

INSPECTION REPORT

THE HALL PRIMARY SCHOOL

Glenfield, Leicester

LEA area: Leicestershire

Unique reference number: 120070

Headteacher: Mr J Lenton

Reporting inspector: David G Collard
11122

Dates of inspection: 9th - 12th June 2003

Inspection number: 248084

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

School category: Community

Age range of pupils: 5 - 11 years

Gender of pupils: Mixed

School address: Glenfield Frith Drive
Glenfield
Leicester

Postcode: LE3 8PQ

Telephone number: 0116 2873582

Fax number: 0116 2322516

Appropriate authority: The Governing Body

Name of chair of governors: Mr Lee Breckon JP

Date of previous inspection: February 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
11122	David G Collard	Registered Inspector	Information and communication technology; Art and design; Educational inclusion	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? What should the school do to improve further?
9306	Barbara Moore	Lay Inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
32345	Harold Bailey	Team Inspector	English; Geography;	How well is the school led and managed?
5531	Janet Croft	Team Inspector	Foundation Stage; History Music	
27602	Richard Perkins	Team Inspector	Mathematics; Physical education; English as an additional language; Special educational needs	
29995	Maureen Walker	Team Inspector	Science; Religious education; Design and technology	How good are the curricular opportunities offered to pupils?

The inspection contractor was:

Lincolnshire Education Associates
The Innovation Centre
Europarc
Grimsby
North East Lincolnshire
DN37 9TT

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6 - 9
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	10 - 12
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	12 - 14
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	14 - 17
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	17 - 18
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	18 - 19
HOW WELL IS THE SCHOOL LED AND MANAGED?	19 - 21
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	21
PART C: SCHOOL DATA AND INDICATORS	22 - 26
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	27 - 42

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The Hall Primary School is situated on the outskirts of Leicester in the village of Glenfield. There are 398 pupils on roll including 56 children in the Foundation Stage. On entry to the school at four years old, attainment is variable but below average overall. This popular school reflects the wide socio-economic circumstances where 41 per cent of pupils come from outside the catchment area. Approximately 20 per cent of pupils have special educational needs which is broadly in line with the national average and a quarter of pupils in the Foundation Stage are being carefully monitored for their progress. The number of pupils with statements of special educational needs is broadly in line with the national average. Eight per cent of pupils speak English as a second language although only three pupils are at an early stage of language development.

HOW GOOD THE SCHOOL IS

This is an effective school where pupils achieve at least satisfactorily in all subjects because of the good teaching. In the Foundation Stage children make good progress. Standards for those presently in Year 2 and 6 are at average levels overall and above average in English for those in Year 6. The quality of teaching is very good overall through the Foundation Stage and the juniors. It is good through the infants. The quality of leadership and management provided by the combined skills of the headteacher, central management team and governors is very good. All decisions are based on ensuring that pupils receive a well-balanced education, appropriate challenge and an independence that will allow them to make good progress through their next stage of education. The school continues to provide good value for money and there is a good capacity to make further improvements in the future.

What the school does well

- The progress that pupils make year on year across a wide range of subjects
- The depth of good and very good teaching and learning seen in day-to-day lessons
- The very good quality of leadership, management and governance ensuring a whole team approach to improvement
- The broad, balanced and relevant curriculum that is offered to all pupils
- The high levels of good behaviour and attitudes towards learning
- The excellent procedures for general welfare of pupils and for child protection

What could be improved

- The depth of good and very good teaching in the infants
- The consistency of marking that would help develop pupils' understanding of their own different learning styles

The issues above have been clearly identified by the school and are already part of the school improvement plan. However, they will now form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in February 1998 and has made good progress since then. At that time there were a number of improvements that were needed and these have all been addressed. Standards have been maintained in the core subjects of English, mathematics and science although there has been some fluctuation year-on-year due to the normal variations between year groups. Standards have greatly improved in information and communication technology and are now good in art and design. Behaviour has been maintained at a high level. Teaching has improved particularly in Years 3 to 6 and the curriculum provided for all levels of ability has similarly moved forward. There is some variation in the quality of teaching but this is being addressed through thorough support and training. The quality and range of assessment information is very good and has been at the centre of the improvement of individual pupils. The quality of spiritual development is also markedly better particularly in the way it is planned through other subjects. Relationships and links with parents have continued to be strengthened and the quality of leadership has been maintained at a high level.

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	C	A	D	D
mathematics	D	C	C	C
science	B	C	C	C

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

Baseline assessments indicate that attainment has been steadily falling for the last few years when children enter the school at four years old. Those children presently in the Foundation Stage had attainment that was below average overall. They have made good progress so that by the time they enter Year 1 they are fully prepared to work on the National Curriculum and a number have already started to do so in English and mathematics. By the end of Year 2 standards are average overall, and good in reading, art and design. Progress in learning begins strongly in the Foundation Stage then slows down in the start of the infants because the teaching, while satisfactory, is not so strong. It increases as pupils move through the infants and becomes more rapid as they finish in this stage. There is a good balance between work in all subjects and teachers make good links between them. This allows pupils to use the knowledge that they have gained in situations that enable them to think independently and improve their understanding through investigation and experimentation. Through Year 2 particularly they build a good basis for work in the juniors. Standards at the end of Year 6 are also average overall and achievement is satisfactory through Years 3 to 6. Results in national tests have fluctuated each year due to the normal variations between year groups. In 2002 they were below average in English because not enough pupils were able to gain the higher levels. However, analysis of these results shows that pupils made at least sound progress and a significant number made good or very good progress. For those presently in Year 6 standards are good in English and in art and design. They are particularly good in speaking, listening and reading, because there are more pupils with higher ability and fewer with special educational needs. The level of discussions is high and pupils read a wide range of books. Writing skills are at average levels although a significant minority of pupils are achieving better than this. Numeracy skills have developed well and, as in the infants, literacy and numeracy are incorporated within other subjects well. Singing throughout the school is a particular strength. The use of computers is much improved and standards have risen to average levels. With the consistency of training there are indications that standards will now improve rapidly in this subject. Pupils with special educational needs make sound progress against their own targets and a number are able to achieve the average levels in national tests. Where support is at its highest, in English and mathematics these pupils progress well although this support is not always available for other subjects. Pupils with English as an additional language make good progress and often achieve beyond the expected levels. The targets set for Year 6 this year are challenging, but as in previous years, are likely to be reached or exceeded.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. All pupils are keen to be involved and make the best use of the opportunities they are offered.
Behaviour, in and out of classrooms	Very good. Children are courteous and polite and welcoming to visitors.
Personal development and relationships	Very good. Pupils relate well to each other, work sensibly in groups and share ideas. Relationships are valued by adults and pupils
Attendance	Good. Pupils are happy to come to school and there is a high level of punctuality.

Standards of behaviour and consideration for others are central to the school's ethos and this is promoted well by all staff. They are developed well through assemblies, discussion times and a general high moral expectation about what is right. As a result, pupils feel secure and make the best use of the wide range of opportunities they are offered both within school and through visits and clubs.

TEACHING AND LEARNING

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

Teaching and learning is strongest in the Foundation Stage and in Years 3 to 6 where over half of the lessons seen were either very good or excellent. It is more variable in the infants but learning speeds up as they enter Year 2. The strengths in teaching include the very good level of planning, linked to an overall school plan but refined to take account of group ability. It is very consistently monitored for its effectiveness and changed as circumstances dictate. A high emphasis is placed on making lessons exciting and interesting through a wide range of teaching methods and styles of teaching. This is very effective in the majority of lessons and especially where the teacher has a good understanding of how pupils learn and has developed secure professional relationships with the class. In the small number of cases where it is not effective it is because of minor issues of behaviour management or because the work set is not fully appropriate. The depth of good, very good and excellent teaching is the reason why pupils learn well. They are able to make connections between subjects and see how their own achievement is improving. This is a particular strength within the teaching of English and mathematics where individual and group targets are set. Literacy and numeracy are used well in other subjects such as science, geography and information and communication technology although the school acknowledges that further improvement could still be made in individual cases. Pupils with special educational needs are supported well and they make sound progress towards their individual targets. Many pupils with English as an additional language make better than expected progress. All pupils are keen and eager to learn and evidence from parents and other schools indicates that the foundations learnt here are carried through into their next stage of education.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good overall and very good for those in the Foundation Stage. The school is committed to providing a stimulating, broad, balanced primary curriculum. There is very good enhancement through a range of visits, visitors and extra-curricular activities.
Provision for pupils with special educational needs	Good. Clearly identified individual education plans ensure that all pupils are able to make progress. Regular review of provision enables pupils to fulfil their potential in line with their abilities.
Provision for pupils with English as an additional language	Sound. Support is given where necessary and those who are at an early stage of learning English benefit from specialist teaching. Parents are supported if they are non-English speakers.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Pupils are taught tolerance, cultures and beliefs from around the world. They know right from wrong and work in a socially inclusive environment. They help each other and are able to discuss their feelings openly.
How well the school cares for its pupils	Very good. Staff know and understand the children well. Assessment is very thorough for both academic and personal progress. There are excellent procedures for child protection and pupil welfare.

Parents value the importance placed on the care and welfare of their children. They are able to talk through any concerns and know that the school has high aspirations. Many choose to send their children from some distance because of the school's reputation for providing a balanced primary curriculum. The vast majority feel that their children are provided with a good grounding for higher academic work as they get older. The use of

assessment is of a high order and provides all teachers with the necessary information about individual pupils as well as about trends. There is a very clear view about those pupils who are doing well and those who need extra support.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher provides exceptional leadership and is very ably supported by a Central Management Team. Co-ordinators are given very good opportunities to develop their own subjects through monitoring and evaluation procedures.
How well the governors fulfil their responsibilities	Very good. A good balance of experience that is able to support, question and challenge decisions made by the school.
The school's evaluation of its performance	Very good. The school has a clear view about what needs to be done to improve standards, teaching and overall development.
The strategic use of resources	Very good. Governors make informed decisions based on a thorough analysis of best value.

The experienced leadership of the school has ensured that all measures are taken to monitor, evaluate and review performance regularly. All members of staff, governors and pupils are involved in the process. Any fluctuations in standards are analysed thoroughly and improvement plans quickly put in place to address the issues. This ensures that progress is maintained by all pupils. Particular attention is paid to ensuring that this school is measured against both local and national criteria. There is a good balance of experience amongst the staff and high levels of support when difficulties arise. This ensures that problems are dealt with swiftly. Resources are good overall with no significant shortages. The accommodation, while being very attractive and on a large site, has some limitations. Classrooms are small, particularly for older pupils, and there are few specialist areas. Many suffer in extremes of temperature and movement around them can limit practical work.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children enjoy school and make progress • The balanced education that their children receive including the range of extra-curricular activities and visits. • The good quality of teaching • The school is well led and managed • The way their children increase in maturity. 	<ul style="list-style-type: none"> • There are no significant issues

The inspection team agrees with the positive views of parents.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Standards reached by pupils at the end of Year 2 are in line with those nationally in English, mathematics and science and at least similar to the expected levels in all other subjects. They are good in speaking and listening, basic reading skills and art and design. By the end of Year 6 standards are average or at the expected levels in all subjects although they are good in English, history and art and design. Overall, standards have been maintained since the last inspection and have improved considerably in information and communication technology. However, within each year there have been fluctuations in national test results for those in both Year 2 and Year 6. The best results for those in Year 2 were achieved in 1999 although the number of pupils with special educational needs at that time was low. Similarly, in Year 6 standards peaked in 2001, because there were more pupils with average ability. Recent tests taken by pupils in Year 2 and Year 6 are indicating similar findings to the inspection. Statistics indicate that pupils have consistently made at least suitable progress overall in each year although in individual cases this has been lower than would be expected by the school. Where this has happened, the analysis of performance has been used rapidly to provide extra support.
2. By the end of the Foundation Stage, many of the children presently in the Reception class, achieve above the national expectation in the six areas of learning, especially in personal, social and emotional development, language and literacy. Almost all of them achieve, at least, in line with national expectations. Higher attaining children do particularly well in literacy and numeracy and some reach the early levels of the National Curriculum in these subjects. Lower attaining children achieve standards expected of average ability children of this age. However, there are fluctuations year on year depending on the overall abilities of the intake. Over the last few years there has been a noticeable fall in attainment on entry to the school from average to below average.
3. Progress in English is sound through Years 1 and 2 and good through Years 3 to 6. Pupils are achieving well in the skills of speaking and listening and the increasing maturity levels are evident in the quality of discussion in Years 5 and 6. Equally, standards in reading are high throughout the school. Through the good teaching of phonics, pupils understand the conventions of language and increasingly develop ways in which to read difficult or unfamiliar words. By Year 6 pupils are able to talk about books from different authors and why they prefer one type of story to another. Writing is more variable although at least in line with national averages by the end of Year 2 and Year 6 and with a significant number of higher achieving pupils it is better. Those who have some language special needs difficulty do well and on occasions achieve the nationally expected average level in test situations. The quality of presentation is good, a feature encouraged by many teachers. Spelling is sound and is linked to the reading skills that improve each year. Literacy across other subjects has had an increasingly high profile and is now catered for well in geography, history and information and communication technology. Even in sketchbooks, teachers work hard to encourage pupils to evaluate the work they are doing or to label and define what they are experimenting with.
4. Progress is in line with that expected in mathematics both in the infants and the juniors. Although this is lower than the last inspection this is because, on entry to the school, a significant number of pupils do not have such good numeracy skills to start with. Standards in tests have been consistently better in Year 6 where they have remained at average levels for the last three

years. Fluctuations in teaching through Year 1 have meant that progress in the infants ranged from below average to average. Initial percentages for this year suggest test results in Year 2 will be at least in line with the national average although no comparative figures were available at the time of the inspection. Progress speeds up in Year 2 where there are higher expectations about what pupils can achieve. Numeracy is targeted across other areas of the curriculum but is not always used well enough with those of higher ability. For instance, there are not enough opportunities to use spreadsheets or to use mathematical information in science.

5. Standards are average in science and progress sound. After a number of years of improvement test results dropped by the end of Year 6 in 2002. Indications are that they have risen again this year with a significant number of pupils achieving the higher level 5 in the work seen in books. There is a good balance between learning factual knowledge and using this to undertake investigations and experiments. In Year 2 there is a larger proportion of pupils who are working within the expected average level 2 and fewer achieving the higher level 3. The training and support given to all teachers recently has helped raise teachers' expectations about how well pupils can do and this is having an effect on standards across all years.
6. In information and communication technology standards are at the expected national level, but this is a good improvement from the last inspection when they were too low. The school has invested much time in hardware, training and support so that all pupils are now able to gain better access. This affects the work in all subjects, as computers become more of an integral tool in learning. In religious education standards are also at the level expected and progress is sound. Pupils are gaining an increasing understanding about their own faith as well as those of others. They are given a range of practical experiences such as visits and visitors to help them understand cultural background and religious diversity.
7. In all other subjects the thorough monitoring, evaluation and review that is undertaken particularly by subject co-ordinators ensures that pupils make at least sound progress. There are strengths in the quality of artwork and design in all years and some very good examples of creative work on display. Singing is another area of quality. Pupils sing tunefully and with gusto. They are given background information on occasions such as assemblies, which helps them understand the mood or reasons why a particular piece of music sounds as it does. Standards are at the expected level in design and technology and again this is an improvement from the last inspection. Pupils are able to talk about the differences between designing and creating models or structures and how they need to spend time reassembling and evaluating what they have done. History and geography are linked well through a series of topics or themes and practical experience is used widely to engender interest and motivation. The majority of pupils are able to swim well before the end of Year 6 so standards in this aspect of physical education are above that expected.
8. Pupils with special educational needs make sound progress against their own learning objectives identified within their individual education plans. Evidence shows that half of the children on the special needs register in Year 6 will gain or make better than average progress in mathematics and English by the end of Year 6. The large majority of the rest will make average progress. With the exception of one child, whom the co-ordinator considered to be an exceptional case, the average combined added value in maths and English for 2003 is above that expected nationally. Where there is additional support then progress increases, although this is not universal across all subjects. At this time, pupils' progress is determined by the expectations of the teacher and is more variable especially in Year 1.

9. Pupils whose first language is not English make at least sound progress and often better. For example, six pupils in the last Year 6 were identified as additional language learners. None achieved below the national expectation in English and maths and five of them achieved above average. The majority of those presently in the school are able to communicate well and have no difficulties in accessing the full curriculum. All have made good progress although most of these pupils had already been identified as higher attainers.
10. The targets set by the school have been consistently achieved or exceeded. They are high this year but initial indications are that they will also be achieved in the national tests.

Pupils' attitudes, values and personal development

11. Since the last inspection report pupils' attitudes and enthusiasm for their school have remained very good. Children's involvement in the day-to-day life of the school is very good, and is a strength of the school. They are keen to be involved in discussion through the school council where they have been instrumental in setting up various improvements in the environment and the day-to-day life of the school. Children's behaviour is very good both in and around the school. They are courteous and polite; they welcome visitors in a warm and caring manner. Children form very good relationships with one another and with adults.
12. Staff, led by the headteacher set very good examples in their relationship with one another and with the children. They are very good role models; this is reflected in the way children relate to one another, without any apparent aggression. In personal, social and health education lessons, pupils respond very well to each other, they listen to one another's ideas, and co-operate well with each other. Through discussion in circle time children show maturity when the values of experiences on residential trips are discussed and then develop into how these experiences can benefit and enhance life in school.
13. The personal development of pupils is very good; the strong programme for personal, social and health education enhances this. There is a strong moral ethos that permeates the life of the school, this is given a firm foundation in the assemblies which are excellent and set a very high standard enhancing all aspects of children's spiritual, social, moral and cultural education. Pupils with special educational needs are well integrated into the life of the school. Social inclusion has a clear priority in the life of the school.
14. Attendance levels at the school are good and children are happy to come to school. The school focuses well on improving attendance and maintaining a high level of punctuality. Through the daily life of the school, children's understanding and respect for others reflects the strong ethos of the school and its links with the community.

HOW WELL ARE PUPILS TAUGHT?

15. The quality of teaching is very good overall. It is strongest in the Foundation Stage and in Years 3 to 6. During the inspection nearly five in ten lessons seen were very good or excellent and over eight in ten were good or better. One per cent of teaching was unsatisfactory. There was a much higher proportion of very good and excellent lessons seen in the Foundation Stage, Year 5 and particularly Year 6 where some highly innovative teaching was seen. This is an improvement from the last inspection, specifically in the depth of good, very good and excellent teaching that takes place in a number of years. The quality of teaching is much improved in Years 3 to 6. Teaching and learning, while still sound, does not reach such high levels in Year 1

because the teachers are inexperienced. Learning, however, is much more rapid through Year 2.

16. Teachers' strengths in the Foundation Stage include a very good knowledge and understanding of what is required for children to make progress and a clearly defined curriculum. In conjunction with the very good planning it ensures that the vast majority achieve the nationally recognised Early Learning Goals. There are clear and effective behaviour management routines built upon the children's strengths and a consistency of approach. Some imaginative methods successfully engage children's attention and interest and basic skills are taught systematically to groups of children who are at a similar level of achievement.
17. Throughout the rest of the school, teachers have very good understanding of the subjects that they are teaching. It is stronger in Years 3 to 6 where the teachers understand better how they need to have a command of the subject but be able to impart this knowledge to the children of the age they are teaching. There are similar levels in the teaching of basic skills. The national literacy and numeracy strategies have been incorporated well into the planning formats. Clear progressive learning takes place because of the linked planning for these subjects. In the best case teachers bring their own individual style and are able to excite and interest pupils through innovative examples, dressing as characters or by using discussion at a high level. When this happens then pupils become very excited, motivated and interested in what they are asked to do and quickly settle to the task in hand. They work well together and produce a good quantity of written work. Where this is not the case then pupils become confused about what is expected and do not respond with the same level of motivation.
18. The school has invested much time in ensuring that the schemes of work and weekly planning are consistent between classes and across year groups. The subject co-ordinators and Central Management Team ensure that these follow a common format and are linked to the longer and medium term planning. This has improved from the last inspection when there was some lack of coherency about what was to be taught. In ICT, skills are taught and then practiced well through work in other subjects such as history and geography.
19. In general, teachers have sufficiently high expectations about what pupils can achieve. More is expected in Years 3 to 6 and as pupils move through the juniors. Again, the high level of monitoring of teaching has had a substantial impact. This is conducted by senior managers, co-ordinators and also between year group teachers. This has enabled those with less experience or specific difficulties to see models of good practice and evaluate how they might improve. In most cases this has met with success although there are some instances in the infants where it has not always been so effective because the teachers have not always been able to take on board what is asked of them.
20. Teachers use a very wide variety of methods to interest and motivate their class. These include the use of stimulating discussions to draw out previously acquired knowledge. In this way the teacher is able to deduce what new information is needed. In an art lesson, for instance, the teacher dressed in 1970's clothing and asked children to explain how they knew which era this was. Pupils gave good background information and were then able to give sound reasons for their decisions. In another lesson the teacher excited the class by pretending to walk out at the start. This stimulated a discussion that then progressed into written work. Classes are organised well. The class units are small and the arrangement of desks has caused concern. This problem is dealt with well so that little time is wasted. Again, the school has looked carefully at the best way of ensuring time is used well. Rest breaks are finished with classes

reassembling in an orderly manner prior to the start of the lesson. In this way pupils are organised quickly and effectively so ensuring that work starts promptly.

21. In the vast majority of lessons there are few issues with behaviour even with children who might otherwise challenge the authority of the teacher. Where this is likely to happen, support assistants quickly intervene to divert potential confrontation. Behaviour management is not fully established in Year 1 classes and pupils are not always certain what is expected of them. At these times the quality of learning slows down. At its best all pupils are fully involved with what they are doing and show very high levels of concentration. In a number of lessons it was with disappointment that pupils had to stop work.
22. The use of marking is less consistent although still good overall. In general it gives good levels of praise. However, for instance in mathematics, it does not explain how learning could move on or what should be tackled next. As a result, pupils are not always sure if they have fulfilled the intention of the lesson. Through the monitoring procedures this has been highlighted as an area for development by the school. Good models are being sought, such as when teachers write down the lesson intention in books at the start and this will then be built up to develop how best to formulate the marking policy. There are some individual instances where the quality of marking is extremely thorough. Pupils are very well involved in the process and are able to see exactly how much they have achieved. Good examples include the use of target sheets in English and mathematics. Here, pupils take on responsibility for crossing through a statement when it has been achieved. These are then set against national levels. This does not happen with the same rigour in subjects such as science.
23. Homework is set regularly and does increase as pupils move through the school. The youngest children take home reading books and other project work. By Year 6 this is more formalised and there are clear procedures laid out for parents.
24. Pupils acquire knowledge well. They build up a wide range of basic skills and these are used to challenge their understanding. It is better in science through the use of investigation, in art and design through the use of sketchbooks and in information and communication technology where the majority of work balances new skills with its use in other subjects. Pupils put in a lot of effort and where the teaching is strongest are highly willing learners. The pace of the majority of lessons is very good and improves where the teaching is of very high quality. The result of these strengths is that all pupils make at least sound progress and a significant number make good progress in their learning through the infants and the juniors.

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

25. The Hall is highly committed to providing a primary curriculum that is very broad, balanced and relevant but also stimulating for all its pupils. By regularly reviewing the whole curriculum and planning many opportunities to enhance the range of learning experiences it is very successful in achieving this goal. All subjects of the National Curriculum are included appropriately and religious education is taught in accordance with the requirements of the locally agreed syllabus. Personal, social, health and citizenship education is now a strength of the curriculum. It includes a comprehensive programme for sex education and dealing with drugs misuse. The provision for information and communication technology, which was a concern at the time of the last inspection, is much improved, with greater access for all children to develop their skills. The equality of access for pupils with learning difficulties is also improved. A very good range of

learning opportunities and experiences is provided for the youngest children. All six areas of learning are included in a broad and balanced programme of activities. Starting points quickly engage children's attention and build on what they already know, understand and can do. The curriculum is enhanced well with special projects, visiting places such as the National Forest or when welcoming visitors such as the local fire fighters into school. A good balance of teacher-led and child-initiated activities ensures that children learn to follow instructions as well as develop initiative.

26. The school has an effective programme in place for the teaching of literacy that includes all aspects of the National Literacy Strategy. These are being thoroughly implemented throughout the school and are helping to raise standards in English. In other subjects, literacy skills are well used. In science, factual reports record investigations throughout all age groups, while in Year 4 pupils write letters arguing well for the retention of hedgerows. After designing and making their "ugly bugs" pupils in the Reception class write invitations to the Ugly Bug Ball, and listing instructions for sandwich making in Year 3 gives real purpose to their writing. Strategies for teaching mathematics through the appropriate use of the Numeracy Strategy are good overall. Teaching of the mathematics curriculum enables pupils to make satisfactory progress by age seven, and throughout the juniors as the curriculum is strengthened though increasingly effective planning, detailed assessment identifying highly appropriate personal targets and very accomplished teaching, pupils' progress improves. Numeracy skills are used fittingly in other subjects. In Year 4, science pupils use stopwatches to time the movement of objects through a liquid and read the scale of the forcemeter as they investigate friction.
27. The school makes every effort to fulfil its aim "*to put success and its celebration within the reach of all children*" and to ensure that all children are fully included in all subjects and can take part in the full range of learning experiences, each having the opportunity to experience success. Teachers within year groups plan their work together to provide similar learning opportunities. Good support is generally given to those for whom English is not their first language, particularly through specific targeted teaching times. A few parents exercise their right to withdraw their children from religious education and their wishes for the children's learning at these times are respected. Provision for pupils with learning difficulties is good. Pupils are now fully included in lessons, their tasks suitably matched to their needs and the classroom assistants are usually deployed well to provide the most effective support for learning, successfully liaising with teachers to track pupils' progress. A very experienced part-time teacher not only gives very strong support to pupils with learning difficulties in lessons but also withdraws pupils for additional teaching if this is more appropriate. Good leadership is provided by the special educational needs co-ordinator who, although relatively new to her responsibilities, is enthusiastic, increasingly knowledgeable and well organised, using her limited release times well to fulfil her supportive, monitoring and administrative roles. More and very able learners are identified. Provision to provide focus for their learning in lessons and through extension groups is developing well.
28. The school makes excellent provision for pupils' personal, social, health and citizenship education (PSHCE). A very well considered programme of guidance builds upon pupils' developing confidence and understanding in many aspects of their personal development both through lessons, assemblies and circle times when children sit together to share their thoughts and address issues that are of importance to them. PSHCE underpins the ethos of the school – and is reflected in pupils' very caring attitudes and supportive relationships, as they become mature and confident young people well prepared for the next stage of their education. In Year 4 a lesson centres on recognising the strengths and gifts of others recalled through the teamwork and new friendships resulting from a recent residential visit. Year 5 consider the

consequences of aggression, introduced by the poem “Now I’m in trouble!” as they decide how best to respond and overcome such behaviour. A very comprehensive programme of drugs education for all ages, including a visit by the Life Education Caravan, enables pupils to increase their awareness of the effects of all drugs on themselves and others, building on the healthy living aspects of science and food technology. Sex education is linked closely with aspects of teaching in science and PSHCE. At the end of Year 6, the school nurse presents a more specific programme addressing both personal hygiene and growth and development. Parents have an opportunity to preview the teaching materials at an evening meeting.

29. Provision for extra-curricular activities is very strong, offering a wide range of well-attended lunchtime and after-school clubs including the arts, sports, computer, wildlife, and for the younger children, story and 3-D artwork, all of which both extend and enrich the curriculum. An extensive number of visits out of school further enhance pupils’ learning experiences. These include those to the theatre, museums (such as the Jewry Wall to study Roman Leicester), sites of historical interest, galleries, Conkers and botanical gardens, several places of worship such as the parish church, the Jain Temple, a mosque and a Hindu Temple. Three residential visits are arranged to Beaumanor Hall in Year 2 for an overnight stay, to the Isle of Wight in Year 6 where outdoor activities build teamwork for the forthcoming year. While staying at Quorn Hall, Year 4 explore a maths trail, investigate science at Snibston Discovery Park, and experience water sports. Visitors too are also many and wide-ranging and bring many new experiences to further enrich the curriculum, for example – theatre companies, artists, dancers and musicians, many representing different cultures.
30. The school has very strong links with the community that enrich the work of the school. Members of several world faiths share their music, dance and special occasions in their lives on their many visits to the school. Local Christian clergy visit to lead collective worship. The school nurse and members of the community fire and police services share their work with the children, often with an emphasis on safety. All age groups visit the Glenfield library. Artists in residence spend time in school – the totem poles and Millennium Wall are evidence of the great value placed on their involvement with the children. Good use is made of the locality for history and geography studies - Year 1 look at local features on their “Favourite Places “ walk and older pupils are amazed that the area was once open fields and the school the site of a farm! Sport is well supported by members of the community. The Leicester Riders work with Years 4 and 5 to develop their basketball skills. New kit was presented to the football team by a local business at The Walkers Stadium. In the summer Year 6 host a “Grandparents’ Tea,” they send invitations, bake biscuits, and entertain with songs from the musicals before enjoying time to socialise with their guests learning more about their lives.
31. Very good relationships exist with partner schools. Close links with pre-school providers are well established with regular visits to the playgroups by the Early Years’ Manager. Children about to start school and their parents/carers are welcomed into the reception classes and introduced to school life during their visits. Children’s families are very well informed about all aspects of the work of the school. Sporting links with local schools are fostered as pupils take part in competitions, such as six-a-side soccer and netball, cross-country events and, in the summer, the county athletics championships. Leaders of several subjects meet with their colleagues from other schools. Following a visit by teachers from a special school as part of the Inclusion Week, the relationship has been further strengthened as their pupils spend time at The Hall. Taking part in the Year6/7 transfer initiative in literacy adds to the already well-established strong relationship with the High School to which most pupils move at eleven. Visits by the secondary staff to meet the pupils and teachers and a two-day experience prepare the

Year 6 very well for the changes. Regular contact between the schools ensures future achievements can be celebrated.

32. The provision for pupils' spiritual, moral, social and cultural education is very good overall and is a strength of the school and has improved well since the last inspection when provision was judged to be good. In the Foundation Stage, although activities are mainly practical, there are times for listening, such as to quiet music and reflection, for example, when thinking about what makes people special. Children often notice and express wonder at the world around them, particularly in the garden of their play area. They are taught the principles of right and wrong and begin to consider the effect of their behaviour on others, learning to work and play with others and to take turns and share fairly. Experiencing the festival and celebrations of various cultures and faiths widens their cultural development.
33. The quality of provision for pupils' spiritual development is good. Although a specific spiritual focus is not included within lesson planning, many activities contribute significantly to pupils' spiritual development from experiencing the beauty of the stained glass windows of the Jain Temple or discovering the havens of peace within the extensive grounds away from busy areas. When abseiling, on their visit to the Isle of Wight, Year 6 experience the fear of working on a steep rock face. Assemblies meet the requirements for daily acts of collective worship, placing emphasis on raising pupils' spiritual awareness and providing good opportunities for prayer or silent reflection. Encouraged by the music and the examples set by all staff, pupils respond well to the quiet and thoughtful atmosphere.
34. The quality of provision for pupils' moral development is very good. There is a strong ethos and high level of expectation that pupils throughout the school will follow an appropriate moral code. From the time they join the school, pupils are made very aware of this and are encouraged to understand the concepts of right and wrong. They are advised how to resolve conflicts peacefully, and are able to study different relationships before portraying them through sketching in art. School, class and playground rules are widely displayed and pupils are very clear as to how rewards can be earned for positive thoughts and actions. Adults provide very good role models and, as a result, pupils are polite and very well mannered in, around and outside school. Contributing to house competitions, children learn to appreciate that their behaviour and attitudes to each other are both important and noticed by others.
35. The provision for pupils' social development is very good. Very good classroom organisation encourages children, from their earliest time in school, to be responsible for their actions and words, to use their initiative and share resources. A "Buddy System" enables pupils of all ages to take responsibility for involving all those who are feeling alone or apart from others. At lunchtimes, pupils converse sensibly with their neighbours as they eat their meals. A wide range of visits outside school, including residential opportunities, expose pupils to the wider community and enhance their social development. A school council enables pupils of all ages to voice opinions and accept greater responsibility within the school community.
36. The provision for pupils' cultural development continues to be very good. The school is very aware of the need to prepare children for life in a culturally diverse society. Very good efforts are made to provide a very full range of experiences, including celebrating music, dance and art with visitors, to widen pupils' understanding and respect for their own and other cultures. Through the school's work in religious education, pupils learn about the beliefs of others, visit a range of places of worship and meet members of different faiths and cultures to further their understanding of the ceremonies, symbols and artefacts that are important to each religion. In the entrance to the school the Millennium "jigsaw" is a vivid reminder to all of the people and

events of English cultural heritage. It supports the understanding that develops through the traditions and ceremony of the Harvest Festival and May Day celebrations, and recognises the sacrifices people make as Remembrance Day is observed.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

37. There has been a clear improvement since the last inspection report when it was judged to be sound with some good features. It is now very good with excellent procedures for ensuring children's welfare. Staff understand the children well, their care ensures that children feel secure. Staff know the procedures to be followed to ensure that children are well protected and the level of welfare is excellent. Children know they will be listened to; their views are valued in lessons such as circle time and through their input into the school council. Social inclusion is well promoted in the day-to-day life of the school in an atmosphere where everyone from the very youngest in the school is valued. The Foundation Stage provides a very caring and supportive environment for children and there are very good relationships between children and staff. Staff welcome children warmly and provide good models of friendliness and consideration for others. Children's difficulties are identified early on and they are well supported and guided to help them overcome these. The headteacher and governing body ensures that effective procedures are in place to promote all related matters of health, safety and security to a very high standard. Parents appreciate the way staff care for their children.
38. The monitoring of attendance is very good, the office keep efficient records, which are carefully monitored. Parents appreciate the courteous way in which they are received by the staff in the office, who are always friendly and helpful. Parents understand the procedures to be followed and the need to keep the school fully informed in order that the school can maintain its high standards of attendance.
39. Procedures for assessing children's attainment and progress are very good and present as models of good practice. Information is used well to guide curriculum planning and determine what children's next steps in learning should be. Arrangements for statutory tests and assessments comply fully with national requirements and a well considered programme of other tests is implemented. The school uses assessment effectively to track children's progress and to set individual targets. Teachers discuss and negotiate targets with children and include copies of English and mathematics targets in children's exercise books, so children can monitor their own progress against their targets, which enable them to develop their own knowledge of their learning and to raise achievement.
40. Teachers monitor children's academic work thoroughly. They assess children's intellectual, physical or creative effort in lessons and give the children immediate feedback, or take their work in for marking. Although marking is regular and usually includes recognition and praise for effort, it is not consistently as useful to children as it might be. Teachers identify learning intentions for lessons and they monitor children's progress against key targets from the National Curriculum, but this information is not consistently shared with children. In science lessons, teachers usually share the learning intentions of lessons with the children, but in this and some foundation subject lessons, marking is insufficiently focused on performance against the learning intentions. As a result, in these subject lessons, it is often difficult for children to know how well they are doing and how they could improve.
41. Through assemblies and the programme for personal, social and health education the school have established very good personal support and guidance for children, which ensures their very

good personal development. This is developed through the teachers' knowledge of the children; and is a strength of the school. Staff work hard to ensure that everyone in the school community is valued. There is a consistent approach throughout the school that ensures the very good behaviour of children and the elimination of oppressive behaviour, which is carefully monitored. This very effective support makes a positive contribution to children's well-being, and enables them to take full advantage of the educational opportunities offered.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

42. This aspect is very good; it has improved since the last inspection and is now a strength of the school. Of the returned questionnaires 99 per cent of the parents think their children become mature and responsible and 98 per cent feel the school have high expectations for their children. Overall, parents' views of the school are very positive. A very high percentage of parents also think behaviour in the school is good and that their children like school and are secure and happy.
43. The school has very good links with parents to consolidate and extend children's learning. Parents appreciate the many extra-curricular activities which are available for their children, especially the very well-organised residential visits. Parents' involvement in the life of the school is greatly valued. The staff, led by the headteacher, is always helpful and supportive, and parents feel the school is always ready to listen to them. Parents say they feel welcome in school and they appreciate the opportunities they have to talk to teachers.
44. The partnership with parents starts before children begin school and develops very well throughout the Foundation Stage. Parents give and receive information about their children regularly. They commit themselves to helping their children and they receive very good guidance about the best way to do this. Informal liaison takes place on a day-to-day basis and there are regular opportunities for more formal meetings with teachers to discuss children's attainment and progress. Several parents help in class on a regular basis.
45. The quality of information for parents is very good, with many excellent practices. Home/school agreements are in place. Children's reports are very detailed and give a clear indication of progress and what children need to do next. They also include a section which deals with children's social development. The school prospectus is a very helpful document and gives parents a clear picture of the life of the school. Newsletters are clear and informative and give parents an opportunity to share in the life of the school. The school gives parents excellent opportunities to know about the curriculum through courses such as 'Reading Partners in Learning' and 'Partners in Maths'. These courses are organised in conjunction with Leicester College. The school works hard to gain parents' opinions on a number of subjects through sending out parental questionnaires.
46. The Hall School Association is very supportive of the work of the school; the funds they have raised have produced many extras to help children's education. They support the school council by providing funds for many of the improvements the council suggests, thus providing a close link between children, staff and parents. The events sponsored by the association are both fundraising and social events. The work of this very active group enhances both the life of children in the school and helps establish the school firmly as a hub of the local community.

HOW WELL IS THE SCHOOL LED AND MANAGED?

47. The headteacher provides exceptional leadership to the school and is supported by a very able deputy headteacher and Central Management Team. The priorities to promote effective learning have been very successful and have helped raise the standards of attainment. The governing body is very effective in fulfilling its responsibilities. Key members of the governing body are very experienced and are fully developing their understanding of their role in recognising the school's strengths and weaknesses. The uses of resources, including specific grants, are good and the school always uses the principles of best value when considering how to move the school forward.
48. The headteacher, together with his Central Management Team, provides an educational direction for the school that very clearly reflects the school's aims. These include raising standards in core subjects and broadening the curriculum in all other subjects. Responsibilities have been shared between all staff and co-ordinators are well aware of their roles. The whole staff are involved in a rigorous system of monitoring and have produced a well considered file on '*How good is our school?*' Co-ordinators' roles in monitoring teaching and learning are strong. Its success can be seen in the number of excellent, very good and good teaching that was seen during the inspection. Planning is being shared with all staff so that pupils can access the full curriculum and make at least suitable and continuous progress year on year.
49. Governors are fulfilling statutory responsibilities and, through their sub-committees, monitor the school's overall progress towards its aims. They have fully developed their skills in questioning and challenging decisions made by the senior management. They have produced a Governor Training Plan that enables them to enhance their understanding of their respective roles. There is a broad mix of professional talent. Governors have been involved in monitoring teaching in school and, as a result, understand the strengths of the school and how these can be developed. The school has a very clear sense of purpose and direction in meeting its aims, values and policies. The school's aims and requirements are clearly understood by staff, parents, governors and pupils and are fully reflected throughout all work undertaken. The whole school community work as a team to develop and move forward. This is reflected in subject areas and particularly through a very positive moral and social development programme. This results in the school's good ethos and a positive and effective learning environment based on very good relationships and pupil behaviour. It allows all pupils direct access to all learning experiences in an enjoyable and supportive environment.
50. Leadership in special needs is good and improving. The special needs co-ordinator is relatively experienced but is enthusiastic, well organised and increasingly knowledgeable as she benefits from participation in a course in the National Standards for Special Needs Co-ordinators. Her role also includes the provision and support for more able and very able children. There is limited release time (half a day per week) for the co-ordinator to work alongside other staff, monitor provision and carry out administrative tasks. The special needs policy was reviewed and updated recently to ensure that it is in line with the changes to the Code of Practice. The special needs governor takes an active role, which he describes as critical friend of the school. He represents and promotes the school's views and interests at local authority level. He has regular meetings with the co-ordinator to review the register and has established a set of criteria for monitoring it. The governor also monitors the attendance of those on the special needs register.
51. The school has very good, well-established systems for managing and controlling the budget. Spending decisions are firmly linked to the educational priorities identified in the School Improvement Plan. The school's budget is efficiently managed by the school's administrative

staff and is monitored very conscientiously by the headteacher and governing body. The school is very effective in the way which it uses specific grants. The governors and headteacher give very careful consideration to major spending decisions and this enables the school to make best use of its funds. The governing body has not taken lightly the important decision to transfer capital expenditure to the revenue budget in order to prevent job losses in the classroom. This was an important decision taken for the benefit of standards, after much consideration of the other options available. The school effectively applies the principles of best value and carefully monitors the impact of major spending decisions.

52. The school has a good mixture of teaching staff and is able to deliver all aspects of the National Curriculum and religious education. Some are recently qualified, reflecting a mobility of staff over recent years. Assistants and lunchtime staff support them well in classrooms and at lunchtime. The premises officer is very committed to improving and securing the accommodation and school grounds. The school building has medium sized classrooms; the hall, used for assemblies, lunch and physical education, is spacious. However, some classes have large numbers of pupils and best use is not always made of the space they have. The small cloakrooms get crowded and untidy. They, and hallways, quickly get dirty when mud spreads in from the playing fields, giving an unjustified sense of disorganisation. Displays are of a high standard. The school benefits from having two halls, a computer suite and a library. The school has attractive grounds that are well laid out and enhance opportunities for learning. Resource provision is good overall and particularly good in the core subjects, and enables pupils to benefit from the educational opportunities offered.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

53. In order to improve standards further, the headteacher, staff and governors should continue to implement the School Improvement Plan concentrating particularly on:
- (1) Raising the level of teaching in Year 1 to that of the best**
 - (2) Finding more ways of matching the teaching styles more closely to the experiences of pupils throughout the school and, by doing so, raise teacher expectation and the quality of marking and day-to-day assessment by:**
 - Seeking information and advice from schools in similar circumstances
 - Analysing how these can be adapted
 - Implementing a whole-school strategy towards styles of learning

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	77
Number of discussions with staff, governors, other adults and pupils	31

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	4	32	26	14	1	0	0
Percentage	5	42	34	18	1	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	398
Number of full-time pupils known to be eligible for free school meals	11

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	5
Number of pupils on the school's special educational needs register	61

English as an additional language	No of pupils
Number of pupils with English as an additional language	30

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	25
Pupils who left the school other than at the usual time of leaving	17

Attendance

Authorised absence

	%
School data	4.9
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	29	31	60

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	22	22	25
	Girls	28	28	28
	Total	50	50	53
Percentage of pupils at NC level 2 or above	School	83 (89)	83 (89)	88 (95)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	22	25	26
	Girls	28	28	30
	Total	50	53	56
Percentage of pupils at NC level 2 or above	School	83 (87)	88 (93)	93 (98)
	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	32	27	59

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	25	26	31
	Girls	18	21	23
	Total	43	47	54
Percentage of pupils at NC level 4 or above	School	73 (90)	80 (78)	92 (96)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	20	22	26
	Girls	18	17	18
	Total	38	39	44
Percentage of pupils at NC level 4 or above	School	64 (74)	66 (84)	75 (88)
	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	253	1	0
White – Irish	0	0	0
White – any other White background	5	0	0
Mixed – White and Black Caribbean	2	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	1	0	0
Mixed – any other mixed background	4	0	0
Asian or Asian British - Indian	13	0	0
Asian or Asian British - Pakistani	1	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	2	0	0
Black or Black British – any other Black background	0	0	0
Chinese	4	0	0
Any other ethnic group	3	0	0
No ethnic group recorded	51	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)	15.5
Number of pupils per qualified teacher	25.6
Average class size	28.4

Education support staff: YR – Y6

Total number of education support staff	15
Total aggregate hours worked per week	187

FTE means full-time equivalent.

Financial information

Financial year	2002/2003
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	£
Total income	692545
Total expenditure	689765
Expenditure per pupil	1740
Balance brought forward from previous year	3099
Balance carried forward to next year	2780

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	5

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	2

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	398
Number of questionnaires returned	107

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	58	39	3	0	0
My child is making good progress in school.	49	48	3	1	0
Behaviour in the school is good.	45	52	3	0	0
My child gets the right amount of work to do at home.	33	50	14	3	0
The teaching is good.	51	43	2	0	4
I am kept well informed about how my child is getting on.	52	35	11	2	0
I would feel comfortable about approaching the school with questions or a problem.	64	31	5	1	0
The school expects my child to work hard and achieve his or her best.	61	36	2	0	1
The school works closely with parents.	52	38	8	1	0
The school is well led and managed.	58	35	2	0	4
The school is helping my child become mature and responsible.	56	43	1	0	0
The school provides an interesting range of activities outside lessons.	41	38	8	2	10

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

54. Children enter the Reception class with a broad range of skills, knowledge and understanding. The majority are below the development level expected of children of this age, particularly in social and language skills. A smaller number are more advanced in some aspects of their development. The balance has changed slightly since the last inspection; there are now more children at a lower level of development on entry than before. Overall improvement has been good.
55. Teachers in the Foundation Stage have a very good knowledge and understanding of early years' education. The children benefit from a curriculum specifically designed for their age group. Very good planning ensures that teaching is focused well on what children should learn and this helps them to achieve the nationally recognised Early Learning Goals. Effective behaviour management builds on children's strengths and gives them clear and consistent guidance when they go wrong. This helps develop good conduct and behaviour. An appropriate and, at times, imaginative range of teaching methods successfully engages and retains children's attention and interest. Basic skills are taught systematically to groups of children who are at a similar level of achievement, so almost all children make good progress and many make very good progress. Almost all have made very good progress by the time they reach the end of the Foundation Stage. They attain levels in line with the national expectations of children of their age. A significant minority exceed these targets. This is particularly noticeable in personal, social and emotional development, literacy and numeracy. They achieve most of the Early Learning Goals and a few of the goals in the early stages of the National Curriculum. Higher attaining children achieve particularly well in literacy and numeracy.

Personal, social and emotional development

56. Most children's personal, social and emotional development progresses very well and they also achieve well. Children show interest in activities and often become absorbed, for example, in creating stories in the sand. Most of them concentrate well and maintain attention for considerable periods of time, for example, in letter sound sessions when the teacher uses a puppet skilfully. Children work successfully as part of a group or class, taking turns and sharing. They learn to look after their personal needs and belongings. Through activities such as making class pictures and putting on a performance for parents, they develop a sense of being a little community. Generally, children's behaviour is very good and they begin to understand the consequences of their words and actions on others. On the rare occasions when they go wrong, they accept correction. Children who receive day-to-day guidance and support in their emotional, behavioural and speech development, progress well and overcome some of their difficulties. Recently arrived children who are absolute beginners in speaking English and those at a very early stage of learning English are supported in general day-to-day activities.

Communications, language and literacy

57. A significant number of children start school with poor skills in this area, but by the end of the Foundation Stage almost all have progressed to achieve most of the Early Learning Goals and a few of the early targets of the National Curriculum. Higher attaining children achieve particularly well in this area and achieve a considerable number of the early goals in the National Curriculum. Children benefit from both teacher-led and child-initiated opportunities to

take part in conversations. They particularly benefit from sessions that are carefully planned to extend their language through answering and asking questions. They listen with attention and enjoyment to stories, often joining in repeating lines, or re-telling using puppets. For example, their re-telling of the story 'Three Billy Goats Gruff' was lively and amusing. They hear and say initial, final and short vowels sounds in words and they use their phonetic knowledge in reading and writing. The majority read a range of familiar and common words and simple sentences independently. They write their names clearly, with recognisable letters, mostly correctly formed. They write in their own way such things as telephone messages and shopping lists in role-play, and captions that explain their drawings in their diaries. They use language expressively to create class poems about such things as springtime. They develop good handwriting skills through a broad range of activities that practise and increase their hand-eye control.

Mathematical development

58. Children's mathematical development progresses very well and the majority reach a good level in this area, achieving the Early Learning Goals and parts of the early levels of the National Curriculum. They do particularly well in number work, with some of the higher achieving children counting reliably to 20 and beyond, and adding and 'taking away' small numbers to and from 10. Children use and develop their mathematical knowledge, understanding and skills in a good range of activities. For example, they count how many children are present and absent and they compare how many eat school or sandwich dinners. As they undertake activities in other areas of learning, they build up their understanding of the broad nature of mathematics, for example, of shape and pattern in craft work, of balance in building activities, of money in café role-play. In specific activities they establish mathematical ideas and methods. For example, in number games they link one dot on a die with one move on a board, or one jump on a number line, in balancing and measuring activities they link several small items as equal to one large one. They begin to use such methods as tallying and making simple block graphs to compare data and find things out.

Knowledge and understanding of the world

59. Children's knowledge and understanding of the world builds up steadily as they progress through the Foundation Stage and they achieve the Early Learning Goals by the end of their Reception year. They explore and investigate well, such things as what floats and sinks and what happens to ice as it melts. They notice similarities and differences in things like model animals as they play 'Farms', and they identify features such as those on their faces as they draw 'Self Portraits'. They build and construct successfully with a good range of materials, for example, plastic and wooden bricks. They shape dough and clay and join materials like paper and textiles to make a variety of models, such as greetings cards, party hats and puppets. They use a computer mouse competently to control icons on a screen in programs that support and enhance their learning. Through questioning their parents and grandparents, they find out about past and present events in their own lives and those of their families and, through guided walks around the school, they find out about their immediate environment. Celebrations of special events such as birthdays, and festivals such as Diwali and Christmas, enlarge their understanding of various cultures and beliefs. This area of learning is enhanced with visits out and visitors in.

Physical development

60. By the end of the Foundation Stage, children have made good progress and they achieve most of the Early Learning Goals in this area. In a wide range of outdoor and indoor activities, they

move with good control and co-ordination, for example, moving up, over and off apparatus in the hall. They use a range of large and small equipment sensibly, for example, a climbing frame, pedal-bikes, scooters and push vehicles, bats, beanbags and balls. In both teacher-directed and free play, children show awareness of space and each other and no bumps or spills were observed during the inspection. They recognise the changes in their bodies when they exercise and they know that exercise is important in keeping healthy. They use an appropriate range of tools and equipment competently and their skill in such activities as drawing, colouring-in, cutting, threading, interlocking and shaping with their hands gradually increases.

Creative development

61. Most children make good progress in this area and achieve standards typical of children of this age. They enjoy exploring colour, texture, shape and form in activities such as painting, collage, modelling and printing. Their work is spontaneous and uninhibited, for example, they swirl and spread paint, squeeze and roll dough, and build up, take down and re-make constructions. They sing songs from memory, using their voices in different ways to enhance their performances, for example, singing loudly, softly, fast and slow. They experiment with percussion instruments, often using these imaginatively and moving as they play. They use their imaginations in many activities, such as 'small world' and role-play. For example, two children pretend to answer the telephone and take messages as they play in the 'Toy Factory Office', another talks to himself and sings as he makes up a story in the sand. Children enjoy activities that are focused on hearing, smelling, tasting and feeling, such as smelling different fruit and feeling different textiles. Children communicate their ideas, thoughts and feelings well, for example, including details such as smiles and frowns on their drawings of people and animals.

ENGLISH

62. Pupils' attainment on entry is below average overall in all aspects of English, particularly in reading and writing. By the end of Year 2 standards are at average levels and by the end of Year 6 they are above average. Pupils leave the school, with standards in speaking and listening that are in line with those expected nationally. Standards in reading are above average and writing is in line with national expectations. Especially good gains are made by the end of Year 6. The recent improvements in teaching and learning are having a positive effect on pupils' achievements and this has meant that there has been a steady improvement in test results. The standards achieved by the school are a consequence of the very hard work by staff and the effective strategies the school has in place for teaching English. The National Literacy Strategy has been very thoughtfully implemented. The school has in place very thorough and comprehensive systems for assessing pupils' work. They use these very skilfully to set clear group and individual targets for improvement for all pupils, including those with special educational needs. The overall quality of teaching in the infant ages is satisfactory although it is more variable in Year 1. The quality of teaching in the upper years is good, with a significant number of very good lessons seen during the inspection. Pupils achieve satisfactorily through the school although it is good in Years 3 to 6.
63. The standards in speaking and listening are helped because teachers listen carefully to what pupils have to say and provide many opportunities in English and other subjects of the curriculum for pupils to express themselves. As they move through the school most pupils learn to speak with confidence, organise their ideas carefully and extend their vocabularies in conversations and discussions. For example, pupils in Year 5 are learning the effects of persuasive arguments. Year 3 pupils confidently sequence ideas and express opinions in their consideration

of different points of view. Most pupils listen attentively so that their responses are based on previous learning.

64. The high standards in reading mean that pupils read fluently, accurately and enjoy reading by Year 2. This is due to very good teaching in the Foundation Stage which is enhanced by the teachers in Year 1 and 2 through a very good understanding of the basic skills of reading. For example, pupils in lower years are reminded to continue reading a sentence to help their understanding of a difficult word. Teachers throughout the lower years ensure that less able pupils have a good grasp of letter sounds. The progress made by pupils with special educational needs is closely related to the useful targets included in their individual educational plans, which give them and their teachers a clear understanding of how they might improve. More support would be useful for those pupils in the lower part of the middle-achieving group. Teachers ensure that pupils' reading is suitably matched to their abilities. For example, higher achieving Year 6 pupils can confidently compare the work of different authors. However, more improvement could be made with middle ability pupils if they then used the basic skills they have gained to read a wider set of different texts.
65. Teachers provide pupils with many opportunities for writing in a wide variety of different styles. This ranges from, for example, story openings in Year 3, to poetry in Year 6. The quality of story writing throughout the school is average. This is an area already targeted for development. As they move through the school pupils increase their skills in bringing compound words and adjectives to their writing and they use higher level sentence work. Literacy is developed through links with other subjects. Some pupils extend their vocabularies and show a growing awareness of how to use words imaginatively, which impacts on their stories. The good example teachers set in their own choice of words enhances this. The better use of computers has meant that this is also helping improve writing skills in drafting and planning. The use of spellcheckers helps pupils to learn new words and to check their work. By the end of Year 3, most pupils can spell difficult words accurately and writing is clear and fluent. By the age of nine, most pupils show a firm grasp of the uses of punctuation. For example, in Year 5 pupils write dialogue, use speech marks and connectives to increase the effect of their writing. Literacy is used well in some other subjects such as history and geography. In science, older pupils are able to report their evaluations and interpret data. However, this is not used so well in the younger years. Computers are being used in a much better way to develop specific skills both in ICT and English. There has been a large improvement since the last inspection.
66. Attitudes and behaviour in class are very good and provide a good atmosphere for learning. Relationships are very good and teachers encourage and value pupils' contributions. This gives a Year 4 pupil, for example, confidence to take part in a discussion on memories. Pupils work very well together in groups and pairs and increase their understanding of the advantages of learning together. Teachers manage pupils very well and present work in lively and interesting ways. Pupils show interest, are very well behaved, work hard and lessons generally move at an appropriate pace. In Year 3 pupils moved smoothly from whole-class to group work and settled to their tasks quickly and sensibly. As part of the good teaching in a Year 5 class, the teacher used humour and challenging questions to encourage pupils. Where teaching is only satisfactory it is usually because the lesson does not move at such a swift pace and the teacher's plans are not translated into active and coherent intentions for the whole lesson.
67. The management of English is very good. The experienced co-ordinator works very hard, supporting staff in raising attainment. She organises the subject very well, and has set up a rigorous system for monitoring teaching and learning. The co-ordinator ensures that assessments of pupil progress are analysed very carefully so that planning builds on strengths

and weaknesses. The co-ordinator has a very clear understanding of the direction to be taken by the subject in order to maintain and improve standards. The school has made improvements in English and is well placed to make further improvements in standards in the future.

MATHEMATICS

68. Standards are average at the end of Years 2 and 6. This represents a decline since the last inspection but there is evidence to show that the attainment of pupils on entry has waned due to changes in patterns of admission. Standards at Year 2 have fluctuated in the last three years and are now average compared to all schools but they have been consistently average at the end of Year 6. Progress across the school is sound and is best where the standard of teaching is higher. This quality of teaching was seen between Years 3 and 6 and this means that, within lessons, the progress made by all children, including those with learning difficulties, is at least good and they achieve well. Most Year 6 children with English as an additional language are set to achieve above average levels of attainment in 2003. Very good teaching in Years 5 and 6 means that Year 6 children are on target to achieve a small improvement in standards of attainment in 2003. Data from the 2002 test results show that attainment at Year 6 is in line with similar schools. Improvement overall since the last inspection has been satisfactory. The consistently good quality of teaching, the very positive attitudes of children to learning, the effective procedures that are in place to monitor teaching and analyse assessment and test data and the very capable leadership in the subject are all factors which indicate that standards are set to rise in future years.
69. By the end of Year 2, standards are at an average level overall with children's attainment in number at a more secure level than in other areas. Most children are secure in their recall of subtraction facts to 10 and in their understanding of place value to 100. Higher attaining children can add and subtract two- and three-digit numbers and are able to demonstrate their recall of number facts from the 2 and 10 times tables and can count in threes, fours and fives. Children recognise sequences of numbers including odd and even and higher attainers understand the use of less than and greater than symbols. Satisfactory levels of teaching in Year 1 are insufficient to raise the performance of children, many of whom enter school with below average attainment. The best teaching in Year 2 ensures that children are developing quick mental recall of the multiples of 3 and that children are taught how to use systematic methods of solving problems, such as how to ensure that they find all the ways of adding to 10 using three digits. Children begin to use standard measures of mass, volume and length and the more able children are able to name accurately three-dimensional shapes and to describe their properties.
70. By the end of Year 6 there is evidence to show that their rate of progress in their acquisition of understanding and mathematical skills is continuing to improve. Regular and rapid-fire opportunities are provided for children to put their mental agility to the test through the range of activities that start every lesson. Teaching ensures that children are expected to examine and evaluate the ways in which answers are arrived at. Children are being directly taught specific strategies and techniques to help them solve word problems. They are expected to be able to explain their methods verbally as well as in writing in order to re-enforce their learning. In two very good matching Year 6 lessons, children learned how simple interest is calculated and the more able quickly developed an understanding of the more difficult calculations involved in working out compound interest. In Year 5 all children achieved above expectation when they learned how to describe ratio. They learned how to simplify ratios and all could calculate and record a ratio from a set of given objects. The most able were able to recognise and calculate how percentage is linked to ratio. All children are taught how to draw and measure angles

accurately and can draw two-dimensional shapes in different orientations. The most able children are able to calculate the angle sum of triangles and of angles at a given point. Children understand and use mode and range to describe data as well as finding and justifying probabilities. Targets in Year 6 for those achieving level 4 or better are likely to be exceeded slightly in 2003 but those at level 5 or better will fail to meet the estimated level. Children with learning difficulties are able to make good progress when an assistant supports them in class.

71. Overall, teaching and learning are very good. This is despite some variability in Years 1 and 2. Children build steadily on the good progress that they make in Reception from a low base. However, the quality of teaching in the infants is varied. At its best, such as in Year 2, teaching is exemplified by a good level of knowledge and confidence. In one such lesson the teacher set a good pace when explaining the lesson's objectives involving recall of addition facts for each number to 20. The teacher also expected the children to work independently in groups on work appropriately pitched to the children's various levels of ability. Some lessons were characterised by occasional hesitancy and less secure knowledge of such concepts as cardinal and ordinal numbers. In some instances marking is very good, offering constructive comment as well as a summary of the children's achievements. The children responded well in all lessons seen.
72. Between Years 3 and 6 the standard of teaching is very good. Here teachers demonstrate very good knowledge and classroom organisation motivating the children to work efficiently and successfully. This creates a very positive classroom atmosphere where very good relationships enable the children to develop confidence to explain their working out and reasoning even when they are unsure. One lesson was an excellent example of how to plan, resource and pace a lesson and how to challenge all children appropriately through excellent relationships making it a totally inclusive lesson of an inspirational kind. In two matching Year 6 lessons on solving and explaining word problems both teachers, in separate lessons, showed a high degree of skill in enabling children how to explain orally and in writing, work to reinforce an understanding of percentages in calculating compound and simple interest in bank accounts. Teachers' planning is very good. Very good use is made of personal targets throughout the school enabling children to know exactly what it is they need to learn next to improve. Some other work is undertaken to use mathematical skills in other subjects. These include the improved use of data work in information and communication technology and tallying, graph and chart work in science. More use could be made of these skills in geography and history.
73. Leadership in the subject is very good. The co-ordinator, a member of the Central Management Team, has a wealth of experience from this and previous posts. She has led a very big push to improve standards since the low point in 2000 by the end of Years 2 and 6. The fall in standards was attributed by the co-ordinator to long-term staffing absences co-incidentally in both year groups and a replacement job share in Year 6. Since then she has led a steady improvement with the assistance of intensive support from the local authority. The National Numeracy Strategy has been successfully implemented and the stage has now been reached when those who feel confident to do so are able to vary their planning to suit. There are good procedures in place for monitoring teaching and assessment data. Previous test papers are analysed for errors in order to inform planning.

SCIENCE

74. Standards by the end of Year 2 and Year 6 are at average levels. By the end of Year 6, pupils achieve standards in their National Curriculum tests in 2002 that are average for their age when

compared to all pupils nationally and those in similar schools. Dipping in 2001 after several years of good improvement when standards were above average, there was again a rise in 2002 where the percentage of those pupils reaching the higher level was close to the national average. Although a larger number of pupils in that cohort were identified as having learning difficulties few did not reach the expected level for their age. Inspection findings suggest a significant number of the current Year 6 attain the higher level 5 in their work. Satisfactory progress is maintained. However, much strength lies within the learning of factual knowledge and understanding of scientific information and developing enquiry skills. By the end of the infants, standards are generally satisfactory and children make sound progress. This maintains the findings of the last inspection. In 2002, attainment was typical of standards found nationally. Evidence from sample of work and lessons suggests that the majority of the current Year 2 cohort achieve within the expected level 2.

75. Because pupils of all ages undertake a wide range of scientific investigations, their enquiry skills and understanding of the whole scientific process develop well. The school's focus on this aspect of science teaching, through developing support and training, has had a significant impact on the quality of pupils' learning, successfully building on previous learning and continuing the improvement at the time of the last inspection. In Year 1, pupils predict which paper will be best to wrap a parcel before testing their ideas, whilst Year 2s investigate "Do cars with big wheels travel furthest?" considering which parts of their test to keep the same. Before measuring the force needed to move a range of shoes with different soles, Year 4s confidently plan what they will change in their test and discuss the importance of taking several Newton readings. Promoting more independence of choice within investigative work, particularly for the more able learners, in both applying their understanding to their decision-making and in reviewing their own work will further extend and challenge learning.
76. Teaching overall is good – an improvement since the last inspection. Very good or excellent teaching is seen in half of the lessons in the juniors and this is reflected in the high level of progress pupils make. This is exemplified by very well planned lessons that build successfully on previous learning, using resources imaginatively, that fire pupils' interest and have the highest expectations of pupils' involvement in their learning. Reflecting on the teacher's very visual demonstration of seed dispersal, Year 5 explore and sort the seed collection with enthusiasm. Recognising the high interest level the teacher moves the learning on at a fast pace modifying her plans to continue to challenge pupils' thinking skills when making decisions about more unusual fruits and seeds. However, if teaching is too directed, pupils are unable to contribute their own ideas about their tests as well as they can and their progress is not as secure. In the infants teaching is always satisfactory but where the teaching in a lesson is very good pupils' learning is at its best. Very good management of an extremely active Year 2 investigation of local habitats and challenging questioning ensures that children's predictions are reviewed well and they learn that in science things are not always as expected! When the management of pupils is less successful, the pace and concentration of learning slows. High quality support from skilful classroom assistants together with suitably prepared activities ensures pupils with learning difficulties progress appropriately in lessons, addressing the concern previously raised.
77. In lessons, teachers share what is to be learnt very well with their pupils, using the discussion period at the end of the lesson very effectively to review or extend learning in many ways. A recent change to the ways in which pupils' progress is regularly checked and recorded as each unit of work is completed is beginning to provide much more specific information about pupils' performance. This will enable teachers to track learning in all aspects of science but this is as yet too new to have an impact upon standards or inform targets for science. Although pupils' work is marked regularly and praises success, it does not always make them aware of their own

learning, to help them to understand how to improve and achieve better. Information and communications technology (ICT) is well integrated into learning - from recording habitats found in Year 1 using the digital camera, to using sound meters at Year 5 to monitor decibel levels in different locations. Making ICT an even more valuable tool for logging and presenting information will widen opportunities for pupils to both communicate and to interpret scientific data. Whilst numeracy and literacy skills are well used in science, forging closer links with other subjects is already identified as a future school priority.

78. Science is very well enriched by the inclusion in the curriculum of many different learning opportunities. Visits, such as those to the Botanical Gardens in Birmingham or to Snibston Discovery Park as part of their residential stay at Quorn Hall, extend classroom experiences very effectively. Spending a day at Conkers, a hands-on nature experience in the National Forest, involves a minibeast hunt and the collection of natural materials for a collage. Other experiences include the school's wildlife and pond area, recently redeveloped by the Year 4/5 members of the Wildlife Club with the dedicated help of a parent. In their explorations, Year 2 children identify the needs of the creatures they discover and suggest reasons for their choice of habitat. Initiatives, such as an Energy Efficiency Week and annual Science Week when all classes focus on a selected aspect of science, such as sound, greatly enhance the school's work.
79. Pupils' enjoyment of the many, varied practical activities is central to their very good response as they develop into enquiring young scientists. To quote a Year 5 *"I like learning like this because you find out interesting things you didn't know before!"* Reacting with amazement to some of their experiences, such as discovering the translucency of plastic totally unexpectedly in Year 3 or the effect of the salt solution as the egg floated in Year 4, they are very interested in their work in science. Co-operation is high within tasks, for example, when Year 6 pupils consider how to design a means of warning of the approach of an alligator using only the limited materials available in a camp where their teacher has taken up temporary residence – a real challenge to use their knowledge! Children collaborate and discuss their work well and share ideas very willingly, knowing their thoughts will be valued.
80. Science is very well managed. Although relatively new to her responsibilities, the co-ordinator is already developing a very clear and thorough understanding of the subject, undertaking monitoring of teaching and planning, supporting her colleagues very well and identifying areas to further improve standards throughout the school. Information from her very detailed analysis of the national test results is passed to all teachers so that areas where understanding is less secure can be considered when lessons in all age groups are planned. Resources are now good, well organised and used very effectively in lessons.

ART AND DESIGN

81. Standards in art and design are above those expected nationally by the end of both Year 2 and Year 6. Pupils make good progress through the school and there are a number of skilled artists. This is an improvement since the last inspection and is due to the better planning, delivery and the higher profile that the subject now enjoys. Pupils with special educational needs are given some support but this could be extended to raise the self-esteem of pupils who do not perform academically well.
82. In Year 1, pupils have been able to undertake sculptures using soap. Their examples of free painting show that they are already beginning to choose colours and to mix these. By Year 2

pupils are holding paintbrushes well. Their still-life pictures of hands are of good quality and there is clear progression from the younger years. Teachers have employed good teaching methods to concentrate on a particular skill and have used sketches and a wide range of materials to aid pupils' experimental methods. In Year 3 and 4 pupils are beginning to understand how to blend and tint colours. They use tone to add depth and make very passable sketches. Again all ability levels show good skill. In Year 5 and 6 these skills are developed even further. The work is linked to other artists and styles and there is evidence of clever teaching methods, such as those where pupils have combined different styles in one picture.

83. Teaching is of good quality. Plans are developed to ensure that all areas of the curriculum are studied and that there is a balance between two- and three-dimensional work. This successfully ensures that pupils' experiences are wide and varied. In a Year 4 lesson the teacher started by showing the class various forms of seating. This led onto drawing and to describing what and how the seat was used. There were thoughtful suggestions during the discussion such as why loud colours had been used on a child's chair and why another seat was old. In a Year 3 lesson, the lesson revolved around portraying relationships in a visual way. This took place as a short session at the start of the day and involved digital pictures taken of children making facial expressions and reacting to each other. The discussion was insightful and prepared the way for another practical activity later in the week. It was a good use of time.
84. Pupils are keen and interested. They are always willing to join in conversations and add thoughtful suggestions. They are able to recall knowledge they have learnt previously such as that about a period of time. Teachers plan to ensure that work follows other themes in lessons and the connections made are not too tenuous. As a result, pupils can see how their art and design work fits into an overall plan. It enhances many other subjects such as history, geography and science. All pupils keep sketchbooks and are able to go back over work from previous years to see how they have progressed. Another innovation is the use of a whole-school task each year. All pupils have to paint a series of pictures of still-life flowers. As this has been done for a number of years, pupils become excited when explaining how they have progressed and know what they have learnt. In addition, it is giving valuable information about the quality of learning and teaching that can be used to decide on further professional development. This has helped improve the opportunities offered to use computers and through information and technology lessons.
85. The co-ordinator has moved the subject forward. She has kept good records and has made a thorough analysis of developments. The subject plan is well integrated into the whole-school development and has included monitoring of other teachers, planning and a useful portfolio of work. There is a good range of resources that are enhanced as and when they are needed. Most work takes place in the classroom although it is sometimes difficult given the restriction of size. Displays are of good quality and help to enhance the whole-school environment. They include some larger displays such as textile collage, claywork and large-scale models.

DESIGN AND TECHNOLOGY

86. By the end of Years 2 and 6, children achieve well the standards in design and technology that are typical for their age. Only lessons in a single year group were planned during the inspection so evidence is gathered from many sources including discussions with pupils and teachers, displays and a portfolio of completed assignments. Children's progress, including those with special educational needs, is satisfactory as they securely develop their understanding of the complete designing and making process. This is better than at the time of the last inspection

when learning within the design element of the subject was considered less adequate. Teachers' planning strongly ensures that each stage of the process is well-considered and confidently addressed with appropriate attention given to develop the full range of skills needed to make the good quality products such as Year 6's fairground rides. Standards have risen since the last inspection.

87. No overall judgement can be made as to the quality of teaching and learning as it was possible to see only two lessons and there was very little evidence to show the use of computers within the subject. Here the very good teaching encourages pupils in Year 3 to think hard about the stability of the structures they build from different construction kits, co-operating well together using their previous understanding about the bases of other free-standing items such as a music stand. Responding enthusiastically to a real challenge – to strengthen sheets of paper to bear 200g at a height of 20 cm – many successfully adapt ideas shared by the teacher to achieve their goal! Moving learning on at a fast pace, all the very carefully planned and well resourced activities very ably develop the skills, understanding and technical language that the children will need to design and make own photograph frames.
88. Confidently discussing their toys, pupils in Year 2 are very eager to explain each stage of their work clearly from their labelled drawings, the safe use of the tools such as a drill, to listing enthusiastically many possible ways to join the materials they use! Investigating cogs using classroom kits before learning to make a winding mechanism, they include this very effectively when designing and making their toys to illustrate a nursery rhyme. This ensures, for example, that the mouse can run up and down the clock and the kitten is successfully lifted out of the well! Once made they are very certain that their teddy's coat, puppet or toy must be strongly finished, as they look back sensibly to consider how they might improve their work.
89. Pupils in Year 6 enjoy designing and making fairground rides and confidently discuss their work. Aware of the design qualities they must take into account – stability, turning at an appropriate speed, and attractiveness to the customer – they investigate cog mechanisms and the workings of a vacuum cleaner before developing their own ideas in labelled designs. Overcoming technical problems with cogs and motors and reconsidering some of their initial ideas, they thoughtfully consider how well their ride meets its intended design brief - a very useful example of an evaluation activity simply reflecting upon the product's intended purpose. Recalling previous work, such as their humorous table decorations for the Christmas party, they express their appreciation of the opportunity to share ideas, reason and work with a partner concluding how this helps to strengthen friendships as well as learning new skills.
90. Sewing and knitting clubs enrich the curriculum well, as do subject weeks led by visiting specialists. Younger children will all soon consider aspects of flight through designing and making activities, while older pupils will think about shelters, developing the theme already begun in Year 6. Investigating and erecting a variety of tents, they discuss the different materials, shape and size of the tents intended for different purposes. Digital images record children's work, but using computers in a range of ways to develop and communicate design ideas or to use control programs has yet to be developed.
91. The subject is capably but temporarily managed. Despite the short time she has to lead the subject, the co-ordinator accepts her responsibilities well and has identified areas to support teachers further and improve standards in the subject, for example, by developing all pupils' abilities to more purposefully evaluate their work. Although literacy and scientific skills are well used within the subject, making closer links with other subjects or the wider community is a

pathway for the future. A portfolio illustrating different levels of achievement provides good support for the regular checks made on pupils' progress in their work in the subject.

GEOGRAPHY

92. Pupils' attainment in geography is in line with the expectations for their age. They have a sound factual knowledge and competent skills in simple research. The overall picture is very similar to that of the last inspection, but does now benefit from more focused teaching.
93. Pupils have a clear understanding how geography impacts on life. They appreciate that governmental agencies exist to make the best of the land for both commercial and recreational activities. Teachers ensure that pupils learn at first hand by planning residential visits for pupils in Years 2, 4 and 6. Pupils have reasonable skills at interpreting maps, and can trace the course of a river, although their use of map coordinates is limited. Only higher attaining pupils in Year 6 handle map reading with any confidence. Pupils know about their own locality and also communities further afield. For example, those pupils in Year 4 appreciate that life in the Indian village of Chembokolli is quite different, where some houses may have different roofs to protect them from the extreme temperatures and there are few cars and modern conveniences. Pupils learn facts from a range of sources. Year 5 pupils have a good understanding of the key aspects of the water cycle. Usually they filter information from reference books and atlases, but they also use pictures and videos. Year 2 enjoyed learning about transport by following Barnaby Bear around Dublin.
94. The quality of teaching and learning is average overall. Expectations are high and teachers have a good rapport with their pupils so that the atmosphere in lessons is positive. Topics hold the interest of the pupils and ensure a good attitude to work. In a Year 3 lesson, pupils were eager to pore over local maps to compare how the area had changed with the development of new housing, green spaces and industry. Teachers are well organised and keep the pace of the lesson flowing. This, in turn, keeps pupils active and concentration is generally good. Teachers plan well across year groups to ensure that all pupils have very similar experiences in both parallel classes. In individual lessons though, some teachers do not provide a good level of challenge for the different abilities of pupils. This means that lower attaining pupils can struggle with vocabulary, for example, and some higher attaining pupils are not able to explore topics thoroughly on their own. There are efforts being made to link geography with literacy objectives. Scrutiny of work suggests that there is a good progression of topic work throughout the school.
95. The recently appointed co-ordinator has monitored the policy and scheme of work to ensure good coverage of the curriculum. Resources are generally adequate but not inspiring and there is some need for improvement in this area. Computers are now being used more regularly in connection with geography but teachers could make better links with the use of, for example, spreadsheets to analyse any data collected. There are no recently purchased CD-ROMs to enhance subject knowledge and for use on the class computers although this is identified for improvement in the subject development plan. Assessment and recording of pupils' achievements are being developed, and focused tasks to test pupils' understanding are regularly set after each teaching unit.

HISTORY

96. By the end of Year 2, the majority of children reach standards that are in line with national expectations. They make good progress through Key Stage 2 and, by the end of Year 6, the majority reach a good standard in history. This is an improvement since the last inspection when standards at the end of both key stages were in line with national expectations. Children make particularly good progress in identifying changes and giving reasons for these. Children with special educational needs and those who are learning, or speak, English as an additional language, make satisfactory progress and reach standards that are in line with their personal targets.
97. Overall, teaching and learning are good. In Years 1 and 2, teachers use a variety of sources to inform children about the past, for example, books, old photographs, videos and visits to museums. Children gain knowledge about the past and through follow-up work, such as sequencing events and making 'time-lines', their sense of chronology develops. By using questioning effectively, teachers prompt children to think about such things as what it was like then and what things have changed. For example, children were able to explain what life was like for ordinary people living in London just before the Great Fire and what things have changed.
98. In Years 3, 4, 5 and 6, teachers use more detailed sources, such as old maps, artefacts, information web-sites and census records, and children use their increasing factual knowledge to describe characteristics and features of past societies and periods. Teachers use questioning skilfully and successfully prompt children to think about why things happened and how things have changed. For example, following a walk round the local area, children compared old maps with present day ones and discussed why and how the road system had changed. Occasional, deliberately provocative statements from teachers, prompt children to think about interpretations of history, for example, to a statement about music, a Year 6 pupil replied politely, *'That's only your opinion, I don't agree!'* and the teacher went on to focus on fact and opinion.
99. The history curriculum includes all the required elements, delivered through a structured programme of topics that develops children's knowledge of history, their understanding of change and their skills in finding out about the past. The curriculum is enhanced with visits to historical places and it is well linked to other areas, including ICT. History makes a good contribution to children's spiritual, moral, social and cultural development. For example, children reflect on the quality of their own lives when they compare it to those of people living in the past. They think about what was right and wrong about how rich and poor people lived and they gain understanding of how society is structured. This is further enhanced by visits to local historic houses and museums. The temporary history co-ordinator has a particular interest in history and is developing the school's resources.

INFORMATION AND COMMUNICATION TECHNOLOGY

100. Standards in information and communication technology at the end of Year 2 and Year 6 are in line with those expected nationally. Pupils have made good progress over the last two years as more concentrated time has been spent using computers and teachers have gained confidence. There has been a very good improvement since the last inspection when standards were unsatisfactory. Since then the quality of the subject curriculum has been reviewed and readjusted and the new nationally recognised guidelines have been adopted by the school. Teachers have undertaken intensive training and there is far more coherence about the delivery of the subject.

101. Pupils in Years 1 and 2 are able to word-process simple documents. They have experience of using art packages to draw simple pictures. They have collected information and made graphs and charts and have given robotic toys instructions on how to move. These are all experiences that would be expected of their age. There are few examples of pupils having developed more complex skills such as drafting or planning stories on computers. However, as experience increases these are being planned for next year. Progress within each year is good. While pupils enter Year 1 with some skill using a keyboard and mouse the use of specific lessons to learn about new programs mean that pupils quickly assimilate these into their everyday work. Pupils have regular access to the computer studio each week and are proud of their achievements. This is an improvement since the last inspection when not enough time was given to work in the subject.
102. Pupils in Years 3 to 6 continue to make good progress. Year 3 pupils are able to send e-mails and receive letters. ICT skills and those in literacy do not match. There is a higher level of skill in using computers and it is only restricted by the lack of spelling knowledge. However, with the use of spellcheckers, older pupils are able to self-correct their work and so, in Year 5 and 6, there is a much higher degree of accuracy. Pupils in Year 4 have collected information for their research and have charted graphs of different types. By Year 6 pupils are able to produce good quality posters and have some knowledge of presenting information in a multi-media format. As in the infants, these are all skills that would be at a nationally expected level and there are few indications that attainment is any higher for the majority of pupils. When using spreadsheets, for instance, pupils are able to make simple computations but do not understand how the program can be used for more advanced tasks such as discovering an average.
103. The quality of teaching has now improved to good overall in all years. Teachers plan very carefully, following a whole-school structured programme. This is carefully checked to ensure that sufficient time is given to each new topic and that consistent links are made to a variety of subjects. Clear learning objectives are set in each lesson that help develop a specific skill and then using a real life situation for pupils to practice with. So, in a very good Year 6 class the pupils were being introduced to a presentation package. They were taught how to make titles, slides, animate the designs and to add graphics. The teacher ensured that the pupils were made aware that they would need these skills to develop a presentation linked to in their history topic. By the end of the lesson pupils were clear about the links, had received good instruction and had been given time to practice and experiment what they had learnt. Most teaching takes place in the computer studio although there is some access in each class. These machines are not used so well and this is an identified area for development. However, the facilities in the computer suite are designed to allow all pupils to follow the work of the teacher. The area is tight and it is also used as a thoroughfare. Few problems are caused, but seating is tight and it is difficult to move around the room.
104. Pupils are highly motivated by the tasks that they are set and enjoy their lessons. They concentrate hard during practical sessions and the majority listen attentively as the teacher used special software so that demonstrations can be displayed on all computers. They acquire skills very quickly and in a good Year 1 lesson the teacher readjusted her planning to ensure that challenge continued throughout the period. By the end, pupils had learnt more than was expected and covered some work expected for the following week.
105. The very enthusiastic and experienced co-ordinators have been at the core of improvement. A useful portfolio gives exemplars drawn together from work in each ability group and in each year. This is a useful working document that allows less experienced teachers to see what is expected. It also shows the wide breadth of work that has been covered this year. It closely

links to the overall scheme of work planned at the start of the year. The hardware is of good quality in the computer suite and is backed up by other computers in the classroom. In addition, there is a good range of peripherals and software to enable all the programmes of study to be covered in depth. Other subject co-ordinators have rightly been given the responsibility of providing ICT software and this is checked before it is purchased to ensure that it provides what is needed. This is helping improve the skills of other teachers. Classroom assistants are used to support pupils with special educational needs, who make equally good progress. However, there are plans to involve them in further training to enhance their skills.

MUSIC

106. The majority of children reach standards that are in line with national expectations by the end of Year 2. They make good progress through Key Stage 2 and, by the end of Year 6, the majority reach a suitable standard in music. This is similar to the last inspection although provision for the subject has continued to improve. Children make particularly good progress in performing, for example, by the end of Year 6, they sing rounds in up to four parts accurately and confidently. Pupils with special educational needs and those who are learning, or speak, English as an additional language, show good interest in music and progress equally well. The majority make good progress and achieve, at least, in line with national expectations for children of their age.
107. Teaching and learning are good overall. In Years 1 and 2, teachers focus on elements of music, such as pitch, duration and dynamics, and children develop their understanding of these through singing and playing short compositions on various un-tuned percussion instruments. For example, working in groups, children developed and performed short compositions to express weather conditions, using their knowledge of musical elements to emphasise the different characteristics of various types of weather. Teachers select a good variety of music for children to listen to and appraise, such as music from different times and places and by well known composers and performers, consequently children develop their abilities to describe and compare music.
108. In Years 3 to 6, teachers build up children's knowledge and understanding of the elements of music and, in their performances, children sing tunes accurately, varying the speed and volume, sustaining and shortening notes, developing control of diction, breathing and phrasing. In composing, they develop their use of symbols to record and communicate musical ideas. In listening to music, teachers focus on the character and mood of music and children recognise how music is affected by time and place. For example, in work linked to a history topic on Britain since 1948, children selected popular music typical of each decade and linked this with the predominant mood of the mainstream population at that time. A number of children play recorders, learning to read music satisfactorily. Many children join the school choir and develop their awareness of audience and occasion by performing in school, for parents and grandparents and at the local musical festival. Summer concerts and Christmas performances are a highlight of school life.
109. The music curriculum includes all the statutory elements. Basic skills are systematically developed and the subject is well linked to other areas of the curriculum, including ICT. As children reflect on music and perform together or for others, their spiritual and social development is enhanced. Although the music co-ordinator is temporary, he leads music very well. He is a knowledgeable musician and is able to enrich the school's provision with concert quality performances on the piano. He evaluates teaching and learning honestly and gives very good support and guidance.

PHYSICAL EDUCATION

110. By the end of Years 2 and 6 standards in physical education are average except in swimming where standards exceed expectations. This is broadly in line with the previous inspection. Children, including those with special educational needs and English as an additional language, make sound progress overall. Lessons seen during the inspection were exclusively outdoor games and athletics where teaching overall was good. Assessment procedures are very good. Children's attitudes and behaviour were good throughout.
111. In Year 1, children learn that they can improve their performance in jumping and hopping by increasing the difficulty of the task. In Year 2 children learn how to move a ball about with control and co-ordination and accuracy and the majority succeed. At the same time they learn how to work in teams. Children are able to describe how their bodies feel following exercise.
112. By Year 6 children have developed sound throwing, striking and fielding skills although catching skills are below average. In athletics they learn how to pass and receive a relay baton. Older children were seen taking responsibility for setting up and organising their own bat and ball games as well as establishing the rules, but some boys found it difficult to work together. Children develop a sound understanding of game rules but some children's very competitive natures in a lesson where the teacher attempted to provide a balance between competition and co-operation, held back the development of the less able. All but a few children are able to swim 25 metres by the end of Year 5. The two who still cannot this year are receiving extra small group tuition in Year 6.
113. Dance and outdoor and adventurous activities were not observed during the inspection but teachers' records show that standards are in line with the rest of the activities. Children in Years 2, 4 and 6 experience outdoor pursuits at residential visits to Beaumanor Hall and the Isle of Wight, where they canoe, climb and go orienteering.
114. Teaching is good overall with one outstanding athletics lesson seen. Teachers have sufficient knowledge of the subject and most organise their lessons well. In the best lessons, teachers remind the children of the benefits of warming their bodies up before exercise and all include suitable warm-up and recovery activities at the beginning and the end of a lesson. They recap on previous learning, well. The best teaching shows careful observation by the teachers and intervention in order to increase the challenge or coach an improvement.
115. Assessment practices are very good. Teachers use video recordings of lessons to coach improvements and encourage evaluation. Children use the digital camera themselves to record skill practice in order to evaluate their own performance. Older children complete self-evaluation forms from time to time to assist the teacher with planning. Younger children record their scores in activities in order for the teacher to assess their performance against the lesson objective.
116. There is a substantial list of extra-curricular activities at lunchtime and after school from modern dance to traditional games. There is a good range of resources available for all to use. An appropriate policy and scheme of work for the subject, provides helpful guidance to staff and a good balance of activities for the children. The enthusiastic co-ordinator works conscientiously to support the staff and develop the subject. His current aim is to achieve Active Mark Gold status, which will recognise a high level of commitment to physical activity in the school.

RELIGIOUS EDUCATION

117. Standards in religious education are typical of those for pupils aged seven and eleven and are very securely set within the expected standards of the Leicestershire Agreed Syllabus. All children, including those with learning difficulties, achieve success in their learning and make progress that is at least appropriate to their age and ability. Improvements since the last inspection have been good, particularly within the quality of teaching, children's response to their work and the widening of their learning opportunities. Teaching reflects the strong commitment to develop pupils' knowledge and understanding of Christianity and other world faiths through a wide range of experiences that build assuredly on previous learning.
118. Teaching overall in the juniors, where only lessons were observed, is very good and pupils make better progress in these lessons because of the well planned, imaginative and thought provoking activities that link teaching and learning so effectively. Using sign language and Chinese Whispers really fires Year 5's imagination as they consider how humans communicate, before learning of the role of the messengers from Allah in Islam. Faster learners are extremely well challenged to consider where and when the idea of an angel originated. Simplifying the story of Guru Nanik and the founding of Sikhism for a book to be read to younger children helps Year 6 to understand how a sacred text came into being and gives purpose to their work. Moving learning on a good pace and sensitively linking their own class rules and the Ten Commandments recorded in the Christian bible actively involves all Year 3 children in understanding the special significance of rules set by themselves and for others. In lessons and discussions, all pupils have very positive attitudes to their learning responding to the often outstanding relationships within classes, sharing their ideas very well and asking questions thoughtfully knowing that these are respected. Time for pupils to reflect and further develop the significant spiritual dimension of their learning – such as when Year 5s wonder about their own images of angels or write prayers for the world "*Let all religions agree and make the nations one*" - are not specifically identified when lessons are planned.
119. Information and communication technology is well used to support learning. Information about different places of worship is downloaded as Year 2s write their own rules for showing respect in a special place, asking questions, such as, in the synagogue "*Why are the scrolls covered with a mantle?*" Following the inspiring experiences of their visit to the Jain Centre, Year 4s use the Internet to research answers to questions this raised such as "*Why are shoes removed?*" Incorporating aspects of other subjects into teaching is an area that is being developed well. Hearing the story of Joseph, Year 2s design and make brightly patterned coats for their teddy bears. In Year 6, pupils write letters to the local minister, or record events of Easter Week from Peter's perspective. Looking at religious icons in art, they very sensitively paint their own images of Christ. Celebrating Easter in an assembly, Year 3s use their own PowerPoint slides to project digital images of their work, tell the story linking this to their geography work whilst really enjoying the traditional Easter Bonnet competition!
120. Widening pupils' experiences to develop their understanding and respect for their own and the beliefs of others is an important consideration when lessons are planned, especially visits out of school which include the parish church, and in the city, the mosque, Hindu Temple and synagogue. "*Colours of Islam*" – an exhibition of Islamic art truly inspired Year 4 as they produced banners to celebrate "*Peace*" in different languages during their visit to the museum. Throughout a week devoted to religious education, members of the Christian, Islamic and Buddhist communities share their faith and aspects of their cultures with all age groups. Very

close links are established with the programme of personal education. Assembly themes encourage reflection on the spiritual dimension of our lives and relationships as, for example, during the inspection when thinking about how people can alter their lives and change their attitudes, supports understanding within aspects of the agreed syllabus. Sending “Christmas Around the World” parcels to children in Eastern Europe very thoughtfully extends the meaning of the pupils’ own celebrations.

121. Religious education is well led. The co-ordinator has a good awareness and understanding of his subject and the aspects that can be developed as he undertakes its high focus regular review. His work on matching the requirements of the agreed syllabus to the school’s programme of work gives valuable support to his colleagues as they plan their lessons and extending this to support the tracking of pupils’ progress, which has still to be considered.