

INSPECTION REPORT

BEAUMONT LODGE PRIMARY SCHOOL

Leicester

LEA area: Leicester City

Unique reference number: 120087

Headteacher: Miss Alison Marsh

Reporting inspector: Mrs Margaret Cooper
15175

Dates of inspection: 30th September to 3rd October 2002

Inspection number: 248087

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

© Crown copyright 2002

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school: Nursery, Infant and Junior

School category: Community

Age range of pupils: 3 to 11 years

Gender of pupils: Mixed

School address: Astill Lodge Road
Leicester

Postcode: LE4 1DT

Telephone number: 0116 2366925

Fax number: 0116 2366823

Appropriate authority: The Governing Body

Name of chair of governors: Mr Barry Swidenbank

Date of previous inspection: November 2000

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
15175	Margaret Cooper	Registered inspector	Mathematics Art and design History Educational inclusion English as an additional language	What sort of school is it? How high are standards? a) The school's results and achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
31758	Edward Tipper	Lay inspector		How high are standards? b) 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?
6169	Melvyn Bradshaw	Team inspector	Science Information and communication technology Design and technology Physical education Foundation Stage	
12198	Lilian Weatherley	Team inspector	English Geography Music Religious education Special educational needs	How good are the curricular and other opportunities offered to pupils?

The inspection contractor was:

Wessex Education
2 Riverside
Athelhampton
Dorchester
Dorset
DT2 7LG

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager
Inspection Quality Division
The Office for Standards in Education
Alexandra House

33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
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
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	12
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	13
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	15
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	17
HOW WELL IS THE SCHOOL LED AND MANAGED?	18
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	19
PART C: SCHOOL DATA AND INDICATORS	21
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	26

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This is an average-sized primary school located in a pleasant residential area on the outskirts of Leicester. There are currently 206 boys and girls on roll, aged from three to eleven, including 31 who attend the nursery on a part-time basis. Although wide-ranging, children's attainment when they join the nursery is below average, particularly in their speaking and listening skills. The school is a culturally diverse community with a significant proportion (40 per cent) of pupils from minority ethnic groups, including pupils from other European countries and of Asian, Caribbean and African heritage. The proportion of pupils for whom English is an additional language (6.5 per cent) is higher than in most schools, although none are at an early stage of learning English. The percentage of pupils known to be eligible for free school meals (28.5 per cent) is above average. The proportion of pupils designated as having special educational needs (29.7 per cent), including those who are the subjects of statements of special educational need, is also above that normally seen. Significant educational needs include moderate learning difficulties, hearing impairment, and multi-sensory impairment. The school has undergone a period of turbulence over the last few years, with several changes of headteacher and a very high proportion of pupils joining and leaving the school at times other than the usual times of transfer. Some classes have also had several changes of teacher and this has had a disturbing effect on them. The school has been more settled in recent months, with a permanent headteacher and a more stable cohort of pupils.

HOW GOOD THE SCHOOL IS

This is an effective and improving school whose strengths outweigh its weaknesses. Although standards are below average overall, pupils make sound progress by the age of eleven because of satisfactory teaching. High quality leadership and management from the current headteacher are bringing about an accelerating rate of improvement that has the potential to raise standards substantially through higher quality provision. This is already seen in the nursery and reception years where children are given a very good start to their education. The school currently provides satisfactory value for money.

What the school does well

- Children make very good progress in the nursery and reception classes because of high quality planning and teaching
- Pupils achieve well in information and communication technology (ICT) and physical education (PE) by the age of eleven
- The headteacher provides excellent leadership
- The school has established good links with parents who make a positive contribution to children's learning
- There is a very good number and range of extra-curricular clubs for pupils

What could be improved

- Although pupils make sound progress in the infant and junior years, standards overall could be higher
- Pupils' speaking skills by eleven should be at a better level
- Despite improvements, the quality of learning in the infant and junior years could be better
- The rate of progress of higher attainers

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

There has been sound improvement overall since the previous inspection in November 2000. New developments being initiated at that time were not sustained effectively owing to two changes of headteacher within the next few months. However, there has been substantial improvement over the past year in many aspects of the school's work. This is seen, for example, in the very good provision for children in the nursery and reception classes and in higher standards in ICT. There has been significant progress in the key issues for improvement including the production of a comprehensive plan to guide the school's future work as well as development in aspects of teaching including better planning and more effective strategies for managing inappropriate behaviour. These developments are too recent to have had a considerable impact on current standards.

STANDARDS

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

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

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

From entering the nursery class with below average attainment levels, children achieve very well to attain the standards expected nationally by the time they enter Year 1. In the 2001 national tests at age seven standards were well below the national average in reading and writing, and below average when compared to similar schools. Standards in mathematics were well below average when compared both to schools nationally and to similar schools. However, this group of pupils did not benefit from the very good start children now receive in the nursery and reception classes.

Standards in the 2002 tests were broadly similar, although the Year 6 class included a high proportion of pupils with special educational needs, including learning difficulties. Inspection evidence shows that, despite the turbulence, this year group made satisfactory progress at the junior stage. Overall standards at the end of Year 2 and Year 6 have improved in line with the national trend in recent years. The school did not achieve its target for English in 2002, which was inappropriately high for the abilities of this year group, but came very close to achieving its target for mathematics which was suitably challenging.

Inspection evidence shows that the current Year 2 and Year 6 pupils are likely to achieve higher standards in the 2003 national tests and attain below average, rather than well below average, standards. Standards at eleven are below average in all subjects except for ICT, PE and RE (religious education) where pupils attain the levels expected. In art and design there was insufficient evidence to make a firm judgement. Pupils now make at least satisfactory progress in all subjects by the age of eleven, and achieve well in ICT and PE. Recent and planned developments in planning and teaching have the potential to improve their rate of progress significantly. Inspection evidence shows no significant variation in the achievement of groups related to gender or ethnic origin but higher attainers do not make as much progress as their peers.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils enjoy coming to school and respond positively to the experiences they are offered.
Behaviour, in and out of classrooms	Most pupils behave well in lessons and around the school. A small minority in junior classes show challenging behaviour which, on occasion, adversely affects the learning of others.
Personal development and relationships	All but a few pupils establish good relationships with others and are polite and helpful to adults and to each other. They willingly use their initiative and take on responsibilities when given the opportunity.

Attendance	This is well below average compared to schools nationally, largely due to a few families whose children have a poor attendance record.
------------	--

TEACHING AND LEARNING

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

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

The quality of both teaching and learning is satisfactory overall and the proportion of lessons that are good or better has improved since the last inspection. Teaching in the nursery and reception years is good or better in all areas of learning. Teaching in the infant classes is at least satisfactory in all subjects except mathematics. Teaching is good in ICT. Teaching in the junior classes is at least satisfactory in all subjects and good in ICT and PE. Literacy and numeracy are taught satisfactorily through the school as a whole.

Teachers have a sound knowledge of the subjects they teach and plan lessons carefully. They use learning support assistants well and their help has a positive effect on pupils' progress. Expectations of what pupils can achieve are not high enough, and this particularly affects the progress of higher attainers who are not always given work that is sufficiently challenging. This is because assessment information is not used effectively to ensure tasks are matched closely to the needs of all pupils. The rate of learning is also constrained by the moderate pace of many lessons, where activities are not managed briskly and pupils spend too long listening to the teacher.

Teachers take good account of special educational needs in their planning. They provide appropriately for pupils who speak English as an additional language, and there is no significant variation in the quality of learning for any groups related to gender or ethnic origin.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides an appropriate quality and range of learning opportunities and meets statutory requirements for National Curriculum subjects and RE.
Provision for pupils with special educational needs	Provision for pupils with a significant level of special educational need is good and enables them to achieve well. Shortcomings in current arrangements mean that some with a moderate level of need are not identified soon enough and given appropriate provision and support.
Provision for pupils with English as an additional language	This is satisfactory and, as a result, these pupils make similar progress to their peers.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory overall. Moral, social and cultural development are promoted effectively, but spiritual development is a weaker element of the school's provision.
How well the school cares for its pupils	The school provides a safe and caring environment that promotes pupils' confidence and positive attitudes to their experiences.

The school has made considerable efforts to develop its partnership with parents and this is now good. The curriculum for nursery and reception children is of high quality. It is very well planned, matched well to the needs of children of this age, and promotes their personal development very well. The school provides a very good range of extra-curricular activities for infant and junior pupils. There are good procedures for monitoring and improving attendance and behaviour.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher provides high quality leadership and management and is beginning to receive good support from the senior management team. Co-ordinators plan appropriate development in their subjects although their involvement in monitoring standards and progress is at an early stage.
How well the governors fulfil their responsibilities	Governors give good support to the headteacher and staff and are well informed about the work of the school. They fulfil their responsibilities well.
The school's evaluation of its performance	After considerable recent improvement, the school now has good procedures for monitoring its performance and taking effective action.
The strategic use of resources	The school makes good use of its resources to improve the quality of education provided.

The headteacher has a very clear view of the ethos and quality of education she wants for the school and its pupils as well as an accurate understanding of current strengths and areas for development. Since her appointment, there has been a significant increase in the shared commitment of adults involved in the work of the school to the pupils and to school improvement. This indicates the school's good capacity to succeed in improving the quality of education provided.

The school is well provided with teaching and support staff to meet the needs of its pupils. The building and grounds provide a spacious and attractive environment for teaching, learning and relaxation. There is an appropriate quantity and quality of learning resources. The school gives careful attention to seeking good value for money when making spending decisions.

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 • The school helps children become mature and responsible • They feel comfortable about approaching the school with their concerns • Teaching is good • Their children make good progress • The school is well led and managed 	<ul style="list-style-type: none"> • The range of activities outside lessons • Information about children's progress

The inspection agreed with most of the positive views of parents. Inspection evidence did not support parents' dissatisfaction with the range of activities outside lessons which are very good compared to those normally seen in schools. Although satisfactory, the inspection found that annual reports to parents about their children's progress could be better. The school has already recognised this and has plans for improvement.

Several parents expressed their pleasure over the many improvements that have taken place since the appointment of the current headteacher. As one parent told the inspectors: *We have a very exciting future for our children.*

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children enter the nursery with attainment that, overall, is below average. They achieve very well in both the nursery and reception classes¹, to attain the standards expected nationally by the time they enter Year 1. Pupils at both the infant and junior stages currently make satisfactory progress but standards are overall below average by the ages of seven and eleven. This is because the pupils currently in Years 2 and 6 did not benefit from consistently good or better teaching when they were at the Foundation Stage. Moreover, the attainment of some year groups now at the junior stage was well below average when they joined the school. Underdeveloped speaking skills also constrain the progress of many pupils across the curriculum. On the face of it, test results suggest that the achievement of pupils is unsatisfactory over time. However, this is due to factors linked to the school's recent period of turbulence, including the high proportion of pupils who have left or joined the school at times other than the normal times of admission and transfer. Of the pupils who took the Year 6 national tests in 2002, those who had been in the school since Year 2 made satisfactory progress over the four junior years. Apart from average standards in science in the Year 6 test results in 2000, comparison of national test results shows no decline in standards since the previous inspection. Since that time, attainment has improved in the areas of learning by the end of the Foundation Stage and also in ICT throughout the school.
2. Standards in the 2001 national tests at the end of Year 2 were below average in reading and writing and well below average in mathematics when compared to both the national average and the average for similar schools. Teachers' assessment of science shows that standards were similarly below average. Taken over three years, girls have performed better than boys in reading and mathematics. The rate of improvement has been broadly in line with the national trend over recent years in spite of a dip in 1998 and a high point in 1999.
3. In the 2001 national tests at the end of Year 6 standards in English were well below the average both for schools nationally and for similar schools. In mathematics and science, although standards were well below the national average, they were below average when compared to similar schools. Taking the last three years together, girls have performed significantly better than boys in both English and science. The rate of improvement has been broadly in line with the national trend over recent years.
4. Standards at the end of both Year 2 and Year 6 in the recent 2002 national tests were broadly similar to the previous year. However there were significant improvements in the proportion of pupils attaining higher than expected standards in reading and writing at seven, and the proportion attaining the expected standard in science at eleven. The overall performance of Year 6 pupils was satisfactory given that the class contained a particularly large proportion of pupils with special educational needs.

¹ Nursery and reception classes are known by the school as Foundation 1 and Foundation 2

5. The evidence from inspection shows a somewhat different and improving picture. Pupils currently in Year 6 are achieving satisfactorily and are likely to attain below average, rather than well below average, standards in the 2003 national tests. This improvement in standards is linked to a year of consistent and effective management which has enabled significant developments in planning and aspects of teaching to take place. However, pupils' rate of progress could be better and is limited by insufficient use of assessment information to guide planning and teaching. As a result, work is not matched closely enough to the differing stages of learning within each class to ensure all groups build well on their existing skills, knowledge and understanding. The inspection found no significant variation in achievement related to gender, although the challenging behaviour of a minority of pupils, largely boys in Years 4 and 5, constrains the progress they make. Higher attaining pupils make slower progress than other groups because teachers do not have high enough expectations of what they can achieve, and do not provide tasks that put sufficient demands on them. Arrangements for comparing the progress of different ethnic groups have only just been introduced but the school's information and inspection evidence show no significant variation between any groups. Pupils for whom English is an additional language make similar progress to their peers.
6. Pupils with special educational needs make sound progress overall. Those who have been given individual programmes and support make good progress towards the targets in their individual education plans and in their learning across the curriculum. There are some pupils whose moderate levels of need have not been identified soon enough and, as a result, they have not received sufficient support to ensure they make sound progress from an early stage. Planned arrangements to identify gifted and talented pupils have not yet been implemented but there is no evidence of pupils in either of these categories currently in the school.
7. Initial assessments show that, when they start nursery, attainment is below average for children of their age, particularly in speaking and listening skills. Because of very good teaching and learning and a high quality curriculum children achieve very well whilst they are in the Foundation Stage, particularly in their personal, social and emotional development and in their communication, language and literacy. The majority of children currently in reception are likely to meet or exceed the standards expected for their age by the time they transfer to Year 1.
8. Pupils achieve satisfactorily in the infant classes because of overall satisfactory teaching. Good teaching in ICT enables them to make good progress in this subject. Progress by the age of seven in mathematics, including numeracy, is unsatisfactory and this is because work is not pitched closely enough to pupils' stages of learning to enable them to make consistent gains in their skills, knowledge and understanding.
9. Pupils continue to make at least sound progress in all subjects in the junior classes due to satisfactory teaching and learning. They make better than expected progress in both ICT and PE because these subjects are taught well.

Pupils' attitudes, values and personal development

10. Pupils' attitudes to school are satisfactory. They take an evident pride in their school, help to keep it clean and tidy and there is a noticeable absence of litter, graffiti or vandalism. Most pupils are keen to come to school, arrive promptly at the beginning of the school day and approach their lessons and other activities with interest. They enjoy extra-curricular clubs and these are well attended. However, in spite of the school's efforts, there is a significant minority of pupils who are regularly absent and

- the school attendance figure for last year was well below average. As a result of initiatives taken by the school, lateness is not a major problem.
11. Behaviour throughout the school is satisfactory. Pupils behave well in the dining hall and corridors and during assemblies. They also move about the school in a calm and orderly manner. In the outside play areas they relate well to each other and behave well. Although most pupils respond well in lessons a significant minority, mainly boys in Years 4 and 5, display challenging behaviour on occasion which has a negative effect on the learning of others. This is linked to classes that have become unsettled through having several changes of teacher in a short space of time and where there are pupils with emotional and behavioural difficulties. The school has given a high priority to improving teachers' strategies for managing pupils and behaviour has improved over recent months. Three pupils received fixed-term exclusions during the last year.
 12. Most pupils approach visitors in a friendly and confident manner and relate well to adults working in the school. Moreover, the majority work and play well with their colleagues in pairs and group situations. They are taught to appreciate the impact of their words and actions on others through the personal, social and health education (PSHE) programme and by constant reinforcement from teachers and other staff. A few pupils show immature social skills and have difficulty putting what they are taught into practice. Overall, there is a harmonious atmosphere within the school which has resulted in an almost total lack of oppressive behaviour such as sexism and racism. Incidents of bullying are rare and, when they occur, are managed effectively by the school.
 13. Pupils' respect for the feelings, values and beliefs of others is sound. Some shortcomings in teaching the importance of tolerance and understanding towards others, irrespective of their cultural background, are being addressed by the new PSHE programme being introduced this year. The 'Red hat' scheme, in which Year 5 and 6 pupils organise use of playground equipment and mentor younger pupils during the lunch break, is a good example of pupils exercising responsibility well. They are keen to use their initiative and take personal responsibility when given the opportunity. There are plans to develop this further by introducing a school council in which all pupils will participate. Pupils are keen to express thoughts and opinions and demonstrate their initiative in lessons but are given limited opportunities to do so.
 14. At the Foundation Stage, children's personal, social and emotional development is emphasised in all activities. Through interesting tasks and a good range of resources to support the planned activities, children concentrate and persevere very well. Children's behaviour is very good and they display positive attitudes to school.

HOW WELL ARE PUPILS TAUGHT?

15. The quality of both teaching and learning is satisfactory throughout the school as a whole and very good at the Foundation Stage. During the inspection, teaching was at least satisfactory in the great majority of lessons and was good or better in about half of them. It was very good or excellent in about a quarter of lessons. This shows significant improvement since the last inspection when only two out of 24 lessons were good, and the school was urged to increase the amount of good teaching. Learning at that time was found to be unsatisfactory in the reception year where it is now very good. Systematic formal, as well as informal, monitoring of teaching throughout the school and feedback to teachers is having a positive impact on pupils' learning. There has also been professional development in key aspects of teaching

including the quality of lesson planning and the management of pupils with challenging behaviour, and these are improving pupils' learning.

16. Teaching of children in nursery and reception at the Foundation Stage is very good overall. Teachers, supported very well by the nursery nurse and learning support assistant, are skilful in meeting the needs of children in the class. A significant strength is the way all adults use questions to encourage the development of speaking and listening skills. This very good teaching results in children making good or better progress in all areas of learning. Teaching is very effective in promoting the development of skills across all areas and is especially strong for personal, social and emotional development. Teachers and other adults have good expertise. They have a clear understanding of the needs of young children and of the national guidance. The basic skills of literacy and numeracy are effectively taught. The relationships that all adults establish have helped children to make a confident start to school. Firm management and high expectations of behaviour are also evident. The learning support assistants are integral to the provision and they support children's learning very effectively. They are especially effective in contributing to the very good procedures for assessing children's progress.
17. Teaching at the infant and junior phases is satisfactory overall so that pupils make sound progress in acquiring skills, knowledge and understanding across the curriculum. Good teaching in ICT and PE results in pupils making good progress in these subjects. Although there are shortcomings in the teaching of mathematics in the infant classes, numeracy and literacy are taught effectively overall so that pupils make sound progress in their basic skills. Teachers have secure levels of expertise in the subjects they teach, with the exception of music and RE, and plan lessons carefully. They establish a caring environment and make very good use of learning support assistants whose help and support both to groups and individuals, including those identified as having special educational needs, make a positive impact on the progress pupils make. There have been recent improvements in the demands made on pupils to present their work well and also in the quality of marking so that pupils know what they need to learn to improve. Good account is taken of the needs of pupils who speak English as an additional language to help them learn the specialist vocabulary for each subject so they are able to make similar progress to their peers. Sound use is made of homework to extend learning.
18. Where teaching is good or better, teachers have high expectations of what pupils can achieve and manage activities at a lively pace so that pupils remain interested and attentive and learn at a good rate. Weaknesses, where teaching is unsatisfactory, or within lessons that are overall satisfactory, include a poor match of work to the differing needs of groups within the class, particularly high attainers. This is because insufficient use is made of assessment information to guide planning and teaching. Pupils' productivity is limited in many lessons due to the pedestrian pace of activities, too long spent listening passively to the teacher and tasks that fail to challenge and inspire. Pupils' own knowledge of their learning is also constrained by few opportunities to work independently, particularly in planning and reviewing their learning. Although there has been recent development in managing pupils, the challenging behaviour of a few pupils, including some with emotional and behavioural difficulties, adversely affects the quality of learning for the rest of the class in a small minority of lessons in Years 4 and 5.

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

19. The school provides an appropriate quality and range of learning opportunities to meet the needs of its pupils.
20. At the Foundation Stage, a very good curriculum covers all the areas of learning. Staff changes and the effective introduction of nationally recommended guidance have helped to ensure that provision for children in reception has improved significantly since the last report. All children have good access to the curriculum and benefit from a wide range of activities. These support children's personal development and the development of independence very effectively. The curriculum is organised so that, although all areas of learning are covered and integrated all the time, each term has a special focus of either language, numeracy or knowledge of the world. The improvements made to the outside play area have also had an impact and extended the opportunities for physical development.
21. At the infant and junior stages, planning is based on the national strategies for literacy and numeracy, and on nationally and locally recommended guidance for other subjects. This ensures the curriculum meets statutory requirements for National Curriculum subjects and RE and helps to ensure pupils build progressively on their skills, knowledge and understanding. Development is in hand to adapt this planning to meet the needs of the school's pupils more closely. ICT is used well to support learning across the curriculum. However, more use could be made of learning in other subjects to promote speaking, literacy and numeracy skills. There has been recent improvement in introducing a PSHE programme and this gives appropriate attention to sex education and drugs misuse. The curriculum is enriched through a wide range of extra-curricular activities and these are well supported by pupils, particularly the ICT club which meets both at lunch times and after school. Boys and girls have good opportunities to participate in sporting activities including football, athletics and netball and there are good arrangements for monitoring participation and attendance. The curriculum is also enhanced through visits to places of educational interest, such as local museums and places of worship, and through opportunities to meet visiting speakers and performers.
22. The school gives a high priority to providing an inclusive education for all pupils. Those with identified special educational needs receive their entitlement to a broad and balanced curriculum and the school meets their curricular requirements as set out in individual education plans and statements of special educational need. Curricular opportunities satisfactorily meet the needs of pupils from ethnic minorities including those who speak English as an additional language. However, there are shortcomings in provision for high attainers, for whom learning experiences are insufficiently challenging.
23. The school has developed good links with the local community which make a positive impact on pupils' learning. For example, volunteer managers from local companies are taking part in the 'Right to Read' scheme. Good relationships have been established with partner institutions including a 'Parent and Toddler' group as well as constructive links that help pupils transfer to the local secondary school. Staff from the two schools meet regularly and organise 'bridging' units of work in English, mathematics and science which pupils begin in Year 6 and complete in Year 7.
24. Overall, the school makes satisfactory provision for the spiritual, moral, social and cultural development of pupils. Provision for children's personal development at the Foundation Stage is a significant strength of the school. This is because teaching and support staff provide a caring and stimulating environment in which children settle quickly and approach their learning experiences with confidence and enthusiasm. Good behaviour and positive relationships are promoted very well through careful

encouragement for children to conform to classroom routines, to work in small and large groups and to consider the needs of others. Children learn to work independently through regularly choosing their own activities and resources.

25. At the infant and junior stages, the provision for pupils' spiritual development is unsatisfactory. Pupils are given some opportunity to explore the values and beliefs of others through the curriculum, especially in RE, but opportunities to do so through collective worship are not sufficiently exploited. Pupils are encouraged to share their own ideas and experiences through class 'circle' times² but there are limited opportunities through the curriculum, including the PSHE programme, to discover how to understand their own feelings and emotions and to respect those of others.
26. Provision for pupils' moral development is satisfactory. A very clear moral code is reinforced by members of staff who provide good role models. Any pupil who infringes the code is promptly corrected and encouraged to consider the effects of his or her actions on others. Pupils are taught the difference between right and wrong from an early age and are encouraged to develop qualities such as fairness and respect for others and the importance of truth and justice. However, the school does not plan systematically through the curriculum or assemblies for pupils to learn about people who are good examples of moral virtue, and there are limited opportunities for pupils to explore the moral codes of different cultures.
27. Provision for pupils' social development is sound. The whole school is a community in which everyone is considered equal and valued. Most pupils relate well to each other and are developing good interpersonal and social skills. A PSHE lesson in Year 6 used role-play very successfully to demonstrate the consequences of anti-social and aggressive behaviour. Assemblies and residential visits help to foster a community spirit amongst the pupils. There are currently limited opportunities to debate social issues and become involved in making decisions, although plans to introduce a school council should improve this provision. Opportunities for pupils to exercise leadership and responsibility are underdeveloped beyond the 'Red hat' scheme operated by pupils in Years 5 and 6. The school has been involved in several charity events and recently raised money for a local hospice and the Blue Peter Appeal. Several of the pupils have also raised money for the Save the Children Fund by carol singing in a local store.
28. Pupils' cultural development is promoted satisfactorily. Pupils of all age groups have contributed to displays in the school hall that celebrate art from different cultures such as Asian and Australian. Pupils also learn about aspects of other cultures through their lessons in subjects such as RE, geography and music. For example, Year 2 pupils learn about European cultures by following the travels of Barnaby Bear in geography. Visitors from different ethnic groups visit the school and talk about their cultures, although opportunities to draw on the rich cultural diversity to be found within the city have not been fully exploited. While the school provides its pupils with an appreciation of drama, music and art through subject lessons and assemblies, visits to venues such as theatres and art galleries are limited. However, pupils are helped to explore their own local and national culture through visits to places of educational interest. These include, for example, foundation children's visit to the nearby post office and junior pupils' visits to Leicester museums.

² Occasions when children sit in a circle and are encouraged to express their own thoughts and feelings to each other

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

29. This is a caring school where teachers endeavour to get to know their pupils well and are generally aware of the needs of individual pupils who require special attention. It provides a safe environment for its pupils. While the school's procedures for ensuring compliance with all health and safety legislation are not fully in place, it has recently undergone a comprehensive audit undertaken by the local authority and has produced an action plan to address issues identified. There are sound day-to-day arrangements for identifying and resolving situations as they arise. The headteacher is the designated person responsible for child protection and is operating a system in line with local procedures. She has ensured all members of staff are aware of what to look out for in this regard and how to respond.
30. The school treats the health of its pupils very seriously. It has signed up to the national 'Healthy Schools' standard concentrating on the four strands of drugs awareness, physical activity, healthy eating and emotional well being. Pupils receive information and advice on drugs through the PSHE programme and physical activity is fostered by the many activities available at break-times and through after-school clubs. The importance of healthy eating is promoted through science lessons. Apples and milk are available for purchase within the school and pupils are encouraged to drink water regularly throughout the day.
31. The school's behaviour policy is embodied in a mission statement and a series of aims that are prominently displayed throughout the school. In addition, each class has its own rules contributed to by pupils at the beginning of the school year. Good behaviour is rewarded by a combination of informal praise, stickers and stamps that lead to individual certificates and class awards presented in the weekly achievement assemblies. Poor behaviour is dealt with using a five-step consequence procedure ranging from a class warning to reporting to the headteacher. Pupils with challenging behaviour are identified and monitored by the headteacher and encouraged through individual behaviour contracts and target sheets with small rewards. A behaviour book, with comments by teachers, is sent home to parents with the opportunity for them to include their comments. This system was introduced recently and, although beginning to make an impact on the working atmosphere in classes, it has not yet successfully overcome the behaviour difficulties of a few pupils. However, all teaching and support staff are currently attending training by the LEA behaviour support team in order to increase their expertise.
32. There are good procedures for monitoring and improving attendance. The headteacher works with pupils with a poor attendance record and their families to improve the situation. Attendance is given a high profile in newsletters and a large display in the school foyer reports the weekly attendance rates of each class. Classes and individuals are rewarded for good and improving attendance. Since the introduction of these initiatives the school has seen a rise in attendance and decline in unauthorised absence.
33. There are good arrangements for preparing children for entry into the Foundation Stage classes, including home visits for each new entrant. The school normally provides additional support for pupils who speak English as an additional language but the teacher with this responsibility left recently and a new appointment has yet to be made.
34. Good support is provided for pupils designated as having special educational needs, particularly for those who are the subjects of statements. Individual education plans are provided and reviewed termly, and the school is taking steps to involve pupils

more closely in deciding and reviewing targets. As recognised by the recently appointed co-ordinator, procedures need improvement to ensure special educational needs are identified at an early stage. Good use is made of specialist advice in planning provision for pupils with special educational needs, including an educational psychologist and the local authority support service.

35. Procedures for assessing pupils' attainment and progress are improving but not yet satisfactory in all subjects. Assessment procedures at the Foundation Stage are very good. Children's attainment is assessed systematically shortly after starting in the nursery. This gives detailed information about children's attainment in all areas and it is regularly updated as children develop. Nursery and reception staff use the information gained very effectively to plan a wide range of appropriate activities. Assessment is built into all activities and provides detailed information about children's progress. Detailed records are passed on when children transfer to Year 1. In the remainder of the school, satisfactory procedures are now in place to assess pupils' progress in English, mathematics and science, but the information obtained is not used sufficiently to help planning and teaching. As a result, work does not always meet the needs of pupils, especially those who are more able. In other subjects, assessment procedures are unsatisfactory because they are not yet systematic but plans are in hand to improve them. The assessment of pupils' skills is not well developed and the information that is obtained is not used extensively, although this process is more advanced in ICT than in other subjects. There are sound arrangements for assessing the progress of pupils for whom English is an additional language.
36. The headteacher has introduced a range of procedures including standardised testing and optional tests to assess pupils' progress as they move through the school. Good use is being made of technology to analyse the data, but the detail available to her at this stage is naturally limited. Co-ordinators have begun the process of analysing the results of National Curriculum tests to identify pupils' strengths and weaknesses but this too is at an early stage of development. The information available to the headteacher is being used effectively to set whole school and individual targets and to begin to track individual pupils' progress. Results are now being studied to compare the relative performances of boys and girls as well as pupils from ethnic minority groups. The progress of pupils identified as having special educational needs is monitored satisfactorily in English, mathematics and science. Satisfactory procedures are in place to assess pupils' personal development with a particular focus on behaviour.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

37. The school works hard to develop its links with parents by, for example, seeking their views on a shared vision for the school. The partnership with parents is good and has a positive effect on pupils' learning and personal development. This is reflected in the many positive views of the school expressed by parents in their responses to the questionnaire and at the parents' meeting. They find the headteacher and staff very approachable and particularly value the 'open door' policy that enables their concerns to be responded to quickly and effectively. As well as supporting their children with their homework, parents are invited to assist in the life of the school and several have taken up the opportunity to do so. The twice-yearly open evenings where parents can discuss their children's academic and social progress with class teachers are well attended as are the weekly achievement and base assemblies.

38. Good information is provided for parents before their children join the nursery through home visits, parent meetings and detailed written information. Once children are settled, parents are encouraged to help in the classrooms. Daily contact is maintained once children start school and is aided by the use of homework, including encouragement for parents to read to their children, and to use the toy library. Parents of pupils with special educational needs throughout the school are kept informed of their children's progress. Plans are in hand to involve them more closely in planning and supporting their learning programmes.
39. The school prospectus and governors' annual report to parents are informative. Fortnightly newsletters notify parents of achievements by the school and its pupils, of future events and give information on topics such as attendance. Notices are also placed on the outside entrance doors to the classrooms and these include details of topics to be covered during the current term. Each of the three classroom bases holds an open evening in July and distributes an information leaflet on the following year's work, including how homework will be organised. Parents also have opportunities to attend sessions on subjects such as English, mathematics and ICT where they learn how to support their children in their studies. Annual written reports for parents celebrate pupils' achievements but do not compare performance against national standards and the targets set are insufficiently specific. The school is already planning to improve the quality of information in annual reports.
40. The Parent and Teachers Association, run by an enthusiastic committee of dedicated parents and teachers, makes a significant contribution to the life of the school. It meets regularly and organises a number of fundraising and social events throughout the year. These are well supported by the whole school community and money raised is directed at projects such as the refurbishment of the food technology area and re-marking the playground.

HOW WELL IS THE SCHOOL LED AND MANAGED?

41. The school is well led and managed. The headteacher is held in very high regard by staff, children and parents. The high quality of her leadership and management ensures clear educational direction and has made a powerful impact on school improvement over the past year. This is partly because of her clear understanding of the strengths and shortcomings of the school and the necessary steps to secure development, but also to an increase in the shared commitment to improvement of all those involved in the work of the school. The senior management team, including the recently appointed deputy headteacher, has only just been established but is already supporting the work of the headteacher and playing a key role in monitoring standards and progress. As one of the governors told the inspectors: *This school is now going places.*
42. There has been considerable recent development in the role of co-ordinators who are now identifying development needs in their subjects. However, they have not yet had time for their planned actions for improvement to be put into effect, including their monitoring of teaching and standards. The Foundation Stage is very well organised and managed very effectively as a result of the very good leadership of the co-ordinator. She has established a strong team which includes learning support staff. The recently appointed co-ordinator for special educational needs has a good understanding of the steps required to develop the school's provision.
43. There has been significant improvement in the effectiveness of the governing body that now has a clear management structure. Governors are more closely involved in

monitoring and guiding the school's performance. Governors are active and well informed, supportive of the headteacher and staff, and show a strong commitment to the work of the school. There are a good number of committees, including a school improvement committee, and all governors have links to curriculum areas, including literacy and numeracy. The governing body fulfils its responsibilities well.

44. Although recently introduced, there are good arrangements for monitoring and evaluating the school's performance and taking effective action. Priorities for school development are being accurately identified through regular monitoring of teaching and a computerised system of tracking pupils' attainment and progress from year to year. Priorities are supported well through financial planning and good strategic use is made of resources, including specific grants and other funding. This is seen particularly in the substantial improvements in resources and in the quality of teaching in ICT over the last year. The school has successfully addressed the deficit budget found at the time of the last inspection. Day-to-day financial procedures are managed efficiently by the administrator and monitored by a part-time bursar. Good account is taken of the principles of best value when making financial decisions.
45. The school is well provided with the number of teaching and support staff to meet the needs of its pupils and curriculum. Recent additional training for learning support assistants has made a strong impact on their effectiveness in promoting pupils' learning. Pupils also benefit from good accommodation. The main building is modern, attractive and well maintained by the premises staff. Pupils from Year 1 to Year 6 are in base areas which each comprise two classes. On occasion, there is a level of noise from an adjacent class that makes it difficult for pupils to maintain their concentration and there is scope for these areas to be used more flexibly. Pupils benefit from additional teaching areas including a music and drama room, a literacy room, and a library for which ambitious plans for development are in hand. There is a good-sized hall for PE, assemblies and other activities. Displays in classrooms and shared areas around the school are used well to create a bright and stimulating learning environment and to celebrate pupils' achievements.
46. The school grounds are extensive, attractively laid out with mature trees and a wildlife area, with plenty of grassed and hard-surface areas for pupils' learning in PE and other subjects as well as for relaxation. Infant and junior pupils have an adequate range and number of learning resources of satisfactory quality.
47. The accommodation for children at the Foundation Stage is satisfactory. The reception class is housed in a 'temporary' classroom at some distance from the nursery that is located within the main school building. The nursery area has a central flight of stairs to a higher level that, although used well, limits adults' capacity to see all around the room. Children have access to their own dedicated outside area that is of good size and includes both hard surface and grassed areas. Apart from shortcomings in climbing apparatus, resources for children at the Foundation Stage are good.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

48. In order to continue to improve, the governors, headteacher and staff should now

(1) Raise standards by the ages of 7 and eleven by:

- raising teachers' expectations of what pupils can achieve
- making better use of assessment information to match work closely to the needs of all groups, including higher attainers
- setting ambitious targets for individual pupil progress over each year
- continuing present plans to develop the role of subject co-ordinators in monitoring standards and progress throughout the school

(Paragraph numbers 5, 6, 8-9, 18, 35, 42)

(2) Raise standards in speaking skills by:

- planning more systematically to promote speaking skills across the curriculum
- increasing opportunities for pupils to explain and develop their ideas in small and large groups

(Paragraph numbers 1, 21, 59)

(3) Improve the quality of learning at the infant and junior stages by:

- increasing pupils' productivity through improving the pace of lessons, reducing the amount of time spent listening to teachers, and providing more tasks and experiences that challenge and inspire pupils
- providing more opportunities for pupils to work independently, particularly in taking responsibility for planning and reviewing their own learning
- improving procedures for identifying special educational needs so that all pupils with learning difficulties are given appropriate provision and support from an early stage
- continuing to develop teachers' expertise in managing pupils with challenging behaviour and in adapting the curriculum to meet their needs

(Paragraph numbers 8-9, 11, 18, 34, 61)

(4) Improve the rate of progress of higher attainers by:

- ensuring that tasks across the curriculum make sufficient intellectual and creative demands on them

(Paragraph numbers 5, 22)

Other minor issues which should be considered by the school

- (a) Plan more systematically to promote pupils' spiritual development.
- (b) Continue to implement the current good procedures to improve the rate of attendance.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	56
Number of discussions with staff, governors, other adults and pupils	29

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	4	10	14	23	3	0	0
Percentage	7	19	26	43	6	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 almost two percentage points.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	31	165
Number of full-time pupils known to be eligible for free school meals		53

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	4
Number of pupils on the school's special educational needs register	5	49

English as an additional language	No of pupils
Number of pupils with English as an additional language	11

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	19
Pupils who left the school other than at the usual time of leaving	28

Attendance

Authorised absence

	%
School data	9.3
National comparative data	5.6

Unauthorised absence

	%
School data	0.8
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	11	8	19

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	7	9	8
	Girls	8	8	8
	Total	15	17	16
Percentage of pupils at NC level 2 or above	School	79 (73)	89 (70)	84 (77)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	8	9	9
	Girls	8	8	8
	Total	16	17	17
Percentage of pupils at NC level 2 or above	School	84 (67)	89 (77)	89 (77)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	18	10	28

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	9	12
	Girls	10	7	9
	Total	18	16	21
Percentage of pupils at NC level 4 or above	School	64 (60)	57 (60)	75 (90)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	10	12
	Girls	8	7	10
	Total	16	17	22
Percentage of pupils at NC level 4 or above	School	59 (65)	63 (75)	81 (80)
	National	72 (70)	74 (72)	82 (79)

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	133	4	0
White – Irish	6	0	0
White – any other White background	16	0	0
Mixed – White and Black Caribbean	5	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	3	0	0
Asian or Asian British - Indian	9	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	7	0	0
Black or Black British – African	5	0	0
Black or Black British – any other Black background	5	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	1	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	8.5
Number of pupils per qualified teacher	19
Average class size	24

Education support staff: YR – Y6

Total number of education support staff	7
Total aggregate hours worked per week	126.25

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	31
Total number of education support staff	2
Total aggregate hours worked per week	60
Number of pupils per FTE adult	8

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	7.22
Number of teachers appointed to the school during the last two years	4

Total number of vacant teaching posts (FTE)	0.2
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0.4
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0.4

FTE means full-time equivalent.

Financial information

Financial year	2000-2001
----------------	-----------

	£
Total income	596960
Total expenditure	540034
Expenditure per pupil	2583
Balance brought forward from previous year	56926
Balance carried forward to next year	26356

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	206
Number of questionnaires returned	53

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	37	0	0	0
My child is making good progress in school.	54	42	2	2	0
Behaviour in the school is good.	23	63	6	4	4
My child gets the right amount of work to do at home.	20	64	9	0	7
The teaching is good.	59	37	2	2	0
I am kept well informed about how my child is getting on.	46	38	13	2	0
I would feel comfortable about approaching the school with questions or a problem.	75	21	0	2	2
The school expects my child to work hard and achieve his or her best.	65	25	4	0	6
The school works closely with parents.	57	32	8	2	2
The school is well led and managed.	70	25	0	2	4
The school is helping my child become mature and responsible.	56	42	0	0	2
The school provides an interesting range of activities outside lessons.	39	37	16	2	6

Other issues raised by parents

No other issues were raised by more than a small minority of parents, except to express their appreciation of the many improvements made over the past year.

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

49. The previous report indicated that children made broadly satisfactory progress, although the provision for reception children was unsatisfactory and their learning too formal. There has been considerable improvement since then. Nursery and reception teachers, together with support staff, work together as a very close and effective team. Nursery children join the school part-time, either mornings or afternoons, in the term after their third birthday, and become full-time shortly after their fourth birthday. After either one or two terms full-time in the nursery, they transfer to the reception class in either September or January. There have been recent improvements in these arrangements following problems encountered with the transition from nursery to reception, and to Year 1. Teaching is very good overall, and some is excellent. This results in children making very good progress in the areas of learning. Children are familiar with the school before they start, and they settle in quickly and confidently. The high quality teaching prepares children well for their learning experiences later in the school.

Personal, social and emotional development

50. Children new to the nursery do not always listen carefully or share well. Their personal, social and emotional development is promoted very effectively. They make very good progress and almost all are likely to achieve, and in many cases exceed, the expected levels by the time they enter Year 1. This progress is due to very well organised teaching and carefully planned opportunities for children to work independently. When children arrive in the nursery each day they are responsible for registering their arrival and collecting their name badges. Adults consistently remind children of expectations such as those related to behaviour and step in quickly if these are not met. Children are encouraged to take turns, share resources and work with a partner. In reception, for instance, the teacher organised pairs carefully for the first activity of the day so that boys and girls worked together. Children concentrate and persevere very well because of interesting tasks and a good range of resources to support the planned activities. During direct teaching activities, adults use questions very effectively and invite children to contribute their own ideas. Children are encouraged to listen carefully when sitting on the carpet and those who have been in the nursery for over a term do this well. Children's behaviour is very good and they display positive attitudes to school. They learn about cultures other than their own, for example through art and music.

Communication, language and literacy

51. Teaching is very good in this area and children are supported effectively. They make very good progress and, by the start of Year 1, most attain the levels expected and a small proportion exceed them. Children's speaking and listening skills develop strongly and they show a developing vocabulary, promoted through the effective use of stories and questions. Good opportunities are taken by teachers and other adults to increase the range and use of children's vocabulary in all areas of learning. Children explored language when listening to *The Enormous Turnip*, and suggested other words such as *massive* for the story title. Children make good progress in their reading through regular stories and book experiences. The story sessions are

particularly effective because children are divided into groups and stories matched closely to their level of attainment. Children handle books carefully and know that pages are turned from right to left.

52. The vast majority understand the difference between words and pictures and that print carries meaning. Children are introduced to a range of letter sounds and begin to identify them at the beginning, middle or end of simple words. Reception children use pictures well to sequence a story they have heard. By the end of reception, about half the children read simple sentences well, talk about what they have read and are starting to build up words from the initial sounds. Almost all write or copy their own names and most copy letters and words written for them when they start school. Although the quality of the handwriting is limited by children's control of pencils and crayons, they make very good progress. As a result, by the end of reception, many write simple sentences with spellings that are recognisable and some use of capital letters and full stops. Higher attaining children know about the use of question marks. Arrangements for teaching literacy are very good. Whole class teaching is used to introduce children to areas such as stories, words, letters, sounds and simple punctuation. Reception literacy sessions are carefully developed over time to prepare children well for more formal literacy lessons in Year 1.

Mathematical development

53. Provision in this area of learning promotes good development in mathematical skills including number and associated language. Teaching is good and resources are used well to aid learning. Children make consistently good progress and almost all are likely to achieve the levels expected by the time they enter Year 1 and a few will exceed them. Through well-organised practical activities, children make good strides in their mathematical knowledge. Throwing dice, counting and comparing numbers help children develop an understanding of numbers to ten, and beyond for higher attaining children. Counting songs and rhymes are used very effectively to help the process. Children recognise and extend repeating patterns involving coloured pegs. By the time they leave reception, most recognise flat shapes such as squares, rectangles and triangles. Children learn to use a range of mathematical vocabulary correctly to compare objects such as *long* and *short*. Particularly good teaching in a lesson seen helped reception children understand the idea of pairs. Sand and water work introduces children to aspects of capacity and terms such as *full* and *empty*. Although little direct teaching of numeracy was seen, adults exploit every opportunity to extend and develop number skills.

Knowledge and understanding of the world

54. Limited evidence was available for areas linked to geography, history and RE, although planning shows that all these areas are covered in sufficient depth. The central display in the nursery is a role-play castle, which helps to raise an awareness of the past. Provision and teaching for children to develop knowledge and understanding of the world around them are good, with a particular strength in the area of science. Children make good progress and most are likely to attain or exceed the standards expected by the end of reception. Last year standards exceeded those expected in science. Children know the parts of the body, and join the arms and legs correctly. They taste foods, and write about how the tongue is used for tasting. Higher attaining children draw the life cycle of a ladybird. They know that insects such as ladybirds have six legs and feelers. Art displays extend children's understanding of the range of animals, as do visits to farms and zoos.

55. Children use technology such as computers and tape recorders confidently to support their learning. They demonstrate good mouse control when using a paint program to produce a self-portrait, taking care to include two eyes and ears, a mouth and nose, hair and, in some cases, eyebrows. Role-play activities also develop children's awareness of modern technology. Each week a group of children join staff on a shopping trip to buy the resources, such as flour, jam tarts and other ingredients, needed for the week's activities. During the inspection, reception children also visited a post office to buy a stamp and post a letter home. These carefully planned activities are used very well to develop children's awareness of the world around them.

Physical development

56. Children show broadly average attainment in this aspect when they join the school. Physical skills associated with running, jumping and riding toys are better developed than those of controlling small objects, such as pencils and crayons. Teaching in this area of learning is good and children make good progress. A wide range of activities and equipment is used effectively to promote progress. Dexterity is well developed through handling materials and objects such as sand, water, jigsaws, puzzles and construction toys. There are good opportunities to use paintbrushes, tools, pencils, crayons and scissors for making marks, cutting or drawing pictures. Most reception children hold their pencils and similar objects correctly. Despite this, pupils who have just entered Year 1 experience difficulties in cutting and colouring carefully. A good range of equipment is available outside for children to develop physical skills. They ride wheeled vehicles with confidence and balance but a few children, especially boys, do not show enough awareness of others and ram other children riding vehicles. Climbing apparatus is currently limited. In an excellent PE lesson children demonstrated very good body control and awareness of others when jumping and hopping. They concentrated well throughout the lesson and the quality of their response demonstrates the progress children have made since joining the nursery.

Creative development

57. Good displays of artwork demonstrate that children progress well in this area. Good teaching encourages children to use a variety of media, including paint, pencils, crayons and recycled objects. Children use paint with increasing control, such as in self-portraits. They use a range of materials to produce collage pictures and patterns with borders. Large, high quality displays, to which children have made a major contribution, illustrate songs, such as *Ten Little Ladybirds*, which children have learned. Many opportunities are taken for children to sing number songs and nursery rhymes, which they do with enthusiasm. These activities are used very effectively to promote language, number and scientific development. Children's creative and physical skills develop well as they use pencils, paint and crayons for colouring in shapes and pictures they have drawn. Role-play areas such as the nursery 'castle' and reception 'post office' are meaningfully linked to the stories and activities being used. When engaged in role-play, children are absorbed in what they are doing and co-operate very well with others.

ENGLISH

58. Since the last inspection there has been steady improvement in provision for English and standards are beginning to rise across the school. Pupils make sound progress in the infant and junior classes due to satisfactory teaching. Those currently in Year 6

are expected to attain below average standards in the 2003 national tests rather than the well below average standards of recent years.

59. Attainment in speaking and listening remains low and progress in this area is slow at infant and junior levels. By Year 6 the pupils are not confident speakers and are not able to develop and explain their own ideas clearly in formal and informal situations. The quality of teaching in speaking and listening is variable across the school. Where teaching is good, pupils are given good opportunities to listen to each other, to discuss and to evaluate their own talk and ideas. In a lesson exploring script writing, for example, Year 5 pupils were eager to share and discuss their ideas on ways to deal with pupils with behavioural problems. Where teaching is less successful teachers use more didactic methods, including simple question and answer techniques that do not allow pupils to express their ideas fully. The introduction of 'circle' times across the school is beginning to have an impact and allow pupils to listen more effectively to each other as well as develop their own views and ideas.
60. Standards in reading are beginning to rise but there is still much to be done. A well-planned programme of learning letter-sound relationships is now being taught in the Foundation Stage and this is being built on effectively in Years 1 and 2. Pupils in these year groups take their reading books home and are supported by parents. Enjoyment of books and reading is encouraged and the majority can identify simple words and read simple sentences. By the end of Year 6 attainment is wide-ranging. Some pupils are still struggling with basic reading skills and only a small minority read with fluency and expression above the expected level. The majority of pupils lack confidence in their reading and are unable to read fluently with good expression and intonation.
61. The use of letter and sound knowledge to read unfamiliar words is not being sufficiently developed for the weaker readers at the junior stage. Some pupils have significant reading problems that have not yet been clearly identified or tackled through provision for pupils with special educational needs. This is having an adverse effect on the attitudes and behaviour of a few pupils who are struggling with reading. They are disaffected and do not approach reading and literature with pleasure. The school has recently purchased new books in order to support reading and there is a 'Partners in Reading' group for parents set up in association with Leicester College. The co-ordinator has also produced a valuable guide for parents with suggestions for helping their children read. To encourage the pupils, the school awards special reading certificates and 'Brilliant Reader' pens. The school library is underdeveloped but this situation is being addressed. Plans for the new library should give pupils greater access to both fiction and non-fiction books and enable them to develop their research skills more effectively.
62. The school has worked hard to raise standards in pupil's writing over recent months. Progress in writing is now satisfactory although standards are still below average. Year 2 pupils are beginning to write in sentences with full stops and capital letters and some pupils are able to develop their ideas clearly in a sequence of sentences. By the end of Year 6, pupils have a good grasp of punctuation and are able to use a variety of punctuation to create tension and atmosphere for the reader. The good links with ICT have enabled pupils to identify punctuation and spelling errors in a given text. There is, however, little opportunity for pupils to develop these skills in extended writing in English and in other curriculum subjects. Teachers are aware that they need to develop writing skills. Teachers plan carefully to ensure that all pupils in the junior classes have opportunities to plan, draft, revise and write for different audiences. A school portfolio of pupils' writing demonstrates the various levels to assist teachers and pupils in checking standards. One visible success for the school is the recently

introduced fifteen-minute daily handwriting session. This is already having an impact on pupils' writing and presentation in English as well as in other areas of the curriculum.

63. The quality of both teaching and learning is satisfactory. Where teaching is good, teachers challenge the pupils' thinking, the pace of the lessons is good and teachers have high expectations of pupils' productivity, work and behaviour. Where teaching is less satisfactory, there are low expectations of work and behaviour, the pace of the learning is slow and learning intentions are unclear. For example, in a lesson where the objective was to write sentences, an inappropriate amount of time was spent using the computer and difficulties with keyboard skills hampered pupils' writing progress and fluency. Several of the higher attaining pupils were frustrated that it took them so long to write one sentence when they were inspired by the text and eager to write more.
64. The subject is managed satisfactorily by the co-ordinator. She has carried out a detailed audit of the subject and identified strengths and shortcomings and areas for improvement. There has been scrutiny of pupils' work across the school and a display of writing to encourage pupils to aim for the higher levels. Teachers make good use of the learning support assistants to support pupils' learning in English and all staff have continued to update their skills by attending courses such as one on developing narrative writing. There is a detailed and appropriate action plan for the subject, which contains a regular programme of monitoring and an annual cycle of assessment.

MATHEMATICS

65. Pupils currently in Year 6 are likely to attain standards that are below average by the end of the year. This shows a higher standard compared to Year 6 national test results in recent years and indicates that pupils have achieved satisfactorily since joining the school. Pupils at the infant stage are not making satisfactory progress and those currently in Year 2 are likely to attain standards that are well below the national average. This is because work is not matched closely enough to the needs of pupils at different levels of attainment to enable them to build consistently on their skills, knowledge and understanding. Standards by the age of seven have not improved sufficiently since the last inspection.
66. Pupils throughout the school extend their skills and understanding of using and applying mathematics through regular opportunities to carry out investigations. They present the information in a clear and organised way, although there is limited evidence of their finding patterns and trying out ideas of their own. However, Year 5 pupils show increasing understanding when they generate their own word problems and identify the appropriate number operation to solve the problem. Pupils achieve satisfactorily overall in their numeracy skills by the age of eleven. However, they progress at a slower rate in the infant classes because work is not sufficiently challenging. Year 2 pupils count, order, add and subtract numbers when solving problems involving up to ten objects. They show limited understanding of the place value of each digit in numbers up to a hundred. Year 6 pupils multiply and divide numbers by ten, a hundred and a thousand, multiply decimals to two decimal places, and work out equivalent fractions. Progress in shape, space and measures is demonstrated by Year 1 pupils' skills in comparing the heights of two people, Year 2 pupils' use of standard units to measure length and time, and Year 4 pupils' knowledge of regular shapes in two and three dimensions as well as the qualities of different three- and four-sided shapes. There is limited evidence in books of pupils

handling data, and pupils make insufficient progress in collecting, organising and interpreting information.

67. The quality of both teaching and learning is satisfactory overall but varies between classes. Children learn at a good rate in the older junior classes because of good teaching, but learning is weaker at the infant stage. Where teaching is good, work is challenging and matched well to the differing needs of pupils so that all groups are able to make progress. Teachers respond quickly and appropriately to any incidents of inappropriate behaviour so that the learning of others is not unduly affected. Teaching methods, such as the use of games and the challenge of trying to achieve a target against the clock, raise pupils' enjoyment and concentration so that they work at a good pace. Teachers and learning support assistants monitor and support groups and individuals well, intervening skilfully to extend understanding and promote learning.
68. Key shortcomings within lessons where teaching is unsatisfactory, and also within lessons which are otherwise satisfactory, include a lack of pace in planned activities so that pupils' interest and concentration are not maintained well. The quality of learning is also limited where mental starters to lessons are not lively and engaging and where teachers' expectations of what pupils can achieve are not high enough.
69. The curriculum meets statutory requirements and planning based on guidance from the national numeracy strategy is being adapted to match the needs of the school's pupils more closely. Provision has been improved recently through greater use of games and investigations, with less reliance on commercial worksheets. Additional group work is helping the achievement of lower attaining pupils. There is insufficient planning to develop numeracy skills in other curricular subjects, although some opportunities are provided in science. The time allocated to mathematics within the school is below that normally seen and this puts some constraints on the progress made.
70. The co-ordinator has implemented a number of improvements over the last year and has further plans for development. However, considerable improvement is needed in using assessment information to guide planning and teaching more effectively, and in regularly monitoring the progress of pupils to improve the achievement of all groups from year to year. Resources are adequate but better use could be made of what is available to engage pupils more deeply in their learning.

SCIENCE

71. Attainment is showing some improvement so that pupils currently in Year 2 and 6 are likely to attain below, rather than well below, average standards by the end of the year. Although most pupils in Years 2 and 6 achieve the expected standard in knowledge and understanding of science, very few attain higher levels. Pupils' scientific skills are less well developed. The previous inspection found that attainment was improving from low levels, and showed that teaching was satisfactory. There has been satisfactory progress since then.
72. In a Year 1 lesson, pupils showed a secure understanding of similarities and differences between themselves and other children and enjoyed discussing these differences. Year 2 pupils demonstrate a satisfactory understanding of the human body and the link between electrical energy and other forms of energy. Numeracy skills, such as drawing block graphs, are used satisfactorily in the infant classes. By the end of Year 2 the vast majority of pupils achieve the expected standard but none higher than this.

73. During Years 3 to 6, pupils make steady progress. Learning is better in aspects of scientific knowledge than in the development of scientific skills. Although pupils carry out or observe various practical experiments, these tend to be teacher directed and there are few opportunities for pupils to investigate scientific questions that they have raised. Teachers tend to talk for too long at pupils, first hand practical experiences are not used quickly enough and, as a result, some boredom sets in and the pace of learning is rather pedestrian. By the time they leave the school pupils have a satisfactory understanding of, for instance, the link between vibrations and sound, and in the way light is reflected so that we see objects. Their analysis of electrical circuits is good. Literacy and speaking skills are not developed sufficiently in science and there are not enough opportunities for pupils to collect or analyse scientific data. On occasion, the lack of secure subject knowledge limits pupils' accuracy. In Year 3, for example, pupils were asked to list objects attracted to magnets and those repelled by them. The latter list contained objects such as wooden spoons which, although not attracted, are not repelled either.
74. Throughout the school, the work of more able pupils is not significantly different from others in the class. Lower attaining pupils and those for whom English is an additional language benefit from the good support of learning support staff and their progress is similar to other pupils. This includes ensuring those pupils with behavioural problems are kept on task as much as possible, even when there is excessive teacher talk.
75. The quality of teaching is satisfactory throughout the school and hence pupils' learning is sound. On occasion teaching does not result in sufficient progress because pupils' behaviour is not controlled effectively. The pace of learning is limited by the didactic style that is often adopted. Talking to pupils in lessons demonstrates that they do have an interest in science but the style of teaching does not always engage them sufficiently. As a result, behaviour and attention deteriorate after initial interest. Very good teaching was a feature of a lesson when a parent brought in a baby and two young children. Pupils were fascinated and made very good progress in understanding the differing needs of babies and older children. Teachers' subject knowledge is not always sufficiently secure to extend pupils' scientific understanding and skills. Marking does not always identify scientific errors or a lack of precision and, in many cases, inaccurate spelling of key scientific words is left uncorrected.
76. The curriculum is based on national guidance, which ensures sufficient breadth. The lack of detailed planning to adapt this guidance to the school's needs, particularly in relation to systematically developing pupils' investigative skills, limits its effectiveness. Science makes a very limited contribution to pupils' personal development because of few opportunities to work independently or to learn about the lives of famous scientists and their impact on our lives today. Assessment procedures are satisfactory but the co-ordinator recognises that these need developing further, in particular in relation to assessing pupils' skills. Information gathered from assessments is not used sufficiently to aid planning. The co-ordinator has produced a detailed action plan to help improve the subject. This identifies relevant priorities but actions so far have had too little time to have a positive impact on standards.

ART AND DESIGN

77. There was insufficient evidence to make a firm judgement about standards but teachers' planning and the small amount of work available, together with discussion with pupils, shows that pupils are currently making sound progress. Year 1 pupils, for

example, consider the relative sizes and positions of facial features to improve their observational drawing. Year 2 pupils mix colours to produce hair and skin tones and use a wax resist technique to create patterns in the style of art from South East Asia. Recent work by junior pupils in producing work in the style of Indian and Australian native Aborigine art is of good quality. Year 6 pupils demonstrate knowledge of the work of Impressionists such as Van Gogh and Monet and have experimented with using a 'stippling' technique. They are able to discuss pieces of their own work and consider ways in which they could be improved.

78. The progress being made by pupils indicates that the quality of both teaching and learning is satisfactory. Teaching was at least satisfactory in the three lessons seen, and good in one. In a Year 1 lesson pupils made good progress in the observational drawing of faces as a result of careful planning and teaching methods that were matched well to pupils' interests and abilities and also to intended learning. The teacher established a calm and secure atmosphere in which pupils worked confidently. Small individual mirrors meant their fascination in carefully studying their own facial features, and those of others, led to deep engagement in the task. As a result, they concentrated well on their drawing and made considerable efforts to do their best.
79. The curriculum is now based on nationally recommended planning and this ensures that learning experiences include an appropriate range of skills, techniques and opportunities to extend knowledge. Shortcomings in planning in earlier years have meant that pupils have not made consistent progress from year to year. The observational drawing skills of older junior pupils, for example, are not well developed. Pupils also benefit from the provision of an extra-curricular club.
80. Although arrangements for monitoring standards in the subject are limited and the subject is not due to become a whole school focus for some time, the co-ordinator has a clear view of the development that is required. There have also been some recent improvements in, for example, the use of sketchbooks throughout the school and the quality of displays to celebrate pupils' efforts.

DESIGN AND TECHNOLOGY (DT)

81. Standards of attainment are currently below those expected at the end of Years 2 and 6. Despite a very well planned programme, pupils in Years 1 and 2 have poorly developed manual skills. In one lesson, Year 1 pupils found difficulty in colouring neatly within lines, cutting along straight lines or around circles drawn on tissue paper and ordering four pictures correctly to form one large picture. Satisfactory teaching helps all pupils make steady progress in lessons. Teachers choose units from national guidance that ensure that an adequate range of topics is covered. However, the lack of detailed guidance means that teachers are unsure of the level of work expected and of how skills are to be developed in a systematic way as pupils move through from Years 1 to 6. The impact of teaching is limited as a result. Little systematic assessment occurs. The subject makes a limited contribution to pupils' personal development because the quality of work is not sufficiently high to generate a feeling of pride and achievement in pupils.
82. Progression was evident in the simple puppets made in Year 1 compared with those in Year 2 that consisted of card, sticks and split pin joints to produce a 'moving' caterpillar. However, the work lacks sophistication and there is little variation. Similarly, the work of older pupils lacks the detail and accuracy necessary. Last year, pupils' initial drawings of musical instruments they were to make were of low quality. They lacked detail and did not include comparisons of the range of resources

available. Insufficient use is made of pupils' literacy and numeracy skills, although some older pupils are beginning to include measurements in their designs. There is limited evaluation and subsequent suggestions for modification. More recent work of older pupils, covering the design of musical instruments and plans for improving the playground shows more thought, although the designs lack care and sufficient detail.

83. An enthusiastic co-ordinator now in her second year at the school is fully aware of the current limitations. She has conducted a full audit and developed a good action plan with relevant priorities. This has the potential to improve standards once fully implemented throughout the school.

GEOGRAPHY

84. The school now follows national recommended guidance on planning for geography. This ensures the curriculum meets statutory requirements and is already having an impact on the rate of pupil progress across the school. Unfortunately it has not yet had sufficient time to impact upon standards across the school and these are still below average.
85. Pupils in Years 1 and 2 show a keen interest in the subject and enjoy learning about the travels of 'Barnaby Bear'. The Bear was travelling to Holland and pupils were able to make clear links between the artefacts, food and pictures from Holland and the lifestyles and the landscape of the country. From exploring and discussing a photograph of a bicycle, for example, pupils were able to conclude that the landscape was flat. Barnaby was also about to travel to Spain with some pupils and so one class had been exploring aspects of Spanish life, culture and environment and looking forward to the postcards that Barnaby would send back. The pupils were able to talk about the euro, the Spanish climate and identify Holland and Spain on a map.
86. Geography is not a key focus for this half term in the junior department but topics such as 'What's in the News?' and 'Passport to the World' were maintaining the pupils' interest in world geography and affairs. Pupils are developing an understanding of their own locality and that of other countries. Year 5 pupils, for example, were eager to share work they had completed for homework about countries in the news. By Year 6 pupils are able to recall some of their past learning including work on weather and rivers. Their knowledge and understanding of world geography is nevertheless limited and in some cases their learning in this subject is confused with history.
87. The quality of teaching across the school is satisfactory overall. Where teaching is good or better, teachers use a rich source of artefacts and materials to engage the pupils. In the junior classes there is an over reliance on worksheets with a limited capacity to engage pupils in their learning. There is little evidence of pupils being given opportunities for longer discussions about the geographical aspects of the countries studied and the impact that events in the news media have on peoples' lives.
88. Pupils have positive attitudes to the subject. There are, however, too few planned opportunities for those with a keen interest in the subject or the higher attaining pupils to develop a greater understanding or to show initiative through extended pieces of written work. The recently appointed co-ordinator is aware of shortcomings in the subject. Since the last inspection there has been development in planning for geography at the short, medium and long term. Assessment and monitoring are developing but these are at early stages in the process of improving the subject. The school has a good selection of atlases and maps, but recognises the need for more high quality resources and a wider selection of books in the library.

HISTORY

89. Pupils make sound progress in this subject, although attainment is below expectations at the age of eleven. A significant contributory factor for these standards is shortcomings in planning and provision in earlier years so that the current Year 6 pupils have not built progressively on their skills, knowledge and understanding from year to year. This is seen, for example, in their confusion over the order of historical periods, limited knowledge of prominent people, and insufficient understanding of the causes and effects of significant events.
90. The quality of both teaching and learning is satisfactory. In the three lessons seen, teaching was satisfactory in two and good in the third. These showed pupils making gains in their understanding of aspects of life in Roman Britain and in the recent past from the 1940s, as well as in their knowledge of prominent people including Boadicca and John Lennon. In a Year 5 lesson, pupils made progress in their skills of historical enquiry when they studied photographs of artefacts and recorded their ideas about physical features and construction. In Year 6 pupils have used a variety of sources of evidence to find out about the 1970s, including the Internet and lyrics from John Lennon's *Imagine*. As a result they show developing knowledge about aspects of life and issues from that period, including the Vietnam war, the peace movement and styles of clothing.
91. Lessons are carefully planned and teachers generally make good use of resources to engage pupils' interest and heighten learning, although scrutiny of work from last year shows overuse of commercial worksheets of limited quality. Planned activities are appropriate for most groups within the class, including those with special educational needs, but not enough attention is given to ensuring sufficient demands are made of higher attainers. In two junior lessons, although appropriately planned and delivered, the challenging behaviour of a small minority constrained the pace of learning for the rest of the class.
92. The school now provides an appropriate curriculum for the subject with planning based on national guidance. Good use is made of visits to places of historical interest to enhance learning. Year 3 pupils, for example have recently visited the New Walk museum and Year 4 the Jewry Wall museum. The recently appointed co-ordinator has not yet been able to monitor standards throughout the school but has a clear view of the development required in the subject. The school has not yet developed agreed arrangements for assessing and recording pupils' attainment to inform future planning and teaching. Whole school development in history is planned for next year.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

93. The previous inspection indicated that pupils' attainment in ICT was lagging behind that of other subjects. Good progress has been made over the past two years. Resources have improved significantly with the establishment of a well-equipped ICT suite that is now used regularly for the discrete teaching of ICT skills and to support other subjects. Good teaching is now ensuring that pupils' progress is accelerating throughout the school. Teachers and learning support staff are much more confident and this has helped pupils to make good recent progress. Teachers' knowledge and skills have been helped by effective support from the local education authority and the

particularly helpful co-ordinator. Although there are still areas to improve, attainment is now about average in Years 2 and 6.

94. Year 2 pupils made good progress in using the computer to edit text. When modifying a piece of text based on the story of Goldilocks, they successfully used backspacing to delete letters, inserted full stops and changed the first letter of the next sentence to a capital. They then printed their work. During this good session pupils also learnt to highlight text and then modify the font type, size and colour and to scroll up or down a page successfully. Progress was aided by the good teaching provided by all adults present. Throughout the session pupils were interested, shared the computers well and demonstrated good behaviour. They had a sense of achievement as they saw their work printed successfully. The very good teaching seen is helping all pupils make good progress.
95. Despite recent good progress, attainment in Year 6 is still at average levels because pupils have not had the benefit of good ICT provision in the past. They consolidate and extend their word processing skills so that they modify text, alter font size and style. A number of pupils have shortcomings in their knowledge of the keyboard and taking a long time to find various letters slows their work. Pupils know how to access the Internet, use hyperlinks correctly and import pictures from the web into their work. Good use is often made of ICT skills to support other subjects. In a good Year 5 lesson, pupils were taught how to enter data into a spreadsheet and then how to use it to calculate the cost of various combinations of party foods. The history topic related to the Beatles was supported as pupils surfed the net looking at different Beatles web sites. Pupils with special educational needs are well supported and make good progress including those with behavioural difficulties who enjoy working with computers and concentrate well.
96. Effectively organised lessons and good teaching mean that pupils enjoy ICT and concentrate well. Behaviour is good and pupils share the use of keyboard or mouse sensibly. The curriculum is well organised to reflect national guidance. ICT is used well to promote aspects of personal development, including co-operation. Pupils also enjoy the experience of finding out what computers, the Internet and web sites can offer. They learnt about the importance of copyright when downloading images from a website. Equipment has improved, but there is still a need to develop parts of the curriculum further such as the use of ICT to control events. Systematic assessment of pupils' ICT skills is not yet in place. The co-ordinator is very enthusiastic, gives good guidance and has produced a detailed action plan that includes the need to develop assessment.

MUSIC

97. Although standards in this subject are below average across the school, there has been recent improvement in ensuring that the development of knowledge and skills is planned effectively. The school currently uses national guidance on planning and this is clearly having a positive effect on standards and progress.
98. Pupils achieve satisfactorily at the infant and junior stages. The school employs a teacher one morning each week to support and teach singing across the school and this is having a positive impact. Standards of singing by the end of Year 6 are generally good and the pupils have used their singing skills to raise money for charity. The pupils enjoy singing and do so with enthusiasm and gusto. They are also building up their vocabulary of musical terms and can talk about *rhythm*, *beat* and *pitch*, but

progress in this area is inconsistent because of some variation in teachers' subject expertise.

99. Although the quality of teaching is generally satisfactory, the lack of a music specialist is clearly hampering pupil progress in higher order music skills. This is especially evident in the areas of composing and appraising in the junior classes. Pupils learn to play a selection of percussion instruments, but some of the weaknesses in the pupils' listening skills are reflected in their inability to play with rhythmical accuracy. Some are unable to fine-tune the quality of sound that they produce.
100. The recently appointed co-ordinator has audited the school's provision and resources and has a clear view of shortcomings in the subject. There is now a detailed action plan for music as well as long, medium and short term planning for the subject. Following a music tuition open evening last spring, several parents signed up for their children to learn to play a musical instrument, and this area is now developing.
101. Pupils are being given opportunities to listen to a range of music. This is contributing to their cultural development, and effective links are being made with other curriculum subjects. Year 6 pupils, for example, have listened to the work of John Lennon in connection with their learning about the Beatles in history. They have also studied the music of Indian dance and listened to a selection of native Australian Aboriginal pieces during assemblies.

PHYSICAL EDUCATION (PE)

102. Pupils across the school are attaining the standards expected. The quality of both teaching and learning is good overall. As a result pupils achieve well in this subject, particularly in the junior classes.
103. In one lesson, Year 2 pupils showed broadly average skills in bouncing and catching a ball. Satisfactory teaching that increased the challenge helped pupils to improve and extend their skills at a sound rate. Similarly, Year 4 pupils displayed average skills in controlling a bouncing ball to develop basketball skills. Good subject knowledge in both lessons helped pupils improve their skills, especially the use of fingers when bouncing the ball, although they were not encouraged to develop the use of both right and left hands.
104. Very good teaching of dance to pupils in Year 5, and of swimming for Years 4 and 6, had a positive impact on attainment. In both lessons pupils' interest and involvement, coupled with the pace of lessons, meant that behaviour and attitudes were good or better. Year 5 pupils made very good progress to produce a suitable sequence of high, medium and low movements when working with a partner. These movements increasingly reflected the tempo of the music. The teacher's organisation of pupil groups aided social development. An important factor that aided progress was the teacher's level of control, high expectations and specific guidance. In swimming, all adults contributed to the very good teaching, with subject knowledge and the ability to advise how to improve, as important strengths. As a result pupils progressed very well in the lesson, improving their confidence, stamina, style and diving skills. However, owing to there being few opportunities for pupils to practise the skills learnt outside of lesson times, attainment only reflects the standard expected for their age.
105. The curriculum is organised satisfactorily so that all areas are developed, and swimming is available from Year 3 onwards. A local outdoor centre is used for outdoor and adventurous pursuits although greater use could be made of the school's grounds for this area of the curriculum. A very good range of extra curricular activities

is available and is supported well by pupils. Arrangements for assessing pupils' skills are underdeveloped and mainly limited to swimming ability. The subject makes a good contribution to pupils' personal development, such as working as part of a team and co-operating in a range of activities. The co-ordinator is currently absent from school and a detailed action plan has not been produced. However, the headteacher has a clear picture of what needs to be done to improve standards. She recognises, for instance, that the school needs to improve its range of equipment for gymnastics.

RELIGIOUS EDUCATION (RE)

106. Standards throughout the school are broadly in line with those expected and pupils make satisfactory progress. However, given the rich cultural diversity within the school, standards could be higher and progress greater. Achievement is limited by weaknesses in teachers' subject knowledge and by the lack of challenge in tasks set. By Year 2 pupils are able to talk about Harvest Festival and make links between this Christian festival and the Jewish festival of Sukkot. Pupils in the junior classes are able to talk about the Five Pillars of Islam and make connections between the Ten Commandments and the ways in which Christians today might follow these laws.
107. The quality of teaching is satisfactory overall and often pupils from differing faith backgrounds make a significant contribution to lessons and enrich the quality of learning. By talking to their friends and peers the children are gaining a deeper understanding of what it is like to be a member of a Hindu, Muslim, or Christian community. For example, those pupils studying Islam know that their friends take their shoes off and wash before prayer when they go to the mosque.
108. The co-ordinator was unavailable during the period of the inspection, but it is evident that the school's provision is satisfactory, with planning supported by national guidance. The headteacher and senior management team give a high priority to provision for the subject which is currently a key focus for whole school improvement. A programme of monitoring is in place and is beginning to make a positive impact on the quality of learning.
109. Learning in RE makes a good contribution to cultural development as pupils are encouraged to appreciate cultural diversity within the faith traditions. There are insufficient opportunities given for spiritual development because teachers do not plan effectively for pupils to reflect on issues and offer their own views, thoughts and concerns. For example, higher attaining pupils are not given opportunities to respond to the challenging questions that are posed by religious belief and practice.
110. The school is making good links with the local community. The local vicar not only helps to lead assemblies but also takes groups of pupils around the church and helps support the teaching of Christianity within the curriculum. The school also has strong links with the local Sikh and Hindu communities and the Gurdwara has helped to set up an excellent box of Sikh resources for the school. Parents from other faith communities also support and enrich the school's RE provision.