

Addendum to the report

Two errors were made in the report that was originally published. On the final page, the grades for 'The quality of assessment' and for 'The leadership and management of the school' are now 2 (very good) rather than 3 (good).

INSPECTION REPORT

BATTLING BROOK PRIMARY SCHOOL

Hinckley

LEA area: Leicestershire

Unique reference number: 119971

Headteacher: Mr J Talbot

Lead inspector: Mr D Shepherd

Dates of inspection: 29th September – 2nd October 2003

Inspection number: 255450

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
Number on roll;	391
School address:	Frederick Avenue Hinckley
Postcode:	LE10 0EX
Telephone number:	01455 634701
Fax number:	01455 690674
Appropriate authority:	The governing body
Name of chair of governors:	Mr M Binns
Date of previous inspection:	24 th – 27 th September 2001

CHARACTERISTICS OF THE SCHOOL

Battling Brook is bigger than other primary schools and has 391 pupils on roll. Nearly all pupils are white United Kingdom, two are from a Chinese heritage, one from a Caribbean and one from an African heritage. Only one pupil speaks English as an additional language. Thirteen per cent of pupils are entitled to free school meals which is about average. Sixty-one pupils are on the register for special educational needs, ten of whom have a statement. This is higher than in most schools. The main needs are emotional and behavioural difficulties, specific learning difficulties, autism, visual impairment and moderate learning difficulties. Pupils' attainment on entry to school is below average. The rate at which pupils join and leave the school is about average.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
2905	David Shepherd	Lead inspector	Science, design and technology, physical education, English as an additional language
9537	Caroline Marden	Lay inspector	
30814	Elizabeth Coley	Team inspector	Mathematics, information and communication technology, music
20704	Terry Elston	Team inspector	English, geography, history, special educational needs
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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Battling Brook is an effective school that provides good value for money. Standards on entry to the school are below average, but pupils achieve well in relation to what they are capable of to reach standards that are broadly average by the end of Year 6. The overall quality of provision is good and has improved considerably since the revitalising of the school's senior management team

The school's main strengths and weaknesses are:

- Very strong leadership and effective management have recently led to the quality of education improving and standards rising, especially in mathematics and science.
- The good quality teaching results in pupils learning successfully and making good progress. A notable feature is the way in which teachers make use of information from tests and assessments to plan future lessons.
- Standards in English are below average; standards in music in Years 1 and 2 are below average.
- Pupils have good attitudes to learning and very positive views about school, which takes their views into account and sets high expectations of their behaviour, attendance and punctuality, with successful outcomes.
- Parents hold very positive views about the school and are very supportive.
- Pupils are not prepared well enough for life in today's ethnically and culturally diverse society.

Significant improvements have been brought about since the appointment of the new headteacher, very ably supported by the new deputy and assistant headteacher. The school has removed the serious weaknesses identified at the last inspection, staff morale is high and the better quality teaching is resulting in pupils learning successfully. Pupils are now achieving well and the previously declining standards are rising, most noticeably in mathematics and science. Standards in English and a few other aspects of learning are still not high enough but the school improvement plan is providing a clear direction and time-table for improvement.

STANDARDS ACHIEVED

Year 6 results

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2000	2001	2002	2002
English	D	E	E	E
Mathematics	D	E	E	E
Science	D	E	D	D

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average
Similar schools are those whose pupils attained similarly at the end of Year 2.*

Standards have improved significantly since January 2003, especially in mathematics and science. The low results on the Years 2 and 6 National Curriculum tests for the previous two years have shown considerable improvement in 2003, although national comparisons cannot be made until official statistics are published. The proportion of pupils reaching the expected National Curriculum levels has increased, and the proportion reaching the higher levels is significantly greater.

The achievement of most pupils in relation to where they started from and their capabilities is **good** throughout the school. In the reception classes, most pupils achieve **well**. Children enter the reception classes with standards that are below expected levels. With the exception of communication, language and literacy, standards achieved in relation to the goals children are expected to reach by the end of reception are **at expected levels**. Standards in English are **below average**. Most pupils in Years 1 and 2 achieve **well** and reach standards in reading and writing that are **above average**. Standards in mathematics and most other subjects are **at expected levels**.

Standards in music in Years 1 and 2 are **below expected levels**. In Years 3 to 6, most pupils achieve **well** and reach standards in science that are **above average** and standards in physical education that are **above expected levels**. Standards in other subjects are **at expected levels**. However, standards in English are **below average**. Lack of evidence means that no judgements about standards have been made about art and design, design and technology, geography and religious education.

Pupils' personal development is good overall. Their moral and social development are very good. Their spiritual development is satisfactory. However, pupils are not taught well enough about living in a multi-ethnic society. Pupils' attitudes to school and their behaviour are good. Their attendance and punctuality are good.

QUALITY OF EDUCATION

The quality of education provided by the school is **good overall**. Teaching and learning throughout the school are **good** with a significant proportion judged **very good** and **outstanding**. Most very good teaching or outstanding teaching was observed in Year 6. Overall, the best teaching was observed in science, mathematics, English and information and communication technology. As a result, many pupils, especially in Year 6, are making very good progress in these subjects. The main strengths of the teaching are behaviour management and the ways in which teachers encourage pupils in their learning and help them when they were stuck. A more general strength of the teaching is the way in which teachers assess pupils' attainment and then adapt their lessons to help them improve.

The curriculum provided by the school is satisfactory. Provision for out-of-school activities is good, but the planning for pupils with English as an additional language is unsatisfactory. Provision for pupils' welfare is good. The school is very good at taking pupils' views into account. This helps pupils to be interested in what the school has to offer; their self-esteem is raised and this motivates them to learn in lessons. Links with parents and other local schools are very good.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **very good**. The headteacher provides very clear leadership for the school. The vision for the school is shared by his deputy headteacher, assistant headteacher and other staff. Together, they set clear goals and take steps to achieve them logically and systematically. The governing body gives the school effective backing and is involved in all aspects of school life.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very satisfied with the school. They find the headteacher very approachable and "a breath of fresh air" for the school. Pupils are very positive about the school and this causes them to have very positive attitudes about it. They feel that the headteacher and staff listen to them.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are:

1. Raise standards in English in Years 3-6 by providing more support for pupils whose language skills need improving.
2. Raise standards in music in Years 1 and 2 by providing more opportunities for pupils to develop their skills in this subject.
3. Provide a curriculum that fits pupils for their life in a multi-racial society by ensuring that the context of the multi-racial British society features in the content of lessons.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Most pupils achieve **well** in relation to where they started from and what they are capable of. By the time pupils leave the school at the end of Year 6, most have reached the nationally **expected levels** in the majority of subjects. Children's achieve well in the reception classes because the teaching has been consistently good since the last inspection. Elsewhere in the school, teaching and learning are better now than at the last inspection and this is enabling pupils in all year groups to achieve **well**. Between 2000-2002, girls have outperformed boys in English, and have achieved at similar levels to them in mathematics and science. Overall, high-attaining pupils achieve **well** in many subjects in Years 3 to 6. The achievement of most pupils with special educational needs is **satisfactory**.

Main strengths and weaknesses

- Standards have risen sharply in science and mathematics in particular.
- Most pupils achieve well for their capabilities in most subjects.
- At the end of Year 6, standards in English are below average; at the end of Year 2, standards in music are below expected levels.

Commentary

1. In the 2002 National Curriculum tests at the end of Year 6, standards in English and mathematics were well below average when compared with all and similar schools. They were below average in science. This has been the case since the last inspection, although the trend of improvement is similar to that of other schools. The following table illustrates this.

Standards in national tests at the end of Year 6 – average point scores in 2002

Standards in:	School results	National results
English	25.5 (25.1)	27.0 (27.0)
Mathematics	25.3 (24.2)	26.7 (26.6)
Science	28.0 (25.8)	28.3 (28.3)

There were 54 pupils in the year group. Figures in brackets are for the previous year

2. Inspection evidence identified that standards have improved since these tests from 2002. The results from the 2003 National Curriculum tests show that more pupils have attained the nationally expected levels in science and mathematics and more have attained the higher level [Level 5] than they did the previous year. This represents good achievement in these subjects. These improvements were confirmed during the inspection when looking at pupils' work and observing lessons. Standards in science are now above average and in mathematics average. Improvements in English are beginning this term; results in the 2003 tests were similar to those of the previous year. Standards in English are still below average. The school did not meet the ambitious targets set for 2002 and 2003 although pupils benefited from the setting of such high expectations.

3. Because of recent improvements in teaching, the trend of improvement noted in these subjects was evident in other subjects as well. Standards in physical education are above expected levels. Standards in information and communication technology, history and music are at expected levels in Years 3 – 6. Lack of evidence means that no judgements about standards and teaching were made for art and design, design and technology, geography and religious education throughout the school.

4. In the 2002 National Curriculum tests for pupils in Year 2, standards in reading, writing and mathematics were low when compared with all schools and in the bottom five per cent of schools nationally when compared with similar schools. The following table illustrates this.

Standards in national tests at the end of Year 2 – average point scores in 2002

Standards in:	School results	National results
reading	13.3 (14.8)	15.8 (15.7)
writing	11.7 (13.4)	14.4 (14.3)
mathematics	14.0 (15.5)	16.5 (16.2)

There were 57 pupils in the year group. Figures in brackets are for the previous year

5. Over the past three years, boys have outperformed girls in reading and mathematics, but girls have done better in writing. High-attaining pupils have not been reaching their potential. Results at the end of Year 2 declined sharply between 2000 and 2002. Improved leadership and management in 2003 have resulted in a significant improvement from the previous year. In mathematics, pupils have achieved above the local average in attaining the national average level. Nearly one third of Year 2 pupils attained the higher level [Level 3] in mathematics compared with just one tenth the previous year. Results in reading and writing also improved with nearly one third gaining the higher level and nearly two thirds reaching the national average standard. Inspection evidence confirms the improvements in standards in Years 1 and 2. Results in reading and writing are now above average and average in mathematics. Standards in science have risen from well below average in 2002 to average now.

6. In Years 1 and 2, standards are at expected levels in information and communication technology, history and physical education. Most pupils are achieving well in these subjects because of the recent improvements in teaching. They are below average in music and pupils are not achieving as much as they should.

7. Standards on entry to school are below expected levels in all areas of learning. During the reception classes, most children achieve well and, by the end of the year, reach standards in personal, social and emotional development, mathematical development, knowledge and understanding of the world, creative development and physical development that are expected of children of their age. However, standards in communication, language and literacy are still below the national goals set for children of this age.

8. Throughout the school, high-attaining pupils, including the gifted and talented, achieve well overall. However, there are occasional exceptions to this in some lessons, especially in mathematics. The achievement of pupils with special educational needs is satisfactory. They work towards their learning targets well and improve their reading and number skills systematically, with good help from teaching assistants that ensures they understand their work. Their parents are pleased with the standards they attain.

9. The main reason for the recent rise in standards is that the quality of teaching has improved in response to the greater focus given to it by senior managers.

10. Pupils' skills in mathematics and information and communication technology help them learn satisfactorily in other subjects and are developing well. Their literacy skills, although recently developing well, are still below the standards expected to help them with other subjects.

Pupils' attitudes, values and other personal qualities

Pupils' attendance is **good**. Their attitudes and behaviour are also **good**. Pupils' personal development is **good** overall. Overall, provision for pupils' spiritual, social, moral and cultural development is **good**.

Main strengths and weaknesses

- There are very good relationships within school.
- Pupils enjoy their lessons and have positive attitudes to school; they behave well.
- Provision for pupils' moral and social development is good.
- Not enough opportunities are provided for pupils to learn about different cultures.

Commentary

11. The school has maintained the high standards of attendance, positive attitudes and good standards of behaviour that were seen at the last inspection. Overall, provision for pupils' personal development is also similar to the last inspection. However, provision for pupils' cultural development is not as good as it was at that time.

12. Pupils are proud to be a part of their school. Very good relationships between staff and pupils give pupils the confidence to offer answers in class even when they are unsure if they are correct. Pupils work well together and are willing to help each other when they find tasks difficult. They enjoy their lessons and work hard. They enjoy the wide range of extra-curricular activities that are provided and many take part in them.

13. Teachers set very high expectations for pupils' behaviour resulting in most pupils behaving well. However, in a few lessons where the teachers are less experienced in managing behaviour, some pupils disturb lessons by chattering and fiddling with pencils. Consequently, some pupils miss the teachers' instructions and do not know what to do. Pupils behave very well around school. They play happily together in the playground and enjoy the many activities available for them. When any problems occur, pupils are confident that staff will quickly resolve them.

14. The school encourages good attendance very effectively by closely monitoring it. The level of unauthorised absence is above the national average. This is because some parents do not give reasons for absence and pupils who are more than five minutes late are recorded as being absent without authorisation. This effectively underlines the importance the school places on arriving on time, and pupils' punctuality is good.

15. Overall, pupils' personal development is good. Assemblies make a very good contribution to their social and moral development. Staff provide good role models for pupils in these respects. Consequently pupils have a good understanding of what is right and wrong. As they progress through the school, they become confident and prepared to take on responsibilities. For example, some pupils man the office telephones at lunchtime and the school councillors take their role very seriously. Provision for pupils' spiritual development is satisfactory; pupils reflect on their own behaviour and ways of life and compare them with others. For example, in one class, pupils compared their lives with those of working children in the Victorian Age. Provision for pupils' cultural development is unsatisfactory. Although there are satisfactory opportunities for pupils to learn about the cultural heritage of the majority of pupils through history and geography lessons, there are insufficient opportunities for pupils to learn about the different cultures living in Britain.

Attendance in the latest complete reporting year (95.4%)

Authorised absence	
School data:	3.9%
National data:	5.4%

Unauthorised absence	
School data :	0.8%
National data:	0.5%

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

16. Nineteen pupils were excluded during the past year. Although this is high, the school does not exclude pupils without a good reason. During the past year, the behaviour of some pupils was poor; for example, some were rude to teachers and occasionally violent to others. In its efforts to improve behaviour, the school took a firm line and excluded these pupils as a way of encouraging them to think about the consequences of their actions. This policy has been successful; behaviour at the school is now good. The following table gives the details of exclusions in the school last 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	317	16	0
White – Irish	2	0	0
White – any other White background	8	0	0
Mixed – White and Black Caribbean	1	3	0
Mixed – White and Black African	1	0	0
Mixed – any other mixed background	2	0	0
Chinese	2	0	0

The table gives the number of exclusions, which may be different from the number of pupils excluded.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is **good**. Teaching and learning are **good**. The assessment of pupils' learning is **very good**. The school provides pupils with good levels of care and looks after them well. Links with parents are very good and with the community good.

Teaching and learning

Teaching and learning are **good** throughout the school. Assessment is **very good**. Some teaching seen was **very good** or **outstanding**. Teaching and learning are **good** in the foundation stage and in most subjects reported on, with the exceptions of history and music. Teaching and learning are satisfactory in these subjects. Good teaching is the main factor in ensuring that most pupils learn well. The good quality of this learning ensures pupils' achieve well in relation to their capabilities.

Main strengths and weaknesses

- Teachers assess pupils' attainment very well and use this information to help pupils improve.
- Teachers give high levels of encouragement to pupils and this helps them maintain their concentration.
- During the inspection, a high proportion of the teaching in Year 6 was very good or outstanding.
- Nearly all teachers manage pupils' behaviour very well, and pupils, in their turn, behave well.
- In a few instances, work is too easy for high-attaining pupils, especially in mathematics, and they do not always learn as much as they should.

Commentary

17. During the inspection, over six out of every ten lessons were judged at least good and two out of ten very good. Most of the very good and excellent teaching seen was in Year 6. The following table illustrates the proportions of teaching at each level. Because the majority of teaching is at least good, most pupils are learning and achieving well for their capabilities. This is an improvement from the last inspection.

Summary of teaching observed during the inspection in 65 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (2 %)	12 (18 %)	27 (42 %]	24 (36 %)	1 (2 %)	0 (0 %)	0 (0 %)

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages.

18. The new headteacher has made improvements in teaching a main priority for the school. Lessons now have a better structure with an introduction and summing up at the end. The purposes of lessons are discussed with pupils so that they know what they are about to learn. Teachers assess pupils' achievements regularly and adjust their teaching if pupils are not learning as much as they could. Each of these initiatives are working well and making a significant contribution to rising standards. Parents are very supportive of these improvements and encourage their children to learn.

19. The new headteacher and deputy headteacher have worked very well with teachers on managing pupils' behaviour. The success of this initiative is clearly evident. With the exception of a less experienced teacher, all teachers manage pupils' behaviour, even that that is difficult to handle, very well. Pupils, in their turn, are very pleased that behaviour is being managed well. They feel safe in school and can get on with their work without being disturbed. They feel they are learning more as a result; very little time is lost in lessons correcting pupils' behaviour. This is borne out by the judgement that most pupils are achieving well in most subjects.

20. Teachers give pupils high levels of encouragement in their work. They praise them for their achievements; some show what they done to the whole school in the Friday assembly. Teachers and their assistants help pupils when they are stuck. In talking to pupils, they show them that they can achieve what they thought they could not. In this way, pupils are encouraged to "aim high" and this helps raise their self-esteem. This is a key factor in many pupils learning more than they thought they could and achieving well.

21. Teachers have a very good knowledge of pupils' attainment in most subjects. Most teachers assess and mark pupils' day-to-day work well. They let pupils know what is good about their work and what they need to do to improve. They analyse the assessments made at the end of units of work and judge if pupils' attainment are high enough. In discussion with the appropriate subject co-ordinator, they then amend their plans as necessary to help pupils improve. End-of-year national assessments and tests are analysed to identify what pupils know well and what they are unsure about. The following year's plans are modified in the light of this so that pupils improve.

22. The teaching for pupils with special educational needs is good, and this helps them learn, particularly in literacy and numeracy. Teachers plan well for these pupils and this meets their needs well.

23. Two minor weaknesses were noted in the teaching. Where the teacher was inexperienced, behaviour management was sometimes not good enough to allow learning to proceed without undue interruption and the work set for higher-attaining pupils was not challenging enough for them. These elements meant that, in these particular lessons, pupils were not learning as much as they should and their achievement was too low.

24. The overall picture of teaching and learning is very positive. The headteacher and subject co-ordinators monitor all aspects of teaching - planning, classroom observations and pupils' work - to ensure they know the strengths and weaknesses of the teaching and learning. Most subjects are now monitored and this is helping pupils to improve; the school knows what pupils need to know to improve and achieve well and steps are taken to ensure this happens.

25. The following illustrates an example of outstanding the teaching of mathematics that was observed during the inspection.

Example of outstanding practice

Maths is fun – a Year 6 lesson on fractions and decimals

'What fun!' exclaimed the pupils. The teacher introduced the lesson by asking questions at a pace that took one's breath away. Pupils, working in pairs, were given cards on which was printed either a fraction or a decimal. The simple game of 'Snap!' is turned into an exciting occasion that pupils thoroughly enjoyed. After a few minutes, the activity changed. The teacher explained, 'You will find the teacher's present under your books.' Excitement turns into laughter when pupils realised this is the day's worksheet on pie charts! As an introduction to each question, pupils were encouraged to discuss for one minute their interpretation of what they saw before explaining their thoughts to the class. Correct mathematical language was very much in evidence: 'How do we find one-eighth of anything?' asked the teacher. 'Divide the quantity by the denominator,' came the reply. An autistic pupil provided an alternative strategy: 'Find a half of a half of a half.' The teacher encouraged pupils to take risks in their learning – 'Be brave!' she exhorted, and they were. They learned well.

The curriculum

The school provides a **satisfactory** curriculum through a broad range of activities that meet pupils' needs. The wide range of extra-curricular clubs ensures that pupils have **good** opportunities to extend their learning. Overall, the accommodation is **good** and resources for learning **satisfactory**.

Main strengths and weaknesses

- Provision for extra-curricular activities is good.
- The accommodation is good.
- In music in Years 1 and 2, and geography in Years 3 – 6, planning does not indicate sufficiently how the teaching will build on pupils' skills.

Commentary

26. The curriculum meets statutory requirements for the National Curriculum, religious education and collective worship. Provision for personal, social and health education, including sex and relationships education and drugs education, is sound overall although the school does not follow a recognised programme for this aspect of its work. Different subjects are often linked together in lessons effectively. The school is, quite rightly, currently focusing on raising standards in English, mathematics and science.

27. Extra-curricular clubs are well run and well attended. A number of clubs are organised for sports, such as football and netball. The school takes part in a number of inter-school competitions for football, netball and swimming. It enjoys strong links with Derby County and Leicester City Football Clubs and some pupils use their facilities to train. Music clubs, such as choir and recorders, are held. An Internet café is held every day and is well attended by pupils on a rota basis. Visitors come into school to speak on a range of topics during the year. A good number of visits to places of interest, including a residential visit by older pupils, helps to make the curriculum more practical and link learning effectively to life outside school.

28. Curricular provision meets the needs of pupils of all levels of ability well overall. Provision for pupils with special educational needs is good. The needs of pupils with statements of special educational needs are met well, and their annual reviews provide a good focus for further improvement. Provision for high-attaining pupils, including the gifted and talented, is satisfactory overall.

29. The school has enough staff with good qualifications and experience to teach the full curriculum. The accommodation is good. The school has two halls that provide plenty of opportunities for physical education lessons and extra-curricular activities. The school field is large and provides good opportunities for games. The conservation area is used frequently for work in science. The accommodation is safe and attractive and there are enough resources to teach the curriculum.

30. Improvement in the curriculum since the last inspection is good; the total teaching time is now in line with government recommendations and teachers' planning is now based on national guidance.

Care, guidance and support

The school takes **good** care of its pupils. It provides **very good** support and guidance for pupils and involves them very well in the life of the school.

Main strengths

- Procedures for taking pupils' views into account are very good.
- The range of support for pupils is very good.
- Procedures for ensuring the health and safety of pupils are good.

Commentary

31. Staff value pupils and know them well, providing them with a caring, secure environment in which to learn. Health and safety procedures are good, with governors playing an active role in ensuring the safety of the school site. Child protection procedures are good and understood by staff.

32. The school works very hard to involve pupils in its work. The school council, made up of two pupils from each class, raises issues about the school to staff. It also looks at a summary of the school improvement plan and, in this way, has a good understanding of the priorities of the school. On Fridays, the headteacher talks to those pupils who receive achievement awards about their perceptions of the school. Pupils recognise that the school takes their views into account and can point to changes and improvements they have suggested. For example, they have made a significant contribution to the colours and design of the internal decorations at the school.

33. Pupils receive very good help from their class teachers, whose advice through marking and conversations helps them improve their work. The care and support for pupils with special educational needs are good. Teachers and teaching assistants know these pupils well. Their contributions are valued highly by these pupils and their parents. There are good procedures for identifying pupils with special educational needs and their needs are quickly identified when they enter the school. Good records are kept of pupils' progress in relation to their learning targets. The toastie group in the morning helps a few selected pupils with special educational needs to come into school calmly and be ready to learn when lessons start. At lunchtime, the Internet café provides pupils with good opportunities to do their homework or continue with their class work with the help of a member of staff.

Partnership with parents, other schools and the community

The school's links with parents and other local schools are **very good**. Links with the community are good.

Main strengths and weaknesses

- The school involves parents very well in school improvements.
- Information for parents is good.
- Links with other schools through the Hinckley Development Group are very good.

Commentary

34. The headteacher and governors have wisely sought parents' views through questionnaire about aspects of the school. As a result, the school has improved its communications with parents very effectively. Parents now receive regular information about what their children will be learning in lessons. Parents and teachers now communicate regularly through children's home contact books. In addition, the school has reviewed the annual reports to parents and they now give good information about what pupils know and can do in all subjects. In English, mathematics and science, they report whether pupils are working at, above or below nationally expected levels. However, the reports in one class last year did not meet these high standards because there had been many supply teachers taking the class and they did not know the children so well. Parents recognise the very good improvements in the school since the present headteacher arrived last January.

35. Parents of pupils with special educational needs are fully involved with their children's education and are pleased with the provision made by the school. They are informed as soon as the school identifies the special educational needs of their children and are kept fully informed of the learning targets set for their children. Parents meet staff regularly to discuss how much progress their children are making.

36. The school has built up good relationships with businesses in the local area. As a result, some have helped provide resources for the redecoration of the school and one is involved in supporting reading in the school. Many local community groups use the school during the evenings. The toddler group makes good use of the school. This group meets at the school and parents are encouraged to use the school library to choose books to share with their children. This helps parents to develop a good relationship with the school before their children start school.

37. The school is a member of the Hinckley Development Group. This is a group of local schools that works together well to discuss issues and train their teachers. The school also has good links with the local secondary school and this ensures there are good arrangements for pupils transferring to secondary education.

LEADERSHIP AND MANAGEMENT

Leadership is **very good** and management is very effective. The governance of the school is very good.

Main strengths

- The headteacher provides very good leadership and management and receives very good support from senior staff.
- Teaching and learning are evaluated very well.
- The governing body is very effective.

Commentary

38. The leadership and management are very good. They have improved significantly since the last inspection. The headteacher leads the school very well and has high expectations of what pupils and staff can achieve. This is why standards have started to improve. Soon after arriving, the headteacher began well by making the school's priorities for improvement clear to governors and staff. These focused uncompromisingly on raising the quality of teaching and learning. Some staff changes have taken place during the past two terms. There is now a very good team spirit in the school. Parents feel strongly that the headteacher has made significant improvements in the standards of pupils' work and behaviour in a short time. Inspectors confirm that standards are rising and that behaviour is good.

39. The headteacher is supported very well by the deputy headteacher and newly appointed assistant headteacher. Together, they share a common vision for the school and have a very clear understanding of how to raise standards. Importantly, both the deputy headteacher and assistant headteacher set an excellent example through their own teaching.

40. The headteacher has introduced very good systems for evaluating the quality of teaching and learning and ensured that all staff are fully aware of their part in this process. Teachers are finding it very helpful to have colleagues observe their teaching and so identify its strengths and weaknesses. In addition, the school has very good systems to monitor and evaluate standards of pupils' work so that improvements can be made. Rigorous analysis of pupils' books and national test results provides staff with a clear picture of the strengths and weaknesses in standards and teaching. As a result of the school taking action to correct the weaknesses identified through monitoring and evaluation of teaching and standards, improvements in these important elements of school are being made.

41. The governing body provides very good support for the headteacher and staff. Governors visit the school regularly to ensure that they have a very clear grasp of its strengths and weaknesses. They recognise that in the past they have lacked the skills to provide strong leadership, but good recent training has given them the knowledge and confidence to ask the right questions and guide the school forward. They have made an important contribution to the school's improvement plan, which has challenging targets and a very good focus on raising standards.

42. The finances allocated to the school are managed effectively and tied closely to the priorities in the school improvement plan. The headteacher and governing body have sound measures to ensure the school gets good value from its spending. They compare spending and performance with similar schools and share resources and training with local schools. They also ensure that staff, parents and pupils are consulted before important decisions about the direction of the school are taken.

43. The following table outlines the income and expenditure at the school during the last full financial year.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	752,191	Balance from previous year	53,065
Total expenditure	713,368	Balance carried forward to the next	38,823
Expenditure per pupil	1,801		

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision is **good** and helps children achieve well. The school has maintained the strengths seen at the last inspection. Leadership and management are good.

Commentary

44. Children enter the reception class with attainment that is below average. A significant number of boys have poorly developed speaking and listening skills. Because of this, teachers concentrate well on developing the children's language and social skills. Children make a good start in the reception classes and most achieve well because the teaching is good. Stimulating activities are provided for children and these meet the children's individual needs. Provision is well managed and children's progress carefully monitored. All adults manage children well. Children are introduced to school well and this ensures that they start in a confident and happy manner.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision for children's personal, social and emotional development is **very good**.

Main strengths and weaknesses

- Children achieve well in this area because teachers encourage them to consider the needs of others at all times.
- By the end of the year, children reach standards expected for their age in most areas, with the exception of literacy, even though standards are below average when they started school.

Commentary

45. Teachers and their assistants ensure that children learn how to play together. When necessary, they correct children firmly but gently. For example, when a boy peddling a toy truck refused to let a girl have a turn, the teaching assistant said, 'We must make it fair for everyone else.' The boy then gave the girl a turn and was praised for his actions.

46. All adults encourage the development of children's social skills well. For example, children were encouraged to sweep the floor after examining a tray of leaf litter when studying insects. They did this unsupervised and, when the floor was swept, put the brooms away in the correct place. This illustrates how well teachers and their assistants have trained children to carry out these activities. Children with special educational needs are integrated well and take a full part in activities.

47. Because of the strengths in the teaching, most children achieve well in this area of learning and reach the standards expected by the end of reception.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **satisfactory**.

Main strengths and weaknesses

- Adults take every opportunity to develop children's literacy skills through all areas of learning. However, most children do not reach the standards expected by the end of the reception year.

Commentary

48. Most children do not reach the national goals by the end of the reception year. This is because most start school with language skills that are below expected levels; many children enter school using single words or communicating by using gestures. Most achieve satisfactorily. Nonetheless, in spite of this, standards remain below expected levels because many children have not developed enough language to express themselves clearly. Children develop their speaking and listening skills well through role-play. For example, they acted out showing their passports to airport personnel and boarded an aeroplane as they travelled abroad with Paddington Bear. However, the majority of children still talk at the same time as others; they do not listen to each other well.

49. The teaching of literacy is satisfactory overall with good features. Adults plan exciting activities that motivate children. For example, in a good lesson to develop children's reading skills the teacher encouraged the children to read, 'The Waves' by Janet Thornton. As they read about the waves washing shells up on the beach, the teacher produced a shell for them to look at. This kept their interest and encouraged them to read on to see what else was on the beach. As they continued to read the story the teacher produced more objects. Children were encouraged to count the objects at the end of the story. This is a good way of developing the children's mathematical vocabulary through literacy. Adults keep detailed records of the children's language development and this helps them to plan further lessons to help children improve. However, children do not receive enough opportunities to develop their literacy skills in order to reach the nationally expected goals for children of this age.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Adults question children well and use a wide variety of activities in their teaching.
- Number skills are taught well.
- Children's limited language skills make it difficult for them to describe their mathematical ideas.

Commentary

50. Teaching and learning are good. Adults take every opportunity to develop children's mathematical skills and particularly their mathematical language. This is important because children's language skills are poorly developed. Adults ask children mathematical questions whilst they are carrying out a variety of activities. This helps children develop their mathematical skills. For example, the teacher asked one pupil, who was moulding some play dough onto the numeral '6', if he could count up to six. The pupil managed to do this by counting the squares below the numeral. In a very good lesson, the teacher prepared many exciting activities to teach counting skills up to six. For example, children were asked to throw a die to put the numbers of passengers on a bus. Children enjoy activities such as these and this helps them to achieve well.

51. Teachers teach pupils with special educational needs well. In a very good lesson the teacher saw that a group of pupils were not able to communicate effectively when playing a counting game. She stopped the activity and sang with them 'The wheels on the bus', then continued to count with them. This helped to maintain their interest in the lesson and, as a result, the children became more involved and achieved well.

52. Overall, most children achieve well and reach the goals expected by the end of reception.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **good**.

Main strength

- Teaching and learning are good and this enable children to achieve well.

Commentary

53. Good teaching helps children learn well. They make good progress and achieve well in their understanding of the world around them. They do this because teachers provide activities that are well planned and help increase their knowledge. A group of pupils were examining wet and dry sand. One pupil explained to a teaching assistant that wet sand was heavier than dry sand because it had water inside it. This shows the pupils had understood the effects of water on the weight of sand. Computers are used well and, as a result, most pupils can use a mouse skilfully to start simple programmes. By the end of reception, standards in this area are at the levels expected nationally.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Most children are well co-ordinated for their age when playing with large apparatus and equipment; they are not as well co-ordinated when using smaller equipment such as pencils, crayons and paint brushes.
- Some outdoor play equipment is old and in need of replacement.

Commentary

54. Good teaching helps children to learn well. They make good progress and achieve well. Most reach the national standards by the end of the year. Their control of small tools, such as paintbrushes and the computer mouse, are good. Most move freely and control their bodies well at play times. They run and jump and follow lines painted on the playground with accuracy. They play well with scooters and large trucks but find the tricycles difficult to use, as they are old and need replacing. The subject co-ordinator has rightly identified that the outside play area needs further improvements.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths

- Topic themes are well planned.
- A good range of materials for creative activities is available.

Commentary

55. Good teaching helps children to learn well. They make good progress and achieve well. Most reach the expected standard at the end of the year. The theme of Barnaby Bear's Journey was very well planned to include opportunities for promoting children's creative development. Children made passports and luggage labels and organised the packing of clothes into suitcases in preparation for their journey. Activities are planned well to give children a wide range of opportunities to paint and use textiles and glue. They develop the skills to use them well. Children enjoyed painting pictures of their houses and were given good opportunities to choose a variety of mathematical shapes out of tissue paper to make a collage of their gardens.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **satisfactory**. Standards are higher than in the last inspection in Year 2 but remain similar in Year 6.

Main strengths and weaknesses

- Pupils achieve very well to reach standards that are above average by the end of Year 2.
- Assessment of standards in English is good.
- English is well led and managed.
- Below average standards are achieved by the end of Year 6.
- Not enough opportunities are provided for speaking and writing in Years 3 to 6.

Commentary

56. Standards are above average in reading and writing by the end of Year 2, but, by the end of Year 6, they are below average in all aspects of English. Pupils achieve very well in Years 1 and 2, but underachieve between Years 3 to 6. Pupils with special educational needs make steady progress towards their targets and many make good progress in their reading. The teaching of English has lacked direction in the past and this, together with the many disruptions in staffing last year, has lowered standards, particularly those of the pupils currently in Year 6. The school's new leadership team has introduced more rigorous evaluation of the quality of teaching and learning and this is starting to raise standards.

57. In Year 2, pupils listen well, but are often reluctant to speak in front of the whole class. In a Circle Time session, for example, pupils were expected to say how someone had helped them but few could give any examples. Nearly all pupils read fluently with good expression. In their writing, pupils show a good grasp of language and use adjectives very well to describe events as they write interesting stories. They have a good understanding of basic punctuation and a few higher-attaining pupils are using speech marks well.

58. By Year 6, many pupils find it difficult to speak in formal situations. They have had too little experience of speaking to a large group, such as a class, and have not developed the confidence to speak at length. Pupils read with reasonable fluency but few read with expression. They struggle when asked to read for information quickly. Their writing is generally poor and includes too many spelling mistakes. Overall, pupils are not provided with enough opportunities to write at length. A few pupils, however, produce some exceptional writing, as was illustrated when one described a scene from a factory in Victorian times, 'The immense iron fence came into view, as did the billowing smoke like a dark thunder cloud erupting its great power.'

59. The quality of teaching and learning throughout the school is satisfactory. In Years 1 and 2, the strengths of the teaching lie in the systematic teaching of basic reading, regular writing practice to develop pupils' skills and good management of pupils' behaviour. Where teaching has weaknesses, lessons are not sufficiently demanding to make the best use of the time available, and pupils learn too little. In Years 3 to 6, while the teaching during this inspection was satisfactory and sometimes very good, the analysis of pupils' books from last year shows that teachers' expectations of pupils had not been high enough. Pupils were not expected to write enough, writing tasks were not hard enough and spelling mistakes were left uncorrected. The school is making good headway in rectifying these weaknesses; teachers now have higher expectations of pupils' work and pupils are rising to the challenge with higher standards of work. In a very good lesson in Year 6, for example, pupils were analysing a piece of text in great depth. They found this hard at first, but the teacher's excellent explanations provided them with the skills to analyse the text and work out what the author was trying to do. By the end of this lesson, pupils had the confidence and techniques to produce their own piece of work and achieved very well.

60. A weakness in the teaching in Years 3 to 6 is in teachers' expectations of pupils' handwriting. While teachers want pupils to write neatly, they place too little emphasis on pupils joining their letters. As a result, much writing is printed and takes too much time to produce. Teachers do not demonstrate to pupils how to join up their writing often enough; teachers often print on the board and this does not set a good example for pupils.

61. The school thoroughly assesses pupils' progress. Regular checks on pupils' standards and a rigorous analysis of national test results are starting to give teachers a clear idea of individual pupils' strengths and enable them to rectify weaknesses.

62. The leadership and management of the subject are good. The newly appointed subject co-ordinator has made a very good start by evaluating standards of teaching and learning and raising teachers' expectations of what pupils should achieve. Importantly, the co-ordinator sets a very good example by the high quality of her own teaching.

Language and literacy across the curriculum

63. Teachers make good use of the skills learnt in literacy in other subjects and this improves their understanding in other subjects as well as consolidating their speaking, listening, reading and writing skills. In history, this is particularly evident in pupils' extended topics on the Victorians and the Great Fire of London where pupils wrote at length about these events. Pupils' projects on the Ancient Greeks made very good use of word-processing skills and the Internet. In Year 1, pupils improved their reading skills by dragging words next to pictures as they word-process their work. In music, pupils wrote down useful information to prepare them for the next week's lesson and, in religious education, pupils wrote in depth about the story of Jesus. The school makes good use of computers in English.

MATHEMATICS

Provision in mathematics is **good**. Improvement since the last inspection is good.

Main strengths and weaknesses

- Standards are improving by the end of Years 2 and 6.
- The quality of teaching and learning is good but marking does not indicate to pupils how they could improve.
- Leadership and management are very good.
- Pupils' attitudes to this subject are good.
- The work set for higher-attaining pupils is sometimes too easy.
- Pupils are not given enough opportunities to solve problems and carry out mathematical investigations.

Commentary

64. Standards observed in lessons and through analysing pupils' work are average in Years 2 and 6. Because pupils enter school with below-average attainment, this represents good achievement across the school. Overall, standards in mathematics have improved during the past year. No difference was noted between the achievement of boys and girls, and pupils with special educational needs were achieving well, because of the good help given by their teachers and teaching assistants.

65. Overall, the quality of teaching is good. Features of good teaching include good subject expertise, good planning and a good pace to lessons where no time is wasted. Lessons follow a logical sequence, beginning with a mental warm-up and ending with a useful summing-up. Teachers ask pupils searching questions and lessons have a strong emphasis on the correct use of mathematical language. The impact of these features, combined with the very good relationships that exist between pupils and staff, encourage pupils to put in considerable effort and learn well. However, on occasions, higher-attaining pupils are not set hard enough work and do not achieve as well as they should. A further weakness in the teaching is that pupils' investigational skills are not

developed enough. Pupils' attitudes to mathematics are very good; they behave well and they are keen to learn.

66. Leadership and management of mathematics are very good. Although recently appointed, the co-ordinator has a clear focus for improving the subject. This is already having a major impact on raising standards. Assessment information is used well to set pupils challenging targets.

67. The improvement since the last inspection has been good. A greater range of mathematical skills is now being taught and standards are being raised significantly. However, the quality of marking could still be improved by clearly indicating to pupils how they can make better progress.

Mathematics across the curriculum

68. Overall, this is satisfactory. There are examples of pupils producing line graphs in geography and measuring accurately when making shelters in design and technology. Younger pupils sort animals into groups for reproducing in graphic form. Using mathematics in these ways helps pupils to understand well what is being taught in a visual way or increases the accuracy and operation of the products being made.

SCIENCE

Provision in science is **good**. This is a significant improvement since the last inspection.

Main strengths and weaknesses

- Most pupils achieve well in science.
- Standards in Year 6 are above average.
- Teaching and learning are good, especially in Years 3 to 6.
- Very good use is made of the assessment of pupils' attainment at the end of units of work and the end of the year to help pupils improve.
- Leadership and management are good.
- Some lessons are too long to maintain pupils' concentration throughout.

Commentary

69. Standards in science throughout the school are now much higher than they were; they are average in Year 2 and above average in Year 6. Most pupils are achieving well. This is because they are receiving good teaching that is focused on their learning. Both boys and girls are achieving equally well overall and reaching good standards in relation to what they are capable of. Most high-attaining pupils are achieving well. Pupils with special educational needs receive good help in their work overall, including from teaching assistants, and their achievement is good.

70. Teaching and learning are good overall. During the inspection, the greatest proportion of very good teaching and learning was observed in Years 5 and 6. A particular feature that is helping to raise standards is that a significant amount of teaching involves an investigative approach to solve problems. During the inspection, pupils were encouraged to think like scientists; in a number of lessons they were asked to predict what might happen and then tested out their predictions by carrying out their own investigations. The outcomes of these were recorded methodically in their books. This helped pupils learn the skills of recording that included diagrams. It also consolidated their writing skills as they wrote up scientific experiments. Lower-attaining pupils found the step-by-step approach to recording their investigations helped them because they did not have to record at length, but only briefly under key headings. However, in a minority of cases, teachers' expectations of high-attaining pupils were too low and they were set work that was too easy for them. A more general issue is that some science lessons are too long. It is difficult for pupils to maintain their concentration in these lessons and they make slower progress as a result.

71. Leadership and management of science are good. The recently appointed co-ordinator has worked hard and succeeded in raising the profile of and enthusiasm for science throughout the school. She has produced a useful plan for future improvements in science. National guidance is used effectively to plan units of work and individual lessons. The quality of teaching and learning is monitored very well by evaluating pupils' understanding through assessments carried out at the end of units of work. The outcomes of these are discussed with teachers so that any modifications to teaching take place to ensure pupils achieve as much as they should. This procedure is having a significant effect on raising standards in science throughout the school.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **satisfactory**. Sound improvement has been made since the last inspection.

Main strengths and weaknesses

- The expertise shown by staff is good.
- Recently purchased resources are of good quality and provide pupils with good opportunities for learning.
- The enthusiasm and motivation of pupils for information and communication technology are good.
- Not enough opportunities are given for pupils to use control technology.

Commentary

72. Standards are at nationally expected levels by the end of Years 2 and 6. Pupils are achieving well across the school. In Year 1, they use with success a mouse to drag images across the screen to match them to words. In Year 2, they word process text when writing about their favourite author. In Year 4, they create and use a stamp to produce repeated images and they prepare a presentation on Dr. Barnardo and Lord Shaftesbury in Year 6.

73. Teaching and learning are good overall. In Years 1 and 2, they are satisfactory and in Years 3 to 6 they are good. Teachers have good expertise and use this effectively to help pupils learn. The pace of lessons and the high quality of teacher demonstrations sometimes cause pupils to marvel at what can be achieved with computers, as for example, when they saw the effect of repeated images through a newly acquired projector. Pupils are often excited when they succeed in their tasks. They are often encouraged to tell their classmates what they are doing and this helps them consolidate their learning. Pupils are encouraged to work with a degree of independence, but a small minority do not have the maturity to work without continuous guidance. The teacher has to help these pupils considerably in order that they make progress. On the whole, pupils work well together in information and communication technology.

74. The assessment of pupils' progress takes place at the end of every unit of work and the information is used effectively. Staff keep useful detailed records of the progress pupils make. The lunchtime Internet café where pupils go and continue working on their projects using computers or begin their homework, is very popular. This activity is well-run by teaching assistants and very much enjoyed by pupils.

75. Leadership and management are satisfactory. The co-ordinator provides a substantial amount of in-service training for teachers and offers good technical support for all staff. Teaching is not formally monitored, although this aspect has been identified as a priority within the school's development plan. The subject is now well resourced.

76. Satisfactory improvements have been made since last inspection. These include higher standards being achieved by pupils, computers being used more in other subjects and more use is now made of the Internet and e-mail under staff supervision. However, pupils are not provided with enough opportunities to use control and sensing technology, such as programmable robots, to help develop their skills further.

Information and communication technology across the curriculum

77. Information and communication technology is being used well to illustrate and improve learning across the curriculum. During the inspection, there was evidence of word-processing, graphics and art-work. Other examples of recent applications of information and communication technology in other subjects include research on the Victorians in history, accurate measurements in design and technology, guided writing on Sir Francis Drake in English, graphs on animals and the use of a projector to display to the whole class the contents of a microscopic slide in science.

HUMANITIES

Geography and religious education

78. The shortness of the inspection prevented inspectors from gathering enough evidence to be able to make judgements about provision in geography and religious education. Two lessons were observed in geography and one in religious education. Samples of pupils' work from both subjects were analysed and a discussion was held with each subject co-ordinator.

79. In geography, by Year 6, pupils have produced some sound work about the River Rhone and discussed how this river is used by the local population. Their work on the water cycle shows Year 6 pupils have only a very basic grasp of the process. Overall, pupils in Year 6 have covered too little work in geography and lack the depth of knowledge expected of pupils of this age. This contrasts with pupils in Year 2 who appear to have a good recognition of features in their school and the local area, and make some good comparisons between Hinckley and a Greek island. They have some basic knowledge about maps and the British Isles. They are starting to use co-ordinates to locate features on a map, and achieve well in this work. The subject co-ordinator recognises that geography is not currently on the school's list of priorities and this means that standards and provision are unlikely to improve until this is the case.

80. In religious education, by the end of Year 2, pupils have a sound knowledge of stories from the old and new testaments of the Bible. By the end of Year 6, pupils are comparing Christian beliefs with those in other religions such as Islam. During the last year, pupils in Year 6 kept their religious education work untidily in folders, which was unsatisfactory. The school now uses exercise books to correct this weakness. The subject co-ordinator has produced a useful staff file of guidance for planning lessons that has helped teachers to maintain standards since the last inspection.

History

Provision in history is **satisfactory**. This is similar to the last inspection.

Main strength

- Very good projects are carried out in Year 5.

Commentary

81. Standards are at expected levels by the end of Years 2 and 6 and pupils' achievement is satisfactory. By Year 2, pupils have a sound grasp of some important events and people from the past. For example, they write with good understanding about the Great Fire of London and use their literacy skills very well when comparing a street scene in 1666 with one today. By Year 6, pupils show a good understanding of life in Victorian times. Teachers link this work well to literacy and this gives pupils a good 'feel' for the period as they write some excellent imaginary accounts of the hardships faced by many people working in the factories. Pupils research topics well on the Internet. Those in Year 5 produced some very good projects with merged pictures and text. However, few pupils in Year 6 attain sufficiently high standards to be able, for example, to ask questions about accounts of historical events or ask why some are different from others.

82. The quality of teaching and learning is satisfactory. Teachers have a good knowledge of the subject and this ensures that pupils' learning is accurate. They make very effective use of historical resources and interesting teaching methods to make history come to life. For example, in a good Year 6 lesson on the Victorians, pupils were encouraged to ask questions about historical events from photographs, books and material from the Internet. At the end of the lesson, to the amazement of the class, two pupils dressed as Dr Barnardo and Lord Shaftesbury entered and answered pupils' questions. This stimulated pupils' interest and made them think hard about the best questions to ask.

83. The co-ordinator manages the subject competently and provides teachers with some valuable advice on resources.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design and design and technology

84. Insufficient evidence was available during the inspection from which to form judgements about provision in these subjects. Inspectors sampled pupils' work and held discussions with the subject co-ordinators. One lesson in art and design was observed in Years 1 and 2 and three in design and technology in Years 3 to 6.

85. The work available from last year in design and technology indicated that the subject was not consistently taught in all classes. This has improved and design and technology is now taught in all classes. The teaching of design and technology alternates with that of art and design each half term. This is understandable as it allows the school opportunities to time-table longer lessons in these subjects. It also allows pupils more time to complete products that are made in these lessons. The National Curriculum for design and technology is being taught in full this term. Pupils are designing products, amending their designs as they seek to improve them and then, upon completion, evaluating them. Design and technology is co-ordinated well. The co-ordinator monitors standards by discussing with teachers the outcomes of their assessments of pupils' work. The curriculum is then amended as a result of these discussions to help pupils learn more effectively.

86. From the analysis of pupils' work in an art and design, pupils in Years 1 and 2 have opportunities to work with watercolours, pastel and to print using different textures and shapes. They have studied European artists and examined different styles of painting, for example by comparing George Braque's work with Paul Cézanne's. By Year 6, as well as evaluating the work of other famous artists like Wassily Kandinsky pupils evaluate their own. A Year 5 pupil had written about Kandinsky's work, "He uses shape and colour to give us feelings of shaking." In Years 3 to 6, good use is made of computers to create and design patterns and pictures. The subject co-ordinator was absent during the inspection but has produced a comprehensive staff file that is a very useful resource for all teachers. This has helped maintain continuity of provision despite the large turnover of teachers during the past year. The school has rightly identified the development of the pupils' drawing skills as an area for improvement.

Music

Overall, provision in music is **satisfactory**, although standards have declined since the last inspection.

Main strengths and weaknesses

- Pupils are offered a good range of extra-curricular clubs and activities in music.
- Standards in Years 1 and 2 are below average and their achievement is unsatisfactory.
- Staff changes have meant that the leadership and management of the subject are unsatisfactory.

Commentary

87. By the end of Year 2, standards in music are below average and the achievement of these pupils is unsatisfactory. Year 1 pupils identify instruments by the sounds they make. Year 2 pupils compare high and low sounds, but only at a superficial level. In Years 1 and 2, lessons do not build on pupils' skills adequately. In Years 3 to 6, standards are at nationally expected levels and pupils achieve well. For example, Year 3 pupils could distinguish between pulse and rhythm and, in small groups, composed a rhythmic pattern while still maintaining the pulse.

88. Overall, the quality of teaching and learning is satisfactory. In Years 3-6, it is satisfactory with good features. In Years 1 and 2, it is unsatisfactory. Pupils develop their musical skills because lessons are interesting and linked to work in other subjects. Year 5 pupils made a good attempt at singing a round in four parts, and Year 6 pupils planned a 'soundscape journey' through the stars. The topic was introduced imaginatively and linked to their work in geography and science. In Year 5, pupils made musical instruments in design and technology and then played them afterwards. The school recorded tapes of Year 6 pupils' compositions based on Victorian street cries and impressions of working in a mill. Voices were used in conjunction with instruments. Pupils work well in groups when playing musical instruments. In all the lessons seen, teachers used their imaginations well when planning music lessons that were effective in motivating pupils to learn.

89. Extra-curricular activities include a thriving choir of approximately sixty-six pupils and a recorder group. The choir regularly performs in the local community, singing in an old people's home and taking part in the Mayor's Christmas carol service. Last year, pupils took part in a production at the local theatre in Hinckley. Two peripatetic teachers make a useful contribution to the school's provision by teaching the piano and clarinet privately each week to groups of pupils.

90. Staff changes mean that music is not being co-ordinated well at present. The headteacher is the temporary co-ordinator and he has, quite rightly, focused on other priorities within the school rather than music. The effect of this, though, is that standards and teaching have declined, especially in Years 1 and 2. Resources are satisfactory and the accommodation of a music studio is good.

Physical education

Provision in physical education is **good**. This is an improvement since the previous inspection.

Main strengths

- Good teaching of skills helps pupils learn and standards in Year 6 are above expected levels.
- There are good links with other lessons such as science, history and religious education.
- Provision of out-of-school clubs and activities is good.
- The subject is well led and managed.

Commentary

91. Standards in physical education are at expected levels throughout the school. The achievement of most pupils in Years 1 and 2 is satisfactory. Pupils in Years 1 and 2 are taught skills clearly. They learn to move around the hall sensibly without bumping into others. This provides a firm foundation for other skills to be taught in a safe way. The achievement of pupils in Years 3 to 6 is good overall. High-attaining pupils achieve well because teachers have enough expertise to ensure that they practise skills correctly without picking up bad habits; they pick up these skills properly and make good progress as a result. However, some lower-attaining pupils become frustrated and lose concentration if they cannot learn the skills fast enough. This slows down the progress they make, but overall their achievement is sound. A particular feature of pupils' learning is that they understand the beneficial effects of exercise on their bodies. This links their learning effectively to that in science lessons.

92. Teaching and learning are good overall. In Years 1 and 2, they are satisfactory. Most teachers have enough expertise to teach physical skills well. To help pupils improve their skills, teachers make good use of demonstrations, either by demonstrating themselves or asking pupils to show their classmates how they are learning new skills. Teachers link physical education well with other subjects. For example, a dance lesson in Year 2 was linked to the story of Jonah and the Whale in religious education. A dance lesson in Year 6 was linked to the life in Victorian times in history. Resources are good and the provision of two halls and a large field provides very good accommodation that helps teachers teach and pupils learn in good surroundings using appropriate equipment.

93. Leadership and management are good. The curriculum offers pupils good opportunities to develop their skills in all aspects of the National Curriculum. Pupils in Years 3 – 6 enjoy swimming lessons and are provided with good opportunities for outdoor and adventurous activities on schools visits. A wide range of opportunities is provided for pupils to develop their skills further in out-of-school clubs and activities. These include football, netball and basketball. The co-ordinator monitors the attainment of pupils at the end of units of activity and discusses the outcomes with teachers. Any adjustments to planning in the short or longer term are made as a result of the strengths and weaknesses identified in this way.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

94. Lack of evidence means that no overall judgement about provision in personal, social and health education can be made. The school is developing its programme for personal, social and health education. Pupils' views about aspects of school life are expressed through the school council, and the staff act upon some of these. This makes pupils feel that they have a voice in the running of the school. Pupils are provided with good opportunities to share their worries with adults and their classmates as appropriate during lessons in personal, social and health education.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	4
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	3
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	2
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	3
The school's links with other schools and colleges	2
The leadership and management of the school	2
The governance of the school	2
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	2

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).