

# INSPECTION REPORT

## **RUSHEY MEAD PRIMARY SCHOOL**

Leicester

LEA area: City of Leicester

Unique reference number: 120009

Headteacher: Ms A E Jamieson

Lead inspector: Mr K Williams

Dates of inspection: 2<sup>nd</sup> – 5<sup>th</sup> February 2004

Inspection number: 257375

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Primary  
School category: Community  
Age range of pupils: 3 - 11  
Gender of pupils: Mixed  
Number on roll: 492

School address: Gipsy Lane  
Leicester  
Postcode: LE4 6RB

Telephone number: 0116 2661114  
Fax number: 0116 2612920

Appropriate authority: Governing body  
Name of chair of governors: Mrs Marilyn Hall  
Date of previous inspection: 11<sup>th</sup> January 1999

## CHARACTERISTICS OF THE SCHOOL

Rushey Mead is a community primary school situated to the north of the city of Leicester. There are 492 pupils on roll, which is much bigger than most other primary schools. The school has a nursery with places for 30 children, attending morning or afternoon, starting in the September after their third birthday. Most of the children transfer to the reception classes. The attainment of pupils on entry to the nursery covers a broad range, but is below average overall and well below average in English. The pupils are drawn from a wide range of cultural and ethnic backgrounds. Over four-fifths are from Indian backgrounds and the remainder includes pupils from white backgrounds and families with roots in Pakistan, the Caribbean and Bangladesh. Almost all of the pupils have English as an additional language and almost a quarter are at the early stages of learning English. Ninety-nine pupils have been identified with special educational needs, including one who has a Statement of Special Educational Needs. Over a quarter of the pupils are eligible for free school meals, which is above average. The school received the national School Achievement Award in 2002.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21074	Keith Williams	Lead inspector	Foundation Stage; design and technology; physical education
14178	Patricia Willman	Lay inspector	
29703	Ray Barton	Team inspector	Mathematics; geography; history; special educational needs
11831	John Brooke	Team inspector	Science; information and communication technology; music
32207	Jennifer Thomas	Team inspector	English; art and design; religious education; English as an additional language

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

Rushey Mead Primary School provides a **satisfactory standard of education** and the headteacher and governors ensure that it gives satisfactory value for money. The headteacher, senior staff and governors provide satisfactory leadership and management and the teaching is satisfactory overall. Standards of achievement in mathematics are good by the end of Year 6 and in English and science they are satisfactory overall. Pupils at the early stages of learning English make good progress and achieve well.

#### The school's main strengths and weaknesses are:

- The school has a caring ethos, in which cultural diversity is celebrated, and pupils with special educational needs and those for whom English is an additional language are well supported
- Although teaching and learning are checked regularly, not enough is done to evaluate the impact of initiatives and to ensure that agreed improvements are achieved
- Standards in writing and science could be higher
- The pupils have very positive attitudes to their work and they behave well
- More could be expected of the more able pupils in some classes
- The provision and teaching in the Foundation Stage are good, which means that the children achieve well
- There are good links with parents and the local community

Overall, the school has made satisfactory progress since it was last inspected in January 1999. Standards in the core subjects are similar to those at the time of the last inspection. They are beginning to rise, but more could be done to evaluate the work taking place. Good progress has been made in raising standards in information and communication technology (ICT) and they are now in line with the national expectations. The provision for the pupils with special educational needs (SEN) is now good. Amongst other issues identified, the role of the deputy has developed well and has a significant impact on the way that the school is run; the school's aims are reviewed regularly. There are appropriate procedures for managing the performance of teachers, but not enough is done to ensure that the agreed improvements are achieved. The governors' audit of resources has not yet been completed.

### 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	E*	E
mathematics	D	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  
Similar schools are those with similar percentages of pupils eligible for free school meals*

In the table above, the E\* means that the results were among the lowest five per cent nationally. Overall, pupils' **achievement is satisfactory**. Many children enter the Foundation Stage (FS1) with limited levels of English. These youngest children are well taught and, as a result, they make good progress and achieve well. Whilst most of the children will reach the goals expected of them by the end of the Foundation Stage (FS2), almost half are unlikely to reach the goals in communication, language and literacy. By the end of Year 2, standards in reading and mathematics are average while, in writing, speaking and science, they are below average. By the end of Year 6, while standards in reading and mathematics are average, overall standards in English and in science are below average. The pupils' achievement is satisfactory, although this could be better in writing and science. Their achievement improves at the top of the school, where the teaching is consistently

good, particularly in mathematics. The more able pupils in Years 1 to 6 could achieve more, particularly in English and science. Pupils at the early stages of learning English achieve well across the school because they are taught well and have good support in lessons. Among other subjects, the standards attained by the pupils are in line with national expectations in ICT, religious education, music and physical education.

The pupils' **personal development, including their spiritual, moral, social and cultural development, is good**. They have very positive attitudes and they behave well. The attendance rate is below average.

## **QUALITY OF EDUCATION**

**The school provides a satisfactory quality of education.** The **teaching is satisfactory** overall. The teaching of children in the Foundation Stage is good, so that they make a good start to their education. The provision for pupils with SEN, and for those at the early stages of learning English, is good. They are well supported by the teachers and teaching assistants to enable them to make good progress. The teaching has improved since the last inspection and is slowly beginning to raise standards and improve the pupils' achievement. This is seen to good effect in Years 5 and 6, where the teaching is consistently good. Occasionally, in Years 1 to 6, the more able pupils could be given more demanding work in English and science.

The school provides a satisfactory curriculum, with a good emphasis on the pupils' personal development, and there is a good range of activities to enrich the curriculum. The children in the Foundation Stage have access to a good range of experiences. The care, welfare and guidance offered to the pupils are good. The school benefits from good links with parents, the local community and other schools.

## **LEADERSHIP AND MANAGEMENT**

The **leadership and management of the school are satisfactory**. The headteacher, deputy and senior staff have created a supportive environment in which all of the pupils are valued and are able to play a full part. There is a high degree of racial harmony and a strong sense of teamwork amongst the staff. There is a clear focus on raising standards and good recruitment procedures have led to an improvement in the quality of teaching. The governance and management of the school are satisfactory. The monitoring of teaching and learning are not focussed closely enough on checking that agreed improvements are achieved.

## **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

The parents have positive views of the school. They are particularly pleased with the way that their children are supported when they first join the school and, as a result, their children like school. Some parents feel that they would like more information about their children's progress, although inspection evidence indicates that there is a good range of information made available. The pupils are also very pleased with the school, especially that they are treated fairly and helped with their work.

## **IMPROVEMENTS NEEDED**

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

- Raise standards in writing and science
- Improve the monitoring of teaching and learning to ensure that agreed improvements are achieved
- Ensure that expectations of the more able pupils are consistently high

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

#### Standards achieved in areas of learning, subjects and courses

The pupils' **achievement is satisfactory** overall. By the end of Year 6, while standards in reading and mathematics are average, overall standards in English and in science are below average.

#### Main strengths and weaknesses

- Standards in writing and science are not high enough
- The pupils in Years 5 and 6 make good progress and achieve well in mathematics
- The standards achieved by the more able pupils in Years 1 to 6 are not high enough
- The children in the Foundation Stage and those pupils who are at the early stages of learning English are well supported, which enables them to achieve well

#### Commentary

1. The school's results in the 2003 National Curriculum tests and assessments for Year 2 pupils were below average in reading, well below average in writing and above average in mathematics. When compared with similar schools, the results were average in reading, below average in writing and well above average in mathematics. The results for Year 6 were amongst the lowest five per cent in English and they were well below average in mathematics and science. Compared with similar schools, the results in English were well below average and they were below average in mathematics and science. The results for reading and mathematics in Year 2 in 2003 were generally higher than in previous years. Whilst, generally, the results for Year 6 have improved steadily since the last inspection, in English they have declined over the last three years. The work of the pupils currently in Year 6 indicates a better performance than that seen in recent years. These pupils are benefiting from the consistently good teaching seen in Years 5 and 6. This is particularly evident in mathematics.

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

Standards in:	School results	National results
reading	15.1 (13.8)	15.7 (15.8)
writing	13.4 (13.4)	14.6 (14.4)
mathematics	16.9 (15.3)	16.3 (16.5)

*There were 61 pupils in the year group. Figures in brackets are for the previous year*

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

Standards in:	School results	National results
English	23.0 (24.3)	26.8 (27.0)
mathematics	25.2 (25.3)	26.8 (26.7)
science	27.1 (26.6)	28.6 (28.3)

*There were 87 pupils in the year group. Figures in brackets are for the previous year*

2. Most children enter the Foundation Stage with limited skills in English. The youngest children are well taught and, as a result, they make good progress and achieve well. Whilst most of the children will reach the goals expected of them by the end of FS2, almost half are unlikely to



reach the goals in communication, language and literacy and a significant minority are unlikely to reach them in knowledge and understanding of the world and creative development.

3. After this good start, most of the pupils in Years 1 to 6, including those with special educational needs, make satisfactory progress overall, although this could be better in writing and science. Standards in reading have improved since the last inspection and are in line with national expectations. Most pupils enjoy reading, talk enthusiastically about their favourite books and know how to find information from books. At the end of Years 2 and 6, standards in writing are below average. The pupils' vocabulary is good, but their grasp of the basic skills of grammar and spelling is limited and this slows their progress in writing. Standards are below average in speaking and they are broadly average in listening. The pupils are improving their skills through drama and role-play, but they often find it difficult to adapt their speech sufficiently to suit different audiences.
4. The pupils who are at an early stage of learning English make good progress and generally achieve well. They receive good support from the teachers and the bilingual staff, who ensure that they are able to play a full part in the lessons and provide work that is generally well matched to their abilities. The work is not always matched to meet the needs of the more able pupils. In English, for example, the same worksheets are usually set for pupils of all abilities. This limits the level of challenge for the more able and reduces the opportunities they have to make decisions about the content of what they write and how it should be presented. Similarly, in mathematics and science, more could be expected of the more capable pupils and too little use is made of assessment information to take account of these pupils' needs.
5. Among other subjects, standards are in line with what is expected of pupils of this age in information and communication technology, religious education, music and physical education.

### **Pupils' attitudes, values and other personal qualities**

The pupils have very good attitudes to their learning. Their behaviour and personal development, including their spiritual, moral, social and cultural development, are good overall. Attendance and punctuality are satisfactory.

### **Main strengths and weaknesses**

- The pupils' very positive attitudes and relationships help to create a positive ethos for learning
- Although attendance is satisfactory overall, a minority of the pupils do not attend well
- The personal, social and emotional development of the children in the Foundation Stage is good
- The pupils clearly understand the difference between right and wrong and are consistently encouraged and praised for making the right choices
- Tolerance of, and respect for, others is a strong element in pupils' moral and social development
- The provision for spiritual and cultural development has improved since the last inspection and is now good

### **Commentary**

6. The pupils enjoy lessons, take their learning seriously and work hard. Relationships amongst the pupils and with the staff are very positive. The pupils work well together and they listen attentively when others speak. Although most pupils are very enthusiastic about school and attend very regularly and on time, about a third of the pupils do not attend well. They are missing important elements in their learning and this places them at a disadvantage to their peers. There are very good systems to monitor and improve attendance and the majority of parents understand the importance of regular attendance.

**Attendance in the latest complete reporting year (%)**

Authorised absence	
School data	6.0
National data	5.4

Unauthorised absence	
School data	0.3
National data	0.4

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

- The children in the Foundation Stage achieve well in their personal, social and emotional development. They are encouraged to work and play constructively and happily together and learn to make sensible choices. They listen carefully to instructions and try hard to please their teachers and other adults who work with them. They behave well.
- Across the school, the pupils' moral and social development is promoted well. Consequently, they behave well and become sensible and useful members of the community. All staff praise the pupils' good work and behaviour consistently and this motivates them to try to live up to their teachers' high expectations. In personal, social and health education lessons, the pupils have opportunities to discuss issues important to them and to share their ideas and solutions. Those who join the school unable to speak English are made to feel welcome and helped to learn by their peers. There are few concerns about bullying and the pupils trust the staff to deal with any unkind behaviour quickly, fairly and effectively. The pupils are encouraged to respect and value each other's beliefs and ideas, which successfully promotes tolerance and understanding. They respond enthusiastically to extra responsibility and carry out their jobs very conscientiously. The School Council representatives take their position very seriously and their decisions are beginning to have a positive impact on day-to-day life in the school. During the last year, three pupils were excluded for fixed periods totalling eight days. These exclusions were the result of violence against members of staff.

**Exclusions**

**Ethnic background of pupils**

**Exclusions in the last school year**

Categories used in the Annual School Census
White – British
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British – Indian
Asian or Asian British – Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – any other Black background
Any other ethnic group

No of pupils on roll
18
2
1
5
18
339
10
1
10
7
3
2

Number of fixed period exclusions	Number of permanent exclusions
1	
1	
1	

No ethnic group recorded	1		
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*The table gives the number of exclusions, which may be different from the number of pupils excluded.*

9. The provision for the pupils' spiritual and cultural development is good and has improved since the last inspection. Spiritual development is promoted well through assemblies, when the pupils are given opportunities to reflect on their feelings and respect those of others. In their performance assembly, for example, pupils in Years 3 to 6 performed with confidence and grace and the audience became fully involved in the story. The pupils become excited in some of their lessons marvelling, for example, at the outcome of science experiments and enjoying the rhythm of music from different cultures. In many lessons, those at the early stage of learning English take a full part in discussions because of the very good support provided by specialist staff. As a result, these pupils are happy to come to school, work hard and are fully involved and interested in their learning. The pupils learn about their own and other cultures through religious education lessons, for example, when they find out about the lifestyles of others and what motivates different communities. The pupils indicate that racial harassment does not happen because they understand and respect the differences between them. All of the major religious festivals are celebrated well in school. The pupils perform for parents and for members of the community; they visit museums, theatres and places of worship and a range of interesting visitors come to school to talk to them about different aspects of their learning.

## **QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The school provides a satisfactory quality of education. The teaching, learning and curriculum are satisfactory and the school provides good care, guidance and support for its pupils. There are good links with parents, the community and other schools.

### **Teaching and learning**

The quality of teaching and learning are satisfactory and there are satisfactory procedures for assessing the pupils' attainment.

### **Main strengths and weaknesses**

- The children in the Foundation Stage make a good start to their education because they are well taught
- The quality of marking is inconsistent across Years 1 to 6 and the results of assessments are not always used sufficiently to plan challenging work for the more able pupils
- The teaching assistants help to ensure that all of the pupils are able to play a full part in lessons
- The teachers insist on high standards of behaviour and provide good role models for the pupils

### **Commentary**

10. Overall, the quality of teaching is satisfactory. The teaching makes a positive impact on the pupils' very good attitudes to school and to the satisfactory progress, learning and achievement of most pupils. Most parents report that they are pleased with the teaching, and that their children enjoy lessons, which reflects their very positive attitudes to their work. During the inspection, the teaching was never less than satisfactory, which is an improvement on the previous inspection. Good teaching was seen in almost half of the lessons across the school and there was a small amount of very good teaching. There are many teachers who have recently joined the school and, together with the more established staff, they are slowly beginning to raise standards and improve the pupils' achievement. This is seen to good effect in Years 5 and 6, where the teaching is consistently good.

### **Summary of teaching observed during the inspection in 75 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	4 (5%)	33 (44%)	38 (51%)	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.*

11. The teaching in the Foundation Stage is good and this has a positive impact on the children's achievement. The teachers, teaching assistants and Nursery Nurses provide an interesting and supportive environment with a clear focus on developing the children's independence and confidence and enabling those who are at the early stages of learning English to make good progress. The children respond well to the opportunities to make decisions and choices about their work and are developing the skills to work alone and alongside others.
12. Across the school, very good use is made of pupils' home language to support their learning, and the pupils at an early stage of learning English make good progress. Older pupils receive additional support, in their home language, in subjects such as maths and science and this helps them understand more difficult concepts. Most of the staff adapt their teaching styles, using more visual prompts, speaking clearly and demonstrating tasks effectively. The pupils with special educational needs, too, are included in all activities and they achieve satisfactorily. The support staff, working alongside or under the direction of the class teacher, make a good contribution to the pupils' learning. The teachers and support staff work well together and activities are planned that usually meet the needs of the pupils and help them to achieve their individual targets. These targets are not always readily accessible in classrooms, however, which sometimes results in teachers or support staff not being fully aware of how well the pupils' work is being matched to their individual needs.
13. The arrangements for assessing the pupils' work and tracking their progress in Years 1 to 6 are developing well. Some of the procedures are new, though, and have not yet had an impact on the pupils' achievement. Whilst the systems are good, the use of the results of these assessments to plan the next step for the pupils' learning varies from class to class. Occasionally, for example, the more able pupils could be given more demanding work, particularly in English and science. The quality of marking is also inconsistent. In some classes, there is too little evidence of the pupils responding to the teachers' comments. In English, in particular, the marking does not always inform the pupils about how well they are doing and how they might improve their work and there are too few opportunities for them to take responsibility for checking and correcting their spelling. In science, untidy or unfinished work is sometime accepted by the teacher, which affects the pupils' progress and achievement.
14. The teachers have high expectations of how the pupils should behave and relationships in lessons are very good. The teachers generally plan an interesting range of activities and ensure that all of the pupils are actively engaged in them. Where the teaching is most successful, for example at the top of the school, lessons move briskly and the teacher keeps a close eye on how the pupils of different ability and backgrounds are progressing. The pupils often achieve well in these lessons and this is having a significant impact on the improving standards.

## **The curriculum**

The curriculum is **satisfactory**. It provides an appropriate range of opportunities to meet the needs of the pupils and good opportunities for enrichment, including extra-curricular activities. The quality and quantity of the accommodation and resources are satisfactory.

## **Main strengths and weaknesses**

- The provision for the pupils with special educational needs and those for whom English is not their first language is good and ensures that they are able to play a full part in school life
- The planning does not always take account of the needs of the more able pupils, particularly in English and science

- The children in the Foundation Stage are given a wide range of experiences, which enables them to make good progress and achieve well
- Many opportunities are taken to enrich the curriculum and this adds to the pupils' enthusiasm

## **Commentary**

15. All subjects of the National Curriculum and religious education are taught and the curriculum is balanced and broad. The staff work hard and successfully to include all of the pupils in all aspects of school life. Those pupils who have special educational needs are well supported by the staff. The assessment of their needs is achieved at an early stage, good support is given and regular checks of progress are carried out. These pupils have individual education plans, with suitably specific learning targets and these are known to the staff and, in most cases, appropriately used. The provision for the pupils who are at the early stages of learning English is good. The school works very hard to meet their emotional and learning needs. Great attention is given to welcoming pupils into school and these pupils settle quickly and achieve well. Teachers meet regularly with EMAG bilingual teachers to assess pupils' progress and plan the next steps in their learning. A clear distinction is made between pupils who have difficulties in learning and those who are learning English for the first time.
16. Although the school's assessment procedures are good, their use in informing teachers of the work that should be demanded of pupils, and especially the more able, is less well developed. This is evident in a range of subjects, but is most significant in English and science.
17. The pupils in the Foundation Stage have regular access to all of the areas of learning. There is a good balance of activities led by adults and opportunities for the children to choose for themselves. There is a strong emphasis on promoting the children's personal development and helping them to learn English.
18. The range and frequency of out-of-school activities is good. Activities range from sports such as football, netball and cricket to origami, dance, homework club, computers and a social lunch club. These activities are well organised, provide a very valuable learning environment and are much appreciated by the pupils. The school also makes good use of an extensive range of visits out of school and visitors into school. These provide a valuable learning resource that is recognised by the pupils. The Year 6 pupils commented that they thought that their visits to places such as the Black County Museum helped them learn more about the topics they were studying in history. They also thoroughly enjoyed their residential visit to the Kingswood Centre, which made a valuable contribution to their social, computer and physical education skills. Another development that is proving beneficial in enriching the curriculum is the use of drama in other subjects. This is not only bringing aspects of subjects to life for the pupils, but also giving them the opportunity to develop their speaking and listening skills. Another positive development is the use of 'partner learning' and this is popular with the pupils. A group of Year 6 pupils commented very confidently that they thought that this approach was, 'good, as it helps you to learn when you can talk about things.'

## **Care, guidance and support**

The care, welfare, health and safety of the pupils are good and the school gives them good support, advice and guidance. Consultation with the pupils is good.

## **Main strengths and weaknesses**

- The kindness and commitment of all staff ensures that parents and pupils feel confident that any problems will be handled fairly and effectively
- The support provided for pupils with special educational needs and those at the early stages of learning English is good and enables them to be fully included in school life
- The children in the Foundation Stage are very well cared for

- There are very good arrangements for helping new pupils settle into school

## **Commentary**

19. All pupils are well cared for. The staff know them well and this ensures that each individual has access to good support and guidance. Pupils' views are sought both formally through the successful school council and informally and this has a good impact on the life of the school community. The school takes these views very seriously and works with the council to bring about improvements. The quality of this provision has improved since the last inspection. There are very good relationships at all levels in the school, so the pupils trust their teachers and other adults who work with them, confident that they will help them if they are unhappy or worried about something. Most parents, who are happy that their children are well cared for, share this view. Personal, social and health education lessons provide good opportunities for the teachers to monitor and support the pupils' personal development and to identify any specific issues that may be troubling them. The care of pupils is enhanced by a good health and safety policy and risk assessments. All staff clearly understand the procedures to be followed if concerned about a pupil and relationships with outside agencies are well established.
20. The pupils with special educational needs are well supported in school. The pupils' individual needs are assessed at an early stage and these are then regularly reviewed. There is good in-school support from teachers, support staff, a special needs teacher and the special educational needs co-ordinator. The pupils also benefit from the work of a good range of external agencies, including the special needs support service, psychologist and hearing impaired service. The school keeps very good records of the progress made by the pupils at an early stage of learning English. Programmes of work are reviewed regularly and include measurable targets to help them improve.
21. Educational support and guidance for the children in the Foundation Stage are very good, which contributes to the good start that they make. There are very good induction procedures for new arrivals, both to the Foundation Stage and higher up the school. These procedures ensure that the pupils settle quickly into school routines and quickly grow in confidence. Parents appreciate the work done to help their children when they first join the school.

## **Partnership with parents, other schools and the community**

The school has a good partnership with parents, other schools and the local community.

## **Main strengths and weaknesses**

- Most parents have very positive views about the work of the school
- The well-supported consultation and open evenings offered to parents have a good impact on parental involvement in the children's learning
- Through the work of the home-school liaison officer, parents with limited English language are enabled to become involved in school life
- Links with the community have improved and are now good

## **Commentary**

22. Most of those parents' who took part in the consultation before and during the inspection indicate a good level of satisfaction with the work of the school. They are particularly pleased with the way that their children are supported when they first join the school and, as a result, their children like school. A significant minority would like more information about their children's progress. Inspection evidence indicates that the school provides a good range of information for parents through the prospectus, the governors' annual report and the newsletters. The annual reports on the progress of children provide good information about what the children have done,

although they are not always clear about any specific targets for improvement. Consultation evenings, which are very well attended, give parents a clearer picture of their children's progress. Interpreters are readily available for these meetings as well as for other, less formal, occasions. Translations of important school documents are also available. Many parents help with visits and large numbers support the performances and celebrations held in school.

23. The home-school liaison officer actively encourages and supports parents, improving their confidence and involvement in helping their children. For example, a small number of parents have recently begun a weekly session making story sacks for the younger children. The home-school liaison officer and bilingual office staff provide a vital link between home and school for pupils at an early stage of learning English. For example, they welcome new parents and explain the school's routines and expectations in their home language. They show great respect for the views of parents, clearly showing that each pupil's language, religion and culture are equally valued. Most parents encourage their children to complete their homework, even if their own mastery of the English language is insufficient to actually help them.
24. The school has developed good links with the local community. There is a regular programme for visits into the community as well as visitors from the community, who support various aspects of the curriculum, extending pupils' knowledge and interest in learning well. For example, the visit of the Stardome (a mobile planetarium) for Years 2 and 5 promoted great excitement and interest. The pupils take part in community celebrations and fund-raising and take harvest produce to the elderly community. The school has established good systems to ensure effective transfer to secondary education and the pupils are prepared well for the next stage of education. Links with other primary schools are well developed and are effective.

## **LEADERSHIP AND MANAGEMENT**

The leadership and management of the school are satisfactory overall. The leadership of the headteacher and other key staff, management and governance are all satisfactory.

### **Main strengths and weaknesses**

- There is a strong commitment to celebrating cultural diversity and a high degree of racial harmony
- The Foundation Stage is well led and managed
- More could be done to evaluate the impact of initiatives and share the evaluation of performance data with subject co-ordinators
- The school leaders set a good example to staff and pupils and there is a strong sense of team work
- Many of the management systems are new and are not yet fully implemented
- Finances are well managed

### **Commentary**

25. The school has been through significant staff changes since the previous inspection and, overall, there has been satisfactory improvement. Good procedures to recruit new staff have led to an improvement in the quality of teaching. The positive ethos and the commitment by staff and governors to ensure that pupils of all backgrounds are welcomed and included in the life of the school help to create the very good relationships amongst pupils and between staff and pupils. Standards are rising slowly, but there is more work to do to raise standards in writing and science and amongst the more able pupils. The governors have worked to ensure that the school now fulfils its statutory duties and they support the headteacher in the development of policies. The commitment to ensuring that all pupils have equal opportunities contributes much to the pupils' personal, social and emotional development. Parents are supportive of the way that the school is led and managed.

26. The headteacher works closely with the deputy headteacher, who has been appointed since the last inspection. They have clarified the role of deputy head, which was previously identified as a weakness, and this clearly defined role is beginning to have a positive impact on standards and the pupils' achievement. A new management structure has been created with the appointment of two assistant headteachers and they are fully integrated into the senior management team. This has, however, created six tiers within the staffing structure and there is a need to identify more clearly the roles within it, especially in relation to assessment and monitoring in the core subjects. Although good assessment procedures are being established, the results of the evaluation of performance data are not always shared effectively with the subject co-ordinators to ensure that the pupils, especially the more able, make enough progress. Although there are appropriate systems for monitoring teaching and learning, more needs to be done to check more closely that agreed improvements are achieved. As a result, there are some inconsistencies, for example in the way that the pupils' work is marked and in the standards of presentation expected of the pupils. The co-ordinator for the Foundation Stage provides good leadership and has developed a strong sense of teamwork amongst the staff. The staff work and plan well together and this has a significant impact on the learning of the children.
27. The school has well-developed systems to support staff new to the school and they have a satisfactory range of professional development opportunities. Core subject co-ordinators are each given a budget to be used for their role to monitor standards and provide support for colleagues in the classroom. Many of the foundation subject co-ordinators are new to their posts and are enthusiastic to see their subjects develop. They each have a clear view regarding the priorities for the development of their subject. Consideration now needs to be given to the analysis and development of their roles. There is currently no common policy regarding the role of all co-ordinators in relation to the sampling of pupils' work on a regular basis, for example. Teaching assistants work closely with the class teachers and benefit from the support of the head teacher but, as yet, they do not benefit from formal professional development or performance management arrangements. The staff work effectively as a team and this has a positive impact on the pupils' learning.
28. The governors are active in school and are proud of its policies on the inclusion of all pupils. The arrangements for supporting those pupils who are at the early stages of learning English are good. The school spends its additional funding well to provide support from the EMAG coordinator and bilingual teachers and to improve resources for learning. There is an appropriate range of bilingual books in school and staff are currently producing bilingual computer programmes to further support pupils' learning. The leadership and management of special educational needs are good. The special educational needs co-ordinator is very committed to the development of this area. Procedures and systems for the monitoring of the pupils' progress are effective. Improvement in special educational needs provision since the last inspection has been very good.
29. The governors provide thoughtful support for the head teacher and are appropriately involved in school development planning. They monitor the school's finances well and have managed the reduction of the funds carried forward from the previous year, by increasing the level of classroom support and by providing internal cover for staff absences or when teachers are attending courses. Day-to-day management and administration are highly effective and help to ensure that the school runs smoothly.

**Financial information for the year April 2002 to March 2003**

Income and expenditure (£)	
Total income	1,339,468
Total expenditure	1,298,759
Expenditure per pupil	2,502

Balances (£)	
Balance from previous year	85,333
Balance carried forward to the next	126,042



## **PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES**

### **AREAS OF LEARNING IN THE FOUNDATION STAGE**

The Foundation Stage Unit, containing one nursery (FS1) class and two in reception (FS2), is in its first year of operating with separate classes in the two year groups. The provision, leadership, management and teaching in the areas of learning are good, with exception of personal, social and emotional development, where they are very good. This is a strength of the school. The co-ordinator has developed a strong sense of teamwork amongst the staff. Teachers, teaching assistants and Nursery Nurses work and plan well together and this has a significant impact on the learning of these youngest children.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

Provision is **very good**.

#### **Main strengths and weaknesses**

- There is a strong emphasis on developing the children's independence and encouraging them to work together
- The staff know the children well and cater for their individual needs

#### **Commentary**

30. When the children first enter FS1, they bring with them a wide range of personal, social and emotional skills that are below average overall. The staff provide a very welcoming and supportive environment that promotes the children's independence and they settle quickly into the daily routines. The staff have a good understanding of how these young children learn and they have high expectations of how they should behave and go about their work. As a result, most of the children make very good progress and achieve very well in this area of learning. Most are likely to attain the goals expected of them at the end of reception. They enjoy registering themselves at the start of each session and settle quickly to the tasks set out for them. The staff provide a good balance of activities that are led by an adult and those selected by the children. This good start is built upon well in FS2, where the staff continue to give good support as the children work. They use their knowledge of individual children to provide the right amount of support, questioning and prompting to extend their understanding. Almost all of the pupils are learning English as an additional language and the bilingual staff ensure that these children are able to play a full part and make good progress. The children with special educational needs, too, are included in all of the activities and they make good progress. All of the children work well with partners and in groups and take responsibility for their material and equipment, quickly learning to take responsibility for tidying after themselves. As a result, the Foundation Stage always has a calm and purposeful atmosphere in which the pupils are able to do their best.

### **COMMUNICATION, LANGUAGE AND LITERACY**

Provision is **good**.

#### **Main strengths and weaknesses**

- The good teaching ensures that the children at the early stages of learning English make good progress
- Language skills are developed well across all of the areas of learning, but there could be more opportunities to develop the children's writing

## **Commentary**

31. Most of the children, when they join FS1, are at the early stages of learning English and have communication, language and literacy skills that are well below average overall. The children make good progress and achieve well in this area of learning, although almost half are unlikely to reach the goals expected of them at the end of FS2. The staff are careful to include all of the children, including those at the early stages of learning English and those with special educational needs, in the discussions. Every opportunity is taken to encourage the children to listen to the adults and to each other and to offer their opinions or share their experiences. The children handle books confidently and take delight in talking about the books they read. Many of them choose to read and share books with each other. In FS2, the children are given good support in developing the necessary skills to write independently, for example writing captions for teddy. The children's efforts are valued by the staff and praised well. Occasionally, though, opportunities to develop the children's writing in other activities, for example in role play, are missed.

## **MATHEMATICAL DEVELOPMENT**

Provision is **good**.

### **Main strengths and weaknesses**

- A wide range of activities is planned to develop the children's mathematical knowledge, skills and understanding
- The children enjoy taking part in the activities and they make good progress
- Opportunities are sometimes missed for the children to consolidate what they have learned in the formal sessions

## **Commentary**

32. The children achieve well in this area of learning and most of them are likely to attain the goals expected of them at the end of FS2. The teaching is good, because every opportunity is taken to make numbers and counting meaningful. Stories and songs often contain an element of counting and there are many other informal opportunities to count objects. Complementary to this are the more formal sessions where specific skills are developed under the good leadership of an adult. For example, the children enjoyed taking part in a counting activity in a lesson in FS2. The staff use mathematical language well and have high expectations of what the children are capable of understanding. In the subsequent activities, there are often too few opportunities for the children to practise the skills they have learned and some of the children would benefit from consolidating their learning. All of the children enjoy the practical activities and mathematical games that they play. Many can count to ten and beyond and they know some of the features and differences of shapes such as circles, triangles and squares. The staff keep a close check on the children's progress so that they are clear about how well they are doing. This information is used well to plan the next steps for their learning and this helps to promote good progress and achievement.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

Provision is **good**.

### **Main strengths and weaknesses**

- The teaching is good and there is a good range activities offered
- The children make good progress in learning to use computers
- This area of learning makes a good contribution to the children's personal development

## Commentary

33. The children achieve well in this area of learning because the teaching is good. The work is planned well to match the needs of all of the children and there is a good balance of guidance from the staff and opportunities for the children to find out for themselves through practical activities. As a result, the children, including those with special educational needs and those at the early stages of learning English, make good progress. Although many will attain the goals expected of them by the end of FS2, a significant minority are unlikely to achieve them. The children are naturally curious and enjoy investigating how things work. The staff build upon this by encouraging them to talk about what they find out. The bilingual staff ensure that all of the children are able to take part. Early scientific skills and knowledge are developed well through the regular opportunities to explore the properties of sand and water. Role-play has a significant place, for example in the 'builder's yard' in FS1. The children's speaking and listening skills are promoted further through activities such as 'putting Humpty together again', where the children take delight in piecing together their egg shape, using their cutting and sticking skills appropriately. The children have many opportunities to use their classroom computer, often under the guidance of an adult and, as a result they make good progress in this aspect. The children use the mouse and keyboard confidently and they use their skills to extend, among others, their language, mathematical and artistic development. For example, some of the youngest children develop their mathematical knowledge by tracing shapes, using the mouse confidently. They can drag and drop shapes to complete a jigsaw. Construction toys are used well to teach the children to design and make their own models, discover how things work and how to improve their efforts.

## PHYSICAL DEVELOPMENT

Provision is **good**.

### Main strengths and weaknesses

- There is a good range of opportunities to develop the children's physical skills
- The children handle tools and writing implements confidently

## Commentary

34. The children achieve well in this area of learning and most are likely to attain the goals expected of the children at the end of FS2. The outside play area in FS1 is used well to develop the children's physical skills and those in FS2 have regular access to the hall. The activities are well planned and there is a good range of equipment available. The children enjoy physical activity. The children in FS2 respond quickly to the teacher's instructions and are able to follow 'traffic lights' to warm-up effectively. Those in FS1 move confidently around their area and play very well together, with a good awareness of others. Good teacher intervention encourages the children to improve their skills, for example when throwing and catching or rolling hoops and, as a result, they make good gains in their skills. Emphasis is placed on developing the children's independence and skill when handling tools and malleable materials and they are becoming competent as they handle a variety of tools and materials safely and with care.

## CREATIVE DEVELOPMENT

Provision is **good**.

### Main strengths and weaknesses

- There is a good balance of direct teaching and opportunities for the children to find out for themselves

- This area of learning is well resourced

### **Commentary**

35. The children benefit from a good range of experiences in art, music, story and imaginative play. They achieve well although, while most are likely to reach the goals they are set at the end of FS2, a significant minority are unlikely to reach those goals. The staff provide the children with a good range of opportunities to use their imagination, for example when taking on different roles. This makes a good contribution to their language development, particularly for the children who are at the early stages of learning to speak English. The regular singing sessions help to develop the children's understanding of rhyme and rhythm and they have the opportunity to play percussion instruments. There are many activities available for the children to develop their senses through investigating texture, shape and colour, for example creating chequered patterns. The staff provide opportunities for the children to create their own designs, pictures and collages. Malleable materials such as play dough, sand and water are regularly available for the children to explore.

## **SUBJECTS IN KEY STAGES 1 and 2**

### **ENGLISH**

Provision is **satisfactory**.

#### **Main strengths and weaknesses**

- Standards are below average in speaking and writing
- The bilingual teaching assistants make a significant contribution to the progress made by those pupils at an early stage of learning English
- More able pupils are not always sufficiently challenged
- The marking of pupils' work is inconsistent

### **Commentary**

36. Overall, the pupils' achievement is satisfactory. Those pupils at an early stage of learning English achieve well and make good progress because the work is generally well matched to their abilities and they receive very good support in their home language.
37. Standards in reading are in line with expectations at the end of Year 6. Most pupils enjoy reading. They talk enthusiastically about their favourite authors and characters and refer to texts to support their views. They know how to find books in a library and have some opportunities to carry out research.
38. At the end of Years 2 and 6, standards in writing are below average. The pupils practise a good range of styles such as narrative, poetry, character studies and instructions. Visits to the mosque and local church, and to Leicester's Space Centre, inspire the pupils in Years 3 and Year 5 to write at length. However, insufficient emphasis is given to teaching the basic skills of grammar and spelling. The development of pupils' vocabulary is good but this is not generally supported by discussion or demonstration about how words are spelt, and this slows the progress the pupils make in their writing.
39. In speaking, standards are below average and, in listening, they are broadly average. The pupils often find it difficult to adapt their speech sufficiently to suit different audiences and purposes and they sometimes use incorrect grammatical structures. The increasing opportunities for drama are giving the pupils more opportunities to use and improve these skills.

40. The pupils enjoy English lessons and work hard. The quality of teaching and learning is satisfactory overall with some examples of good teaching. The good teaching is characterised by the teachers' secure knowledge and understanding of the curriculum, effective planning and good use of time and resources. A good range of teaching methods are used, so that lessons move at a fast pace and the pupils' interest is maintained. Work is set that caters well for the pupils' differing abilities. Teaching is less effective when, occasionally, the teachers rely too heavily on question and answer styles, which limit opportunities for discussion. Introductions to lessons are sometimes too long, which slows the pace of learning and, when the same worksheets are set for pupils of all abilities, this inhibits the level of challenge and reduces the opportunities they have to make decisions about content and presentation and to practise their writing skills.
41. Classrooms are not always organised to encourage pupils to write independently by having key words, dictionaries and thesauruses readily available on tables, and interesting vocabulary, complex sentences and key features of different texts, on display. As a result, many pupils do not check the spellings of words or use exciting vocabulary and complex sentence structures in their writing. The marking of work varies from class to class and, in the least effective instances, does not tell pupils what they need to do next to improve. Some teachers' expectations of how work should be presented and of how much should be completed are not always sufficiently high, with the result that handwriting can be untidy, and work unfinished.
42. The coordinators are enthusiastic and have a clear plan of action to raise standards further. The monitoring of teaching and learning carried out so far has had little impact on raising standards in writing. Resources are good and the school has made satisfactory progress since the last inspection in developing the subject.

### **Language and literacy across the curriculum**

43. Satisfactory use is made of English across the curriculum. The pupils have good opportunities for speaking, listening and reading but there are limited opportunities for them to practise their writing skills in other subjects.

### **MATHEMATICS**

Provision is **good**.

#### **Main strengths and weaknesses**

- The rate of progress made by the pupils improves in Years 5 and 6
- The support staff make a good contribution to the pupils' learning
- The more able pupils are not always challenged sufficiently

#### **Commentary**

44. Standards are average by the end of Years 2 and 6. The school has made satisfactory improvement since the last inspection. Although the 2003 national test results at the end of Year 6 were well below average, inspection evidence shows that the current Year 6 are working at average levels. The school has set realistic and sufficiently challenging targets and is on course to meet them.
45. The quality of teaching is satisfactory overall, with some good teaching also being seen across the school. The teachers generally have high expectations of the pupils' behaviour and encourage them to work hard. The pupils respond well and show enthusiasm and a motivation to learn. The quality of teaching is generally higher in Years 5 and 6. This is reflected in the standards achieved by the pupils, which begin to rise more quickly through these upper years. The quality of the pupils' presentation of their work is not consistent across the school but, where the teaching is generally good, the presentation of work improves. The school is placing an

increasing emphasis on problem-solving activities and collaborative learning. This is developing well and is helping the pupils to understand what skills are needed to solve problems. There are no significant differences in the attainment of boys and girls or between different ethnic groups of pupils.

46. In one very good Year 6 lesson, the class teacher and language support teacher had clear expectations of behaviour and standards of work required. This, together with very good classroom relationships, allowed them to motivate the pupils within a friendly, yet productive, atmosphere. Through her clear questioning about strategies and her use of language, the class teacher was able to explain the measurement and classification of angles. The pupils were kept busy and involved in their learning and all groups of pupils were challenged effectively. Very good use was made of computers in both the teacher's introduction and in the pupils' work.
47. When the teaching is less successful, the pupils are not challenged sufficiently or become confused when what is being asked of them is not clear. Occasionally, the teacher does not have sufficient control over the pupils' behaviour and, as a result, some teaching and learning time is lost. The quality of the teachers' marking is not consistent across the school and some of it lacks information that would help the pupils to improve their work.
48. Language support teachers and teaching assistants make a very valuable contribution to the pupils' learning, particularly those for whom English is an additional language and those with special educational needs. The work of the teaching assistants is usually well planned and directed by the teachers, and the assistants use a variety of strategies to help the pupils understand their work. They place a good emphasis on practical learning and language, which enables all pupils to play a full part in the lesson and make good progress. The language teachers and class teachers plan effectively together and often form very good working relationships that benefit the work of the pupils.
49. The role of the subject leader, who has only recently taken on this responsibility, is developing well. He is committed to raising standards and has made a good start in identifying areas that will lead to further improvements across the school. Assessment procedures are good, but the use of this information in setting targets for the pupils and planning more challenging work is, as yet, not as well developed. The monitoring and development of teaching and the pupils' work is at an early stage.

### **Mathematics across the curriculum**

50. There are opportunities for the pupils to apply their mathematical knowledge in subjects such as design and technology, geography and science. However, as the subject leader realises, these opportunities are not presently planned consistently and could, therefore, be improved.

### **SCIENCE**

Provision is **satisfactory**.

#### **Main strengths and weaknesses**

- The bilingual EMAG teachers and teaching assistants make a good contribution to the pupils' learning
- The teachers do not always have high enough expectations of how much work the pupils are capable of achieving and how it should be presented
- Assessment is not used sufficiently to meet the pupils' individual needs and, therefore, some of the work set for the more able pupils lacks challenge

## Commentary

51. Standards are below average by the end of Year 6. The teaching is satisfactory and, in general, the pupils' achievement is satisfactory and they make satisfactory progress as they move through the school.
52. The school has gone some way to addressing the issues raised at the last inspection in relation to raising standards in Years 3 to 6. The overall picture since the last inspection is one of steady improvement. There is, however, still a need for greater challenge in some of the lessons, especially for the more able pupils.
53. In the best lessons seen, the teachers have a good knowledge of the subject and follow a lively and challenging introduction with a range of tasks that match the abilities of all of the pupils. In a Year 2 lesson related to light and dark, the more able pupils were challenged to investigate and record the relationship between the size of the shadow and the distance of the object from the light. They used the classroom computer to present their results as a graph. In a Year 5 lesson, the more able pupils were allowed to express their thoughts in relation to the solar system and engaged in an interesting discussion about lunar months and the need for leap years. In other lessons, particularly when the opening session is too long, the pupils are given insufficient time to complete the work set. In Years 1 and 2, the length of time allocated to the lesson makes it difficult for the teachers to sustain the pupils' interest and their concentration begins to lapse.
54. The pupils' achievement is satisfactory overall. They are introduced to the correct language of science at an early stage, with the good support of bilingual EMAG teachers and teaching assistants. The pupils in Year 1 begin to use words such as 'transparent,' 'translucent' and 'opaque' when testing materials using a data-logger. They develop the ability to make sensible predictions as they progress through the school. This is noticeable in Year 5, when pupils conduct a fingernail test to examine the hardness of rocks, and in Year 6, when the pupils use a force meter to prove their theory that objects weigh less when suspended in water than in air. They have a sound understanding of the best way to set out the results of their experiments. Their presentation is, however, variable. Some of the pupils' work is neat and tidy but there is evidence of unfinished work, blank pages and untidy writing, coupled with little response to the teachers' marking.
55. Although the school has addressed the needs of the average and less able pupils with suitable tasks, the work set for the more able pupils is often little different from the rest. This limits their progress and achievement. The science scheme allows for the opportunity to revisit some of the skills and knowledge learned earlier in the school. There is, however, evidence that pupils are recording information that is already covered in previous classes and is already well known to them.
56. Led by the co-ordinator, the school has worked hard to raise standards since the last inspection although there remain some areas for development. Professional development is now satisfactory. As yet, too little use is made of assessment records to set clear and rigorous targets for pupils of differing ability and the co-ordinator is not fully involved in the assessment process. The curriculum benefits from visits, such as a recent one to the local Space Centre when the pupils report that they are "taken to the edge of the universe". During the inspection, the pupils' understanding of the solar system was enhanced by the visit of a mobile planetarium. The well organised resources include a pond and wild area. Computers were used to support the teaching in many of the lessons seen and, when used to extend learning, proved to be particularly beneficial.

## INFORMATION AND COMMUNICATION TECHNOLOGY

Provision is **satisfactory**.

### Main strengths and weaknesses

- The school has improved its resources and staff expertise and there is a well planned curriculum
- Too little use is made of assessment to keep track of the pupils' progress
- The pupils' ability in the use of control technology is under-developed

### Commentary

57. There has been good improvement since the last inspection. Standards are in line with those expected nationally because the teachers are improving their subject knowledge and the scheme of work provides a basis for the satisfactory progress made by the pupils. The enthusiastic subject co-ordinator, supported by the governors, has increased the range and quality of resources. The teaching is satisfactory overall, with some good features.
58. The pupils in Year 1 use a digital microscope to examine fruit, and a light measuring data-logger when testing the transparency of a range of materials. In Year 3, they combine text with a picture of their choice taken with the digital camera. The pupils' achievement is satisfactory and, by Year 6, they have a sound understanding of the way that ICT can be used to gather information to extend their learning and to assist in the presentation of a range of written work and calculations. They use computers confidently to make presentations and evaluate their work so that they can improve it. They appreciate the way a data-base can be a time-saving tool and create animated pictures from a collection taken with the digital camera. Pupils of all ages understand some of the different uses made of ICT in everyday life.
59. The computer room is well used by the teachers to extend the pupils' basic skills. This has had a considerable impact on the pupils' progress since the last inspection. The subject leader has guided colleagues well and, in addition to on-going staff development, has produced a helpful support disk for staff.

### Information and communication technology across the curriculum

60. Overall, the pupils make satisfactory use of ICT in other subjects. The recently purchased lap-top computers are being used positively to support their learning. For example, in a Year 6 mathematics lesson, the pupils were well supported by the teacher as they estimated and then created angles. In a Year 4 English lesson, the pupils used the lap-top computers in their study of poetry from other cultures. In these instances, the teachers and pupils were clear about what they were expected to learn. On some occasions, however, the planning for these tasks, and when the pupils use the classroom computers, is not sufficiently clear, which limits their usefulness. In English, the teachers used an interactive word bank to develop the pupils' language skills and extend their understanding of rationing in World War 2.

## HUMANITIES

One lesson was seen in each of history and geography, so it is not possible to make judgements about provision in these subjects. Analysis of the pupils' work, the teachers' planning and talking to pupils indicates that **geography** is covered appropriately and that the pupils have a satisfactory grasp of the curriculum. Those in Year 6 talk confidently about their work and show good knowledge of the location of countries around the world. The pupils' knowledge of more advanced mapping skills does not at the moment extend to the use of Ordnance Survey maps, though they do understand the use of a 'key' in map making. The pupils' work is satisfactorily presented and they make good use of drawings and personal writing to record their observations. Older pupils use computers to make multi-media presentations about different parts of the world and their learning benefits much from this type of research. Use is made of research skills by the older pupils who are



confident in the use of reference material and gaining confidence in the use of the Internet. The quality of teaching in the one lesson seen during the inspection was good. It successfully brought together the development of the pupils' knowledge of different environments, collaborative working methods and their use of literacy skills. The pupils enjoyed the practical nature of the activities and made good progress in their learning.

A similar picture was seen in **history**. The subject is covered appropriately and the pupils have a satisfactory knowledge of the curriculum. Some Year 6 pupils were able to talk in detail about their knowledge of schooling in the past. This had been brought to life by drama activities, which had stimulated their interest and formed lasting memories. Pupils across the school make comparisons between times in the past and the present day. For example, those in Year 2 compare their kitchen to a Victorian one and, in Year 6, the pupils compare their lives with those in Tudor times. The pupils' historical knowledge and understanding benefit from a wide range of visits and visitors. Year 6 pupils commented enthusiastically that they thought visits to places such as the Black Country Museum helped them to learn. The pupils are given opportunities to write in their own words about the things they have heard or found out. The one lesson seen in history was good and the teacher brought the subject of child evacuation in the second war to life through dramatic role-play.

### **Religious education**

Provision is **satisfactory**.

### **Main strengths and weaknesses**

- The pupils have good opportunities to discuss their ideas
- Too often the same work is set for pupils of all abilities
- Marking does not always tell the pupils what they need to do next to improve

### **Commentary**

61. Standards by the end of Years 2 and 6 are in line with the expectations of the locally Agreed Syllabus. The pupils' achievement is satisfactory. They know about some of the world's major religions such as Christianity, Hinduism, Islam and Sikhism and they study festivals, celebrations, important people and texts linked to these religions. For example, Year 2 pupils write about how Hindus celebrate Diwali and Year 6 pupils record some of the important events in the life of Jesus. In Year 3, the pupils are able to recognise some religious symbols and explain their importance. The pupils explore similarities and differences between religions and reflect maturely on what they have learnt. Year 6 pupils express the view that key figures in different religions are good role models for people to follow and they compare the Christian story of creation with that of Islam and Hinduism.
62. The quality of teaching and learning is satisfactory. The pupils enjoy the subject and work hard. They have good opportunities to discuss ideas, reflect on what has been said and to begin to understand why the beliefs of others are important. In some lessons, good use is made of the pupils' home language to support their learning. However, the pupils do little recording in their books, which limits the opportunities they have to consolidate what they have learnt and to practise their writing skills. In most classes, the same work is set for pupils of all abilities. As a result, more able pupils are not always sufficiently challenged. The teachers' marking does not always tell the pupils what they need to do next to improve and this slows their progress.
63. Visits to places of worship, such as the local mosque, Methodist church and Hindu and Sikh temples, are used well to give the pupils extra opportunities to understand the work they have undertaken in the classroom. The school makes very good use of pupils, parents and members of the local community, representing a range of faiths, who are very willing to share resources and to talk about their experiences. This greatly enhances the pupils' learning.

64. The subject co-ordinators are knowledgeable and enthusiastic and clear about the areas they wish to see developed in the subject. These include the use of information technology and the monitoring of teaching and learning.
65. The school has made satisfactory improvement since the last inspection. Resources are now satisfactory and include a good range of religious objects.

## **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

It is not possible to make a judgement about the standards and provision in **art and design** and **design and technology**, as only one lesson was seen in each subject. In **art and design**, analysis of the pupils' work, teachers' planning and talking to pupils indicates that the curriculum is covered satisfactorily with sufficient attention given to developing the pupils' basic skills in drawing, mixing paint, blending colours and in using three-dimensional materials such as clay. The pupils in Year 6 talk enthusiastically about their work but have limited knowledge of the work of famous artists. ICT is used insufficiently to develop work in art and there are no agreed procedures for assessing the pupils' work. There has been no formal monitoring of teaching and learning in the subject.

A similar analysis of the work in **design and technology** shows that the pupils have a worthwhile range of experiences that includes evaluating the design of furniture, designing slippers and making things move using pneumatics. There are effective links with other subjects such as geography and history. Year 1 pupils were observed designing a fruit salad. This lesson made a good contribution to the development of the pupils' oral skills and effective use was made of a computer to enable the pupils to view magnified images of fruit.

### **Music**

Provision is **satisfactory**.

### **Main strengths and weaknesses**

- The pupils use their imagination well to compose creative rhythms
- The subject is well resourced

### **Commentary**

66. Standards in music are in line with expectations by the end of Year 6 and the pupils make satisfactory progress. The subject is supported by a good range of interesting tuned and untuned percussion instruments and benefits from having a separate studio. The lessons seen during the inspection were all at least satisfactory, with some good features. In a Year 1 lesson, the pupils were introduced to the difference between pulse and rhythm and, after some initial confusion, enjoyed the satisfaction of clapping both alternately to their own words. In Year 6, the pupils have the opportunity to explore basic composition and set their own words to music using tuned percussion instruments. They were particularly enthusiastic after a piece by a current "pop idol" was used to stimulate thought and discussion. They realise that short, crisp sentences often give a greater impact to the pieces, and that the tempo of the accompanying music can enhance the feelings expressed in the words. The pupils sing well in assemblies. Achievement is satisfactory across the range of pupils' abilities and they respond well to music lessons.
67. The subject is supported by two co-ordinators, who work well together, and a range of additional musical activities and visitors, often linked to dance. The school has addressed the issues raised in the last inspection, when standards were unsatisfactory, and expectations are now much higher. The pupils are now being taught how to write down their compositions using musical notation.

## **Physical education**

Provision is **good**.

### **Main strengths and weaknesses**

- The teaching in Years 3 to 6 is good and focuses on improving the pupils' skills
- The pupils enjoy PE, make good progress and achieve well
- There is a good range of extra-curricular sporting activities

### **Commentary**

68. During the inspection, lessons were seen in dance, gymnastics and games in Years 3 to 6 only. The evidence from these lessons and from discussions with the pupils and teachers indicates that the standard of the pupils' attainment is in line with what is expected of pupils of this age. The pupils in Years 3 to 6 achieve well and they make good progress. The planning for Years 1 to 6 covers the requirements of the National Curriculum and there is a good balance of activities, including the opportunity to swim.
69. The quality of teaching in Years 3 to 6 is good and has improved since the last inspection, when there were weaknesses in the subject knowledge of some teachers. Lessons are well organised, there is a good emphasis on strenuous physical activity. In the games lessons seen, there was a clear focus on developing the pupils' tactical awareness and, in all aspects of the subject, the pupils are shown how they can improve their skills. This has a significant impact on the pupils' achievement and their good progress. For example, in a very good dance lesson in Year 5, the teacher's very good questioning extended the pupils' understanding of how movement can respond to music and encouraged the pupils to evaluate their work. Many of the pupils produced work of a high standard as they produced tableaux of movement linked to family values in the Second World War. Good opportunities for the pupils to evaluate their work, and that of other pupils, were also evident in a gymnastics lesson in Year 3. The pupils worked imaginatively and responded well to the teacher's high expectations, a strong feature of all of the lessons observed.
70. The pupils enjoy their physical education lessons and take part enthusiastically. They work well together in pairs and larger groupings and their behaviour is very good. The positive relationships in lessons helps to create a positive learning environment in which all of the pupils, including those with special educational needs and those for whom English is an additional language, can make good progress. Discussions are a regular feature of the lessons and they are used well to promote the pupils' language development.
71. PE is well led and managed by the co-ordinators. They are knowledgeable and enthusiastic about the subject. They have had opportunities to monitor the teaching and learning and have suitable plans for further development, including improving the procedures for assessing the pupils' work. Many staff are committed to providing a range of extra-curricular opportunities, including football, netball and cricket, and there are good links with sports clubs in the local community, some of whom provide extra coaching. This has a positive impact on the pupils' progress and their achievement.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

72. Work was sampled in this area. The evidence of the few lessons seen and from discussions with staff and pupils indicates that the overall provision is good, although it is not possible to make firm judgements on teaching and learning. The curriculum includes good provision to promote the pupils' understanding of citizenship, through its programme of personal, social and health education and the school council also contributes well to this development. This programme includes lessons in sex and relationships and the use and misuse of drugs, and is

well supported by parents. Personal, social and health education lessons provide good opportunities for the pupils to discuss and resolve a range of issues.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>4</b>
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
<b>Overall standards achieved</b>	<b>5</b>
Pupils' achievement	4
<b>Pupils' attitudes, values and other personal qualities</b>	<b>2</b>
Attendance	4
Attitudes	2
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
<b>The quality of education provided by the school</b>	<b>4</b>
The quality of teaching	4
How well pupils learn	4
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	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
<b>The leadership and management of the school</b>	<b>4</b>
The governance of the school	4
The leadership of the headteacher	4
The leadership of other key staff	4
The effectiveness of management	4

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