

INSPECTION REPORT

HAZEL STREET PRIMARY & COMMUNITY SCHOOL

Leicester

LEA area: Leicester

Unique reference number: 120071

Headteacher: Miss A. Kirk

Lead inspector: Mrs W. Knight

Dates of inspection: November 3rd – 6th 2003

Inspection number: 256373

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
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
Number on roll:	235
School address:	Hazel Street Leicester
Postcode:	LE2 7JN
Telephone number:	0116 2338411
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs J. Maxwell
Date of previous inspection:	December 2001

CHARACTERISTICS OF THE SCHOOL

Hazel Street is an average sized community primary school with a nursery close to the centre of Leicester. Its roll is currently 235. There are 60 places in nursery but it is not fully subscribed at present. It is situated in an area of densely packed Victorian housing. Pupils come from a wide range of backgrounds, but there is a significant degree of deprivation locally. An above average proportion of pupils are entitled to free school meals. There is constant change to the school population. The population is multi-ethnic and 23 different dialects and languages are spoken by pupils so there are many bilingual pupils and a significant and regularly increasing proportion of pupils at the early stages of learning English, now about two fifths of each admission. The proportion of pupils with special educational needs, including those with statements, is broadly average. The school is part of an Education Action Zone project and provides a range of community facilities. It received a School Achievement Award in 2003. Children's attainment on entry is well below average.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
12172	Wendy Knight	Lead inspector	Mathematics, information and communication technology, design and technology and music
31747	Rhiannon Boardman	Lay inspector	
20230	Jenny Clayphan	Team inspector	Foundation Stage, science, art and design, geography and English as an additional language
21245	William Lowe	Team inspector	English, history, physical education religious education and special educational needs

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school is **effective** and is improving. Despite a growing number of pupils who are admitted speaking no English, and an ever-changing school population, pupils who do all their schooling at Hazel Street achieve well. Teaching and learning are good overall. The school is improving due to the good leadership of the headteacher, supported by senior staff, and it is well managed. It gives good value for money.

The school's main strengths and weaknesses are:

- Teaching is good in nursery and reception and for English in Years 1 and 2 and mathematics throughout the school.
- Pupils who remain at the school for their primary years achieve well.
- Provision for pupils in reception and nursery is good.
- Expectations of behaviour are high, pupils respond well to rewards and so teaching time is seldom lost.
- Information and communication technology is not used effectively to promote learning.
- Parents are not fully involved in pupils' learning because the school does not do enough to overcome the barrier of the many languages and dialects spoken at home.
- There are very good opportunities for pupils to learn to play a musical instrument.
- Subject co-ordinators are not fully responsible for developing their subjects.
- Provision for pupils' spiritual, moral and social development is good and for cultural development is very good.
- The very extensive community provision and business involvement is enhancing learning opportunities for local families.

The school has improved well since the time of the last inspection because standards in English and mathematics have risen and the teaching is better. Provision for pupils for whom English is an additional language has improved although support in classes is still often limited in Years 1 to 6 because resources are stretched as the proportion of pupils increases.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	E	E*	D	B
mathematics	E*	E*	E	D
science	E*	E*	E	D

Key: A - well above average; B – above average; C – average; D – below average; E – well below average E - bottom 5% of schools. Similar schools are those whose pupils attained similarly at the end of Year 2.*

Achievement is good throughout the school. Less than half of the children achieve all the goals they are expected to reach by the end of reception but since many pupils start school with limited skills this means they are achieving well. Standards are below average at the end of reception. Standards are also below average overall and in reading, writing and mathematics by the end of Year 2, although results in 2003 were average compared with similar schools. By Year 6 pupils achieve well given the number who are admitted with little or no English. Test results improved in 2003 and in English were better than in similar schools. Standards remain below average overall in the current Year 6, and show an improvement on last year's results in mathematics and science.

Pupils' personal qualities are good. Pupils' attitudes and behaviour are good. Attendance is below average and improving, but the punctuality of a few families remains a problem. **Pupils' spiritual, moral, social and cultural development is good.**

QUALITY OF EDUCATION

The overall quality of education is good. Teaching and learning are good. Teaching is most effective in the Foundation Stage, English and mathematics. Teachers know what they want pupils to learn and they capture pupils' interest and sustain their concentration by planning a variety of activities and using a range of resources. Pupils' understanding is developed through careful questioning although girls' reluctance to volunteer is not always overcome. The curriculum is appropriately broad and balanced with a good range of extra-curricular activities, and plenty of opportunities to learn a range of musical instruments. The school is well supported by business links that help pupils' learning, especially in English. The care and support given to pupils is sound overall, with strengths in building pupils' self-esteem. The school's partnership with parents is sometimes limited by language problems. Very good links with the community and businesses enhance its work but not all parents are involved in pupils' learning because of different home languages.

LEADERSHIP AND MANAGEMENT

Leadership and management are **good** overall. The sound involvement of the governing body supports senior staff in monitoring its work. The headteacher's leadership is good and has been instrumental in bringing about the many improvements. Although she is well supported by other senior staff, the subject leaders' leadership is less effective because few of them actively develop the provision. Management is good, the school is well organised and efficiently run.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are generally happy with the school because it responds to their concerns and is increasing the chances for adults and their children to succeed. Pupils like the school because they enjoy playing together and know they are learning what they need to know.

IMPROVEMENTS NEEDED

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

- Raise the quality of all satisfactory teaching to consistently match that of the best.
- Use information and communication technology regularly and effectively to promote learning in all subjects.
- Improve the involvement of parents in pupils' learning, particularly through overcoming language barriers.
- Increase the responsibility of co-ordinators in developing their subjects.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Standards are below average at the end of reception, Year 2 and Year 6. Nevertheless, pupils achieve well. Children start school with limited skills, a large number of pupils speak English as an additional language and a significant proportion of pupils are admitted or leave each year. They do well as a result of good teaching and their positive attitudes to learning.

Main strengths and weaknesses

- Children are given a good start in all basic skills in the Foundation Stage.
- Year 6 English results in 2003 were above average compared with similar schools.
- Pupils who are new to English make rapid progress in the rudiments of the language.
- Pupils who remain at Hazel Street for most of their primary schooling achieve well.

Commentary

1. The Year 6 test results in mathematics and science were below average compared with similar schools but in English they were above average. Results improved significantly in 2003 and the challenging Year 6 target for English was reached despite the growing proportion of pupils who speak English as an additional language. Although the overall trend of improvement remains below the national trend, the school is increasingly overcoming the barriers to pupils' learning through good teaching and good opportunities for pupils to practise their skills across the curriculum.

Standards in national tests at the end of Year 6 – average point scores in 2003

Standards in:	School results	National results
English	25.1 (22.8)	27.0 (27.0)
mathematics	24.1 (22.1)	27.0 (27.0)
science	26.6 (23.7)	28.8 (28.8)

There were 29 pupils in the year group. Figures in brackets are for the previous year

2. Year 2 pupils' results in national tests in 2003 were average in reading and writing compared with similar schools, but below average in mathematics, having declined somewhat from average in 2002 because of an intake of new pupils who were not able to make sufficient progress before the tests. Nevertheless, given their starting points and the very large proportion of pupils for whom English is an additional language, they achieve well because of good overall teaching.

Standards in national tests at the end of Year 2 – average point scores in 2003

Standards in:	School results	National results
reading	13.9 (12.7)	15.9 (15.9)
writing	13.2 (11.1)	14.8 (14.8)
mathematics	14.2 (15.2)	16.4 (16.4)

There were 27 pupils in the year group. Figures in brackets are for the previous year

3. By the end of reception children do not reach all the goals expected of them, but given the limited skills and the large proportion of pupils who start school knowing no English, they achieve well because of good teaching, an interesting and well-planned curriculum, and good use of assessment information to match work to the needs of all pupils. These strengths have been maintained since the last inspection.
4. Pupils achieve well in English. By Year 2 most pupils have the basic skills to work out unknown words and tackle simple texts, and by Year 6 have a reasonable understanding of what they have read, but few are confident about retrieving information. Many pupils achieve well overall in writing, but handwriting remains generally weak throughout the school, and this adversely affects presentation and pupils taking a pride in their work. Pupils' speaking and listening skills are not well developed and the school is taking steps to improve this.
5. In mathematics, pupils achieve well because of good teaching throughout Years 1 to 6. Pupils' confidence in mathematics has improved since the last inspection, when few pupils were able to calculate reliably, because the quality of teaching has improved. There are still weaknesses in pupils' ability to generalise and select methods, however, which adversely affect their application of the skills acquired, and regular opportunities for pupils to practise their numeracy skills are not provided across the curriculum. This is also holding back standards.
6. In science, pupils' attainment is also below average but has improved since the last inspection because teachers' expectations are higher. Pupils have appropriate factual knowledge, but their understanding is limited by their restricted vocabulary and they are not always given enough opportunities for individual research. Whilst achievement in information and communication technology is satisfactory, standards remain below average because pupils' skills are rarely used in day-to-day work in other subjects and are not supporting learning. In religious education and all other subjects where inspectors acquired enough information to judge, achievement is at least satisfactory.
7. Girls did somewhat less well than boys in Year 2 national tests in reading and mathematics and Year 6 national tests in mathematics and science over the long term. Although inspectors saw no significant difference in the work done by boys and girls during the inspection, they did observe the girls' reluctance to contribute to class discussion, especially when questions were aimed at developing reasoning. This is likely to have an impact on overall achievement.
8. Pupils identified as having special educational needs achieve satisfactorily in relation to their individual targets. Most pupils who speak English as an additional language make rapid initial progress in learning the rudiments of English because of well-targeted support, and their achievement is similar to that of their peers in most subjects once they have a good working knowledge. This is an improvement since the last inspection, when many struggled for lack of support, but those pupils who are not at the early stages of learning English still do not often receive targeted support because the growing number of pupils with English as an additional language is stretching the available resources.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are good. Their spiritual, moral and social development are good and their cultural development is very good, making these aspects of their personal development good overall. Their attendance is satisfactory but their punctuality is unsatisfactory.

Main strengths and weaknesses

- Pupils' behaviour is now good as the result of the school's very successful work in improving it.
- Pupils' attitudes to learning are good.
- Good relationships are a strength of the school.
- The school prepares its pupils very well for life in a multi-cultural society.
- Despite considerable efforts attendance is below average and punctuality is still a problem.

Commentary

9. Children in the Foundation Stage are on course to reach the goals set for them in personal and social development. Children respond very well to the provision made for them and become mature, very well behaved and able to work hard both independently and as part of a group. In lessons in Years 1 to 6 pupils pay attention to their teachers and try hard to please them. Inappropriate behaviour does not detract from lessons any more as it did at the time of the last inspection. Pupils respond well when lessons have a brisk pace and they are given tasks to perform that catch their interest. Even in lessons where teaching is less motivating the pupils still work hard to please their teachers. In discussions pupils demonstrated a positive attitude towards the school and what it provides and said that they enjoyed attending. The majority of pupils who speak English as an additional language have similar attitudes and behaviour as other pupils. They are keen to learn and try hard. When they first start to learn, specialist assistants encourage pupils to use their home languages in order to ensure understanding, and there are high levels of co-operation and friendliness in small group situations.
10. As at the time of the last inspection, the school provides a good level of different opportunities for the pupils outside the normal school day and they support these well. They are keen to take on responsibility and adopt a helpful attitude towards each other and to adults. The relationships within the school are good and the very infrequent incidents of unkindness, bullying or racism are dealt with very quickly and firmly. The school's efforts to improve the level of behaviour have been very successful. For example, as part of the Education Action Zone work two learning mentors attend the school each week and work on a one-to-one basis with pupils who are finding it difficult to relate to class work, providing them with close support. The main strength of the behaviour management within the school is that all staff are following the same guidelines and are supported by a well developed system of rewards and sanctions that is fully understood by the pupils. Teachers are careful to preserve the self-image of their pupils and to build on it whenever possible. Pupils with special educational needs are fully accepted by their peers and supported by them both in class and socially. The school seeks to ensure that pupils with special educational needs do not become too dependent on particular adults by ensuring that their ability to work independently is developed where possible. There were a few exclusions last school year despite the effective management of behaviour.

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	66	4	0
White – any other White background	1	0	0
Mixed – White and Black Caribbean	11	0	0
Mixed – White and Asian	5	0	0
Mixed – any other mixed background	6	0	0
Asian or Asian British – Indian	25	0	0
Asian or Asian British – Pakistani	5	0	0
Asian or Asian British – any other Asian background	7	0	0
Black or Black British – Caribbean	5	0	0
Black or Black British – African	10	2	0
Black or Black British – any other Black background	1	1	0
Chinese	1	0	0

Any other ethnic group	30	0	0
No ethnic group recorded	4	0	0

11. The pupils' spiritual, moral, social and cultural development is good overall, as at the time of the last inspection. Assemblies are used effectively to provide opportunities for the development of spiritual awareness no matter which belief system they belong to, and pupils are given time to reflect on the important issues raised. Through the study of different belief systems such as Hinduism, Islam, Christianity and Judaism, pupils become aware of the presence of God in the world and that they should respect the religious beliefs of others.
12. The moral development of pupils is good. Adults try to instil the notion that we are responsible for our own actions. In their social education pupils are given good opportunities to develop their sense of responsibility to others. Teachers maintain a good level of personal relationships both in the classroom, where pupils are encouraged to work in pairs and in groups, and in the playground where the toys provided enable them to develop the concept of sharing with others. Pupils are also encouraged to think about those less fortunate than themselves through supporting a number of charity events.
13. The development of the pupils' ability to understand and respect the different cultures of others is a very strong feature of the school's overall provision. Through the studying of the various customs and religious beliefs represented within the wider community, pupils are helped to establish their personal place in it. For example, the school observes all the main faith festivals such as Eid, Chinese New Year, Christmas, Easter and Divali. There have been visits to the school by Zulu and Flamenco dancers and guitarists. The school ensures that pupils are able to observe their own rituals of worship such as fasting during Ramadan. There is a very good level of display within the school illustrating different religions, customs and the artefacts associated with them.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	5.2	School data :	1.5
National data:	5.4	National data:	0.5

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

14. Although attendance is still below average it has improved since the last inspection as the result of all the school's considerable efforts. Data is collected and analysed by the headteacher, who works in close co-operation with the educational welfare officer. An attendance and punctuality report is sent to parents reminding them of their responsibilities. Pupils arriving late are asked to sign the "attendance book" and give a reason why they did not arrive on time.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The overall quality of education is good. Teaching is good, and the day-to-day curriculum includes appropriate work in all National Curriculum subjects. The provision of extra-curricular activities is good. The care and support given to pupils is sound overall. The school's partnership with parents is sometimes limited by language problems but very good links with the community and businesses enhance the school's work.

Teaching and learning

The teaching and learning are good overall. They are good in reception and nursery, mathematics across the school, and English in Years 1 and 2. There are strengths in the way work is planned to interest and motivate pupils. Assessment is satisfactory.

Main strengths and weaknesses

- Relationships are good, pupils are well managed and working time is seldom lost in lessons.
- Teachers use a variety of resources and activities to interest pupils.
- Clear explanations and pertinent interventions help pupils to understand their work.
- Where teachers rely on volunteers to answer questions, active participation by girls is limited.
- Higher attaining pupils are not always sufficiently challenged.
- When pupils are enthusiastic about their tasks they work hard and persevere until they are successful.

Commentary

Summary of teaching observed during the inspection in 44 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	5 (11%)	21 (48%)	18 (41%)	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 where 30 or more lessons are seen.

- Teaching in Foundation Stage classes is effective, as it was at the time of the previous inspection, because there is a rich variety of activities planned for the children which are stimulating and fun, encouraging them to concentrate and to use their imagination as well as acquiring knowledge and skills. The emphasis on language promotes understanding, and the promotion of basic skills of literacy and numeracy gives children a good foundation for future learning.
- Although there are a significant number of pupils in the school who exhibit challenging behaviour and could cause disruption in class, the good relationships established by teachers and effective management through rewards and positive reinforcement ensure that working time is seldom lost in lessons. This is an improvement since the last inspection when in some lessons inappropriate behaviour reduced the learning that took place. Teachers have become increasingly alert to planning work which interests pupils so that they are keen to participate and to concentrate. By changing activities at regular intervals, teachers help pupils to sustain their concentration, and where activities involve looking and moving as well as listening, pupils with limited language are not disadvantaged.
- Teachers know what they want pupils to learn in a given lesson and give clear expositions and explanations, including introducing the relevant vocabulary. It is now unusual for the pace of lessons to be too slow and in this respect teaching has also improved since the last inspection. In the better lessons, this information is shared with the pupils so they realise what they are expected to know, and the key words are displayed on the classroom wall. Other prompts in the form of charts and word lists are often available to enable pupils to be independent whenever possible. There is a good emphasis on basic skills in both literacy and numeracy lessons. Questioning is usually appropriately focused on developing pupils' understanding as well as on knowledge, and pupils are encouraged to explain their thinking. However, where teachers rely on volunteers to answer questions active participation by girls is limited as fewer of them offer to contribute responses, especially if it is not a factual answer. Those teachers who directly ask individual pupils on the basis of their assessment of their likely contributions assist pupils to apply their learning more effectively. Once tasks are set teachers provide useful support to pupils, but not all teachers are alert to the immediate or different needs of all pupils and sometimes groups of pupils are either slow to start or work is not sufficiently challenging for older or higher attaining pupils.

18. Pupils who have special educational needs are taught both in the classroom and in small groups or individually. Teachers are aware of individual needs, and provide the necessary support. However, some individual education plan targets and those on statements used in the classrooms are not specific enough to meet the short-term needs of the pupils concerned.
19. Pupils who are in the early stages of learning to speak English as an additional language receive high quality specialist support and make rapid progress in their basic understanding and ability to speak. Support in class is good for children in the Foundation Stage. In the rest of the school, teachers generally give satisfactory support to pupils who are learning English by explaining new subject specific vocabulary and pupils continue to make steady progress, but there is still scope to ensure that pupils constantly hear, understand and have opportunities to use rich and diverse vocabulary. The lack of an adequate number of trained assistants to help groups of pupils in class slows the rate at which they acquire a deep understanding of the subtleties of English. Assessment of pupils when they first join the school is good. However, assessment has not been developed into producing individual or group short term targets for teachers to incorporate into their planning in order to accelerate the pupils' learning.
20. The school has identified the need to develop the quality of teaching across all subjects. Some of the strengths identified in the teaching in Foundation Stage, mathematics and English in Years 1 and 2 are evident, but less than half of the teaching is good and none very good in subjects other than English and mathematics. Practical work enthuses pupils and they make considerable effort and persevere. Pupils learn effectively from handling artefacts and are generally more willing to solve problems which are practical than theoretical ones. They consolidate their learning better when a variety of methods are used and this results in better recall of what they have done. Pupils are also engaged more deeply when asked to use their imagination through drama and role play. Many pupils also feel more secure about attempting challenging work if they work with a partner or in a group. Active ways of joining in which are not reliant on language are less often used, yet particularly help pupils for whom English is an additional language. Pupils learn more thoroughly when they take decisions or make choices and this sometimes even results in some originality. Investigative work is more effective in mathematics where pupils apply and extend their skills than in science, where there is insufficient scope for making choices.
21. Procedures for recording and checking academic assessment have been maintained well since the last inspection in terms of tracking progress, analysing data and setting targets for groups of pupils. Each pupil has their own book, providing a good record that enables teachers to track and monitor their progress. However, while in the Foundation Stage it is detailed and used regularly to check progress and match activities to children's abilities, its use is not as well developed elsewhere. Teachers usually ensure they plan different work to meet the needs of all their pupils in English and mathematics lessons, but do this less successfully in other subjects. Teachers mostly set targets in class without consultation with the pupils who, as a result, are not fully involved in their own learning and targets are rarely referred to in lessons.

The curriculum

The school provides a satisfactorily broad and balanced curriculum as it did at the time of the last inspection. Extra-curricular activities are good and accommodation and learning resources are satisfactory.

Main strengths and weaknesses

- There are a good variety of activities outside the classroom to enrich pupils' experiences.
- Planning is clear and consistent, but is currently challenged by the mixed-age classes throughout the school.
- Curriculum provision for pupils who speak English as an additional language is good for children in the Foundation Stage and those withdrawn from lessons.

- The curriculum for pupils' personal, social and health education is good.
- There are not enough support staff in Years 1 to 6.

Commentary

22. Clear planning ensures that the required areas of the National Curriculum are covered satisfactorily, including religious education, and planning for children in the nursery and reception is good, providing them with good foundations for future learning. Useful policies and schemes of work detail topics to be taught in each subject in each year throughout the school. However these have not yet been fully adjusted to take account of the many mixed-age classes this year. There is insufficient, regular reference in planning to the steady development of pupils' skills in each age or ability group. Collective worship is skilfully adapted to meet statutory requirements and also the concerns of a minority of parents.
23. Curriculum provision for pupils who speak English as an additional language is good for children in the Foundation Stage. There is high awareness of the importance of widening children's understanding and vocabulary, and the presence of well trained, enthusiastic adults ensures that children have many opportunities to listen and to speak in small groups. Provision is satisfactory through the rest of the school. It is good when small groups of pupils or individuals receive sessions carefully planned by specialists. The school's provision for special educational needs is satisfactory overall. Individual education plans are reviewed termly by the special educational needs co-ordinator in co-operation with class teachers and the records of pupils are well managed by the co-ordinator so they are easily available to those who may need them. These are used to good effect to track the progress of individual pupils. The school is very conscious of its duty to clearly distinguish between pupils with special educational needs and those with English as an additional language and uses translators where there is doubt.
24. Provision for personal, social and health education is good. A clear programme delivered through regular class discussions and assemblies, combined with high expectations by adults, develops pupils' personal and social skills well. Older pupils become aware of leadership and the responsibility of organising others. Younger pupils learn about the dangers and benefits of medicines and older pupils learn about drugs. With parental permission, sex education is taught sensitively to the oldest pupils.
25. There is good provision for learning support outside the school day. Particularly noteworthy is the school's provision for music. Individual tuition, the brass band and the school choir, for example, further pupils' knowledge of rhythm and written music and pupils perform in concerts with others enriching their experiences. Many pupils attend the breakfast, lunch and after-school club, where there are good opportunities for social interaction, and the younger pupils state, "The toys are brilliant and there is always lots to do!" Extra-curricular sports, including badminton, hockey and cricket, enable pupils to improve their general fitness levels, work together as a team and form effective relationships with each other and with other adults. There is, however, no homework club, which would be particularly useful to those pupils where little or no English is spoken at home so that they could have access to help and explanation. Theatre groups, musicians and other music and dance performers visit the school ensuring that pupils gain an appreciation and an awareness of the arts.
26. There are a satisfactory number of appropriately qualified teachers in the school. However, there are not enough well trained support staff to give adequate help to the groups of pupils in each class who have special educational needs or who speak English as an additional language. This is especially critical for teachers who have classes containing pupils or children in two phases, for example reception with Year 1 and Year 2 with Year 3 where the different needs of the pupils are not always met fully. The situation has not improved since the last inspection because resources are stretched as the proportion of pupils who need help grows larger. The accommodation is satisfactory although disabled access to the upper storey is currently impossible. It is clean, bright and cheerful and has been improved in the last few years to include a safe play area for children in the Foundation Stage. The teaching resources available to the school are well focused on the special needs of the pupils, are of good quality

and easily available. The provision of games equipment for playground use has greatly enhanced playtimes for everyone.

Care, guidance and support

The care, guidance and support that pupils are given are satisfactory overall with some good and very good features. Monitoring of overall achievement is sound, and personal development is well monitored in the Foundation Stage but not elsewhere. The school succeeds satisfactorily in involving pupils in the life of the school through seeking out and acting on their views.

Main strengths and weaknesses

- The school is a caring and friendly place and staff take account of the needs of individuals.
- Induction procedures for pupils arriving in school in nursery and reception are good
- Pupils' pastoral development records are not very informative.
- A good and systematic rewards system is known and valued by the pupils.
- The views of older pupils are sought well through the school forum.
- Induction procedures are good in the Foundation Stage but support is weak in Years 1 to 6.

Commentary

27. The high level of pastoral care is a marked feature of school and the good relationships that characterise the school help to build pupils' self-esteem and give them confidence. In lessons, however, there are some difficulties with comprehension where pupils are not very conversant with English, and they are not always given additional explanation and help.
28. Pupils with special educational and physical needs are very well looked after. The system whereby learning mentors ably support pupils identified with a specific learning or emotional need outside the classroom during a weekly half-hour session is very good. Almost all parents questioned believe that the school is caring and supportive. Good relationships have been established with outside agencies and the school uses their support to good effect for all pupils with special educational needs.
29. The personal, social and health education programme of study includes information and guidance on many aspects of health and safety, including drugs and sex education, healthy eating and personal hygiene. This fully supports pupils' personal, emotional and social development, as well as their welfare and well-being. Personal development is very well recorded in the nursery and Foundation Stage but this good practice is not repeated in Years 1 to 6. The school complies fully with child protection regulations and the procedures are well known by staff. There is an efficient system for reporting, recording and investigating accidents. Key staff are appropriately trained in first aid ensuring pupils are properly looked after. The school's health and safety policy is comprehensive and appropriate procedures are in place to check fire and electrical equipment regularly. Risk assessments are undertaken although some safety matters were brought to the school's attention during the inspection.
30. The behaviour policy is particularly effective because of the emphasis it places on acceptable, polite and courteous behaviour. There is a very good rewards system, which is well used by staff and much valued by the pupils. Anti-bullying strategies make explicit the responsibilities of pupils, parents and staff in helping to eliminate oppressive behaviour. Pupils report that incidents are investigated and action is always taken. They enjoy playing in the yards with their friends and this was evident during the inspection.
31. The school council provides a good forum for pupils to air their views, suggest ideas and discuss these with the headteacher. Pupils report that the school listens and, if prudent, acts on matters discussed. Younger pupils are, however, not part of this forum.

32. Induction procedures for pupils arriving in school in nursery and reception are good but at other stages there are shortcomings. Pupils arriving in Years 1 to 6 are tested where English is an additional language and the most needy are withdrawn for language support, but this provision is mostly for those who are new to English. There is no additional in class support enabling poor English speakers to cope as well as they might or programmes to help pupils to catch up on other weaknesses in their learning.

Partnership with parents, other schools and the community

The school's partnership with parents is satisfactory overall but sometimes limited by language problems; links with other schools are good and community links including those for supporting family learning are very good.

Main strengths and weaknesses

- Good information about the school is provided for parents but is only available in English.
- The school does not always fully involve parents in their child's education.
- Parents feel welcome in school and in general their concerns are addressed.
- This school provides a very good service for the community; this is a strength of the school.
- Good support by businesses helps the drive to improve standards in literacy.
- The school prepares its pupils well for secondary education by ensuring a smooth transition.

Commentary

33. The school seeks the views of parents who read English through surveys, although not regularly. The results are generally positive, illustrating parents' confidence in the school. This is similar to the results of the inspectors' questionnaire and the pre-inspection meeting. The school provides good information through parents' evenings, the prospectus and the governors' annual report to parents, and parents report that communication is effective through regular newsletters and the reading diary. Annual written reports detailing pupils' standards, progress and the way forward are also good. This information, however, is only published in English so not all parents can benefit from it, and it is difficult for many parents to contribute effectively to their child's education as many letters, for example explaining the importance of regular attendance, are published only in English.
34. Much very effective hard work, however, is done in the school's use as a community centre to improve communication generally and in particular to improve language and literacy skills. Local businesses provide volunteer helpers to support pupils' reading and offer awards for successes. Many parents bring their children to the crèche and the parent/toddler group that gives them a good opportunity to meet others and to have the valuable help of the multi-lingual group leader. The provision is of a high quality and meets the needs of the community. It also ensures that the children move into school with growing confidence and therefore settle in well. This is a notable strength of the school.
35. Relationships with other local primary schools are very good and many initiatives are developed jointly as part of the Action Zone scheme, for example the introduction of learning mentors. As a result provision at the school is improved, which directly impacts on pupils' learning and development. Pupils are appropriately prepared for secondary school and have good opportunities to visit their chosen school prior to transition.
36. Parents of pupils with special educational need are kept informed about their child's progress and have access to individual education plans either at parents' evenings or at their specific request. The special needs co-ordinator is available to discuss individual pupils with their parents and works hard to ensure that their concerns are dealt with. Inspection evidence indicates that parents are happy with the service they receive.

LEADERSHIP AND MANAGEMENT

The school is well led by the headteacher, well supported by senior staff, and well managed. However, although co-ordinators oversee the provision for the subjects for which they are responsible, most do not actively promote them. The school is soundly governed.

Main strengths and weaknesses

- The headteacher has a strong drive to improve standards.
- There is mutual respect amongst staff so that good practice can be shared.
- Staff have been provided with the necessary training to improve their teaching.
- Pupil tracking is used to improve the school's effectiveness.
- Most subject co-ordinators have a limited impact on overall provision and standards.

Commentary

37. The headteacher's focus has of necessity been and continues to be on driving up standards and she has shown considerable resolve in pursuing this aim, as she did at the time the school was inspected previously. Careful gathering of information and analysis of data has shown where there are barriers to achievement, and steps have been taken to mitigate the effects of these, particularly the growing proportion of pupils for whom English is an additional language and the ever-changing school population. However, the school does not compromise its aim to be inclusive and every effort is made to meet the needs of individual pupils. Pupil tracking is used to improve the school's effectiveness, enabling teachers to respond to identified needs and to check that pupils are making progress. When the school successfully overcomes shortcomings the improvement is celebrated. This has led to mutual respect amongst staff and a commitment to move forwards. Senior staff provide good support to the headteacher and there is a desire to learn from each other and a readiness to give support when the going is tough. Staff know their contributions are valued, and as a result there is effective teamwork. Pupils have benefited from her enthusiasm for a range of extra-curricular activities, particularly music tuition, so that the focus on literacy and numeracy has not resulted in a narrow education. The different groups of parents like the way she responds to their opinions and appreciate the steps taken to accommodate their wishes. One group representative at the parents' meeting was particularly pleased with how their traditions were being received within the school.
38. To date developments have largely been driven by the need to raise standards. Monitoring and training have been focused on improving teaching, particularly in literacy and numeracy. Now that the headteacher has seen such improvements in school taking effect she has started to reflect on wider issues, such as the style of curriculum and provision most suited to Hazel Street pupils. The school is well organised, and critical decisions are carefully considered with different options put forward before agreement is reached. The current class structure, for instance, was decided after four models were debated. Although there are some implications which were not fully realised, staff are committed to making the arrangements work because of the way the decision was made. The headteacher and governing body thus show appropriate consideration for 'best value' principles when taking decisions, not only considering different costs, but also the likely long term effect of expenditure on a particular priority.
39. The special needs co-ordinator is working hard and successfully to ensure that the pupils for whom she is responsible receive the support they need to help them to progress at the same rate as their peers. The governors keep themselves informed about provision for special needs through a designated member who holds regular discussions with the special educational needs co-ordinator. Some other co-ordinators also make useful contributions to developments, but in general co-ordinators' responsibilities do not include active promotion of their subjects and are more likely to include looking after resources than having an overview of pupils' achievement.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	816201	Balance from previous year	13098
Total expenditure	784698	Balance carried forward to the next	31503
Expenditure per pupil	3139		

40. As at the time of the last inspection the governing body continues to carry out its work conscientiously, ensuring that all statutory requirements are met, school policies are clear and the school's work is regularly reviewed at its meetings. Governors support senior staff in carrying out their work and monitor what they do appropriately. Governors with specific responsibilities for subjects or areas of work meet with relevant co-ordinators so that they can report knowledgeably to governing body meetings. Information on performance is received by the governing body and discussed so that school action is ratified. The governors are particularly careful about financial matters and ensure that prudent budgetary decisions are taken.

COMMUNITY LINKS

The provision for community links is **very good**.

Main strengths and weaknesses

- The very young and the elderly can participate in and benefit from the available services.
 - New children entering school are given more confidence, enabling them to settle in quickly.
41. The lunchtime club held weekly in the community kitchen is very much welcomed by the local old age pensioners. They not only enjoy the lunch but also the friendly environment and the benefit of a translator, enabling them to communicate with different cultural groups and to bring any problems to the leader who helps them with paperwork where a good grasp of English is needed.
42. Young children come with their parents to the crèche and to the parent and toddler group. This is very well attended and children take their first steps at socialising with each other and, in some cases, learn their first words of English. Parents are very pleased with the provision and comment favourably on the resources.
43. Adults are able to improve their literacy, numeracy and information and communication technology skills, working towards recognised qualifications in the classes held at the centre. Many complete the course and move on to take a job in the wider community. Some parents at the pre-inspection meeting were really pleased with the effect this had had on enhancing opportunities in their lives. Those for whom English is an additional language would be made most welcome but few take up this opportunity. The provision is fully supported by senior staff and governors who see the benefits to Hazel Street pupils.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage is good and is a strength of the school as it was at the time of the previous inspection. Children enter the nursery with attainment that is well below average in all the areas of learning. They achieve well because teaching in the nursery is good and in the main reception class it is often very good, and the curriculum is interesting and well planned. Standards have been well maintained since the last inspection, but the few children in the mixed reception and Year 1 class in the main school building do not always receive the same entitlement as their peers. This year children in the nursery class attend school part-time and this has resulted in a few higher attaining reception children sharing a class with Year 1 pupils. Relationships between adults and children are a particularly strong feature. Leadership and management of the Foundation Stage are good. Adults are well organised. Assessment is careful, detailed and regular so that progress is monitored and activities are very well matched to children's abilities. Children who speak English as an additional language are well supported in both class and withdrawn groups so they make rapid progress in learning. Children with special educational needs are also well supported and make good progress within their capabilities.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is **very good**.

Main strengths and weaknesses

- Children achieve very well due to the high expectations of behaviour and responsibility.
- Good daily routines help children to become confident and achieve well.
- Detailed knowledge of individual children's needs enables staff to provide good support.

Commentary

44. Children leave the reception classes broadly in line with what is expected in personal, social and emotional development. Teachers and other staff promote this area very well. They are well organised and ensure that children are purposefully employed in a rich variety of activities. Children find the tasks interesting and concentrate hard on each one before moving to the next. Throughout the Foundation Stage, staff engage very well with the children, helping them to take turns and to share. Adults set a very good example by the friendly respect they show the children and by the high expectations they have of good behaviour. Adults encourage children to be independent. New toilets had just been completed and nursery children took great delight in using them independently and in washing their hands afterwards! The majority of them changed independently before a physical education lesson. They are also encouraged to make simple choices such as when to drink their milk and which activity to choose. Children respond very well and by the time they move into Year 1, they are mature, very well behaved and able to work hard both independently and as part of a group.
45. Daily routines are well established in all classes and this ensures that the children feel secure and confident so that they settle quickly. Parents are welcomed into school at the start and end of each day. This is an extension of the good systems in place to enable staff to hold discussions with parents before their children join the school. Children with special educational needs are identified at an early stage and relevant individual learning programmes are created for them. Children who speak English as an additional language receive good support as they settle into the school.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- The teaching is good.
- Adults use all opportunities well to develop the children's language skills.
- Reading and writing skills are well developed in literacy sessions.
- Accurate assessment leads to good achievement.

Commentary

46. Teachers help children to develop their listening and speaking skills through all activities. Children enter nursery with few language skills and many are in the early stages of learning English. In the nursery, staff engage in meaningful conversations with the children using clear, simple phrases and ask them questions which demand full answers, not just replies of 'yes' or 'no'. When children move into reception they have the added challenge of being expected to explain their answers. Children make good progress, listen intently and start to answer using a wide vocabulary. For example in a music lesson in reception children understood the term 'orchestra' and were able to name many ethnic percussion instruments, but were confused by 'conductor' because they thought it meant 'bus conductor'! There are carefully structured activities to develop reading skills and children become confident in recognising and saying the sounds of letters correctly. Older children in reception enjoy writing rhyming words such as 'mat, cat'. They are very interested in books and a few have started to read simple sentences and phrases. Other children enjoy telling the story of each picture.
47. Staff make regular notes of the children's achievements and these are recorded so that children's progress is monitored and appropriate activities are planned to extend their learning further. There are daily sessions in which children develop a love of stories and rhymes and they start to understand that printed text conveys meaning. By the time children leave reception they can write their own names, their handwriting is well formed and many can independently write very simple words. Higher attaining children write simple sentences. Many children will attain most aspects of the early learning goals by the time they leave reception, but children entering during the year who have not been to school before often do not reach all the goals.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Children enjoy all aspects of mathematical development.
- Activities are well matched to children's abilities and provide appropriate challenge.
- Teaching is good.

Commentary

48. Children enter nursery with low levels of attainment. Teachers make the learning of mathematics fun and this excites and motivates children to work hard. Most achieve well during their time in the Foundation Stage and about half will attain all aspects of this area of learning. Many children will attain most of the required aspects, although very few children enter reception with any concept of calculation. Rhymes and songs such as 'One man went to mow' help children's early concepts of counting and start to give them an idea of adding and subtracting. Adults question the children while they are engaged in practical tasks, constantly encouraging mathematical language and understanding. In a very good lesson in reception lively questions and comments by the teacher revealed that the higher attaining children could explain the difference between two- and three-dimensional shapes and could name shapes such as triangle, circle, cube and cuboid accurately. All the children recognised and named

triangles, squares and circles. Activities that the children found engrossing such as cutting, sticking and discussing flat shapes as they made mobiles reinforced the lower attaining children's understanding well, while the highest attaining group cut round a variety of shapes and used them to make animals.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Good planning ensures that this wide area is well covered.
- Teaching is good and sometimes it is very good.

Commentary

49. Good planning ensures that the children, who enter school with little knowledge, meet a wide range of experiences to help them to develop knowledge and understanding in this broad area. The curriculum is stimulating and fun so that by the time they enter Year 1, many children achieve well and attain most aspects of the expected learning goals. In a very good session, higher attaining reception children used their knowledge of three-dimensional shapes to deduce that water has no shape of its own when they saw how it adapted to fill different shapes. They then learned that they could dissolve some substances such as salt and sugar in water and discussed which tasted better. Lower attaining children made jelly, suggesting and commenting on each stage with great interest.
50. Children start to learn about information and communication technology. They manipulate the mouse effectively to paint pictures but do not have opportunities to visit the computer suite because the seating is not suitable for such small children. This limits the development of their computer skills.

PHYSICAL DEVELOPMENT

Provision for physical development is **satisfactory**.

Main strengths and weaknesses

- Good teaching encourages children to handle crayons, scissors and brushes well.
- Opportunities for children to climb and swing are limited.

Commentary

51. Children come into the nursery with poorly developed physical skills. Well planned activities provide children with plentiful opportunities to practise and improve their ability to cut, crayon and use glue and paint brushes with increasing accuracy. In the hall nursery children showed lack of confidence as they moved in a large space and played with beanbags. Some had poor co-ordination. Outside, both nursery and reception children use wheeled toys with good control and enjoy playing with large balls and bats in the attractive, safe area. The absence of a climbing frame limits children's opportunities to climb, swing and move at different levels and no observations were made of these skills. However, children run and move in the space with growing confidence. By the end of reception, children achieve well and handle crayons, scissors and brushes at expected levels, but their skills in climbing, swinging and using space are likely to be underdeveloped, making overall development satisfactory.

CREATIVE DEVELOPMENT

Provision for creative development is **good**.

Main strengths and weaknesses

- Teaching is good and it is very good in reception.
- An exciting range of activities provides children with good opportunities to explore and experiment.
- The teaching of music is a strong feature.

Commentary

52. Children in the Foundation Stage experience a wide range of exciting activities which provide good opportunities for them to use their imagination in a variety of ways. In the nursery, paints and drawing materials are always available and there is a role play area which is popular. Children pretend to be mothers and fathers and valuable learning in taking turns takes place here. In reception children handle a variety of materials and are constantly encouraged to develop their skills of observation. This results in careful and increasingly accurate representations. For example, some coloured chalk drawings of fish were of very high quality. Although their achievement is good, they will not reach all the expected goals by Year 1.
53. In a music session in reception children showed good control as they made a variety of quiet and loud sounds using body parts and percussion instruments. They then played together as an orchestra and obeyed the conductor - another child - with fair accuracy and huge enjoyment. Children are encouraged to listen carefully and sing sweetly and with expression.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision for English is **good**.

Main strengths and weaknesses

- Pupils achieve well overall.
- In some areas there is a lack of challenge for higher attaining pupils.
- Literacy skills are used well in other subjects, but information and communication technology is not supporting literacy.

Commentary

54. The high numbers of pupils who speak English as an additional language, the very low level of attainment of those entering the school, and the numbers joining and leaving the school during the year present it with a very difficult task. However, it is working hard and in most cases with some success to meet the challenge. In Year 2 pupils are on course to attain standards that are in line with national expectations in reading and writing, although they are below those expected in speaking and listening. Standards have improved somewhat since the last inspection, especially in writing. In Year 6 pupils are on course to attain standards that are below national expectations in reading, writing and speaking and listening. The relatively few higher attaining pupils in both year groups makes it unlikely that the school will attain national averages in 2004 in English.
55. Pupils in Years 2 and 6 are achieving well overall. The school provides a satisfactory level of support for pupils with special educational needs and those with English as an additional language, and they achieve well because staff have a clear understanding of their individual problems by teaching and support staff and due to pupils' own enthusiasm.

56. The speaking and listening skills of the majority of pupils in the school are below those expected nationally. Pupils of all ages were happy to answer questions and discuss their work but while some could give quite complex replies to questions, others were restricted to one-word answers. The teaching staff work hard to develop the vocabulary of their pupils by ensuring that their pupils think carefully about the words they are using, encouraging them to speak in whole sentences, developing their vocabularies and use of words by using interesting connectives in their writing.
57. Most pupils in Year 2 are reading at a level that is in line with national expectations, but pupils in Year 6 are attaining standards that are below those expected. The school has developed a well structured reading programme and teachers keep suitable records of progress but the reading records kept by the pupils of books taken home are limited in scope. The general feeling about reading is that pupils do it because it is there and they have to rather than from the pure enjoyment of books. Few pupils could name a favourite author or book. Pupils have a developing understanding of the use of indexes and glossaries and some can describe the functions of authors, publishers and illustrators. However, their ability to do so was varied and in some cases was unsatisfactory. Older pupils have a generally unsatisfactory grasp of the reading skills expected by the end of Year 6, for example, reading with expression, drawing inferences from texts and self-correcting.
58. Pupils in Year 2 are on course to reach standards in line with national expectations for writing. Pupils are given good opportunities to develop their ability to write imaginatively and at length. Their work is valued and well displayed throughout the school. Pupils are encouraged to write in a number of genres, for example, imaginative stories, plays, reports and poetry.
59. Teaching is good and assessment is satisfactory overall. All teachers plan a variety of activities which change regularly to sustain pupils' concentration. Questioning is effective in developing pupils' understanding. Teachers in Year 1 and 2 focus well on basic skills. Teachers mark their pupils' work carefully and ensure that their comments are both informative and encouraging. The less effective teaching during the inspection was where levels of challenge, including selection of reading books for pupils, were not always appropriate for all members of the class.
60. The leadership and management of the subject leader are satisfactory. She is working hard to improve standards within the subject and there are indications that this is having some success. However, she is aware that there is still much to be done. Information and communication technology is not used regularly to support acquisition of skills and redrafting of work.

Language and literacy across the curriculum

61. Pupils are given good opportunities to use their literacy skills in a number of different subject areas such as history, religious education and geography.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- The teaching in Years 2, 5 and 6 is challenging and ensures pupils work hard.
- Most pupils achieve well.
- All teachers make lessons interesting.
- A good range of resources is used.
- Information and communication technology is not regularly used in mathematics lessons.
- Language support for pupils for whom English is an additional language is not always timely.

Commentary

62. The last inspection report judged pupils to have limited skills in calculating. Currently the majority of pupils reach the expected levels (level 2 in Year 2 and level 4 in Year 6) and the proportion is increasing over time even though it has not reached national averages. Even many of those pupils who do not reach the expected level are confident about ways in which they can work out answers, whether this consists of using their fingers, apparatus or aids such as 100 squares. This growing confidence with mathematics indicates a significant improvement. There were also some shortcomings in teaching mathematics at the time of the last inspection whereas teaching overall is now good and most pupils achieve well.
63. Although the proportion of pupils reaching the expected levels is lower than in most schools, given the limited skills that pupils have on starting school they achieve well, including pupils with English as an additional language and those with special educational needs. Pupils in Year 1 count in 2s to 20, add up to 3 numbers totalling 20 and subtract numbers from 10. In Year 2 pupils count in 10s to 100 from a given number. Higher attaining pupils recognise three-digit numbers and can order two-digit numbers and give all the numbers between them while average attaining pupils give just one number. Many lower attaining pupils still need the assistance of their fingers, apparatus or charts to work out which number is larger and what number is one less or more than a given number, but they are able to work out answers satisfactorily given this support. In Year 6 most pupils can give the complement required to make a one place decimal up to one. While lower attaining pupils are not secure in understanding place value, especially of decimal numbers, average and higher attaining pupils know when answers are obviously wrong following calculations involving four rules using a calculator.
64. Mathematics is well taught, particularly in Years 2, 5 and 6. All teachers use the National Numeracy Strategy effectively to give pupils a range of strategies to use when working out numerical answers. Teachers manage pupils well so that nearly all lessons proceed without interruption. They make lessons interesting by including games, puzzles and practical activities and provide a good range of resources to support numeracy skills so that pupils can refer to them whenever they need to. Language support by adults when available ensures pupils with English as an additional language understand what is being taught and enables pupils to participate in class sessions. However, language support for pupils with English as an additional language is not always timely when there is no additional adult. Although most pupils can calculate as well as their peers, when no adult help is available they sometimes lose valuable learning time until they are clear what is expected as they fail to understand the many instructions given to all the class. Pupils with special educational needs are in a similar position. When direct support by an extra adult or the class teacher is provided or work is closely matched to their individual education plan targets they learn well. In many lessons, though, they rely on help from peers to start and it is only when teachers later deal with their particular difficulties that they become confident with the day's work. In Years 2, 5 and 6 expectations are higher and pupils work harder. Assessment is used more effectively to group pupils and match work to different needs.
65. The co-ordinator soundly manages the subject by appropriately monitoring pupils' work and observing teaching. As a result of this and specific numeracy training, teaching has improved. Test papers are also analysed and planning adjusted where necessary to improve provision for pupils. Assessment information is gathered and used to track pupils' progress and is also improving achievement. However, although targets are given to pupils in the front of their exercise books, and 'signed off' when achieved, they are not regularly referred to in lessons. Information and communication technology is not regularly used to support mathematics in most classes, and when it is planned it is often just as another way of consolidating the skills being taught that day rather than actively supporting groups such as pupils with English as an additional language or higher attainers within the class.

Mathematics across the curriculum

66. Pupils occasionally use their mathematical skills in other subjects, such as measures in geography work on water use, and block graphs of results in science. However, it is not regularly and systematically planned to reinforce day-to-day learning so that pupils see the relevance of the work.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Pupils' investigative skills are promoted well but there are not always enough opportunities for true research during investigations.
- Good monitoring by the co-ordinator has highlighted areas for development.
- Information and communication technology is not used regularly to support science.

Commentary

67. Teachers' assessments in 2003 at the end of Year 2 indicate that the majority of pupils attained within the expected level, but that few pupils attained beyond. Evidence to date suggests that standards are similar this year. Pupils enter school with well below average understanding of the world about them and this represents good achievement in relation to their prior attainment. 2003 national test results at the end of Year 6 show a slightly less satisfactory picture overall. While a third of the year group attained beyond the expected level, a third attained below it. The school explains this as the result of pupils joining the school recently who were in the early or intermediate stages of learning English as an additional language, replacing those who were doing well. Here, achievement is satisfactory overall. Pupils now in Year 6 are in line to attain at slightly better levels if the class population remains stable. This is an improvement since the last inspection when pupils' understanding of science was judged to be very limited. This is a result of good teaching with high expectations, and of the use of simple resources such as watering cans and plastic containers to illustrate and clarify points. No differences were observed in the achievement of boys and girls during the inspection. Pupils with special educational needs made generally satisfactory progress considering that there was support in only one class. Pupils who speak English as an additional language generally made similar progress to their peers, except for those in the early stages of learning English who struggled to understand.
68. Teaching is satisfactory overall and it is good in Year 6. Teachers' knowledge is good and they plan clearly, but there is not enough emphasis on giving higher attaining pupils challenging tasks and this restricts pupils' learning to satisfactory. Often planning is aimed at the younger members of the mixed-age classes. Teachers place good emphasis on investigative work, but have often demonstrated a similar experiment which lessens the opportunities for pupils to plan and carry out their own investigations. Teachers use specific vocabulary well with appropriate explanations to ensure that pupils understand, but they do not always use a rich vocabulary to encourage pupils from ethnic minorities to deepen their understanding of the language further. Teachers increasingly encourage pupils to use their literacy skills to record investigations, and in some classes pupils use graphs to record data.
69. The management of the subject is generally satisfactory. There has been some monitoring of teaching and learning which has revealed useful areas for development. In addition, the present arrangement of mixed-age classes requires the curriculum cycle to be reviewed. The national test results have been analysed for strengths and weaknesses but these have not yet been incorporated into teachers' planning. Information and communication technology is not used systematically to support learning in science.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **satisfactory**.

Main strengths and weaknesses

- Pupils are regularly taught skills and some of them reach the expected levels.
- Information and communication technology is rarely used to support learning in other subjects.
- Teaching is good in Year 6, but work is not closely matched to pupils' needs in other year groups.

Commentary

70. The co-ordinator provides satisfactory leadership. He sets a good example by using information and communication technology regularly in lesson planning, but other teachers rarely incorporate its use in lessons. Other than the co-ordinator, only one lesson which was not timetabled as information and communication technology used the computer, and in that lesson it was no more than for reinforcement of numeracy skills by a few pupils working one at a time on a practice program. At no time did pupils with special educational needs and for whom English is an additional language pupils use it to develop or practise particular skills or help with understanding or recording. Nor was it an integral part in gathering or interpreting data, editing or redrafting text or locating information for class work. Moreover, the skills taught in ICT lessons were not followed up in classrooms during the following week. Indeed, much of the work did not relate in any way to anything else being studied that week. Scrutiny of pupils' work in books and around the school shows a lack of material generated through information and communication technology, including teachers' own worksheets. Pupils in Year 2 and Year 6 are generally achieving satisfactorily in terms of developing information and communication technology skills as they were when the school was last inspected, although the proportion attaining the expected standards is below average. However, pupils are not applying those skills successfully in day-to-day learning.
71. Most pupils in Year 2 can open a new file independently, and use an appropriate range of tool icons to create pictures in a graphics program. They can select a range of colours and flood fill the sky successfully to make bonfire night pictures. Higher attaining pupils save their work independently but still use the same range of tools from the menu. Year 6 pupils, after logging on, can launch an Internet browser, go to a chosen web site, retain the address in 'Favourites' and browse the information on the screen. Higher and average attaining pupils can select some text from the web site and copy and paste it to a word processing document opened for the purpose. Very few pupils were able to select text on the basis of usefulness for their geography project on water, however, and the weaknesses in reading and spelling of lower attainers result in problems in finding relevant information.
72. In information and communication technology lessons, teaching is satisfactory overall and good in Year 6. Teachers demonstrate procedures clearly, involving pupils whenever it is appropriate, and state precisely what they expect pupils to learn and do. Basic skills are taught so that pupils are able to start and complete work independently, although habits such as the necessity to save work on a regular basis are not always actively promoted. Most pupils are able to carry out tasks set for them and know what is to be done by the end of the lesson. Teachers provide useful support for pupils as they work, helping them to overcome any problems and when appropriate suggest further challenges for pupils who need them. However, work is seldom planned to match the different ages and abilities within the class even where pupils with very limited knowledge of information and communication technology are in the same class as pupils who use computers at home. When procedures require several steps and lower attainers do not remember them all, there is no prompt provided and they waste time awaiting help. In Year 6 the teacher's good subject knowledge sets greater challenges for pupils which makes planned work more challenging and pupils work harder.

Information and communication technology across the curriculum

73. Information and communication technology is used infrequently and is not supporting pupils' learning in Years 1 to 5, but the regular use in Year 6 ensures that overall achievement is generally adequate by the time pupils leave the school.

HUMANITIES

Geography and religious education are reported in full below. **History** was not a focus for the inspection.

Geography

Provision in geography is **satisfactory**.

Main strengths and weaknesses

- Fieldwork makes work relevant to pupils.
- Planned work often fails to take account of the range of ages and abilities in the class.
- Information and communication technology is rarely used to support geography.

Commentary

74. The limited evidence available from work completed this term indicates that many pupils' attainment will be at expected levels by the end of Year 2 and Year 6. Pupils in Year 2 are learning about their local area. They have great enthusiasm and had recently been on a walk. Following this, they showed good awareness of the difference between natural and man-made features, and deduced that they live in a city surrounded by man-made features. They draw plans and identify places on maps. Pupils in Year 6 have extended their knowledge of maps and in connection with a topic about water, use them to locate the driest and wettest parts of the world. There are good levels of awareness of the many domestic uses of water and pupils were surprised to compare the percentages of how much is used for each. Achievement is satisfactory across the school.
75. Teaching is satisfactory. Teachers have secure knowledge and plan clearly for the class as a whole, but many do not systematically set tasks to challenge the full range of age and abilities within the class. This results in some pupils not being fully stretched by what they are doing. Teachers have high expectations of behaviour and keep a good pace with interesting activities so that pupils respond well, concentrate and do their best. Pupils are given good opportunities to speak and are encouraged to use specific vocabulary. Where appropriate, they record data on block graphs. Pupils with special educational needs and those who speak English as an additional language receive satisfactory levels of support from their teachers, but rarely have the benefit of being helped by support staff. They make satisfactory progress considering this limitation.
76. Although fieldwork, map work and information and communication technology enhance provision in some geography lessons and promote greater achievement, they are inconsistently planned across the school.
77. The co-ordinator has limited impact on provision and there are several areas for development. The school is aware of the need to use assessment. The curriculum overview needs reviewing in the light of the mixed-age classes which now exist throughout the school, and teachers need to consider the implications for ensuring that pupils build their geographical skills steadily. There is a lack of planned opportunities through the school for pupils to use information and communication technology to support their learning.

Religious education

Provision for religious education is **satisfactory**.

Main strengths and weaknesses

- Work covers a good range of different religions and the customs associated with them.
- There are good links to the pupils' literacy work.
- The subject contributes well to pupils' spiritual and moral development and they have an understanding of the presence of God in their lives.
- Resources are good, but information and communication technology is not used enough to support learning.
- The role of the subject co-ordinator is not sufficiently developed.

Commentary

78. Pupils are reaching standards that are in line with those expected by the locally agreed syllabus by Year 2 and Year 6 and achieving satisfactorily. Pupils with special educational needs and those with English as an additional language are achieving as well as their peers. In Year 2 pupils are learning to explore their feelings about events in their lives. For example, that for something to be important to you it does not have to be expensive, but can still be precious. Their written work demonstrates a growing awareness of the belief systems of other religions such as Hinduism and Sikhism. In Year 6, pupils are developing the ability to empathise with others by studying the story of the birth of Jesus from the point of view of those who were involved. For example, by exploring the feelings and experiences of Joseph when he found that Mary was pregnant and that they had to travel to Bethlehem. The pupils' written work demonstrates sympathy for the plight of Mary during these events. The work of Year 6 pupils shows that they are continuing to build on their knowledge of different religions and about religious observance. For example, the pupil who wrote that prayer, "Makes me feel like I'm closer to God so I can communicate better."
79. The quality of teaching and learning is satisfactory overall with some good lessons. Teachers take pains to develop the understanding of their pupils, not just the facts, but seek to enable them to express their feelings clearly. As a result, pupils' attitudes towards the subject are positive and they take an active part in lessons and are able to discuss the subject sensibly and with some good insights. Through the use of good questioning techniques teachers draw out pupils' knowledge and understanding. However, some older pupils find it difficult to frame their own questions and to give extended answers. The literacy skills of the pupils are used to good effect within the subject but information and communication technology is not and very few examples of its use were seen during the inspection. Assemblies are used well to develop the ability of the pupils to reflect on moral and spiritual things.
80. The subject is well resourced with a good range of artefacts, videos and books available to teachers and pupils. The subject is satisfactorily led and managed although monitoring is under-developed in terms of observing teaching. However, planning is looked at, as is the pupils' work. At the time of the inspection there was no formal assessment or record keeping within the subject.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Design and technology and music are reported in full below. **Art and design** was not a focus for this inspection, but work on display round the school and photographic evidence indicate that standards are at expected levels and that pupils enjoy painting, drawing, working in clay and with a variety of other media. Pupils' observational skills are satisfactory and it is noticeable that older pupils are developing them well. It was possible to see only two lessons for **physical education** during the inspection and so there is no overall judgement on the subject. In one of the lessons seen Year 2

pupils developed their games skills by learning to play together as a team and practised their throwing and catching skills. In the second, pupils in Year 5 made satisfactory progress in the development of their ability to control a ball with a hockey stick. In both lessons, teaching was satisfactory.

Design and technology

Provision in design and technology is **satisfactory**.

Main strengths and weaknesses

- There is insufficient difference in work for older and higher attaining pupils.
- Skills in recording designs and evaluating are not well developed.
- The quality of finish is not always as good as it could be.
- Pupils are particularly enthusiastic and are very willing to persevere.
- Work in design and technology is often based on application of scientific principles.
- The co-ordinator has been influential in improving the planned curriculum.

Commentary

81. All pupils undertake appropriate structured projects, often based on application of scientific principles such as cams and pneumatics for moving parts and incorporating electricity for light or power. These projects involve considering artefacts, acquiring practical skills, disassembling products, making choices about their own work, constructing products and appraising the results. During the inspection pupils in Years 2 and 3 learnt which ways of folding and rolling thin card made them stronger, having previously considered the ways in which photograph stands were held upright, and the materials from which they were constructed. Year 4, 5 and 6 pupils experimented with cams and some pupils successfully made some working cams with cam followers. Pupils' practical skills in making parts work and in resolving problems are sound but most designs are actually only pictures without annotation, even those made by Year 6 pupils. Choices of materials are often limited. Although when things are not working very well pupils improve the function, they struggle to apply previous learning. Over the long term pupils reach the expected levels in Year 2 and Year 6 in terms of practical skills, but not so well in the understanding and recording of their intentions. Achievement is generally satisfactory but because planned work is essentially the same for more than one year group, pupils are not helped to apply their skills and develop different ones if they are the older or higher attaining ones, even though longer term planning does give a hierarchy of skills. Pupils with English as an additional language and special educational needs are sometimes well supported by peers and achieve as well, but when groups of these pupils work together they sometimes have limited success.
82. Although teaching is generally sound in lessons, weaknesses in planning for the different ages and abilities within the class mean that not all pupils are making best progress. Basic principles needed to conduct the work are introduced well using a range of good resources, including examples made by other pupils and teachers in addition to those commercially made in more robust materials. Opportunities are provided to experiment, make mistakes and learn from experience. However, good work habits are not always promoted and many pupils work messily and inaccurately. Questioning at best helps pupils to understand why something they have made does not work, but some interventions merely tell pupils what to do and fail to help them to reason out flaws in their thinking. Nevertheless, this practical approach has a positive impact on pupils' learning because they are enthusiastic about the work, and their eyes light up when they are successful and when they see the results of their suggestions, as happened in Years 2 and 3 when a square was made rigid by incorporating triangulation. Pupils are also very willing to persevere when they are not immediately successful.
83. The co-ordinator's leadership is good. She has been influential in improving the planned curriculum so that projects now apply scientific principles and are systematic in developing

design, construction and learning essential skills. Elements of teaching design and technology are ready to be applied across the curriculum to assist pupils in achieving even better, particularly as pupils are so enthusiastic about finding out how things work.

Music

Provision in music is **satisfactory**.

Main strengths and weaknesses

- Many pupils in Years 3 to 6 play a musical instrument, and some reach high standards.
- Extra-curricular activities enhance provision.
- In the better lessons assessment is more effective and expectations are higher.

Commentary

84. Standards by Year 2 and 6 are broadly average. Pupils in Year 2 and 3 sang in two parts and appraised their performance to identify ways in which they could improve. They know relevant information about their 'composer of the week', who was Holst during the inspection week. Year 3 and 4 pupils performed successfully with additional ostinato parts to their song. They identified higher and lower pitch from notes played on the glockenspiel, and copied rhythms clapped by the teacher confidently. Year 6 pupils created simple accompaniments to an 'Ancient Greek' song and performed the resultant piece confidently, most holding their own parts successfully. Few pupils used the correct musical vocabulary, however, when discussing their work. In assembly, pupils sang tunefully and with clear diction. They exhibit appropriate awareness of dynamics and mood. Most pupils kept the pulse and joined in actions to songs without detriment to the singing, which was often enthusiastic. Most pupils in the school achieve satisfactorily, and those who participate in instrumental tuition achieve well.
85. The majority of pupils in Years 3 to 6 play a musical instrument. There are opportunities to play recorder, string, woodwind and brass as well as steel pans and guitar. Many pupils participate, and some successfully pass examinations up to Grade 5 in their chosen instrument. There is a useful opportunity to participate in the brass band. Extra-curricular activities enhance provision so that pupils not only apply their skills but also contribute to the community. The choir performs at concerts, the steel band attends community events and there are opportunities to perform to local groups such as senior citizens.
86. Music is soundly taught, with good teaching in singing assembly and for Years 5 and 6. The better teaching is more effective in identifying how pupils can improve and providing useful feedback. Assessment identifies precisely what is the weakness and activities are selected wisely to provide further practice at the particular elements that need improvement. Expectations are high and pupils rise to the challenge. Younger pupils are appropriately introduced to essential knowledge about rhythm and pitch and learn to perform confidently. Chosen material such as the song 'Pizza Hut' interested pupils and encouraged all the class to join in, overcoming the reluctance of some boys.
87. The co-ordinator leads and manages the subject satisfactorily. He sets a good example to colleagues in teaching the subject and provides support when needed but does not actively promote the subject. Staff enthusiasm and willingness to provide extra-curricular activities has a positive effect on pupils, as does the live music played by the teacher for the Year 3 and 4 pupils' dance lesson.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

88. Although three short sessions were observed only one of these was long enough to judge. The teaching was good in this lesson. As part of a sound programme across the school during the inspection Year 1 thought about using kind words, Year 2 pupils considered the jobs done by all

the adults in school and Year 6 pupils learnt about the importance of hygiene when cooking. Provision is supported and enlivened by the appropriate use of external facilities such as the drugs caravan and drama groups which give advice on health issues.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	3
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3

Overall standards achieved	3
Pupils' achievement	3

Pupils' attitudes, values and other personal qualities	3
Attendance	5
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	4
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	4
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	2
The school's links with other schools and colleges	3

The leadership and management of the school	3
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	3

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