels is taken into account) has been similar to the national trend. The school won an achievement award for the progress of its pupils in 1997 - 2000. These improvements are as a result of better teaching, and the provision of support for identified groups of pupils. The school has a higher than average pupil mobility rate, and this adversely affects the results achieved by 11-year-olds. There is evidence to illustrate that pupils who remain at the school over time make at least satisfactory progress. In the national tests taken by pupils in Year 2 in 2002, the school's performance in mathematics was in line with the national average, in reading it was below the national average and standards in writing were well below the national average. In comparison to similar schools, standards were above average in mathematics, average in reading but below average in writing. Teacher assessments in science indicated that the proportion of pupils achieving at the expected level was above the national average, whilst those achieving at the higher level was average. In comparison to similar schools the proportion achieving the expected level (level 2) was well above average whilst those achieving at the higher level (level 3) was above average.

The findings of the current inspection are that standards achieved by seven-year-olds are average in all subjects apart from writing and information and communication technology, where they are below average. Standards achieved by 11-year-olds are average in all subjects apart from English, mathematics and information and communications technology where they are below average. There was insufficient evidence to make a judgement on standards of seven- and 11-year-olds in music, seven-year-olds in religious education and 11-year-olds in physical education. Children in the reception class make very good progress in all areas of learning from a low level of attainment on entry. By the time they leave the reception class and start in Year 1 most are achieving at the expected level, with a minority achieving above this standard.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are keen to come to school. They have positive attitudes to their work.
Behaviour, in and out of classrooms	Satisfactory. Most pupils understand the need for rules and follow them consistently both in and out of the classroom. A minority of pupils finds this difficult.
Personal development and relationships	Good. Personal development is good and pupils are keen to accept responsibility. The good relationships between pupils and adults who work in the school contribute well to pupils' learning.
Attendance	Unsatisfactory.

TEACHING AND LEARNING

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

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

Overall, the quality of teaching and learning in the school is good. This is a significant improvement since the last inspection when nearly two out of ten lessons were judged to be unsatisfactory and where the proportion of good and very good teaching was much lower. The quality of teaching and learning in the reception class is very good. All children are very well supported and make very good gains in their learning. Teaching is good in the Year 1 class and in Years 3 to 6 and it is satisfactory in the Year 2 classes. The teaching of English (including literacy skills) and mathematics (including numeracy) is good. All teachers plan and organise lessons well. Most teachers have good knowledge and understanding of the subjects they teach, and have high expectations of the pupils. A few teachers experience difficulties in managing the challenging behaviour of a minority of pupils. Relationships are good, so pupils feel confident, which helps them to learn well. Most pupils have good attitudes to their work and achieve well in their learning. The teaching of pupils with special educational needs is good overall, and within small groups working with a learning support assistant the teaching is very good. The teaching for pupils who speak English as an additional language is good. These pupils are well supported in their learning, and are making good progress.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. There is a good range of activities to support pupils' academic and personal development. The school provides a satisfactory range of activities outside lessons. The time allocated to teaching in Years 3 to 6 is below the recommended level.
Provision for pupils with special educational needs	Good. Leadership is very good, and most pupils make at least good progress as a result of the support they receive.
Provision for pupils with English as an additional language	Good. Pupils are well integrated into the life and work of the school, and well supported in their learning.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. There is good provision for pupils' moral, social and cultural development, and satisfactory provision for pupils' spiritual development.
How well the school cares for its pupils	Good. The school takes good care of its pupils and there is good provision for their welfare, health and safety. Support and guidance are effective and there are good procedures for promoting discipline. The school is effective in promoting race equality. Procedures for assessing pupils' attainment and progress in English, mathematics and science are good, but now need time to become embedded.

The school continues to have good relationships with the vast majority of parents. Parents are provided with a good range of information about school events and how their children are progressing. The contribution of parents to their children's learning at school and at home is satisfactory.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is well led and managed by the headteacher with the effective support of the deputy headteacher. Subject leaders work hard in their roles and are influential in their support of colleagues, providing guidance on a day-to-day basis.
How well the governors fulfil their responsibilities	Governors take their responsibilities seriously and are committed to providing the best possible education for all the pupils. They are kept well informed and work hard in their individual and collective roles. They have a clear view of the strengths and weaknesses of the school and where it needs to develop.
The school's evaluation of its performance	The headteacher effectively monitors and evaluates the performance of staff and provides relevant feedback and training opportunities. All data relating to pupils' attainment are analysed; targets set for improvement and progress towards them monitored.
The strategic use of resources	Educational priorities are well supported through the school's financial planning. Spending is targeted to agreed priorities, especially the raising of standards. The school is careful to seek best value in what it does, and what it buys, and has effective systems to help to do this.

Staffing levels are good. The expertise of individual teachers is used well. Very well trained learning support staff are deployed effectively and support pupils very well. Although there have been some

improvements to the accommodation it remains unsatisfactory. Financial pressures have led to some shortages in resources for learning.

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 going to school. • Their children are making good progress. • The quality of teaching. • Staff are approachable and parents are comfortable airing their concerns. • The school expects their children to work hard. • The school is helping their children to become mature. 	<ul style="list-style-type: none"> • The amount of homework their children receive. • The behaviour of some pupils. • The range of activities the school provides. • The information about how well their children are getting on.

The inspection team strongly endorses the positive views of parents. The inspection also supports parents' views that a minority of pupils finds it hard to behave well. However, the inspection does not agree with other concerns that parents raise. Homework is set regularly, and parents are provided with a good range of information about school events and how their children are progressing. The range of activities outside lessons is about average for a school of this size.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The attainment of children on entry to the reception class is well below expectations for their age, particularly in personal and social development, communication, language and literacy, mathematical development and knowledge and understanding of the world. The children make very good progress in their learning and by the time they start in Year 1, the majority has achieved the nationally agreed learning goals. Last year a significant minority achieved above this standard. The very good quality of teaching and learning in the reception class, which has continued to improve over the last two years, is providing the children with a very good start to their education.
2. In the national tests taken by pupils in Year 2 in 2002, the school's performance in mathematics was in line with the national average, in reading it was below the national average, and standards in writing were well below the national average. In comparison to similar schools¹, standards were above average in mathematics, average in reading but below average in writing. Teacher assessments in science indicate that the proportion of pupils achieving at the expected level is above the national average, whilst those achieving at the higher level is average. From 2001 to 2002 there was an improvement in writing, spelling and mathematics. The school exceeded its targets in all areas except writing.
3. Taking the performance of pupils over the last three years there appears to be little difference in the performance of boys and girls apart from in mathematics, but there are developing differences in reading and writing. Standards in mathematics have risen sharply during the last two years, principally due to a significant improvement in the achievement of boys. Although the standards achieved by girls is rising slowly they are below the national average, while those achieved by boys in the most recent tests are above average. During the last two years the attainment of boys in writing has been lower than that of girls and the gap has been widening. Last year also saw a dip in the standards boys achieved in reading. The school has recognised that there are issues concerning the standards that boys achieve in reading and writing and is taking measures to tackle the problem. These include:
 - introducing a wider range of reading books to attract boys to read more consistently and to impact on their writing,
 - analysing in more detail questions and answers to tests to identify gender strengths and weaknesses and inform teaching,
 - introducing a wider range of teaching strategies to address different learning styles.
4. In the national tests taken by pupils in Year 6 in 2002 standards in science were above the national average, while those in English and mathematics were below the national average. In comparison to similar schools¹, standards in science were well above average; they were above average in English, and average in mathematics. In comparison with results in 2001 standards improved in all three subjects. Taking the performance of pupils over the last three years, standards fell below the national average in all three subjects, however standards are rising. For example, standards in English have continued to rise over the past four years and those achieved in the

¹ This refers to schools that have a similar percentage of pupils who are eligible for free school meals

tests last year were very close to the national average. However, attainment in writing is still lower than in other areas and remains a school priority. The percentage of pupils achieving at the expected level (level 4) in the mathematics tests in 2002 rose significantly but very few pupils achieved at the higher level, and as a result the overall standard was lowered. In science, standards rose sharply with all pupils achieving at the expected level. The trend in the school's results is broadly in line with the national trend. The school has a higher than average pupil mobility rate, which adversely affects the results achieved by 11-year-olds. There is evidence to illustrate that pupils who remain at the school over time make at least satisfactory progress.

The findings of the inspection

5. Standards in speaking and listening and reading in Year 2 and Year 6 are average, but they are below average in writing. Most pupils in Year 2 are attentive in lessons when listening to a story or when the teacher is teaching. Most are keen to share their understanding and contribute ideas. The most able pupils have developed very good reading skills. They predict what might happen next in a story and read with considerable expression. Average attaining pupils use picture clues and whole-word recognition in their reading but the less able have limited knowledge of letter sounds to help them say unfamiliar words. In their writing, pupils create stories with a sound structure and probable events. The majority of pupils write in sentences, using full stops and capital letters, but only a few write at adequate length.
6. Most pupils in Year 6 listen and speak confidently in a range of contexts. They take an active part in class and small group discussions. Most are keen to share their work and talk about their achievements in the session at the end of lessons, a few are reluctant to do so. Most read fluently and accurately, some with good expression. They have developed good skills for working out unknown words. They have a good understanding of the books that they read and comment knowledgeably on the characters and plots. Their writing is clear and legible, but overall it lacks the range of vocabulary and structure that is usually found in pupils of this age. Whilst overall standards of spelling have improved, pupils do not always transfer what they have learned to their writing. From Year 1 to Year 6 pupils' achievement is satisfactory because of their good attitudes to learning and the effort that the majority put into their work.
7. Standards in mathematics in Year 2 are broadly average, but they are below average in Year 6. In the Year 2 classes, pupils recall addition and subtraction facts to ten, and have a satisfactory understanding of the value of numbers up to a hundred. In lessons, pupils solve problems using the strategies of doubling and halving and group data in different ways. Pupils in Year 6 use skills of addition, subtraction, division and multiplication to solve problems. They convert fractions to decimals and calculate fractions of given numbers. They draw angles, calculating their sizes, and collect data and display it in the form of block graphs. In lessons, pupils use co-ordinates, successfully reading and plotting points in all four quadrants. Pupils achieve satisfactory standards over time.
8. Standards in science in the current Year 2, and Year 6 classes are average. In the Year 2 classes pupils identify similarities and differences between human characteristics and have some understanding of different types of food and what constitutes a balanced diet. Pupils in the Year 6 classes conduct experiments with different materials and record their findings carefully on a chart. They know the names of the main parts of a plant and their functions and use keys to sort animals or plants into their correct group for identification purposes. Pupils achieve satisfactory standards in relation to their prior attainment.

9. In other subjects, pupils reach the expected standard for their age apart from information and communication technology, where they are below average. There have been significant improvements in the curriculum and in the provision of computers and as a result standards are rising. Many of these improvements are relatively new however, and have not had sufficient time to raise standards to the national average. In addition, the current geographical position of most computers in the school does not provide for easy access for several of the classes. During the inspection there was insufficient evidence to make a judgement on standards of seven-year-olds in music and religious education and of 11-year-olds in music and physical education.
10. Pupils in Year 1 are making good progress in their learning, and in Year 2 it is satisfactory. This is an improvement since the last inspection and reflects the development of teaching in these years, but there is still room for further improvements. For example, a minority of pupils in the Year 2 classes find it hard to concentrate and behave well, and are not making the progress that they could. Pupils in Years 3 to 6 are beginning to make good progress in their learning as a result of improvement in the quality of teaching and learning. These improvements are comparatively recent however, and have yet to make an impact on pupils' achievement over time. The school has set achievable targets for 2003 for attainment in English and mathematics. They are lower than the test results achieved in 2002 but appropriately reflect the ability of pupils in the current Year 6 class, which has a significant number of pupils with special educational needs. The school recognises that the standards achieved by seven- and 11-year-olds in writing could be higher, and that there needs to be an improvement in the number of 11-year-olds achieving at the higher levels in mathematics. The school has set targets for attainment in science that are considerably lower than the standards achieved in 2002, and they are not sufficiently challenging.
11. Most pupils with special educational needs make good progress. They make particularly good progress when they are provided help from the learning support assistants. If there are no other adults in the class however, pupils who have difficulties in concentrating and behaving properly do not make the progress that they might. The special educational needs register provides clear evidence that provision and support for pupils is adjusted according to their progress; it also shows that pupils who are provided additional support make good and often very good progress as a result. On average, pupils in Years 5 and 6 who have special educational needs have improved by at least one level and often by the equivalent of two academic years' progress within just one year. This is a reflection of the very high quality of the provision.
12. Pupils who speak English as an additional language, including refugees, also make good progress overall. They make particularly rapid progress when they are receiving additional support. Pupils who no longer receive targeted support make similar progress to the other pupils in the class.

Pupils' attitudes, values and personal development

13. Most pupils have positive attitudes to their work; they are eager to learn and to be taught and enjoy working on their tasks. They respond to their teachers' positive caring attitudes and demand for courtesy and respect for others. They are observant and take a pride in carrying out their duties as monitors. Pupils are involved in a wide range of activities, and make the most of the opportunities provided. They work well together in different groupings and individually.

14. Behaviour is satisfactory. Pupils are polite, courteous and friendly to each other, and to adults; they show patience, tolerance and maturity in many situations, for example when elected to the role of school councillor. No aggressive behaviour to other pupils was observed, and there had been no exclusions during the school year prior to the inspection. Pupils take care of school property and help with the setting up and clearance of equipment. Older pupils give good support to younger children. A small minority of pupils in the Year 2 classes finds it difficult to behave properly at times.
15. The children in the reception class are attentive during the introduction to lessons and participate well in the very good range of practical activities that the teacher provides. They make independent choices about the activities they want to do and show maturity when negotiating roles and responsibilities. The children build effective relationships with adults and with each other. They are polite, friendly and well behaved and have a good understanding of what is right and wrong.
16. Pupils with special educational needs enjoy their work and work well individually or in small groups. They often form a close bond with the learning support assistant and other pupils with whom they work regularly, and this helps to develop confidence when learning something new. The majority of pupils with special needs show a willingness to learn; they respond and behave well in lessons. For many, their targets for improvement relate to aspects of personal development, including behaviour. With very effective support from staff they increase their confidence and self-esteem and ability to contribute significantly to lessons. They mix well with other pupils and are fully integrated into the day-to-day life of the school. Pupils work in an environment free from oppressive behaviour.
17. Pupils who speak English as an additional language, including refugees, who are at the early stages of understanding English are often very quiet, or display inappropriate behaviour when working within the whole class. They become more confident when working in a small group, especially during the weekly conversation class with members of their own family. As their grasp of English and their understanding of school routines improve, their confidence grows, and they begin to offer answers, and take a more active part lessons.
18. The quality of relationships and the racial harmony is a strength of the school. This helps to create an environment for effective learning. Pupils grow in maturity as they progress through the school carrying out their responsibilities sensibly and thoughtfully, particularly the enthusiastic school councillors. Pupils respond well to the system of awards and certificates for achievements in academic and social areas.
19. Whilst attendance remains unsatisfactory it has improved since the last inspection. Recent mitigating factors have slowed the rate of improvement. The attendance in most classes is broadly average, but due to long term-illnesses of three pupils in one class the overall attendance rates are lowered. Unauthorised absence has been reduced significantly through good liaison between the education welfare officer and the school. Pupils receive awards for good attendance. Punctuality could be further improved.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

20. Overall, the quality of teaching is good. All teaching observed during the inspection was at least satisfactory. In seven out of ten lessons teaching was good or better and in three out of ten lessons it was very good. This constitutes a significant improvement since the last inspection when nearly two out of ten lessons were judged to be unsatisfactory and where the proportion of good and very good teaching was much lower. The improvement in the quality of teaching is having a positive impact on pupils' confidence and self-esteem, as they are beginning to recognise how well they can learn when they try hard. The quality of teaching has improved since the last inspection due to the emphasis that the headteacher places on thorough monitoring of teaching and learning, and the provision that the school makes for the professional development of teachers and learning support assistants.
21. The quality of teaching in the reception class is very good. The class teacher and the nursery nurse plan together to ensure children have a wide range of activities and challenges. These promote the development of skills and knowledge, as well as assisting the children to improve their understanding and use of English. The class teacher and the nursery nurse are consistently positive and this builds children's self-esteem and helps them to persevere well. As a result of high quality planning and very good teaching, children make very good progress in their learning and quickly develop confidence and independence.
22. The quality of teaching and learning in Years 1 and 2 is satisfactory overall, with four out of ten lessons good or better and one out of ten, very good. There was no unsatisfactory teaching in these classes. Teaching is good in Year 1 and satisfactory in Year 2. The best lessons are very well planned and organised. During a very good art and design lesson that focused on the abstract work of Kandinsky for example, the teacher explained to the pupils what they were expected to learn. She demonstrated well the techniques that she wanted the pupils to use, and set high expectations of the pupils' effort and behaviour. In response the pupils listened attentively and settled well to the group activities. The pupils were provided with a very good range of activities that effectively engaged them in their learning. The pupils were well managed and well supported in their learning by the class teacher and learning support staff, and as a result they behaved well and made very good progress in their learning. In lessons that are not so successful, but are nevertheless satisfactory, the work is well planned and organised with a good range of activities to engage the pupils in their learning. Teachers help pupils make connections in their learning by effectively linking past to current work. In these lessons, the majority of pupils make at least satisfactory progress but the unsatisfactory behaviour of a small minority limits the progress that they make. Although teachers work hard to manage the challenging behaviour of these pupils who are often immature, they have a limited range of strategies to achieve this. In these lessons, there are often no learning support assistants to help the pupils behave properly, and concentrate hard. Routines and high expectations have not been firmly established, and these pupils lack the self-discipline to concentrate on their work and try hard. Sometimes teachers' questioning at the beginning and end of lessons is not always effective in assessing what pupils understand.
23. The quality of teaching and learning in Years 3 to 6 is good, with nearly nine out of ten lessons good or better and three out of ten being very good. In the best lessons the work is thoroughly planned with clear learning objectives, and conducted at a brisk pace so that full use is made of the time available to move pupils' learning on quickly. The management of the pupils is good and pupils behave very well. In a very good literacy lesson in a Year 5/6 class for example, the teacher had high expectations of

the pupils and as a result they worked hard in a busy, interested and highly motivated manner. As a result pupils made very good gains in their understanding of the use of clauses and connectives. In a history lesson about Greek 'city states', also in a Year 5/6 class, the teacher's very good subject knowledge and very high expectations contributed significantly to the pupils' progress. In this and other lessons, teachers and learning support staff are both consistent and patient. As a result pupils feel their contributions are valued and this appreciation helps to build their self-esteem and encourages them to try harder. Weaknesses relate to noise levels from classes nearby distracting pupils from their learning and as a result slowing the pace of the lesson. Close examination of pupils' previous work indicates that the quality of teachers' marking is variable. In the best examples it informs pupils of the merits of their work, and provides pointers for further improvement. In some cases work is not marked or not marked accurately.

24. Overall, the teaching of English (including literacy skills) is good. Class teachers have a good understanding of all aspects of the literacy strategy. Planning for the literacy hour is effective. Lessons are well planned with clear learning objectives. These are shared with pupils so that they understand what they are expected to learn. Most teachers have high expectations of their pupils and provide work that is well matched to all pupils' needs and interests. Good use is made of opportunities for whole class direct teaching. The majority of pupils pay careful attention during these periods. However, a minority of pupils finds it difficult to focus on task for long periods. Most teachers, but not all, skilfully use appropriate behaviour management strategies to encourage these pupils to work hard.
25. The teaching of mathematics (including numeracy skills) is good. Planning is good and provides a clear structure to the lesson with the provision of work for three attainment groups. Learning intentions for each lesson are clearly defined in the planning and shared with pupils. Teachers display good subject knowledge. They encourage the use of correct mathematical vocabulary and provide good opportunities for pupils to explain their methods and practice what they know. They present lessons in a variety of ways which capture pupils' interest, making them enthusiastic about number and giving them confidence in their own abilities. Most pupils are well motivated and respond positively to high expectations of their concentration and behaviour. The session at the end of lessons is often effectively used to revisit the learning objectives and to assess what the pupils have learned during the lesson. Teachers' questioning is not always effective in assessing what pupils have learned. Sometimes work is not sufficiently tailored to meet the needs of all the pupils, in particular the more able.
26. The teaching in art and design and science is good. In information and communication technology teaching is satisfactory. The teaching of physical education in Years 1 and 2 is satisfactory. Teaching in history is satisfactory in Years 1 and 2 and good in Years 3 to 6. There is insufficient evidence to make a judgement on the quality of teaching in design and technology, geography, music and religious education in Years 1 to 6 or in physical education in Years 3 to 6.
27. The teaching of pupils with special educational needs is good overall, and within small groups working with a learning support assistant the teaching is very good. Class teachers plan work according to the needs and targets identified in each pupil's individual education plans, which are clearly written and define their specific needs, and how they are to be tackled. Class teachers and learning support assistants plan their teaching to meet these targets, and review each pupil's progress regularly, amending their teaching to match the new targets. Sometimes, when additional

support is not available to the class teacher, a few pupils with behavioural problems do not make the progress that they could.

28. Teachers make appropriate use of all class helpers, for example, student class assistants, volunteers and high school students, but the most effective support is from the learning support assistants, who provide very good learning experiences for the pupils. The learning support assistants usually support in literacy and numeracy lessons by providing individual help and encouragement, both in behaviour and work, for the pupils. This is extended in the afternoons by shorter sessions of individual or small group work, often reinforcing details from the morning lessons.
29. The teaching of pupils who speak English as an additional language, including refugees, is good overall, and within small groups working with a learning support assistant the teaching is very good. Class teachers make good use of every opportunity to encourage and support these pupils in speaking and listening activities. Where appropriate, pupils are supported by learning support assistants, and those in the very early stages of learning English are also given the opportunity of extra practice in basic vocabulary and conversation skills.
30. Pupils whose grasp of English is not strong enough for them to understand, and be able to work within, the whole class setting, are given support by the learning support assistants, which is targeted towards their own individual needs. This may be within a group of pupils with special educational needs or in a separate group. This arrangement ensures a high quality of provision for all pupils who need additional support. Many pupils who speak English as an additional language no longer need targeted support and work at their own level is provided by the teacher within the main class. As with all the pupils, teachers support these pupils according to their needs.

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

Learning Opportunities

31. The curriculum provided for the children in the reception class is good. It is very well planned and managed and provides effective transition from the Foundation Stage to the National Curriculum. The school provides a suitably broad and balanced curriculum for all pupils in Years 1 to 6. It meets statutory requirements. There is good guidance for the teaching of all subjects including religious education. The school has responded well to weaknesses identified in the curriculum for teaching information and communication technology and this has improved significantly, but there is still room for further improvement. Planning is good and ensures that pupils' learning is progressive and avoids unnecessary repeating of topics. The time allocated to teaching pupils in Years 3 to 6 is currently below the nationally recommended levels.
32. The National Literacy and Numeracy Strategies have been adapted well to suit the pupils' needs as in the additional 'booster' sessions to raise the standard of both higher- and lower-attaining pupils. Targets for literacy and numeracy are most common and they are reviewed on a regular basis. As a result of these reviews pupils are moved to a higher or lower level of support. The school makes good provision for pupils' personal, social and health education. There is an appropriate policy for teaching sex education and a drugs awareness programme. There are good opportunities for pupils to discuss important issues. These sessions are used effectively to develop self-esteem and to encourage greater personal responsibility. Time is scheduled each week for each class; sometimes the session is combined

with religious education to provide more time for discussion. The curriculum provides equal access for all pupils. For example, both boys and girls play football for the school team. The siting of the computers, however, limits their use by younger pupils. The school responds sensitively to the needs of pupils from different backgrounds and faiths and respects all minority cultural traditions. Refugee children in school are very well supported and have access to the full curriculum.

33. Pupils with special educational needs and those who speak English as an additional language, including refugees, have access to the full curriculum. The needs of each individual pupil are well known to the teachers and learning support assistants, and provision is planned well to meet these needs. Where pupils require additional support in any particular area, then the learning support assistants provide this in the afternoons. If it is necessary to withdraw a pupil from the classroom for a short time, staff ensure that essential elements of lessons are not missed and a rota system is used so that pupils do not miss the same lesson twice. This is a very effective way of supporting these pupils.
34. The provision the school makes for activities outside of lessons is satisfactory and improving. Pupils have opportunity to participate in a computer club organised most lunch times, three football teams, one of which is a girls' football team, a gymnastics club and basketball. Pupils may access these if they wish. Pupils have opportunity to develop team skills and self-confidence when they visit the Stretton activity centre.
35. The local community makes a good contribution to pupils' learning. The community wing of the school provides pupils with opportunities to join Cubs, Beavers, Scouts and Brownies, and many pupils take part. Elderly people enjoy coming to school for lunch and coffee. Two governors who are senior citizens come to talk to the children about their lives during the war. Children in the reception class visit a local fast food outlet, and the local supermarket has invited the pupils to plant bulbs around the shopping centre. Parents provide help with cookery and mothers bring new babies to school to help with the personal, social and health education curriculum the pupils' receive. The vicar from the local church comes to the school to take assemblies, and is involved with the Christmas carol concert. In recent times, parents have come to school to help with the Asian art form of hand painting (mendhi).
36. Relationships with partner institutions are good. The headteacher meets with colleagues from nearby primary schools. The information and communication technology teacher from the local secondary college provides good quality support to staff, and pupils to develop computer use in school. Towards the end of the summer term pupils in Year 6 complete bridging units to help facilitate a smooth transition to the next stage of their education.

Personal Development

37. Provision for pupils' spiritual, moral, social and cultural development is good. This is an improvement since the last inspection. The school operates as a caring community and aims to provide a happy and secure place where children and staff work and learn together. The school is successful in achieving these aims.
38. The school's provision for pupils' spiritual development is satisfactory. Assemblies together with the multi-faith curriculum, enable pupils to gain insights into values and beliefs of the principal faiths, and provide opportunities to reflect on personal experiences and relationships. During the inspection the headteacher effectively used carefully chosen music to set an appropriate atmosphere; and a lighted candle as the focus for reflection. In one assembly, pupils listened attentively to Andrea Bocelli and

Celine Dion singing "The Prayer". There was an emotional response to the music and some pupils confidently said how it made them feel. Others were less willing to do so. In another assembly, pupils in Years 1 and 2 were encouraged to empathise with those who were excluded from playing with others. Pupils in a literacy lesson in a Year 3/4 class, empathised with the poet who wrote the poem "My baby sister", using a wide vocabulary to indicate their feelings. In an art and design lesson in Year 1, pupils in the class responded with a "Wow" on seeing a Kandinsky print. They were given time to reflect and think about the painting before they produced their own Kandinsky circle style patterns using a variety of media.

39. The school's provision for pupils' moral development is good. The school promotes a clear understanding of right and wrong and most pupils know how to behave. There are clear rules to encourage appropriate behaviour, with displays around the school reinforcing these values. Teachers and other staff are good role models in their relationships and interaction with each other and with pupils. They are fair, respectful, tolerant and considerate. There is a well-developed reward system to encourage kindness and tolerance. From the earliest days in the reception class, children are encouraged to consider how their actions affect others. Values are fostered through the caring, supportive and good relationships that exist between staff and pupils and the good example set by all those working in the school. Pupils are encouraged to be glad when others do well. Assemblies give strong support to the teaching of the principles that distinguish right from wrong, fostering such values as being a good friend and respect for one another, and there is a strong sense of care permeating the school. The school fosters a sense of community, which is most noticeable in its provision for pupils with special educational needs and for refugee children. Most pupils show courtesy to adults and speak politely with visitors.
40. The school's provision for pupils' social development is good. The school provides a good range of opportunities for pupils to work, play and pursue social activities. Positive relationships are successfully promoted and pupils are encouraged to show consideration and sensitivity for the needs of others in the school, in the local community and throughout the world. In most lessons, teachers provide opportunities for pupils to co-operate as they work in the classrooms. Good examples were seen as pupils took turns in using keyboards and computers. In a physical education lesson in a Year 2 class, pupils successfully negotiated roles as they prepared a dance to represent the sounds and movements of fireworks. They decided who was going to be a rocket, a Catherine Wheel or a Golden Shower, and then successfully performed a series of movements. Care is taken to ensure that those pupils who have special educational needs and those who speak English as an additional language are fully integrated into the life of the school. Many pupils undertake monitorial duties in their classrooms and older pupils have specific responsibilities such as preparing the hall for assemblies. The personal, social and health education programme effectively supports the school focus on school rules of respect and responsibility. Pupils from Year 6 recently attended a conference and read poems on the theme of "Bullying". They confidently spent twenty minutes before a large audience and were good ambassadors for their families and the school. Pupils have also participated in a film promoted by The National Society for the Prevention of Cruelty to Children, to highlight the plight of asylum seekers and refugees. From Year 2, pupils are elected to serve on the School Council to make suggestions about how the school should be improved. Pupils are encouraged to participate in the community, for example through distributing harvest festival gifts. Most parents agree that the school helps their children to become mature and responsible.
41. The school's provision for pupils' cultural development is good. Pupils are given a variety of opportunities to develop an appreciation of their own and others cultural

traditions. In art and design, they learn about famous artists, for example Kandinsky, and enjoy studying and creating patterns to be found in Aboriginal artwork. In Year 2, pupils are provided with opportunities to develop their knowledge about musical instruments from different parts of the world. In geography, pupils use the Internet to find out about what life is like for people in other countries. Through their studies in history, pupils learn about peoples from ancient civilisations, for example the Athenians and the Spartans. In a lesson in a Year 5/6 class, a Muslim pupil confidently helped the class teacher with spellings, and talked about what it was like to be a Muslim. Pupils have opportunities to visit places of worship such as a Hindu Temple. Visitors come to school to talk to the pupils about other faiths. The festival of Diwali was featured recently along with the Asian art of hand painting (Mendhi). A Black Awareness Week that focused on Afro-Caribbean story telling, dance, music and famous black people, for example Mary Seacole, contributed well to pupils' learning about other cultures.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

42. Provision for the welfare and health and safety of pupils is good. They are made to feel safe and secure within a calm but disciplined atmosphere. Staff know the children and their families well, and show a good understanding of their emotional needs in school, home and within the community. The quality of learning is enhanced by this support.
43. Child protection procedures are good and meet statutory requirements. All staff are aware of the arrangements, and the school maintains good links with the support agencies. The school provides a safe and harmonious environment, which makes an effective contribution to the standards the pupils achieve. A comprehensive health and safety policy contributes to the pupils' welfare and good procedures exist for carrying out risk assessments. The school has a robust policy to ensure safe use of the Internet.
44. The school has good procedures for promoting discipline and good behaviour. The discipline policy provides comprehensive guidance on how to deal with unacceptable behaviour and is implemented throughout the school. The school has an effective policy to promote racial equality, which include provision for equal opportunities and the recording of any racial incidents. The effectiveness of this policy is evident in the good relationships that pupils share. The school has thoroughly evaluated the provision it makes for disabled pupils, and has produced an accessibility statement. Details of the statement are included in the special educational needs' policy and the school prospectus. Procedures for monitoring and improving attendance are satisfactory. Improvements have been made since the last inspection and the current education welfare officer provides good support. Parents are made aware of the procedures to follow when their children are absent from school. Attendance awards, classroom graphs and checks on first day absence are helping to improve attendance.
45. Induction procedures for children aged under five and arrangements for other new pupils are good. Significant numbers of pupils join and leave the school during the school year. Transitional arrangements for pupils' secondary education are good. Former pupils return to the school to talk to pupils in Year 6 about how they managed the transition to their new school.
46. The school has now established very good procedures and systems for gathering and recording information in the form of data on pupil progress. The assessment co-ordinator and staff have worked very hard to establish and refine this in the last two

years. All teachers now have comprehensive assessment files for their class. These chart the progress of pupils within their individual classes and teachers can see clearly the stage pupils are at in their learning. Information from these assessments is also now used more rigorously to identify appropriate targets for action within the school improvement plan. Staff are beginning to use this information to identify targets for the next stages of pupils' learning. Senior staff are aware that the need now, is for these processes to become more fully embedded and consistently implemented across the whole school. The focus should be on building on the best practice seen to ensure all pupils have identified targets for development, particularly in English and mathematics.

47. Assessment is used well to identify the learning needs of pupils with special educational needs, and those who require additional English language support. The learning support assistants keep detailed records of support given to each pupil and their progress towards the targets in their individual education plans. Individual targets are reviewed regularly and the needs of each pupil are reviewed by the support staff and monitored by the special educational needs co-ordinator.
48. The assessment co-ordinator is very clear about the next stages in development within this area. A clear assessment action plan has been drawn up and is being implemented. Future developments will include systematic pupil work sampling to assess standards and to identify issues for improvement. The further development of procedures for assessing more accurately the needs of pupils who speak English as an additional language together with further analysis of the impact of the high pupil mobility rate on standards are further areas appropriately identified for attention. The school has made good progress in tackling the issues raised in the last inspection report.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

49. The partnership with parents is good. This is a similar situation to that recorded at the time of the last inspection. Parents' comments at the pre-inspection meeting indicated that they were happy with many aspects of the school. For example, the school listens to their views and satisfactorily resolves their concerns. They expressed some concerns about the behaviour and manners of a few pupils in the school. The response to the inspection questionnaire showed that a small minority of parents felt that the school did not work closely with them and they were not kept fully informed. The provision of homework and the number of activities provided outside of lessons were other concerns. Inspection findings indicate that parents are provided with a good range of information about school events and how their children are progressing. Homework is set regularly, and the range of activities outside lessons is about average for a school of this size. The inspection agrees with parents that a minority of pupils find difficulties with behaving well.
50. The home-school agreement emphasises the school's commitment to work with pupils, parents and the wider community to provide the best education possible. The agreement is reviewed periodically. Pupils' home-school records provide an effective means of exchanging information. A detailed prospectus, governors' reports and the headteacher's letters provide a wealth of information and keep parents well informed. School documentation is clearly presented and enhances the reader's image of the school. Annual reports on pupils' progress are well written, in-depth and critical where necessary. The reports contain suggestions about how parents might help their child to improve. Opportunities for further consultations are provided on a termly basis, and parents are happy with the accessibility of teachers at other times.

51. The parents of all pupils receiving additional support are included in all decision-making regarding their child's provision. The support team maintains close contact with parents and their role is often extended to include pastoral support, in addition to the academic support within school. This high-quality teamwork provides a stable and secure basis for the pupils' education and helps them to gain in confidence. The school also works effectively with the parents of refugee children, providing good opportunities for them to be involved in their children's education. This includes the provision of an interpreter at meetings, and follow-up work by liaison staff from the local education authority.
52. An effective Parent and Friends Association supports the school through substantial fund raising and organising social events. Pupils' learning, behaviour and personal development benefit from the good liaison with most parents. A mother and toddler group meets in the community room, following the closure of the playgroup. Parents would appreciate the reinstatement of this facility, which is currently under review by the school and the local education authority.

HOW WELL IS THE SCHOOL LED AND MANAGED?

53. The leadership and management of the school provided by the headteacher are good. This is an improvement since the last inspection. The headteacher has developed a more strategic view of school improvement, and manages the day-to-day issues effectively. She communicates well with the staff, parents and governors, and keeps them well informed. She ensures that staff and governors understand the school's priorities for development, and work successfully as a team. She maintains a good balance between the strategic, administrative and monitoring elements of her work. In all of these she is well informed. She monitors the work of teachers in the classroom and has a good understanding of the strengths and weaknesses of all staff. As a result of this monitoring, and the provision of training opportunities, there have been significant improvements in the quality of teaching and learning, and in the provision for pupils with special educational needs and for those who speak English as an additional language. During the process of improvement, the headteacher has made good use of the external expertise provided by the local education authority advisory staff, and has worked in partnership with a local 'Beacon School'. As a result of these actions there have also been improvements in the curriculum, and in the procedures for assessing and monitoring pupils' attainment.
54. The aims of the school focus on the educational, social and personal development of the individual are shared by all, and underpin the work of the school. The staff work well as a team, and particularly well within the paired bays of classes. They are hard working, and committed to the vision and aims of the school, and to meeting the needs of all pupils. Teachers work well collaboratively, and share skills and talents in the paired classroom environment. There is clear understanding about where the school needs to improve, and a shared sense of determination to succeed and move forward. The school is in a good position to make further improvements, and has the capacity to achieve these.
55. The deputy headteacher works very hard to support the headteacher and staff to deliver the school's aims. He is also a good co-ordinator of information and communication technology. However, with a full teaching commitment he does not have sufficient time to carry out all of his duties. The senior management team meets regularly, sometimes weekly, to review school progress and develop further a shared vision for the school. Written records of meetings are not always kept however.

56. Senior management of the school, including co-ordinators for English and mathematics, now monitor teaching and learning across the school. The school has systems to monitor planning, teaching and assess the standards pupils are achieving in their work. This has been effective in helping to raise the quality of teaching across the school. Recent financial constraints have, however led to loss of opportunities being created to ensure this monitoring programme is being fully implemented. Other subject co-ordinators, some quite new to role due to recent staffing changes, work hard and are enthusiastic. They are knowledgeable about their subjects and are keen to extend their role in order to raise standards further.
57. The co-ordinator for special education needs and her team are very knowledgeable and conscientious. They have attended a good range of training and work well together as a team. The co-ordinator has been able to put in place a very effective structure for supporting pupils' individual needs and this is having a positive effect upon standards across the school and particularly in Years 3 to 6. The school's aims and objectives are reflected well in the high standard of the support team, which is managed well. The staff value all pupils equally as individuals, whatever their needs, and work hard to make sure they get the best from their time at school.
58. The governing body fulfils all of its statutory responsibilities. There is a satisfactory structure of 'working groups' with each having a specific area to monitor or specific tasks to perform. Key personnel leaving, and the school experiencing difficulties in recruiting new governors have limited the effectiveness of these groups. However, governors have been involved in key financial decisions, for example the provision of computers, and new buildings to replace the old 'temporary' structures. Governors have also had to make difficult decisions in response to falling rolls which have included reducing the numbers of teaching and support staff. There are satisfactory procedures to ensure that individual governors are kept well informed. Several governors work in the school as teachers and support staff whilst others are kept informed through the detailed headteacher's report. In line with procedures to check effectiveness of teachers' professional performance procedures, the governing body has set targets for the headteacher. The governing body has a good understanding of the strengths and weaknesses of the school, how the school has improved and, where it needs to improve in the future.
59. The school improvement plan is an effective working document that is based on a thorough audit of the school's present position. The school has set itself a manageable number of clearly defined measurable targets, many of which focus on the raising of standards. All new initiatives are carefully appraised in relation to likely costs. The school uses its resources efficiently. It plans and manages the budget well to meet its educational objectives. The school has prudently set aside funds to cushion the impact of falling rolls. The quality of the financial planning is good and is linked to the school improvement plan. The administration officer provides valuable expertise in the day-to-day spending which is effectively controlled. A peripatetic bursar provides additional assistance. The last audit in 1999 raised no serious concerns and the recommendations suggested in the report have been implemented. For administrative purposes, the school makes satisfactory use of computers. The school makes good use of specific grant funding as illustrated by the high quality information and communication technology equipment that has been purchased. This is a key improvement since the time of the last inspection. The school applies the principles of best value well. The school analyses its performance using both national and local data, and uses this information to evaluate the standards that its pupils are achieving, and where improvements are needed. Parents are provided with a satisfactory range of opportunities to voice their opinions, for example when meeting

with staff. The school seeks to obtain good value for money when purchasing goods and services.

60. The headteacher and governors carefully select and appoint new staff to ensure a balance of expertise across the teaching team. The induction procedures for new staff are good. Teachers are well qualified for the curriculum subjects and the ages of the pupils they teach. There is an appropriate match between the training and expertise of teachers and the subjects that they are asked to co-ordinate. Learning support staff are well qualified; they have a good level of expertise and provide the pupils in their care with very good support and guidance.
61. Some of the accommodation issues identified at the last inspection are being tackled. The school is working with the local education authority to have a new teaching area built which will allow the removal of the mobile classrooms. Noise within the classroom bays is still an issue, particularly since the siting of the new computers in the classroom areas. There is still no appropriate outdoor area or equipment for children in the reception class to practise and refine their physical skills in safety. The school hall remains too small for the older pupils' work in sport and gymnastics. The need to use the hall as a dining room means that despite the efforts of the kitchen staff, cleanliness following lunch-breaks remains a problem.
62. Whilst there have been significant improvements in the provision of computers since the last inspection there continue to be resourcing issues that have yet to be resolved. Although there have been some improvements in the provision of books there are still insufficient fiction or reference books readily available for pupils in the classroom. There are insufficient resources of appropriate quality in science to support the full curriculum. In geography there are shortages in books, maps and atlases and in history there are insufficient books and artefacts. There are also shortages in the provision of musical instruments.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

63. In order to further improve the quality of education in the school, the headteacher, governing body and staff should:

(1) Raise standards in writing by:

- planning more reading and writing tasks both in English and in other subjects which support pupils' writing targets,
- reviewing the allocation of time given to teaching writing skills in order to build in more opportunities for pupils to practice them,
- ensuring that all teachers consistently make good use of marking, both to identify with pupils what they need to do to improve their writing and to set them targets against which they and their teachers can measure their progress,
- ensuring that teaching focuses on specific identified gaps in pupils' learning, for example in broadening their vocabulary base and on developing their skills in use of grammar,
- further extending the range of reading and reference books available for pupils to access and, in addition, more actively encouraging them to use their dictionary and thesaurus more regularly.

(see paragraphs: 2,3,4,5,6,62,79, 80,85,86,89,92)

(2) Raise standards in mathematics by:

- ensuring that all work is suitably tailored to meet the needs of all pupils including the more able,
- monitoring carefully the achievement of boys and girls, particularly in Years 1 and 2, and taking the necessary action to raise standards,
- ensuring that all staff have higher expectations of what pupils can achieve.

(see paragraphs: 2,3,4,7,25,93,94,96,97,98)

(3) Raise standards in information and communication technology by:

- providing all pupils greater opportunities to use computers, including further extending pupils' opportunities to use computers to support their learning in other subjects of the curriculum,
- providing further opportunities for teachers to directly teach important computer skills,
- further developing the skills, knowledge and understanding of teaching and support staff,
- ensuring that the planned programme of work is carried through effectively,
- assessing and monitoring carefully the standards pupils achieve and the progress they are making.

(see paragraphs: 9,31,108,112,117,132,134, 135, 141,150)

(4) Improve the attitudes and behaviour of pupils by:

- ensuring the school's procedures for managing pupils' behaviour are consistently implemented,
- ensuring that all teachers have high expectations of what pupils can achieve,
- improving the management strategies of staff to a consistently high level,
- providing additional support for pupils with most need.

(see paragraphs: 10,14,22,24,27,88,90,97,105,128,139,144)

- (5) Improve the level of pupils' attendance by:
- implementing more rigorously the systems that are already in place for improving attendance,
 - working more closely with parents to improve pupils' punctuality.
- (see paragraph: 19)*
- (6) Improving learning resources, particularly the provision for outdoor play for children in the reception class.
- (see paragraphs: 61, 62, 64, 76, 92, 131, 141)*
- (7) Increasing the amount of teaching time provided for pupils in Years 3 to 6.
- (see paragraph: 31)*

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	37
Number of discussions with staff, governors, other adults and pupils	32

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	11	15	11	0	0	0
Percentage	0	30	41	30	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	213
Number of full-time pupils known to be eligible for free school meals	0	56

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	0	67

English as an additional language	No of pupils
Number of pupils with English as an additional language	15

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	23
Pupils who left the school other than at the usual time of leaving	31

Attendance

Authorised absence

	%
School data	7.0
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)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	11	15	26

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	9	6	10
	Girls	14	14	14
	Total	23	20	24
Percentage of pupils at NC level 2 or above	School	88 (84)	77 (72)	92 (92)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	9	10	11
	Girls	14	14	14
	Total	23	24	25
Percentage of pupils at NC level 2 or above	School	88 (76)	92 (84)	96 (84)
	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)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	19	18	37

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	12	19
	Girls	16	14	18
	Total	26	26	37
Percentage of pupils at NC level 4 or above	School	70 (61)	70 (51)	100 (85)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	9	15
	Girls	15	14	17
	Total	24	23	32
Percentage of pupils at NC level 4 or above	School	65 (56)	62 (59)	86 (73)
	National	73 (72)	74 (74)	82 (82)

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

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

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	125	0	0
White – Irish	0	0	0
White – any other White background	21	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	6	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	2	0	0
Black or Black British – African	10	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	26	0	0
No ethnic group recorded	23	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)	9
Number of pupils per qualified teacher	23.7
Average class size	26.6

Education support staff: YR – Y6

Total number of education support staff	12
Total aggregate hours worked per week	192

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0
Total number of education support staff	0
Total aggregate hours worked per week	0
Number of pupils per FTE adult	0

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	5
Number of teachers appointed to the school during the last two years	4

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

FTE means full-time equivalent.

Financial information

Financial year	2001-2002
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	£
Total income	563,447
Total expenditure	596,391
Expenditure per pupil	2,724
Balance brought forward from previous year	69,243
Balance carried forward to next year	36,299

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	213
Number of questionnaires returned	55

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	53	42	5	0	0
My child is making good progress in school.	51	44	0	4	2
Behaviour in the school is good.	47	35	11	2	5
My child gets the right amount of work to do at home.	36	45	15	2	2
The teaching is good.	49	44	4	2	2
I am kept well informed about how my child is getting on.	44	36	11	7	2
I would feel comfortable about approaching the school with questions or a problem.	67	27	2	4	0
The school expects my child to work hard and achieve his or her best.	60	38	0	2	0
The school works closely with parents.	42	38	7	11	2
The school is well led and managed.	44	38	4	11	4
The school is helping my child become mature and responsible.	40	53	4	2	2
The school provides an interesting range of activities outside lessons.	31	35	18	11	5

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

64. Children are admitted to the four-plus class in the year in which they become five. There were 20 children in the reception class at the time of the inspection. Very few children have any pre-school experience. When the children enter the school a very wide range of attainment is represented, but it is well below that expected of children of their age. These standards are lower than at the time of the last inspection. Within this group, some children have poorly developed social, mathematical and speech and language skills, and have limited knowledge of the world around them. By the time they reach Year 1, children are achieving standards that are at least in line with those expected. Last year a significant number of children exceeded these standards as a result of the very good teaching they received. The children in the current reception class are making very good progress in their learning and most are on line to achieve the expected standards in all six areas of learning with a small minority likely to achieve above these. Pupils with special educational needs and those who speak English as an additional language, including refugees are very well supported in their learning and are making very good progress. Since the last inspection there have been improvements in the quality of teaching and learning. These are now very good. However, there are still outstanding issues relating to the provision of a suitable outdoor play area, and appropriate equipment to support pupils' physical development.
65. The curriculum is broad and balanced and meets the needs of the children. There is a strong emphasis on improving pupils' personal and social development, communication, language and literacy and mathematical skills. The school has identified these as being key areas of weakness and significant amounts of time are allocated to the teaching of these subjects. Opportunities for pupils to develop physically are limited due to lack of an appropriate outdoor play area and specialised equipment. Induction arrangements are good. Parents are provided with comprehensive information to help them understand school routines and support their children in their learning at home.
66. Formal assessment procedures are good. On entry to school, children are assessed and this provides information on individual attainment levels and areas for development. Assessments take place at the end of each month, when pupils' attainment and progress are checked and recorded. On a day-to-day basis, the teacher keeps detailed records of children's progress in their knowledge and understanding of all aspects of the early learning goals, for example reading development, letter sounds, colours, shapes and numbers. These records are easily accessed and are used effectively to inform future planning.

Personal, social and emotional development

67. From the time that they first enter the reception class, children are encouraged to make independent choices from a wide range of activities. The teacher and nursery nurse help children to feel safe and confident. As a result, they settle well, work and play independently and most are willing to take turns and share equipment. The children have caring attitudes towards each other, including those who speak English as an additional language. The children respond positively to new challenges and enjoy their work. They are attentive and interested in all that they do. Many are able to sustain interest in their activities for long periods of time. They are polite, very friendly and very well behaved, and have a good understanding of what is right and wrong.

The children build effective relationships with adults and with each other. When pretending to work in 'MacDonalds', for example, children effectively negotiate their roles and work co-operatively together. Individuals are pleased to be chosen for jobs or to be rewarded with stickers for their efforts. They show maturity when tackling jobs such as clearing away, getting out equipment, and join in willingly with the teachers' suggestions. The children effectively build relationships with adults and with each other. The majority of pupils are on line to achieve the standard expected for their age with a significant minority likely to achieve above this.

68. The quality of teaching and learning is very good. Strengths of the teaching relate to the high expectations of the children's attitudes and behaviour. Specific lessons are planned to help children maintain attention, concentration and to sit quietly. During these lessons, children develop an understanding of codes of behaviour, and begin to realise the difference between right and wrong. Important lessons are also learned about taking turns, putting hands up, and speaking well of each other. In one lesson for example, the teacher effectively used a puppet to reinforce important elements of friendship. She immediately captured the children's interest, and they were keen to contribute their understanding of what constitutes being a friend by saying for example, "we shouldn't say naughty words", and "we should be nice". The teacher provides a good range of opportunities for children to make choices and develop independence. For example, asking them whether they want to decorate a hatband, play with Noah and the ark, or build a house or vehicle using construction materials. The class teacher and nursery nurse are consistently positive and this builds children's self-esteem and helps them to persevere with challenging tasks. They have a very warm, reassuring manner that encourages self-confidence and fosters a desire for the children to want to come to school.

Communication, language and literacy

69. Children listen attentively and respond well to instructions and directions. The majority of children engage in conversation with one another, when they are playing with Noah and his ark or filling containers with cornflakes. A few talk quietly to themselves as they seek to solve a problem or are engaged in a task, for example, completing a jigsaw. There are a number of children with speech problems, about one quarter of the class, and this limits their ability to communicate effectively. Children thoroughly enjoy listening to stories, for example 'Shhh!' joining in with the parts they remember. Most children enjoy reading books, handling them carefully, and willingly talking about their favourite story. Most average and more able children have a clear understanding that print conveys meaning. They distinguish between text and pictures, and tell the story as they turn over the pages. Even though a few more able children point out some letters in the text, they do not as yet recognise many words. In lessons, most children recognise and make the sounds of up to ten letters, and average and more able children write their names. One very able child recognises all of the letters of the alphabet and their sounds, whereas less able children struggle to remember the sounds of the few letters they have heard. The majority of pupils are on line to achieve the standard expected for their age with a small minority likely to achieve above this.
70. The quality of teaching and learning is very good. Lessons are very well planned and prepared, with tasks that are well targeted to meet the needs of all children. The teacher provides the children with a very good range of opportunities to develop skills of speaking and listening. In one lesson for example, they were encouraged to speak in sentences as they introduced the children who were sitting on either side of them. The teacher provided the children with an example and then sensitively helped them if they encountered any problems. The other children listened carefully, and patiently waited for their turn. In the same lesson, the teacher effectively used children's

comments about what made one of their class mates special, to show how what they said could be recorded in print. As she wrote the sentences, the teacher effectively questioned the children about the different letters they recognised, and the sounds that these letters made. In this very good lesson the teacher gave the children a context for their learning, reinforced their understanding of letter sounds and assessed their knowledge of those letters that had been learned previously. In another very good lesson, the teacher taught new letter sounds in an enjoyable way, and then provided the children with very good opportunities to practice the formation of the letter they had learned. During this lesson the teacher and nursery nurse spent time working with individual children, supporting them very well in their learning.

Mathematical development

71. Most children count to 12 and beyond and recognise and order numbers to ten. More able children recognise numbers to 20 and beyond, while a significant number of less able children experience difficulties counting and recognising numbers to five. In lessons, most children show some understanding of very simple addition and use mathematical terms, for example 'more than', 'less than', 'big' and 'small' and 'bigger' and 'smaller' to describe boxes of different sizes. Average and more able children fill different size containers with cornflakes, carefully measuring the amount, and weigh them using balance scales. These children show considerable levels of independence as they check their answers using a number line. Most children know the names of some flat shapes, such as square, triangle and circle, and more able children describe shapes by the number of sides or corners, and talk about circles as having "a round bit". Children group and count their favourite toys, and then create graphs to show which is the most popular. The majority of pupils are on line to achieve the standard expected for their age with a significant minority likely to achieve above this.
72. Teaching and learning are very good. The teacher uses registration time well to promote children's number skills. Each morning the children calculate how many are present, by counting, and how many are absent, by noting which of them has not put their 'name tag' on the registration board. The teacher provides the children with a very good range of games and practical activities to promote effective learning. In lessons, the teacher and the nursery nurse are very inventive in trying to help make learning enjoyable. In one very good lesson for example, they created an entertaining scenario that focused on the number of sweets to be found in boxes of different sizes. The interaction between the teacher and nursery nurse not only gained and maintained the children's interest, but also effectively developed their mathematical understanding and language skills. The teacher makes very good provision for developing children's mathematical understanding of number and capacity, whilst at the same time introducing larger numbers to the more able.

Knowledge and understanding of the world

73. The children know the names of different parts of the computer and create pictures and patterns using a paint program. Following a visit to the local shops, children created a map with all of the key landmarks for example, a telephone box, a bus stop, and a post box. Children have some understanding of the passage of time, using the terms, 'then', 'now' and 'a long time ago', when describing what they were like, and what they had when they were babies. They note that when they were babies they drank from a bottle and slept in a cot and now they drink from cups and sleep in beds. Average and more able children have some understanding of the properties of different materials, noting that the cups they use are made of plastic and do not break, while others are made of glass which do. In their previous work, children had 'mended

teddy' by attaching arms and legs using split pins. The majority of pupils are on line to achieve the standard expected for their age with a small minority likely to achieve above this.

74. Teaching and learning are very good. The teacher provides a wide range of activities that are planned to extend early concepts in science, design and technology, history, geography and information and communication technology. The teacher sets particularly high expectations, always seeking to challenge and develop the children's thinking.

Physical development

75. Children use a range of equipment and materials in their work and as a result their skills develop well. Children display satisfactory levels of control when using scissors, pencils and paintbrushes. A few children find difficulties in using a pair of scissors to cut accurately along a line. Children build houses and vehicles from construction kits, carefully attaching the pieces together. Similarly, when completing number or picture jigsaws, they carefully try out the individual pieces, to see if they will fit, in each case displaying satisfactory levels of hand-to-eye co-ordination. In physical education lessons, most children show satisfactory awareness of space as they walk, run and jump around the hall, stopping and changing directions. Most children move well on their hands and feet but a significant minority finds hopping very difficult. Average and more able children throw a ball up in the air and catch it and bounce a ball and catch it. A few throw a ball accurately into a basket, but the majority find this quite difficult. The majority of pupils are on line to achieve the standard expected for their age.
76. Teaching and learning are very good. Lessons are very well planned and managed and there is good attention paid to issues of health and safety. In a very good lesson the teacher set very high expectations of the children's attitude and behaviour. In response the children moved to their groups with no fuss and settled very quickly to their work. The teacher and nursery nurse effectively involved and supported all the children in the various activities. In response the children were very well behaved and highly motivated, working well individually and in groups.

Creative development

77. Most children know the names of many colours. Through their experiences of mixing paints from an 'artist's palette', and making handprints, children learn that they can create different colours. They make leaf prints using a range of autumn colours, create tree trunks from corrugated card, and children produce striking black and white patterns using their fingers. The children very much enjoy singing songs, for example "Let's make a noise unto the Lord". They join in with great enthusiasm, singing in tune, and clapping in time with the beat of the music. They particularly enjoy accompanying the songs with actions. The majority of pupils are on line to achieve the standard expected for their age with a small minority likely to achieve above this.
78. Teaching and learning are very good. The teacher and nursery nurse provides a good range of opportunities for the children to develop creatively. There is constructive support for the children in their learning, and techniques and skills are well taught. In one lesson, children practised mixing the blue and red to make shades of purple, under the careful direction of the nursery nurse. The children were provided with clear guidance in how to handle the brush and mix the colours as they created a rainbow. Displays around the room indicate that children have been allowed to create their own

paintings with the materials that they are given. The teacher effectively uses songs to help the children with their learning in many aspects of their work.

ENGLISH

79. The national test results for seven-year-olds in 2002, showed that standards attained in reading compared to all schools was below average but well below average in writing. In comparison to similar schools, results in reading were average, and in writing below average. These results represent an increase on results achieved in 2001. In 2003, the school forecasts that standards are expected to rise further. The school recognises that there are issues in relation to the performance of boys at this stage and in relation to the number of pupils achieving the expected level in writing. Particular progress was made in relation to raising the percentage of pupils achieving the expected standard in spelling. Pupils achieve satisfactory standards in relation to their prior attainment. The school attributes this rise in standards to improved analysis of previous results, leading to a better understanding of what pupils can achieve and the use of this information to inform teaching. Inspection evidence supports this view to an extent but these systems need to be more fully refined so that clear targets are set for improvement for individual pupils. The improvement in performance in spelling has resulted from a change of focus in the way spelling is taught. However, pupils must now transfer their new skills in this area to improve standards of spelling within their extended writing.
80. The national test results for 11-year-olds in 2002 indicated that pupils' attainment in English was below average when compared to all schools nationally and average in comparison with similar schools. These results are part of a steady upward trend in performance in this subject since 1999 to a point that is just below the national average. Attainment in writing is still lower than in other areas and remains a school as well as a local education authority and national priority. The targets the school has set itself for 2003 are not as high as those achieved last year. Evidence from the inspection confirms this forecast of pupil performance. This projected decline in standards in comparison to previous years can be attributed partly to the differing ability level of the group of pupils in the current Year 6, where a higher percentage have special educational needs. The school also has a higher than average pupil mobility rate and this adversely affects standards. This is particularly the case in relation to results achieved by 11-year-olds. There is evidence to illustrate that pupils who remain at the school over time make the expected level of progress. Since the last inspection there has been a significant improvement in the overall quality of teaching in the school and in the implementation of successful pupil management strategies. This has impacted positively on standards.

Speaking and Listening

81. By the age of seven, pupils have developed satisfactory speaking and listening skills. The majority of pupils are attentive in lessons when listening to a story or when the teacher is teaching. Most are keen to share their understanding and contribute ideas. In a history lesson in a Year 2 class the pupils were keen to share their observations about differences between their lives and those at the time of the Great Fire of London. A minority of pupils, however are rather reluctant to speak, even in the most successful lessons, unless prompted by the class teacher. Answers given are often short sentences or phrases and display a limited range of vocabulary.
82. By the age of 11, standards in speaking and listening are broadly average. The majority of pupils listen, and speak with some confidence in a range of contexts. They take an active part in class and small group discussions as seen in a successful Year

6 lesson where pupils were regularly encouraged sharing their learning with their peers. It was also evident when pupils shared their work at the end of literacy and history lessons. In these situations, pupils collaborate effectively. This was also evident in a successful history lesson in a Year 5/6 class where pupils were actively encouraged to develop views on the contrasts between the life of citizens in Sparta and Athens. However, a significant minority of the pupils in this age group are still reluctant to take an active part in question and answer sessions. Even in the best lessons they sometimes only respond when directly invited to contribute or when supported by a classroom support assistant.

Reading

83. By the age of seven, standards in reading are broadly average. The most able pupils have developed very good reading skills. They predict what might happen next in a story and read with considerable expression. The majority of pupils display an enjoyment of reading and take pride in their achievements and are keen to learn. A significant group of pupils find difficulty in recognising quite common words however, and have not yet fully developed their knowledge of letter sounds to help them to decode unknown words. Pupils name characters in their books and say who are their favourite, giving simple reasons such as "He's funny", or they can sometimes reflect on the last book they read by a particular author. Reading bags are taken home regularly and pupils say they usually read to their parents or another adult. The school has recognised the need to focus more attention on letter and sound patterns.
84. By the age of 11, standards in reading are broadly average. Many pupils display an enjoyment of reading and most read fluently and accurately, some with good expression. They have developed good skills for working out unknown words. They have a good understanding of the books that they read and give insightful comments on the characters and plots. They have good knowledge of how books in the school library are organised and talk about the opportunities they have to select books when they are completing work on, for instance, history projects on the Ancient Greeks, Tudors or the World Wars. The library is used well to support subject teaching, and for meeting the objectives of the National Literacy Strategy. Pupils express a preference for the work of particular authors, but the range of authors they know is somewhat limited. Pupils talk of taking books home to read either to adults or to themselves. There were few detailed written records of the home/school link in this area to be seen.

Writing

85. In line with local and national trends, the school is aware that this is a key area of focus for improvement. By the age of seven, standards in writing are below average in relation to similar schools. The majority of pupils write in sentences, using full stops and capital letters and some write to an adequate length. More able pupils who can write longer sentences are not always sufficiently encouraged to do so however. Teachers use visual stimuli to motivate pupils as in a Year 2 class focusing on 'how to make a sandwich'. Pupils are often provided with good guidance on how to improve their writing and clear structures to help them to achieve this. Re-drafting of work was used to good effect in a Year 2 class in poems written on the theme of 'Autumn'. These poems were of good quality but there were too few examples of this standard of work.
86. By the age of 11, standards in writing are still below the expected level, although pupils' achievement is satisfactory. Many pupils express themselves clearly in written form. They write clearly and legibly in joined-up script. They use language and vocabulary appropriately to convey meaning in a range of contexts. For example, in a

very good history lesson in a Year 5/6 class, pupils were encouraged to discuss and record their views on the contrasting 'city states' of Athens and Sparta in Ancient Greece. Pupils drew on their previous knowledge as they used contrasting connectives such as 'but', 'however', 'on the other hand' and 'whereas', in their work. In good work seen in a Year 5/6 class on 'The Secret Garden' that was centred on the exploration of feelings and alternative viewpoints, pupils successfully re-drafted their work. As a result, this work was of good quality and well presented, but there are few examples of this standard. There were useful examples of pupils' writing in other subjects, for instance in history and geography lessons. Overall however, there were too few examples of pupils' written work on display. The school has given focus to improving standards in spelling and handwriting. Classroom displays remind pupils to focus particularly on those two aspects and teachers use verbal praise and encouragement to good effect. This has led to a significant improvement in standards in these areas in relation to standards seen in the previous inspection, with a high proportion of pupils taking pride in their work. Whilst overall standards of spelling have improved, pupils do not always transfer what they have learned to their independent writing. There are general weaknesses in pupils' vocabulary and grammar skills.

87. The quality of teaching and learning is good, overall. In Year 1 and in Years 3 to 6 it is good, and in Year 2 it is satisfactory. No unsatisfactory teaching was seen. Lesson planning is good across the school. There are clear learning objectives for each lesson and these are shared with pupils so that they understand what they are expected to learn. At the end of lessons these objectives are revisited so pupils can reflect on their learning. The Literacy Strategy is often used very well to structure pupils' learning. Work is carefully tailored to meet the needs of all pupils. Classroom support assistants are used well to ensure target groups of pupils make at least good progress. There are helpful classroom displays of regular basic key words such as the days of the week and names of colours, and useful reminders about capital letters and full stops, as well as for the need for accuracy in spelling.
88. Teachers have very good subject knowledge and understanding of the content of each lesson. Good use is made of opportunities for direct whole class teaching. The majority of pupils pay careful attention during these periods. However, a minority of pupils find it difficult to focus on tasks for long periods and on occasion require firm direction from the teacher. In the best lessons, teachers skilfully use appropriate behaviour management strategies to encourage these pupils. In the less successful lessons, their inappropriate behaviour causes some disruption to the flow of the lesson, resulting in some loss of pace and learning opportunities. For example, in a good Year 1 lesson, which was reinforcing letter sounds, the class teacher skilfully used a pattern of arm movements with them to bring focus and attention back to herself. Good use was also made of a classroom assistant when pupils with a shorter attention span were sat near to her so that she could encourage their participation in the lesson. In a Year 1/2 class, the teacher made good use of a glove puppet to similar positive effect to retain pupils' attention and to motivate them.
89. Teachers generally have high expectations of their pupils and work hard to motivate and inspire them. This is reflected in the work in pupils' books. This is an improvement since last inspection. In a good lesson in a Year 6 on the theme of connectives the teacher's high expectations and good pace to the lesson ensured that there was good use of time. At the end of the lesson, the pupils' learning was further enhanced as they reflect on what they had learned. This was true in a good lesson in Year 5, in which pupils were able to reflect and articulate on the features of writing in diary format. There are examples of good quality marking of pupils' work by teachers. This clearly identifies what the pupils had done well and where they need to improve. This good practice is not evident in all classes. Some teachers also use

pupils targets well to serve as a reminder of where they need to improve. In a Year 5/6 class, for example pupil's targets are pasted into the front of their exercise books. This system is not consistent across the school. Reading records for pupils are in place but they are not always well maintained.

90. Pupils who speak English as an additional language, including refugees, are well supported in their learning and make good progress in relation to their prior attainment. Teaching assistants are very knowledgeable and are well deployed to help pupils with their learning. Similarly, pupils with special educational needs also receive good support. These pupils make particularly good progress when they are provided with help from the very able learning support assistants. If there are no other adults in the class however, pupils who have difficulties in concentrating and behaving properly do not make the progress that they might.
91. Pupils are offered opportunities to write for a range of purposes in English lessons and also in other subjects for example, history and geography. There are also some good examples of the successful use of computers to extend pupils' learning. For example, one class used the program 'Literacy Bank' to help them identify main clauses, whilst another used the same program in group activities to reinforce learning on synonyms. A third group used it to complete work on prefixes. There are very good systems for the assessment, tracking and forecasting of pupils' progress over time. The information compiled is being used well to support the monitoring of pupils' performance and in target setting for improvement. This is beginning to have a positive impact on standards but has not had time to become sufficiently embedded.
92. The management of the subject is good. The co-ordinator and staff have done much to improve the school's provision in this subject. The co-ordinator has monitored planning and teaching and reviewed the standards pupils achieve in their work. Recent financial constraints have restricted opportunities for this good practice to continue. Staff have had access to appropriate training and good use is made of external advice and support to enhance the effectiveness of provision. The school has recently spent a considerable sum upgrading the current stock. However, the range and volume of books available within classrooms is somewhat limited and is generally unsatisfactory. There is evidence of a range of differing dictionaries being available in the school. However, during the inspection few pupils took the opportunity to make use of these to enhance the quality of their written work.

MATHEMATICS

93. The results of the 2002 national tests for seven-year-olds were in line with the national average compared with schools nationally, and above average when compared with similar schools. These standards are higher than those recorded at the time of the last inspection. Standards in mathematics have risen sharply during the last two years, principally due to a significant improvement in the achievement of boys. Although the standards achieved by girls is rising slowly they are below the national average, while those achieved by boys in the most recent tests are above average. The finding of this inspection is that the attainment of pupils in the current Year 2 class is broadly average.
94. The results of the 2002 national tests for 11-year-olds were below the national average compared with all schools and close to the average when compared with similar schools. This is an improvement on 2001, when results were well below average, and they are also higher than those recorded at the time of the last inspection. Although standards rose in 2002 overall, there has been a steady decline in the percentage of pupils achieving at the higher level (Level 5). In an effort to tackle

this problem the school has set challenging targets for 2003. The finding of this inspection is that the attainment of pupils in the current Year 6 class is below average.

95. In lessons in Year 2, most pupils accurately double and halve numbers to 20 in a brisk mental starter session. They sort data using a Carroll diagram, justifying their choices and the decisions they make. Most pupils explain their choices correctly, for example the position of "a boy without white socks". Pupils use a computer program to sort shapes into for example, rectangles/not rectangles and red/not red. A close examination of pupils' previous work indicates that most pupils have a satisfactory understanding of number, measurement and time and know the names of common geometric shapes.
96. In lessons in Year 6, most pupils add two digit numbers mentally and confidently explain the strategies they use. Pupils use co-ordinates, successfully reading and plotting points in all four quadrants. They are confident in their use of appropriate mathematical language for example, 'negative', 'positive', 'axes', 'vertical', 'horizontal', and 'origin'. They appreciate the common error of having co-ordinates the wrong way round. A close examination of previous work indicates that most pupils have a satisfactory knowledge and understanding of adding and subtracting decimals, equivalent fractions, handling data, measuring and drawing angles and calculating angles formed when two straight lines intersect. Average and lower-attaining pupils make good progress overall. Higher-attaining pupils are not always provided with sufficiently challenging work. Pupils with special educational needs and those who speak English as an additional language including refugees are effectively supported by capable learning assistants and consequently make good progress.
97. The quality of teaching and learning is good overall. Teaching is good in Year 1 and in Years 3 to 6 and it is satisfactory in Year 2. Teaching is particularly good in Years 5 and 6 and pupils make very good progress in these classes. Teachers throughout the school display a thorough knowledge and understanding of the National Numeracy Strategy. In the best lessons, work is well planned at an appropriately challenging level. There are clear learning objectives that are shared with pupils so they know what they are going to learn. These lessons are conducted at a lively pace with a real sense of purpose. The teachers encourage pupils to participate and concentrate hard through their clear explanations and by asking direct questions to assess their understanding. Teachers' enthusiasm for mathematics is infectious, encouraging children to become involved in their learning and to work hard. Pupils are well motivated in most classes and respond positively to high expectations of their concentration and behaviour. The session at the end of lessons is often effectively used to revisit the learning objectives and to assess what the pupils have learned during the lesson. In lessons that are less successful, teachers' questioning is not effective in assessing what pupils have learned. Other weaknesses in lessons that are none the less satisfactory relate to the unsatisfactory attitudes and behaviour of a small minority, which prevents them from making good progress.
98. The very able support assistants are used effectively to support pupils' learning in lessons, particularly those with special educational needs and those who speak English as an additional language. They provide good support at the beginning and end of lessons for these pupils, as well as in group work. In all the lessons that were seen, appropriate work was provided to challenge all ability groups. Close examination of pupils' previous work however, indicates that sometimes all pupils are provided with the same tasks to do. On these occasions, the work is too easy for higher-attaining pupils and too difficult for the less able. One outcome of this weakness in provision is that few pupils achieve at the higher levels in the national tests, particularly in Year 6. Work is marked regularly and useful comments inform

pupils of the quality of their work and provide pointers for further improvement. There have been significant improvements in the standard of presentation. Pupils take pride in their work, concentrating hard and presenting their work very well.

99. The curriculum is good. This is an improvement since the last inspection. The school appropriately uses the National Numeracy Strategy to plan the curriculum and uses a published scheme to underpin the development of pupils' knowledge and understanding and practise their skills. Computer programs on the Internet are used well to support learning in mathematics, as are the National Catch-up programmes – Springboard in Years 3, 4 and 5. Analysis of national test results and non-statutory tests in Years 3 to 5 are used to check pupil progress and to set targets. Test data analysis and information provided by the local education authority is used well to inform future planning and guide training requirements. The information is also used well to track pupil progress and is passed on to the pupil's next teacher.
100. The subject is well led by an able co-ordinator. She is very knowledgeable about her subject and has an understanding of strengths and where improvements need to be made. She takes an active role in planning and monitoring standards and works closely with the assessment co-ordinator, numeracy consultants, colleagues and members of the senior management team.

SCIENCE

101. The 2002 teacher assessments of the attainment of seven-year-olds show that the percentage of pupils reaching and exceeding the national expected level was above the national average. The percentage of pupils reaching the higher level (Level 3) was average. When compared to the standards achieved by pupils in similar schools the percentage of pupils reaching the expected level was well above average and it was above average for the percentage achieving at the higher level. National test results for 11-year-olds were above the national average and were well above average when compared to schools in a similar context. These standards are significantly higher than those recorded at the time of the last inspection.
102. Evidence from the inspection indicates that pupils in the current Year 2 and Year 6 classes are attaining at the standards expected for their ages. The slight discrepancy between national test results and inspection findings may be due to a number of factors, including the time of year of the inspection, and variations in attainment levels of different groups of pupils.
103. By the age of seven, pupils conduct experiments and record their results in charts and on graphs. They identify different sources of light and place them in context. Pupils compare the light sources by brightness and the majority offers sensible reasons for the need for lights of different types and strengths. Work from previous lessons shows that pupils know the five senses, understand similarities and differences between human characteristics, and know the needs and capabilities of a baby when compared with themselves. They sort food into the four main types to show a balanced diet and understand the safe use and storage of medicines. Pupils' knowledge and understanding of materials and their properties is less secure than that to be seen in other areas, as lessons relating to this area have not yet taken place in the present year. The work of pupils in younger classes however, indicates that attainment will be of a similar standard to that in the other areas and that achievement is satisfactory.
104. By the age of 11, pupils build upon their previous understanding about dissolving by conducting experiments with different materials, such as soap powder tablets and

different types of granulated sugar. They show the importance of conducting a fair test and use thermometers and stop watches accurately. At the end of the experiment they record their findings carefully on a chart and compare their results with those of other groups, offering sensible reasons for any differences that have occurred. Work from previous lessons shows that pupils name correctly the main parts of a plant and their functions, and use keys to sort animals or plants into their correct group for identification purposes. Pupils understand and use appropriate terminology when describing food chains and have a secure knowledge and understanding of micro-organisms. Discussions with pupils in Year 6 indicate that they have a good knowledge of the properties of different rocks and minerals. They give reasons why they would prefer to build a house on granite rather than chalk, and why sandstone would not be appropriate for a path used by many walkers.

105. Teaching and learning are good. Teachers plan their lessons carefully. They make good use of reviews of the main elements from previous lessons as a basis for the new teaching and this helps to consolidate pupils' learning. Teachers share the learning objective with the pupils at the beginning of the lesson, which helps pupils to understand what they will be learning. Many teachers return to the objectives at the end of the lesson, which provides an opportunity for pupils to decide how much they have learned and how well they have worked. This is particularly valuable for the older and more mature pupils, as it encourages them to take an interest in their progress and helps to develop a sense of responsibility for their own learning. Where teaching is good, teachers have high expectations of pupils' work and behaviour, make good use of praise and encouragement and target questions appropriately. This results in good class control, with an appropriate pace and a high level of pupils' attention and concentration. A few lessons, which might otherwise have been good, are only satisfactory because the teacher occasionally allows unacceptable levels of noise, and does not manage inappropriate behaviour from a small minority of pupils well. This distracts pupils from their work and slows their pace of learning.
106. Pupils are usually attentive and listen well during lessons. They are interested and enjoy the subject, particularly when they are involved in practical activities. Most pupils work well in pairs or small groups, although a small minority find this difficult, and become noisy and restless unless checked by an adult. The quality of handwriting and presentation is satisfactory and many pupils try hard to draw and label diagrams with care. The marking of pupils' work is barely satisfactory and very few teachers add comments to indicate to pupils where they have done well or what needs to be improved.
107. Pupils for whom English is an additional language, including refugees, and those with special educational needs are well integrated into their classes and make good progress in Years 1 and 2 and very good progress in Years 3 to 6. They are well supported by very effective Learning Support Assistants, who provide programmes of work for each pupil.
108. The curriculum is appropriately planned to cover all areas of the National Curriculum for science and is divided into modules that include an element of assessment. This provides a good structure for ensuring that all pupils, including those in mixed year classes, are taught the full curriculum. The assessments provide teachers with useful information about how well the pupils have learned in each module. Teachers make good use of this information when planning the next lessons. There are satisfactory links with other subjects, particularly literacy and numeracy, but computer programs are not used frequently to support pupils' learning in this subject. The curriculum contributes appropriately to pupils' personal development and in many classes,

teachers include time for pupils to share thoughts and ideas, which contributes towards the spiritual, moral, social and cultural aspects of their development.

109. The subject co-ordinator is knowledgeable and manages the subject well, although time restrictions have limited her opportunities for monitoring teaching and learning. She has developed an appropriate plan for improving her subject, which is independent of the school improvement plan. She has set up a good system of organising resources to match each teaching module, although at present there are insufficient resources of appropriate quality to support the full curriculum. The targets that the school has set for the improvement in standards in Year 6 have not been accurate in the past and those set for 2003 are not sufficiently challenging.

ART AND DESIGN

110. Pupils in Years 2 and 6 attain the standards expected for their ages and a minority attains above these. This is the same as that reported in the previous inspection. In a lesson in a Year 1 class, younger pupils were able to develop what they had previously learned about the work of the abstract artist Kandinsky, and produced their own representation of some of his work using a variety of media. When asked by the teacher, "What is abstract art?" one pupil replied, "It doesn't have to be a picture, it can be all shapes and colours". Older pupils incorporate ideas from Greek vases and plates into their own design, with a limited choice of media. A scrutiny of pupils' work on display and collected into portfolios shows a wide range of ability throughout the school. The work on display is of satisfactory quality and has been mounted and displayed with care, contributing greatly towards the attractive teaching environment. The work collected by teachers into class portfolios provides some examples of high quality, but at present this is not reflected in most of the work in lessons or on display.
111. Teaching and learning across the school are good. Teachers have a good knowledge of the subject and of the capabilities and needs of their pupils. They plan lessons well, often incorporating elements from other subjects or cultures into the lesson, for example designing and decorating a container in order to appreciate how an Ancient Greek craftsman might have done it. Very good advice is given to pupils about routines and techniques, which ensures that they are able to build upon their knowledge and skill as they move through the school. This is particularly helpful for pupils who speak English as an additional language, including refugees, and those with special educational needs, as it helps to build their confidence. The teachers provide good quality resources and show the pupils how to care for them, although the range of resources is often very limited. Although teachers work hard to provide lessons in which pupils can produce high quality work, there are occasions where they are not given enough freedom to make choices. For example, sometimes the range of resources is too limited, or the teacher provides pupils with paper that has previously been cut into a particular shape. Whilst this may be helpful to pupils when they are experimenting and planning their work, it limits their potential when producing the finished piece of work. Pupils with special educational needs, and those who speak English as an additional language are well supported by all adults in the class, including learning support assistants, students and volunteers. Where appropriate, learning support assistants plan for specific aspects of the work, although this occurs less frequently in art and design than in other subjects, for example literacy and numeracy.
112. There is an appropriate curriculum in place, with assessments linked to each unit of work. This system of assessing and monitoring pupils' progress is comparatively new and its effectiveness is yet to be evaluated. There is a narrow range of resources, including computer programs, that limit the curriculum provided for the pupils; in

particular, the school kiln is broken and the range of paints and more specialised resources for older pupils is limited. The basic curriculum is enriched by the addition of units on abstract and Aboriginal art and teachers make good use of opportunities during educational visits for pupils to draw from first-hand experience. The curriculum contributes well towards pupils' personal development by providing opportunities for sharing and helping others. Pupils' spiritual, moral, social and cultural development is well supported by the range of activities, which include visits, visitors and insights into other cultures.

113. The subject co-ordinator is very knowledgeable and has a clear view of how the subject can be developed. She has developed a useful collection of information about artists and the teaching of skills that is being well used by staff to improve their confidence and expertise.

DESIGN AND TECHNOLOGY

114. Pupils in Years 2 and 6 attain the standards expected for their ages. Standards of attainment are similar to those recorded at the time of the last inspection. No lessons were observed during the inspection. Examination of pupils' previous work indicates that pupils, including those with special educational needs and those who speak English as an additional language make satisfactory progress in their learning.
115. By the age of seven, pupils undertake satisfactory range of activities to promote their design and making skills. Pupils work with a range of recycled materials, card and textiles developing their skills of cutting, sticking and joining. Pupils learn how things move by studying different everyday items, for example scissors and scales, noting how the pivot facilitates movement. Using this and other information they create from paper, flowers that grow out of pots and crocodiles with jaws that open and close. They develop their designs to include a range of mechanisms, for example hinges and sliders, to make their models work. Pupils learn important principles of healthy eating, hygiene and safety when they make fruit salads.
116. By the age of 11, pupils disassemble everyday objects, for example purses, to see how they are constructed and how they work. Based on their observations they generate ideas and plans about how they are to make their own. For example, pupils in Year 4 design money containers after they have studied the fastenings and mechanisms of different purses and wallets. They draw clearly labelled drawings, some of which are innovative in design, indicating what materials they intend to use and how the money container will be closed. They make different designed purses from paper and assess which is likely to work best and therefore which to make in fabric. Pupils in Year 5 study the structure of different musical instruments, and then design and make their own instrument from recycled materials based on their designs. When the instruments were completed, pupils evaluate how successful they have been and how their instruments could be improved. Examination of previous work in Year 6 indicates that pupils have studied and disassembled slippers to see how they were made, and then designed, and made their own. Pupils in this class also designed and made biscuits for Valentines' Day, considering the ingredients they would need and how they would decorate them.
117. There is good guidance for the teaching of this subject. Pupils are provided with a wide range of opportunities to develop their skills, knowledge and understanding, including food technology. Pupils in Year 3 to 6 participate in technology challenges with pupils from other primary schools at a local university. This good provision promotes pupils' social development and helps to develop team spirit. The school also holds a technology week, during which pupils from all classes participate in a

range of activities. Sometimes visitors come into school to talk about, for example, fairs, describing how swings, 'roller coasters', and roundabouts are built. Little use is made of computers to support pupils' learning. There is a whole school system of assessing and monitoring pupils' progress as they move through the school. This is comparatively new and its effectiveness is yet to be evaluated. The subject co-ordinator is very new in post, but is keen to develop her role further.

GEOGRAPHY

118. No lessons were observed during the inspection. Examination of pupils' previous work indicates that pupils at age seven and 11 years of age attain standards in line with those expected nationally. The satisfactory standards that were identified in the last inspection have been maintained throughout the school. Pupils achieve satisfactory standards in relation to their prior attainment.
119. Pupils in Years 1 and 2 undertake a project on the seaside and compare and contrast differing lifestyles between coastal areas and their own locality. They conduct a local shopping and land-use study. They study the local environment, as in the project they were involved in on how to improve the local park. They use maps and examine aerial photographs. Through this work, they develop early planning and mapping skills.
120. Pupils in Years 3 to 6 conduct an extended study on rivers and through this and other topics of study they have the opportunity to use more specific geographical vocabulary. They explore the features of river systems, including reservoirs and their impact on the environment. By the end of the project, they are knowledgeable about the water cycle and have insights into the importance of water. They visit the local Severn/Trent Water Centre and have opportunities to travel on a canal boat experiencing 'legging' through tunnels and opening and closing of locks. Through this work they reflect on lifestyles of different people, and how man influences and alters the environment in which we live. Pupils in Years 5 and 6 compare local town shopping facilities to those available in villages. They consider how the differences impact on people's lives. Use is made of video material to help them explore these topics.
121. From discussion with pupils it is clear that they have positive experiences of, and attitudes to the subject. Older pupils speak with enthusiasm and considerable knowledge on the topics that they have studied in the school. Evidence from samples of pupils' work reveals that younger pupils have opportunities to draw plans, as in their work on drawing a plan of their own bedrooms. They also have the opportunity to work on oblique drawings within their work on the seaside. They are encouraged to consider the features of a good coastal resort and to design their own ideal town. Older pupils produce very good diagrammatic representations of the water cycle. Presentation of work is good overall.
122. There is effective and detailed planning of the subject. Good use is made of field trips and educational visits to support their learning in the subject. This includes visits to study local facilities for younger pupils and a whole school visit to Bradgate Park which leads to first-hand opportunities to study rivers and flora and fauna. Older pupils have the opportunity to take part in a residential visit to Norfolk. This allows them to undertake a comparative study with their local environment. The visit also includes opportunities for coastal and woodland studies. All of these visits give pupils very interesting opportunities to learn about human and physical geography at first hand, and significantly enriches the curriculum.

123. Assessment of pupils' progress is undertaken at the end of each module of work and is recorded in a standard school format. Useful opportunities are taken to link with other subjects such as English and religious education. In literacy lessons pupils are provided with good opportunities to learn about different environments when they study books on 'Australia' and 'Big Blue Whale', and when they read about 'Katie Morag' who lived on an island off the coast of Scotland. Opportunities are also provided for pupils to reflect on cultural and lifestyle differences by inviting parents in to talk about different birth rituals, food, clothing and dance. Through this work, a significant contribution is made to pupils' spiritual, moral, social and cultural development and understanding. Computer programs on rivers and mountains are used well to support and enhance pupils' learning.
124. The management of the subject by the co-ordinator is satisfactory. The co-ordinator has had some opportunity to monitor provision in the subject and has reviewed resources and examined the work of pupils. Opportunities to monitor teaching have been limited. It is important that these opportunities are developed in order that an accurate overview of provision can be drawn up, including how well teachers are teaching and how well pupils are learning. Overall resource provision is unsatisfactory. The range of books, maps and atlases is in need of review.

HISTORY

125. The satisfactory standards that were identified in the last inspection have been maintained. Pupils at age 7 and 11 years of age attain standards in line with those expected nationally. Pupils achieve satisfactory standards in relation to their prior attainment.
126. In Years 1 and 2 pupils learn effectively about the passing of time. For example, they consider and compare what London was like at the time of the Great Fire with life in towns today. They compare in particular how houses and clothes differ to those found in modern times. This work gives them a useful understanding of some of the changes that occur with the passage of time. Pupils find out about important people of the day, for example Samuel Pepys.
127. In a lesson in a Year 5/6 class pupils were encouraged to reflect on what is meant by democracy and were helped to begin to understand the contrasting philosophies of peoples living in Athens and Sparta in Ancient Greece. Being able to identify key features of Tudor buildings was a particular focus for pupils in a Year 3/4 class. In this lesson the teacher made very good use of a 'PowerPoint' presentation on the topic to inspire and motivate pupils. In the lesson pupils drew accurate inferences about the lifestyles of different Tudor people.
128. The quality of teaching and learning is satisfactory in Years 1 and 2, and good in Years 3 to 6. Where teaching was particularly effective, pupils were inspired and well motivated to discuss aspects of their learning and to complete set tasks. For example, a group of pupils in a Year 5/6 class were studying life in Ancient Greece. Very good planning and teacher's subject knowledge, coupled with very good direct teaching and the teacher's good questioning led to significant gains in pupils' learning. They were encouraged to think of themselves as historians and to use secondary sources as aids to their research into the topic. There was a very good link with this work and that completed in a literacy lesson on 'contrasting connectives'. A small group of pupils who had a short attention span were skilfully managed to help them remain on task. In other lessons, the management of unsatisfactory pupil behaviour is not so successful, and the pace of these lessons is affected with some learning opportunities lost.

129. In a good lesson in a Year 3/4 class, very good collaborative planning and preparation by teachers ensured a high quality learning opportunity was offered to pupils exploring life in Tudor times and the work set effectively took account of the needs of all pupils. In a less successful lesson, group tasks were not sufficiently well differentiated to meet the needs of pupils and learning opportunities were missed. Good use was made of classroom support staff in these lessons to meet the needs of identified groups of pupils. Presentation of written work is generally good, although detailed examination of content sometimes reveals weaknesses in grammar and spelling. Most teachers mark pupils' work well, providing supportive and informative comments that are helpful in taking pupils' learning forward. Pupils' attitudes to history are positive. They talk enthusiastically about topics they have studied including work on the Aztecs, Tudors and Greeks. They are keen to investigate and undertake research. They are capable of working well individually, collaboratively with a partner and in small groups.
130. There is effective and detailed planning of the subject. Good use is made of opportunities for outside visits to support learning, as in visits by pupils in Years 1 and 2 to Belgrave Hall to support them in their studies on Victorian Life, and visits to the local sewage works. Pupils in Years 3 to 6 visit Warwick, and occasionally period actors visit school. There are planned opportunities to make good use of information and communication technology to support pupils' learning, as in the use of 'PowerPoint' presentations and published computer programs and information from the internet. The subject makes a significant contribution to their social, moral, spiritual and cultural development through opportunities to reflect on the past. Assessments on pupil progress are conducted and recorded in an agreed way at the end of each module of work.
131. The management of the subject is satisfactory overall. The co-ordinator has only been in post for a short time but is well aware of the place of the subject within the school improvement plan. She has recently revised the policy for the subject and will lead a full review of provision in 2003/04 in line with priorities identified in the school improvement plan. The co-ordinator has not had the opportunity to monitor formally provision for the subject across the school and so has not as yet been able to build a full picture of strengths and weaknesses. Whilst there are some helpful resources available to support teaching, the overall resource provision for the subject is unsatisfactory.

INFORMATION AND COMMUNICATION TECHNOLOGY

132. The attainment of pupils in Years 2 and 6 is below that expected for their age. Since the last inspection there has been a marked improvement in the provision of training for teachers and learning support assistants. There has also been a significant investment in hardware and software courtesy of national initiatives. As a result standards are beginning to rise, particularly in Years 3 to 6 but they are still below the national average. Many of the initiatives are comparatively new and are yet to have full impact on raising standards to national levels. The school's facilities are mainly available to pupils in Years 3 to 6. Children in the reception class and pupils in Years 1 and 2 do not have access to this resource. Until the facilities are more readily available to all pupils then its contribution to raising levels of achievement will not be fully realised.
133. Pupils in Year 2 use an art program to draw pictures such as "Ollie the octopus" with text to describe their drawing. In creating the pictures they select colours and use tools like 'spray' and 'infill'. They collect and display data on for example, simple

graphs related to eye colour and organise data in science. Pupils also provide a sequence of instructions to control a floor robot. Pupils have satisfactory keyboard and mouse skills. They are confident and enthusiastic explaining how to use capital letters, full stops, space bar and the 'enter' key.

134. Pupils in Year 6 use a spreadsheet to plan a party with a budget of £100. They confidently align data correctly in cells and make proper use of formulae to total contents in cells and use (*) to multiply the contents of the cells. They use 'data logging', for example to record the volume of noise. They confidently use skills of word processing and combine pictures and text. There are also some examples of pupils combining digital photographs with associated text. Pupils type commands to move a turtle around the screen in a predetermined way, and then print the resulting drawings. Examination of pupils' previous work shows that they access the Internet independently and successfully extract, edit and save information on selected topics for example, the Greeks and a project on water. They have also used the Internet to access programs helpful to them in English, mathematics, science, history and geography, but this is not the case in all subjects. In other subjects of the curriculum for example, science, art and design and religious education, computers are not used consistently to support pupils' learning. However, pupils do not have enough frequent opportunities to use e-mail to exchange ideas and information or to use computers to present information in a variety of forms demonstrating an awareness of audience.
135. The quality of teaching and learning is satisfactory overall. Teaching in Years 5 and 6 is good, and is greatly enhanced by a visiting teacher from the local Technology College. In one lesson, the visiting teacher interestingly introduced the lesson using a 'PowerPoint' presentation; pupils participated with enthusiasm and made good progress. Teaching observed in Year 2 is satisfactory, but progress is limited by the paucity of hardware provision. Lesson planning is recorded in a standard format throughout school. These plans are easy to read and can be amended with minimum effort. Teachers make good use of computers in planning lessons, recording and other regular administration. Their good use of computers also enhances displays of literacy, numeracy and science around the school. Computer workstations have appropriate photographs and names of equipment, especially for younger pupils. The frequent, short periods of time set aside for computer use are not conducive to pupils becoming progressively proficient. Pupils generally work well together, sharing the computers and helping each other when needed, especially in the older age range. Some able pupils are encouraged share their expertise with others. Pupils in the younger age range sometimes have difficulties with taking turns.
136. A commercial scheme is used alongside the scheme of work, which is being adapted to suit the needs of the school. Pupils are well supported in the use of computers by very effective learning support assistants. This year the co-ordinator has introduced an individual profile for each pupil to record levels of attainment, skills and understanding. Assessments are carried out at the end of each module of work.
137. The leadership and management of the subject are good. The co-ordinator has a clear view of how the school needs to move forward; in the continued development of the curriculum, continued staff training, providing greater and more equitable access to computers and the provision of appropriate software, especially for pupils with special educational needs. There are good structures in place for the further development of the subject. Teaching staff are scheduled to complete training through the New Opportunity Fund this term. The impact of the training is varied and dependent on the confidence of individual teachers. Teachers and support assistants have received sessions of training in the use of computers to enhance literacy and numeracy provision. The co-ordinator is keen to see extension of these training

opportunities. Some teachers are beginning to use the Internet more to support pupils' learning and bolster achievement in English, mathematics, history and geography.

MUSIC

138. Only two lessons were observed and there was insufficient additional evidence upon which to form secure judgements about standards across the school. No examples of pupils' work were available and no recordings had been made of parts of lessons or performances that might have provided an indication of standards in performing and composing music. However, some elements of music were noted in assemblies and during other lessons, which help to form a more general picture of the quality of musical provision in the school.
139. Pupils of all ages sing tunefully in assembly, well supported by a competent pianist. They listen and respond appropriately to recorded music, although they have very little knowledge of composers or the characteristics of different instruments. Younger pupils can repeat a clapped rhythm with reasonable accuracy and do the same with "shakers" which they have made in another lesson. Higher-attaining pupils are able to follow a simple score. Older pupils respond to quiet music played at the beginning of lessons by settling down quietly; one pupil remarks that it helps her to concentrate. Younger pupils know that "tidying-up music" is a sign to stop work and put their books away. Most pupils enjoy musical activities, including lessons that combine music and movement. Occasionally, a small number of pupils become over-excited and behave inappropriately. This reduces the pleasure and concentration of the other pupils, and limits the amount of learning that is possible.
140. Teachers plan well, although their knowledge of the subject is variable. They make useful links to other subjects and use praise well to encourage the pupils to work hard. Where musical activities were observed, the teachers expected the same standard of work from all pupils; this did not allow higher-attaining pupils the freedom to develop their own skills or to take a lead in an activity. The support provided by Learning Support Assistants for pupils with special educational needs and those for whom English is an additional language, including refugees, is usually good, as these pupils are the focus for additional support, to which respond well.
141. The curriculum is appropriate and incorporates a useful method of recording what pupils have learned. Five pupils take private instrumental lessons and are encouraged to perform in school. In addition, good use is made of musical workshops and visiting musicians to raise the profile of music in school. Little use is made of computers to support pupils' learning. The co-ordinator is recently appointed and is not a music specialist. She acknowledges the shortcomings within the subject and has drawn up a useful action plan, which includes planned external support and training, in addition to the development of monitoring procedures and the improvement of resources. This shows a sensible way forward for increasing the confidence and skills of staff, in order to provide an improved education for the pupils. Resources to support teaching and learning are unsatisfactory. Although they have been gathered together in a central point, many are of poor quality or are in need of repair.

PHYSICAL EDUCATION

142. By the age of seven, pupils achieve standards in line with those expected nationally. Pupils in Years 1 and 2 achieve satisfactory standards. No lessons were observed in Years 3 to 6, so it is not possible to make a judgement on the quality of teaching, or the standards achieved by these pupils. Records of pupils' swimming competencies

indicate that by the time they leave the school at the end of Year 6 the vast majority swims at least 25 metres, with many achieving longer distances.

143. The majority of pupils display satisfactory awareness of space as they walk, run and skip at the beginning of lessons. Pupils create body shapes and movements in lessons to represent fireworks, in response to the sounds of different musical instruments. They create 'spikey' movements to represent a sparkler, and jump high in the air like a rocket. When they put the movements together into a sequence, pupils work high and low, changing their shape in response to the changes in musical instruments.
144. Teaching and learning in Years 1 and 2 are satisfactory. Teachers' good planning provides lessons with a clear structure, and good guidance for the development of pupils' skills. In the best lessons there is an appropriate warm up at the beginning and a warm down at the end. Teachers provide pupils with good levels of encouragement, which help them to concentrate, and try hard. Teachers often use pupils well to illustrate teaching points and to highlight good practice. Teachers provide good opportunities for pupils to comment on the performance of others. In response, pupils talk about the parts that they enjoyed, and how the performance could be improved. When working in groups most pupils negotiate their roles well, for example, in deciding who would move like a Jumping Jack and who would be the Catherine Wheel. A significant minority of pupils in both the Year 1/2 and Year 2 classes experiences some difficulty in working with others in the class. Teachers sometimes struggle to involve these pupils fully in the lesson in spite of their best efforts. It is clear that routines and high expectations are not sufficiently established to ensure that all pupils behave appropriately and take full advantage of the good opportunities that are being offered.
145. There is a policy and good guidance for the teaching of this subject. A satisfactory range of activities is provided for pupils to participate in outside of normal lessons, including football and basketball. The school also participates against other schools in football (both boys and girls). Opportunities are provided for the pupils in Years 3 and 4 to participate in outdoor and adventurous activities, such as camping, abseiling and following trails, when they attend a residential visit. The very enthusiastic subject co-ordinator has only recently been appointed, and has many good ideas for improving the provision. The school has a good range of equipment to support pupils' learning.

RELIGIOUS EDUCATION

146. There was insufficient evidence upon which to form secure judgements about standards achieved by seven-year-olds, apart from their knowledge of Christianity, which is satisfactory. By the age of 11, pupils achieve satisfactory standards that meet the expectations of the locally agreed syllabus. Pupils, including those with special educational needs and those who speak English as an additional language make satisfactory progress.
147. By the age of seven, pupils have a satisfactory understanding of Christianity. They know that Christmas is a special time to remember the birth of Jesus and that Mary and Joseph had an important role to play in his life. Pupils recall important events in the life of Jesus, that he was born in a stable and that "Wise men" came to visit him. Pupils know that Jesus "did good work" with the friends he had chosen and that he was taken to "skull hill" and left to die. They know that God "wants us to be good and not hurt people" and that Church is a "special place to go and pray and to sing songs to celebrate." They have opportunities to reflect on their experiences, for example how they felt when others called them names. Some said it made them sad, others

unhappy. They are expected to think for themselves and to make connections between stories they hear and everyday life. For example in Year 2, they listen to a story about different coloured butterflies and reflect on how it feels to be excluded. There is little recorded work at this stage but there is growing understanding of the significance of New Testament stories in the Christian tradition and their knowledge of other world religions.

148. By the age of 11, pupils are beginning to develop an understanding of the beliefs and practices of some of the world religions, for example, Christianity, Hinduism, Judaism and Islam. They are interested to learn about other people's beliefs. Pupils know about key events in the life of Jesus, confidently presenting a tableau on the Nativity, saying who they were and why they were in the Gospel story. They appreciate that the Resurrection is important to Christians because they believe that Jesus rose from the dead. They are able to recall important aspects about Islam, remembering the significance of PBUH (i.e. peace be upon him) in relation to the prophet Muhammad. They know about the importance of the Qur'an to the followers of Islam and of the preparations which must be made prior to prayer. A Muslim pupil confidently helped the teacher sharing what it was like to be a Muslim and spelling the Arabic word describing the washing (Wudu). Pupils know that Muslims go to the Mosque to pray, especially during Ramadan and that many go on pilgrimage to Mecca (Hajj). Pupils appreciate that assemblies are a time to reflect and that stories they hear are to help them become better people.
149. Only one lesson was observed so it is not possible to make an overall judgement on the quality of teaching. In a good, well planned lesson in Year 6, pupils read in pairs passages from the Bible, acting as detectives to spot the differences between Luke and Matthew's account of the Nativity. This was quite a difficult task in which they worked well together to find the answers. Pupils who had difficulty reading had partners; thus they were encouraged to help each other and all were involved. The teacher effectively encouraged pupils to share their happy moments, and as a result they felt positive about themselves. The teacher enjoyed a good rapport with pupils, and managed well the challenging behaviour of a few.
150. The curriculum is good and provides opportunities to study all of the major world religions. There are expectations at the end of each unit of study; these are used for assessment. The school makes good use of visits to the local Christian Church and Hindu Temple to support the curriculum and to provide insights into worship styles and religious symbols. The vicar from the local church comes to the school to lead assemblies and is involved with the Christmas carol concert. There is a satisfactory range of artefacts such as themed book boxes on the Qur'an, and the Torah, and videos on World Faiths. Local religious education co-ordinators arrange for visitors to come and talk about their faith. The festival of Diwali was a special focus recently along with the Asian art of hand painting (Mendhi). However, little use is made of computers to support pupils' learning in this subject.
151. The co-ordinator is enthusiastic and is keen to provide quality learning opportunities for all pupils and to raise the profile of religious education within school. She monitors teachers' planning but has not had the opportunity to assess the quality of teaching and learning in the classroom.