

# INSPECTION REPORT

## **GRANBY PRIMARY SCHOOL**

Leicester

LEA area: Leicester City

Unique reference number: 120006

Headteacher: Mr P. M. Fowler

Lead inspector: Paul Edwards

Dates of inspection: 22<sup>nd</sup> – 25<sup>th</sup> September 2003

Inspection number: 259814

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 years
Gender of pupils:	Mixed
Number on roll:	421
School address:	Granby Road Leicester
Postcode:	LE2 8LP
Telephone number:	(0116) 2832013
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Appropriate authority:	The Governing Body
Name of chair of governors:	Dr Richard P. Shaw
Date of previous inspection:	16/11/98

## CHARACTERISTICS OF THE SCHOOL

Granby Primary School has 421 pupils on roll, 226 boys and 195 girls. Fifty children attend the Nursery on a part-time basis. Most pupils are from white ethnic backgrounds and a minority are from a wide range of different ethnic backgrounds. Twenty per cent of the pupils have been identified as having special educational needs and ten have a statement of special educational need. Two per cent of the pupils speak English as an additional language, a small number of whom are at an early stage of learning English. Pupil mobility is broadly average with 23 pupils joining and 21 pupils leaving the school at times other than the normal admission and leaving times. The school gained Investor in People status and a School Achievement Award in 2002. Attainment on entry to the school is below average.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21069	Paul Edwards	Lead inspector	The Foundation Stage, English as an additional language, science, information and communication technology, music, physical education.
9003	Brian Findley	Lay inspector	
27541	John Collins	Team inspector	Special educational needs, English, art and design, geography.
20798	John Marlow	Team inspector	Mathematics, design and technology, history, religious education.

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

This is a **very effective** school. Due to the strong leadership and good teaching the pupils make good progress during their time at the school. The curriculum is varied and stimulating and enriched by an excellent range of activities. The school provides very good value for money.

The school's main strengths and weaknesses are:

- The pupils achieve well overall because of the good quality of teaching.
- Assessment procedures are very good. The marking of the pupils' work however, is not as effective because it rarely identifies how the pupils might improve.
- Standards are above average overall. Nevertheless, standards in reading and writing could be higher by the end of Year 2 and Year 6.
- Standards in science have improved significantly since the previous inspection.
- Information and communication technology is used effectively to support learning in other subjects.
- The curriculum is good and is enhanced by an excellent range of enrichment activities.
- The pupils' attitudes towards learning and their behaviour are very good.
- The headteacher provides very effective leadership and is well supported by staff and governors.
- Classroom assistants are used very effectively and make a strong contribution to the pupils' achievements.

There have been considerable improvements since the previous inspection. The school is clear about what needs to be done to improve and uses staff and resources well to make it happen. The good teaching has been maintained and teachers' planning has improved. The checking of teaching and learning is more systematic and has resulted in higher standards.

### STANDARDS ACHIEVED

**Standards are above average and the pupils achieve well.** The children are taught well and make good progress in the Nursery and Reception classes and are on course to attain the Early Learning Goals by the time they enter Year 1. By the end of Year 2 and Year 6, standards are above average in mathematics and science. They are average in English but could be higher if the pupils were given more opportunities to develop their reading and writing skills in other subjects. However, the trend in all subjects is one of continuous improvement and this is confirmed by the provisional 2003 National Curriculum test results. In all year groups, pupils with special educational needs and those who are learning English as an additional language make good progress.

Standards in information and communication technology are good by the end of Year 2 and Year 6 and computers are used well to improve learning in other subjects.

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2000	2001	2002	2002
English	D	B	C	C
mathematics	C	B	A	A
science	E	C	C	C

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

The pupils have very positive attitudes towards learning and behave very well. The pupils play happily together in the playground and older pupils look after the younger children. Pupils are respectful and

pay good attention in lessons. **The pupils' personal qualities, including their spiritual, moral, social and cultural development are fostered well.** Attendance is satisfactory.

## **QUALITY OF EDUCATION**

**The quality of education is good.** The school provides a good curriculum which is enhanced by an excellent range of enrichment activities. The staff and community provide a vast range and number of clubs and activities in which a large number of pupils participate. The provision for pupils with special educational needs is very good and those pupils who are learning English as an additional language are provided with good support. **The teaching is good.** Pupils are generally given work that is challenging although this is not always the case in Years 1 and 2. Classroom assistants make a significant contribution to pupils' learning. The teachers assess the pupils' work very well and make good use of the information to plan further work. However, marking rarely helps the pupils to improve their work. The overall quality of care, guidance and support for the pupils is very good. Good relationships exist between staff and pupils and the school has very good procedures for looking after the pupils to ensure their care, welfare, health and safety. Partnerships with parents and links with the community and other schools are good. There are particularly good links with teacher training establishments.

## **LEADERSHIP AND MANAGEMENT**

**The leadership and management of the school are very good** and this has resulted in continued improvements. Staff are successfully deployed and the school runs very smoothly. Subject co-ordinators play a significant role in raising standards and monitoring the quality of teaching and learning in their subjects. The governors know the school very well and are very supportive.

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

The parents are satisfied with the school which is well thought of within the community. They feel their children are treated well and are making good progress. Most pupils enjoy school.

## **IMPROVEMENTS NEEDED**

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

- Raise standards in reading and writing further
- Ensure work is sufficiently challenging in Years 1 and 2
- Improve the quality of the marking of the pupils' work so that they are given more guidance on how to improve

## **PART B: COMMENTARY ON THE INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

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

Overall, the pupils' achievement is good throughout the school.

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

- The results of the National Curriculum tests at the end of Year 6 are almost always above average in mathematics, the result of consistently good and better teaching in Years 3 to 6
- Almost half of the pupils attain the higher Level 5 in the National Curriculum science tests Standards have improved significantly and are above average by the end of Year 6 Occasionally, the overuse of undemanding worksheets inhibits the pupils' progress, particularly in Years 1 and 2
- The pupils achieve well in English throughout the school. But they could do better if they were given more opportunities to develop their reading and writing skills in other subjects
- Standards in information and communication technology are above average at the end of Year 2 and Year 6 and the pupils use their skills effectively in all areas of the curriculum
- Children in the Foundation Stage achieve well and make good progress throughout the Nursery and Reception classes and most attain the Early Learning Goals in all areas of learning

#### **Commentary**

#### **Standards in national tests at the end of Year 6 – average points scores in 2002**

Standards in:	School results	National results
English	27.1 (28.4)	27.0 (27.0)
Mathematics	28.3 (28.1)	26.7 (26.6)
Science	28.4 (28.8)	28.3 (28.3)

*Figures in brackets are for the previous year*

1. Since the previous inspection there has been a clear focus on raising standards in English, mathematics and science. The school has been very successful in mathematics and science with a significant number of pupils attaining better than average standards. Although standards have not improved at the same rate in English, they do show a year-on-year improvement. Inspection findings show that standards have risen but they are not as high as they could be in reading and writing in all year groups.
2. The children achieve well in the Foundation Stage and make good progress throughout the Nursery and Reception classes. As a result, most achieve the Early Learning Goals by the time they enter Year 1. Speaking and listening skills develop well throughout the school as a result of the teachers' focus on this aspect. The pupils' reading skills develop satisfactorily throughout the school but a lack of opportunities to practise and develop reading skills outside of literacy lessons and guided reading activities inhibits their progress. There has been a focus on developing the pupils' writing skills and satisfactory progress has been made. However, there are few opportunities to use and develop these skills in subjects such as science, and the overuse of mundane worksheets, particularly in Years 1 and 2, results in the pupils not making the progress they should.
3. Pupils with special educational needs are provided with very good support and this enables them to make good progress. There is frequent and regular communication to ensure that these pupils receive the support they need and support staff are fully involved in ensuring the pupils attain the targets contained in individual education plans. Pupils who are at an early



stage of learning English as an additional language are also provided with a good level of support, enabling them to fully participate in all aspects of the curriculum and to achieve well.

4. By the end of Year 2, the pupils' achievements are satisfactory although standards are below the national average. In the juniors, in mathematics and science, the pupils achieve well and attain standards above the national average by the end of Year 6. The pupils' scientific investigative skills develop well as a result of the regular opportunities to carry out this type of work. Although overall progress is good, better marking of the pupils' work, particularly in Years 1 and 2, would give the pupils a clearer understanding of what they need to do to improve and would help to raise standards further.
5. Information and communication technology is used effectively in all classes to support learning in other areas of the curriculum and very effective use is made of the computer suite and classroom computers. Children in the Foundation Stage are given a good introduction to using computers and their skills are built on effectively in all classes. The curriculum includes a very good range of enrichment activities and these make a significant contribution to the pupils' achievement in subjects such as physical education, music and art and design.
6. The school has recognised where the pupils' attainment can be improved and has effective strategies in place to improve standards further. Strong, effective leadership by the subject co-ordinators is a key factor in the improvement in standards.

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

7. Pupils have very good attitudes to learning and most behave very well, especially as they grow older. They mature quickly from their first days in the school and leave well prepared for their next stage of personal development. Provision for spiritual, moral, social and cultural development remains good.

### **Main strengths and weaknesses**

- Pupils demonstrate enthusiasm for school activities and a desire to learn
- Relationships with staff and each other are strong
- Pupils behave very well and take responsibility willingly
- Positive management of behaviour by staff is good
- Opportunities in the curriculum for personal development are good
- The recording of bullying incidents needs to be improved

### **Commentary**

8. The school has further improved the pupils' good attitudes and behaviour seen at the last inspection. It has successfully promoted an ethos of community and achievement and created in pupils a desire to please and do well. The pupils demonstrate a clear understanding of routines and soon settle into productive levels of work in the classroom, where class rules are agreed at the start of each year.
9. Playtimes are usually harmonious and pupils are comfortable in school, feeling free from any fear of intimidation by others. Pupils rarely need more than a gentle reminder about their behaviour and there has been only one fixed term exclusion in the past year. Parents feel that behaviour in the school is good but the procedures for recording incidents of bullying should be clarified.
10. Provision for the pupils' personal development is good, especially the contribution made by assemblies. Pupils take a willing part in the running of the school from classroom helper to representative on the school council and more generally in class council sessions. Older pupils volunteer to help play with younger pupils and a buddy system provides peer support in

the playground. Pupils also attend the many school clubs in large numbers and visit places of cultural and multi-cultural interest around Leicester.

## Attendance

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

Authorised absence		Unauthorised absence	
School data	6.2	School data	0.1
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.*

11. Attendance and punctuality are satisfactory and the rate of exclusion is very low. Attendance rates have been steady at 93.7% for the last two years, which is below the national average but higher than at the last inspection. The school monitors attendance well and deals promptly when concerns are identified, so for example, unauthorised absence is kept low. Most pupils have a good record of attendance but there are a few families who do not respond adequately to efforts by the school to bring about improvement in their child's attendance.

### 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	371	1	0
White – any other White background	1	0	0
Mixed – White and Black Caribbean	8	0	0
Mixed – White and Black African	5	0	0
Mixed – White and Asian	3	0	0
Mixed – any other mixed background	6	0	0
Asian or Asian British – Indian	4	0	0
Asian or Asian British – Bangladeshi	4	0	0
Asian or Asian British – any other Asian background	6	0	0
Black or Black British – Caribbean	4	0	0
Black or Black British – African	1	0	0
Black or Black British – any other Black background	5	0	0
Any other ethnic group	3	0	0

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

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

### Teaching and learning

The teaching is good and the pupils learn well. The quality of the assessment of the pupils' work is very good.

## Main strengths and weaknesses

- Teaching in the Nursery and Reception classes is consistently good
- Pupils with special educational needs are provided with very good support, their needs are identified clearly and they make good progress as a result
- In most lessons, work is challenging for all groups of pupils. An overuse of mundane worksheets results in a lack of challenge in some lessons, particularly in Years 1 and 2
- The teachers make very effective use of assessment information to plan work and to match work to the pupils' ability. But marking does not always help pupils to improve their work
- Because lessons are interesting and the teachers enthusiastic, the pupils behave well and show considerable interest in their work
- The teachers question the pupils very effectively

## Commentary

### Summary of teaching observed during the inspection in 52 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	6 (11.5)	34 (65,5)	12 (23)	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.*

12. The teaching in the Nursery and Reception classes is good. The teaching staff and classroom assistants work together very effectively and good planning ensures the children are given a secure start to their education and that they achieve well. The teachers' questioning and prompting encourages the children well and they make good gains in all areas of learning. In the Nursery there is a very good balance between teacher directed activities and those that the children choose themselves, helping to develop their self-confidence. In the Reception class, the children are given a good introduction to literacy and numeracy activities through a more directed approach. In both classes, the teachers' assessments of the pupils' progress are very astute and used effectively to identify the next steps in learning.
13. Teaching in Years 1 and 2 is satisfactory overall with some good teaching observed during the inspection. In these classes, the teachers sometimes do not move the pupils on as quickly as they might and there is sometimes a lack of challenge for the more able pupils, particularly in mathematics. In Years 3 to 6 teaching is consistently good with some very good teaching observed. A strength of teaching throughout the school is the way in which teachers question the pupils to determine what they know, understand and can do and use this information when planning the next steps in learning. This questioning helps the pupils to develop their ability to explain their thinking. The relationship between staff and pupils is very good and this helps to create an atmosphere where the pupils are not afraid to have a go at responding to the teachers' questions, resulting in most making good gains in their learning.
14. The pupils' learning is good overall. Most work well independently, know what they have to do and organise themselves efficiently. In English, the pupils' develop good speaking and listening skills as a result of the opportunities provided by the teachers in most curriculum areas.
15. The proportion of pupils with special educational needs has increased significantly over the past few years and it is to the credit of the school that they have reacted very positively to this change. The school has developed very good procedures for identifying the pupils' needs and the quality of teaching for these children is good, both during withdrawal sessions, and when supported in class by the very effective classroom assistants. Pupils who are at an early stage of learning English as an additional language also learn well as a result of the good teaching, support and guidance they receive.

16. The teachers use a very good range of assessments to identify how well the pupils are performing and this helps them to match work closely to their needs. To ensure that the pupils make the progress of which they are capable, the headteacher and staff have successfully introduced additional literacy, numeracy and science sessions. Few teachers mark the pupils' written work effectively and there is little indication how they might improve their work.

## **The curriculum**

The school provides a good curriculum that is rich and varied and is considerably enhanced for significant numbers of pupils through its excellent programme of clubs and extra-curricular activities.

## **Main strengths and weaknesses**

- Equality of opportunity is a strong feature of the schools' provision and all groups of pupils are able to achieve well
- The school works hard to improve the curriculum to cater for the needs of all of its pupils
- The provision for pupils with special educational needs is very good

## **Commentary**

17. The curriculum is good and meets all the requirements of the National Curriculum. There are appropriate arrangements for the teaching of sex education and raising the awareness of older pupils of the dangers of drugs abuse. Religious education is taught following the guidance of the Locally Agreed Syllabus. A particular strength is the emphasis on pupils' personal development. The curriculum is enhanced for many pupils through the excellent range of extra-curricular clubs and activities, visits and visitors to school. These develop skills in sport and music well and widen pupils' knowledge and understanding of their own and other communities.
18. The school has a very high commitment to the inclusion of all its pupils in all aspects of its provision. The schools' academic curriculum is very well supported by the personal development of pupils. The personal, social and health education of all pupils is developed through a well-planned series of topics that relate well to the ages of the pupils as was seen in two particularly effective lessons in Year 6.
19. Provision for pupils with special educational needs is very good. The school takes good account of the needs of the different groups of its pupils. There is good planning for those pupils with special educational needs and the few pupils who have been identified as gifted and talented. Effective planning for different groups of pupils in classes or small groups ensures that all groups are able to make good progress in their learning. These pupils integrate well because their teachers and learning support assistants know them well and plan their work accordingly. Their individual education plans are of good quality and work is closely matched to the targets in them so that the pupils are able to make good progress. All groups of pupils are set tasks appropriate to their abilities within the classroom and the school provides well for the few pupils for whom English is an additional language. These groups are able to make progress as good as that of most other pupils.
20. The school has introduced a number of activities to give further support to specifically targeted groups of its pupils. For example, some pupils have received additional support to enable them to improve their knowledge and understanding of science and this has been very successful in raising standards by the end of Year 6.
21. Most lunchtimes and after school, the pupils are provided with the opportunity to participate in one of the many and varied clubs that are run by teachers, assistants and members of the community. The activities, which cover many sporting, musical and academic areas, are attended by very large numbers of pupils, who are very appreciative of the time and effort put in by the organisers.

## **Care, guidance and support**

The school takes good care of pupils' welfare, health and safety. Teachers and support staff keep themselves very well informed about pupils' progress in their work and their personal development, and provide very good levels of carefully targeted support and advice. Pupils are given good opportunities for influencing work and development in the school through school council activities.

### **Main strengths and weaknesses**

- There are very high levels of support, especially for pupils with special educational needs
- Support staff are used very effectively and have a significant impact on the progress made by pupils
- Arrangements for the protection and safety of pupils are good
- Impact of school council for all pupils is good
- Induction arrangements are good

### **Commentary**

22. Effective procedures for the welfare and safety of pupils ensure the school is a safe place for learning, for example through risk assessments in curriculum areas, recorded site inspections and an independent audit of both practice and procedures. All members of staff are regularly updated on child protection procedures. There are good levels of first-aid expertise and welfare arrangements are adequate. The vast majority of pupils know of an adult they can go to if in need of support, which is consistent with the very high levels of individual support seen. Guidance is based on very effective assessments of pupils' work and knowledge of their personal development. Support is also timely, with staff arriving in the classroom at the moment their support is planned for. Lunchtime supervisors involve themselves in pupils' games and attend to incidents promptly. The pupils value the opportunity to contribute ideas through the school council although there are limited opportunities for them to take the lead during meetings.

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

The school continues to promote a good partnership with parents and carers, who think very well of what the school provides for pupils. Links with the community are used well to support learning. Links with other schools and colleges are good and enhance the range of opportunities for pupils.

### **Main strengths and weaknesses**

- Information about the school is detailed and informative
- Most parents take a keen interest in their children's work and there are good links between home and school
- Consultation over special educational needs provision is very good
- Community and business links are good and there is good liaison with other schools concerning curriculum issues
- The school has very good arrangements and links for the initial training of teachers
- The pupils' progress is not always reported clearly in subjects such as history and geography

### **Commentary**

23. The school has established a good relationship with parents and other community partners. The quality of information provided to parents is good, especially formal publications, such as

the prospectus and the governors' report to parents. Curriculum information is provided each term in advance of lessons and an Internet web site contains information about school life. Reports outlining the pupils' progress are satisfactory with detailed information and targets for improvement in core subject areas. However, information in other subjects does not always indicate enough about strengths and areas for improvement. Parents give good levels of support to school activities. There is a very active parent teacher association and a significant number of helpers in the classroom. Most parents support the work of their children at home. The school is developing a community room to be used by parent support groups and to encourage more parents to become involved in their children's learning. At present parents can join their children at mathematics and cyber café clubs after school. The school also responds well to complaints and suggestions. Homework arrangements were altered in response to a survey of parents. Community links are broad and beneficial, similar to those at the last inspection and include help from staff from industry, who visit to listen to pupils read. Liaison with pre-school groups includes lending or donating resources. There are good links with feeder schools and other schools in the area.

## **LEADERSHIP AND MANAGEMENT**

The leadership and management are very good. The governors support the school very well and the headteacher and senior staff provide a clear direction, helping the school to continue to improve.

### **Main strengths and weaknesses**

- The knowledgeable and committed Governing Body make a very good contribution to the vision and direction for the school
- Strategic planning is very good
- The headteacher and staff fully recognise the strengths and weaknesses of the school. There is a shared commitment to raising standards
- Self-evaluation procedures are very good and help drive up standards
- Co-ordinators have a very good understanding of their subjects and are enthusiastic in their desire to ensure improvements take place

### **Commentary**

24. The quality of leadership and management are very good. This is reflected in the commitment and enthusiasm provided by the headteacher and his hard-working staff team, and the work of the governors. Roles and responsibilities are clearly defined, and staff have specific management responsibilities that support the school well. The leadership provides clear direction for the school encapsulated in its fundamental aim of providing pupils with the best possible opportunities to succeed. The headteacher sets out very clear aims and values that have guided the school's development. He is successful in providing an equitable and inclusive climate for learning, where all pupils feel challenged and valued and where they work hard and are encouraged to have high aspirations. A strong ethos and environment of care fosters the positive relationships which exist throughout the school and into the immediate community.
25. The governing body fulfils its statutory duties well, and provides the headteacher and staff with encouragement and support whilst holding the school to account for the quality of its work. It has a good grasp of the school's strengths and weaknesses and has a clear sense of the priorities needed for its development. For example, in the way it plays a key role in formulating and drafting the school improvement plan. The current plan is comprehensive in its coverage, sets out appropriate priorities and goals for success centred upon pupils' personal and academic achievement. The plan provides the focus for school monitoring by both the leadership team and by governors. Subject leaders are effective in developing their subjects, especially those for English, mathematics, science and information technology. This includes making lesson observations, monitoring and evaluating the quality of teaching and learning, the sampling of pupils' work, looking at teachers' planning and monitoring the progress made by

pupils, for example in recording test results and using the information to set targets for future learning. The governors together with the teachers work very effectively in interpreting performance data and setting challenging targets, and this has underpinned the continuing improvement in standards in recent years. The National Strategies for Literacy and Numeracy are embedded in the school's planning and play a major part in supporting standards in other subjects.

26. The school's management of provision for pupils with English as an additional language is good and enhanced through support from the county's ethnic minority achievement grant. Pupils are quickly assessed and appropriate support provided, and this is having a very positive effect upon the progress of these children. Provision for pupils with special educational needs is very strong, and reflects the school's vision of encouraging all pupils to achieve their best. Individual education plans are very good and set out clear measurable, achievable, realistic targets for pupils. These plans are fully understood by staff and pupils and regularly shared with parents.
27. The school undertakes rigorous self-evaluation and uses the findings effectively to help raise standards. For example, the experience and expertise of teaching and support staff are used well to tackle the demands of the curriculum and to provide a wide range of learning opportunities for the pupils. The induction of new staff is thorough and effective in helping them to work to the values and aims of the school. The system for staff appraisal and performance management is secure and of good quality. This ensures that school priorities and individual staff needs are recognised and included in the process.

### **Financial information**

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

Income and expenditure (£)	
Total income	860,029
Total expenditure	787,539
Expenditure per pupil	1,964

Balances (£)	
Balance from previous year	91,909
Balance carried forward to the next	73,290

28. The use of financial resources is very well managed. The headteacher, staff and governors work together well to set short-term priorities and then support them with the appropriate allocation of resources. The finance committee efficiently and regularly monitors the implementation and progress of initiatives and their associated expenditure. Information is made available so that all staff and governors are kept well informed. A recent local education authority audit confirmed the strengths of the financial systems that are in place. Resources are carefully directed to priorities within the school improvement plan and appropriate care is taken in planning contingencies, for example, for any potential fall in rolls in the area and the loss of grants. Staff and governors are implementing the principles of best value well. For example, they continually check whether the contracts they place offer the best cost-effective return for the school. Such undertakings include grounds maintenance, the purchase and servicing of computers, and improvements to premises. The school has accrued a large underspend. However, there are clear plans in place that identify how the money is going to be used, including the upgrading of computer facilities.

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

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

29. The provision for children in the Nursery and Reception classes is good overall. The Foundation Stage is well led and managed. The newly appointed co-ordinator has a clear understanding of the way young children learn. The staff plan work together, ensuring that teaching builds effectively on what has been previously taught. Throughout the Foundation Stage, the teaching assistants play a significant role in ensuring the children make the progress of which they are capable. Children with special educational needs are provided with very good support and the more able children are provided with effective encouragement. The teaching in both classes is good in all areas of learning. The teachers assess the children's progress very effectively, identifying the strengths and weaknesses of individuals and adapting their planning to take account of their needs. By the time they enter Year 1, the children's attainment is in line with the Early Learning Goals in all areas of learning.

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

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

- the staff take very good care of the children
- there are good opportunities for the children to develop their social skills
- there is a good balance between teacher directed and child chosen activities

#### **Commentary**

30. Provision in personal, social and emotional development is good. The good planning encourages the children to take responsibility for their own learning and, as a result they achieve well. They are provided with many opportunities to work unsupervised and role-play activities develop their self-confidence and ability to work co-operatively. Although new to the school, children in Nursery are secure in classroom routines and children in the Reception class show considerable interest in literacy and numeracy lessons. Adults provide a very good level of care and are excellent role models, developing the children's ability to show consideration for one another.

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

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

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

- there are very good opportunities for the children to develop their speaking skills
- most children make good progress in all aspects of this area of learning
- a small minority find it difficult to listen for sustained periods

#### **Commentary**

31. As a result of the good teaching the children achieve well in communication, language and literacy. Some children find difficulty maintaining concentration for any length of time. However, as soon as they enter the Nursery, the staff provide the children with a wide range of opportunities to develop their speaking and listening skills through effective questioning. By the time they enter Year 1 the children are reasonably confident in speaking to adults and most are good at listening to others. Considerable emphasis is placed on basic skills when children enter the Nursery, for example holding pencils correctly. These basic skills are followed up in the Reception class, enabling most children to write neatly by the time they enter Year 1. A very



good emphasis is placed on the development of early reading skills through the Literacy Framework. Because of this, some children in the Reception class are already reading simple stories fluently and are building up a wide vocabulary. In both classes, the staff take every opportunity to share and read stories and the regular reinforcement of sounds and words helps the pupils to achieve well in their reading.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **good**.

### **Main strengths and weaknesses**

- the children develop confidence in their mathematics skills and achieve well
- the teachers provide a wide range of opportunities for the children to promote their mathematical understanding

### **Commentary**

32. There is a very good practical focus to activities in the Nursery and this not only increases the children's knowledge and understanding but also helps them to use the language of mathematics confidently. Teaching is effective with teachers checking on levels of understanding before moving on to a new aspect of learning. The Reception class teacher is skilled in adapting her questions and planning to suit the different levels of ability in her class. In both classes the children regularly sing and recite counting rhymes to reinforce their knowledge of numbers and simple problem solving.

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

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

### **Main strengths and weaknesses**

- the children make good use of computers to improve their learning in other areas
- A good range of visits and visitors enhance the children's learning in this area

### **Commentary**

33. Activities are well-planned and provide a wide range of opportunities for the children to learn about the world. For example, the teacher in the Nursery improves the children's knowledge of the seasons by way of a song, 'Autumn leaves turn orange and brown'. The celebration of festivals from different faiths provide the children with an increasing awareness of the diversity of cultures. Children use computers regularly in both classes and this provides them with a firm foundation for developing information and communication technology skills as they move through the school.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **good**.

### **Main strengths and weaknesses**

- The children are provided with regular opportunities for physical activities in the hall
- There are good opportunities for the children to enhance their physical development through outdoor play activities

## **Commentary**

34. The children achieve well in the area of learning as a result of the good teaching which provides them with opportunities to run, jump, balance and climb during physical education sessions in the hall. The teachers encourage the children to learn from others and most make good progress in throwing and catching a ball. The use of the outdoor area provides the children with good opportunities to develop physical skills through the use of wheeled vehicles. A significant minority of the younger children need considerable help in guidance in using scissors and holding pencils correctly, but good teaching ensures most achieve the goals.

## **CREATIVE DEVELOPMENT**

Provision in creative development is **good**.

### **Main strengths and weaknesses**

- There is a wide range of activities for art and craft
- There is a good balance between teacher led and child chosen activities

## **Commentary**

35. The children achieve well in this area because the teachers provide them with a good opportunities to experiment with paints and modelling materials. Although considerable guidance is needed for the younger children, most show satisfactory skills when drawing, painting and producing collages. Some children find it difficult to share and take turns but opportunities for role-play such as those in the 'kitchen' help reinforce the importance of sharing and taking turns.

## SUBJECTS IN KEY STAGES 1 and 2

### ENGLISH

The provision for English is **good**. Most pupils are achieving well in developing their skills in writing, speaking and listening and making satisfactory progress in reading.

#### Strengths and weaknesses

- Overall teaching is good with some very good teaching seen in Years 3 to 6
  - Leadership and management of the subject are good
  - Standards have improved since the previous inspection
  - Pupils with special educational needs are very well supported
  - The marking of pupils' work is inconsistent
  - More opportunities could be provided for pupils to use and develop their reading and writing skills
36. By the end of Year 2 and Year 6 standards are average. Most pupils are making good progress in developing their skills in writing, speaking and listening and satisfactory progress in reading. The very good provision for pupils with special educational needs ensures that most are making good progress overall. These pupils receive support through a mix of small group support and support in literacy lessons, which is closely matched to their needs. Over eighty per cent of the teaching seen was good or better, being slightly better in Years 3 to 6 than Years 1 and 2. All teachers show good subject knowledge and plan a range of activities that engage and interest all groups of pupils. There are consistent high expectations of good behaviour and standards of work, resulting in most pupils working as well as might be expected. Very good use is made of classroom support staff to enable all groups of pupils to contribute to the lesson.
37. Leadership and management of the subject by the coordinator is founded in a comprehensive knowledge of standards in the subject across the school, and a clear understanding of what needs to be done in order to improve them. With the support of the coordinator for pupils with special needs, a series of new initiatives have been introduced to give well-focused support to developing literacy skills in all year groups. They have not been in operation long enough yet to have any significant impact but initial observations show that they are becoming increasingly effective in developing literacy skills for many pupils across the school.
38. Progress in developing speaking and listening skills is good. All pupils listen well to their teachers and each other and this enables them all to contribute to class discussions. Year 2 pupils respond well to instructions and questions and more able pupils are developing a wider range of vocabulary in their responses. By the time pupils are in Year 6 they sensibly question each other's ideas as was seen in a lesson using the work of Charles Dickens. One pupil took on the role of a street urchin and others questioned him sensitively about his feelings and emotions. Similar skills were observed in another Year 6 lesson based on the story 'The Suitcase Kid', where pupils had to consider the feelings of the character and suggest solutions to his problems.
39. Reading skills across the school have not developed as well as in other areas of literacy but progress overall remains satisfactory. There is a good focus on developing the skills needed to understand and interpret text, but more opportunities for all pupils to practice these skills could be made available in other areas of the curriculum. For example, opportunities are missed in geography, history science and lessons in religious education to allow pupils to read for themselves rather than just following a piece of text read by the teacher. This remains an area for development.
40. Writing skills have been a focus recently and progress has been satisfactory overall. Standards in handwriting and spelling have improved overall since the last inspection. In some subjects, however, the over-reliance on worksheets limits the range and quantity of what the pupils might write for themselves. For example, in science, the pupils' written responses are frequently limited because worksheets do not allow them the space to elaborate their ideas. Additionally,

the marking of pupils' work is inconsistent and does not give them an idea of how they might improve.

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

41. Generally, satisfactory opportunities are provided for the pupils to develop their literacy skills in other subjects apart from English. However, there is an overuse of mundane worksheets in some subjects and this inhibits the development of writing skills. The pupils also need more opportunities to practise reading skills in subjects such as history and geography.

## **MATHEMATICS**

The provision in mathematics is **good**.

### **Main strengths and weaknesses**

- standards and achievement made by pupils at the end of Year 6 are good
- planning is comprehensive and assessment and target setting of pupils by teachers is good
- the quality of teaching and learning in Years 3 - 6 is often good
- very effective use is made of learning support assistants
- there is strong leadership by the subject co-ordinator
- teachers' marking rarely provides children with information on how to improve their work

### **Commentary**

42. By the end of Year 2 pupils attain standards that are currently below the national average, but their overall achievement is satisfactory. This represents a slight decline in standards since the last inspection. Pupils' achievement is accelerated in Years 3 - 6 where the present Year 6 is on course to achieve standards that are above the national average. This is a considerable improvement since the last inspection. Pupils with special educational needs and those who speak English as an additional language make good progress as a result of the valuable support provided by the learning support assistants.
43. Mathematics makes a satisfactory contribution to pupils' information and communication technology development. There are opportunities for pupils to interpret data and draw graphs, and to devise strategies for answering number problems related to everyday experiences. This is having a positive impact on their achievement.
44. The quality of teaching and learning is good overall. There are examples of good teaching in all phases of the school, this is most marked in Years 3 to 6 where pupils achieve well in lessons because:-
- teachers deliver lively sessions in which they capture the enthusiasm of the children, promote their numeracy skills and improve the speed and accuracy of their thinking;
  - teacher direct their questions well to ensure that pupils of differing levels of attainment are involved, challenged and respond well in groups.
45. In comparison the quality of teaching in the infant classes whilst never less than satisfactory sometimes fails to move lessons on at a lively pace and sustain the children's attention and enthusiasm. Inspection findings show that teachers do not consistently help higher attaining pupils move onto more challenging work. This limits their progress.
46. The leadership of mathematics is good. The subject co-ordinator recognises the need to drive up standards. In response, the school has recently introduced a range of initiatives. These include a whole school framework of numeracy targets and improved procedures for assessing pupils' learning and directing additional support to identified individuals and groups of pupils. In

addition, the school analyses test results in order to identify areas of strength and weakness in pupils' knowledge and skills.

### **Mathematics across the curriculum**

47. There are good opportunities for the pupils to apply their mathematical skills in other subjects. There are particularly good links with science, geography and information and communication technology. For example pupils in Year 5 made effective use of a spreadsheet to record and analyse water usage in a typical house.

### **SCIENCE**

The provision in science is **good**.

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

- At the end of Year 6, the pupils attain standards in National Curriculum tests that are above the national average
- Standards in science have improved
- Teachers plan work well to meet the needs of all pupils
- The pupils develop a good understanding of scientific vocabulary
- There are good opportunities for pupils to carry out investigative activities
- There is an overuse of mundane worksheets which restrict the opportunities for pupils to practise writing skills in most year groups

#### **Commentary**

48. Standards have improved in science because of the good teaching, particularly in Years 3 to 6. The school has also made very effective use of its assessment information to identify which pupils need additional support and this has been provided, both in class and through additional 'booster classes'. This has made a significant impact on enabling the less able pupils to achieve well and to make the good progress seen by their peers. Challenging work for the older, more able pupils has resulted in almost half of the pupils attaining above average standards.
49. The school's analysis of assessments identified that pupils were not developing an appropriate scientific vocabulary and this was inhibiting their progress. Teachers have worked hard to rectify this and most pupils now use a wide range of appropriate terminology when recording their science work. The teachers plan the lessons well and there is a clear identification of what the pupils will be able to do by the end of the lesson. Very good, searching questions by the teachers, particularly in Years 3 to 6, challenge the more able pupils to think carefully about their work. Pupils in Years 1 and 2 make satisfactory progress overall but there is occasionally a lack of challenge in the work they are given and too many undemanding worksheets, resulting in some underachievement. The worksheets also inhibit the pupils' opportunity to improve their writing skills. The marking of pupils' work rarely identifies how they might improve.
50. In the lessons seen, the teachers encouraged the pupils to discuss their ideas and findings and this good strategy enabled pupils to learn effectively from one another. Teachers generally demand high standards and the overall majority of pupils show they are keen to learn and do their best.

### **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

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

- Information and communication technology is used effectively to support learning in other subjects
- Standards are above average at the end of Year 2 and Year 6 and the pupils achieve well
- Pupils make good progress throughout the school
- Standards in modelling could be higher
- The subject is well led and managed

## Commentary

51. Standards in information and communication technology have improved well since the previous inspection because of the improved quality of teaching. The majority of pupils are confident when using computers and they achieve well. In Year 6, a significant minority of the pupils are attaining at the higher National Curriculum levels. The resources are very good, the pupils are taught regularly in the computer suite and the teachers follow a well-planned curriculum, enabling the pupils to make good gains in their learning. The curriculum co-ordinators provide good support, identifying which aspects work well and where improvements are needed. Assessment procedures are good and are used effectively by the teachers to plan the next stage of pupils' learning.

## Information and communication technology across the curriculum

52. The teachers make good use of computer technology to promote learning in other areas of the curriculum. Pupils across the school frequently use computers to produce stories, poetry and reports. Their work in science is enhanced through the use of computer microscopes and digital cameras and the use of spreadsheets is an integral part of mathematics for Year 5 and 6 pupils. The Internet is frequently used for research in subjects such as history, religious education and geography.

## HUMANITIES

### Religious Education

The quality of provision in Religious Education is **satisfactory**. Two lessons were seen in the infants, and one lesson in the juniors.

### Main strengths and weaknesses

- Planning, which reflects the requirements in the Leicestershire Agreed Religious Education Syllabus and national guidelines, is clear and effectively used by the staff
  - The subject leader is enthusiastic and knowledgeable
  - Good quality resources and artefacts have been acquired and are used well
  - There is an over-use of worksheets, particularly in Years 1 and 2, which restrict the development of pupils' own writing styles and recording systems
53. By the end of Year 2 and Year 6 pupils reach standards that are in line with those expected for their age as set out in the locally agreed syllabus for religious education, and their achievement is satisfactory. This matches the judgement from the last inspection. Pupils with special educational needs and those who speak English as an additional language make good progress.
54. The quality of teaching and learning ranges from satisfactory to good but is judged to be satisfactory overall. While the quality of teaching and learning in Years 1 and 2 is satisfactory it could be much better. Occasionally, lessons lack the pace and rigour necessary to spark the imagination of pupils and increase their knowledge and understanding of the major world faiths.

55. The achievement of pupils particularly those in Years 1 and 2 is restricted by the over reliance and completion of worksheets. This has the effect of limiting opportunities for pupils to develop their own writing and recording styles.
56. The co-ordinator has only recently taken responsibility for developing the subject across the school, but she recognises the need to improve standards. This includes monitoring teachers' planning and observing colleagues in class.

## Geography

Provision in geography is **good**. Three lessons were seen, inspectors looked at the previous work of pupils and teachers' planning and talked to the subject coordinator.

### Main strengths and weaknesses

- Standards by the end of Year 2 and Year 6 are likely to be in line with those expected nationally for pupils of a similar age
  - The subject is now planned more systematically to ensure continuity and progress in developing pupils' knowledge and skills
  - More confident teaching is leading to more continuity in pupils' learning
  - More opportunities need to be given to allow pupils to practise their reading skills
57. The teaching and learning in geography has improved since the last inspection when no secure judgements could be made about teaching and the progress that pupils were making. These have both improved and are now more secure through the improvements in planning. The coordinator leads the subject well and has raised the profile of the subject across the school. Standards of work are broadly in line with those expected and the majority of pupils are making satisfactory progress as they move through the school. Teaching and learning are now good, as was seen in all three lessons. For example, pupils in Year 2 designed a passport for 'Barnaby Bear' after carefully looking at the teachers' own passport, while Year 5 pupils were taken on a tour of the school to see how water comes to the school and is taken to where it is needed. The school makes good use of the local environment and visits further afield to develop pupils' sense of place and the impact of people on them. The school has made good improvements since the last inspection.

## History

The quality of provision in history is **satisfactory**.

### Main strengths and weaknesses

- the quality of planning across all year groups is good
  - the quality of teaching and learning in Years 3 - 6, which is often good
  - good working attitudes shown by pupils in lessons
  - leadership of the subject is good
  - pupils in Years 1 and 2 too often record their work pictorially on worksheets, which inhibits their writing skills and opportunities to express their ideas and opinions
58. Standards in history by the end of Year 2 and Year 6 are in line with those expected nationally and their achievement is satisfactory. Standards are similar to those achieved at the time of the last inspection. Pupils with special educational needs and those who speak English as an additional language make good progress, often as a result of well-targeted support by learning support assistants.

59. History makes a satisfactory contribution to pupils' literacy, mathematics and information communication technology development. There are opportunities for pupils to use computers to write in a range of styles and to explore their own ways of recording methods and results of investigations. The achievement of pupils in Years 1 and 2 could be higher if opportunities to record their work extended beyond the use of worksheets.
60. The quality of teaching and learning in Years 3 to 6 is often good because in lessons:-
- teachers are enthusiastic and knowledgeable about the subject. They often capture the imagination of the pupils who in turn respond very positively in lessons;
  - whole class discussions build upon pupils' understanding of the past, and further develop their skills in interpreting historical events.
61. The leadership of history is good. The co-ordinator periodically monitors teachers' planning and has opportunities to observe colleagues in class. The analysis of these observations is helping teachers to improve their assessments of pupils' work and set targets.

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

### **Art and design**

Provision in art and design is **good**.

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

- The planned curriculum provides good opportunities for all pupils to experience a wide-range of materials and develop a wide-range of skills
  - Standards are above average by the time pupils leave school
62. Standards by the end of Year 2 are likely to be in line with those expected nationally. The majority of pupils achieve well in Years 3 to 6 through a well-planned programme of experiences that develop skills in a range of media. These are well displayed around the school and provide inspiration and encouragement to all pupils. By the end of Year 6 standards are likely to be above average. No firm judgement on the quality of teaching was possible on the evidence of the one lesson seen, but scrutiny of pupils' previous work shows that they are taught well to develop their skills. The co-ordinator leads the subject well and manages the resources so that they make a positive contribution to the standards pupils' achieve. The school has improved standards since the last inspection.

### **Design and technology**

The quality of provision in Design and Technology is **satisfactory**. No teaching was observed during the inspection.

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

- There is clear planning in all year groups
  - Leadership of the subject is good
  - The pupils' skills in designing artefacts are not systematically developed and improved as they move through the school
63. Evidence from discussions with pupils and the sample of work show that standards by the end of Year 2 and Year 6 are in line with national expectations. These standards match those found at the last inspection.



64. The subject co-ordinator is knowledgeable and enthusiastic and has plans to improve the development of pupils' designing skills, and their impact on raising standards across the school.

### **Music and physical education**

Only a small number of lessons were seen.

Provision in music and physical education is **good**.

### **Main strengths and weaknesses**

- Standards in singing are good as a result of the good teaching
- There is a very good range of opportunities for pupils to learn to play a musical instrument
- Opportunities for the pupils to participate in out of school sporting activities are excellent

### **Commentary**

65. Evidence from assemblies and hymn singing practice show that the pupils have good singing skills, brought about as a result of the regular and good teaching. The quality of teaching ensures the pupils enjoy this aspect of music and enables them to achieve well. Although outdoor space is limited for physical education, the teachers make very good use of it to ensure the pupils make good progress. Physical education skills are significantly enhanced through a very wide range of clubs, including basketball, football, cricket, rugby and cross-country running. These clubs are effective due to the support of staff and the involvement of the community.

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

66. The school has a well-planned and effective programme that is taught through a range of subjects. The effectiveness of the programme is seen in the quality of the pupils' attitudes, behaviour and understanding of other cultures and religions.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>2</b>
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	2
<b>Overall standards achieved</b>	<b>3</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities</b>	<b>1</b>
Attendance	4
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3
<b>The quality of education provided by the school</b>	<b>2</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	2
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	1
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	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>2</b>
The governance of the school	2
The leadership of the headteacher	2
The leadership of other key staff	2
The effectiveness of management	2

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

