

# INSPECTION REPORT

## **BROWNLOW SCHOOL**

Melton Mowbray

LEA area: Leicestershire

Unique reference number: 119939

Headteacher: Mr Paul Hammond

Lead inspector: Mr Terry Elston

Dates of inspection: 18<sup>th</sup> – 21<sup>st</sup> April 2005

Inspection number: 266522

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Primary  
School category: Community  
Age range of pupils: 4-11  
Gender of pupils: Mixed  
Number on roll: 595

School address: Limes Avenue  
Melton Mowbray  
Leicestershire  
Postcode: LE13 1QL

Telephone number: 01664 562315  
Fax number: 01664 480492

Appropriate authority: The governing body  
Name of chair of Mr M Pell  
governors:

Date of previous 14<sup>th</sup> June 1999  
inspection:

## CHARACTERISTICS OF THE SCHOOL

This is a very large primary school in the market town of Melton Mowbray. There are 595 pupils on roll with a roughly even number of boys and girls. Numbers are falling steadily in common with many local schools. A small percentage of pupils claim free school meals but more are eligible. There are 450 pupils who bring sandwiches rather than have a cooked meal. Employment is plentiful although much of it is poorly paid. Nearly a quarter of pupils come from outside the school's catchment area. Very few pupils come from ethnic minority backgrounds and none is at an early stage of learning English. Around 15 per cent of pupils have special educational needs, mostly with moderate learning difficulties, and under two per cent have a Statement of Special Educational Needs. These are the sorts of percentages found nationally. The attainment of children on entry to the school is broadly average. The school gained the Investor in People award in 2002.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20704	Terry Elston	Lead inspector	Science, design and technology, religious education, provision for pupils with special educational needs.
9569	Jan Leaning	Lay inspector	
30691	Kath Yates	Team inspector	Provision for children in the Foundation Stage, information and communication technology (ICT), music.
20948	John Linstead	Team inspector	Mathematics, art and design, physical education.
32385	Lesley Hastings	Team inspector	Provision for pupils with English as an additional language, English, history, geography.

The inspection contractor was:

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is a good school** where pupils achieve well, especially in mathematics and science. The good leadership, management and teaching account for pupils' good progress. Pupils' very good behaviour and attitudes to work are evident as soon as you enter the school. The very good support and guidance and very strong links with parents help to explain why the school is held in such high regard. The funds are managed very efficiently and the school provides very good value for money.

The school's main strengths and weaknesses are

- Standards are above average in mathematics, science and religious education by Year 6 and pupils' achievements are good
- The headteacher leads very well and has helped put together a very good team of staff
- Pupils love school, their behaviour is very good and attendance rates are well above average
- The good teaching means that pupils learn quickly
- The partnership with parents is very good
- More able pupils do not achieve well enough in writing by Year 6

**The school has done well since the last inspection** and has rectified all of the main weaknesses. Standards are generally similar to before but, while they are higher in religious education by Year 6, they are lower in English. The planning for future developments has improved and now gives a clear picture of the school's priorities.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	B	B	C	C
Mathematics	C	C	A	A
Science	A	B	B	A

*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.*

In the 2004 national tests, pupils did very well in mathematics and science. In English, while pupils achieved satisfactorily overall, the low proportion who attained the higher levels in writing brought the scores down. **This inspection finds that pupils achieve well, overall.** Children make a good start in the Reception as a result of good teaching, and nearly all are on course to meet the expected goals in all areas by the end of the year. By Year 2, pupils do well and their standards are above average in speaking and listening, reading, writing, science and religious education. Standards are average in mathematics and information and communication technology (ICT). No judgements are made about standards throughout the school in other subjects because there was insufficient evidence. Pupils generally maintain this good progress in Years 3 to 6 and by Year 6 standards are above average in mathematics, science and religious education. Standards are average overall in English, but while all groups of pupils achieve well in reading, not enough attain the higher levels in writing. The school has this as a main priority at present and the improvements in writing are starting to work their way through the school. Standards are average in ICT. Pupils with special educational needs make very good progress and benefit from very good support and individual attention.

The development of pupils' personal qualities is very good. The relationships throughout the school are very good. **Pupils' spiritual, moral, social and cultural development is very good**, overall, and is illustrated by their concern for the feelings of others and their very good behaviour and attitudes to work. However, there are very few displays around the school to celebrate the richness of other cultures. Attendance is well above average and pupils are very punctual to school.

## **QUALITY OF EDUCATION**

**The quality of education is good. The good teaching and learning** are the result of careful planning of lessons that identifies clearly the learning expected of all groups of pupils. In all classes, teachers manage pupils' behaviour very well and lessons move at a fast pace. Children get off to a good start in the Reception because adults have high expectations of their work and behaviour. They settle into school quickly, enjoy learning and make good progress. Pupils in Years 1 and 2 benefit from good teaching, particularly of reading, writing and number skills, and they learn quickly. The teaching of the older pupils is just as good, and teachers have a clear awareness of how to build on pupils' strengths and rectify their weaknesses. They use the good assessment systems to show how well pupils are learning and what they need to do to improve. The only real weakness in the teaching is the shortage of opportunities given for pupils to develop their writing fully in many subjects. The teaching of pupils with special educational needs is very good and pupils make rapid progress towards their targets. The curriculum is planned well to provide teachers with a good basis for their lessons. A very good range of activities after school and at lunchtime enriches the curriculum. The school is well staffed, and teaching assistants provide skilled support to pupils who need help. The accommodation and resources for learning are very good. Very good guidance and support help pupils feel secure. There is a very good partnership with parents and good links with the community that boost pupils' progress and personal development.

## **LEADERSHIP AND MANAGEMENT**

**The leadership and management are good.** The headteacher's leadership is very good. He sets high standards and has helped create a very good sense of teamwork among staff. He is supported well by the deputy headteacher and senior staff who play important roles in improving the provision through rigorous self-evaluation and effective action to rectify weaknesses. The management is good and the school runs smoothly. The governance is very good. Governors are very knowledgeable and work very closely with the staff to raise standards and ensure that all statutory requirements are met.

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

Parents' views are very positive. They are particularly pleased with their children's progress, the quality of teaching and the headteacher's leadership. The pupils speak highly of their school and say how much they enjoy their work.

## **IMPROVEMENTS NEEDED**

The most important thing the school should do to improve provision further is to

- Continue to raise standards in writing in Years 3 to 6



## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

Pupils' achievements are good and they make good progress throughout the school.

#### Main strengths and weaknesses

- By Year 6, standards are above average in mathematics, science and religious education
- Children make a good start in the Reception
- Pupils with special educational needs do very well
- Standards in English by Year 2 are above average but those in writing by Year 6 are not as high as they could be

#### Commentary

##### *Standards in national tests at the end of Year 2 – average point scores in 2004*

Standards in:	School results	National results
reading	16.3 (16.6)	15.8 (15.7)
writing	15.7 (15.7)	14.6 (14.6)
mathematics	16.4 (16.7)	16.2 (16.3)

*There were 89 pupils in the year group. Figures in brackets are for the previous year.*

1. Pupils achieved satisfactorily in the Year 2 national tests with standards above the national average and that for similar schools in writing and average in reading and mathematics. In the teachers' assessments for science, standards were average. The upward trend in the school's results over the last five years is broadly in line with that found nationally. Standards in writing have been consistently above those found nationally and show the benefit of good teaching and learning of writing skills in Years 1 and 2. Boys and girls achieve similarly. More able pupils did well in last year's tests with the percentage attaining the higher levels being well above average in science, above average in writing and mathematics and average in reading.

##### *Standards in national tests at the end of Year 6 – average point scores in 2004*

Standards in:	School results	National results
English	26.7 (28.2)	26.9 (26.8)
mathematics	28.9 (28.9)	27.0 (26.8)
science	29.8 (29.6)	28.6 (28.6)

*There were 90 pupils in the year group. Figures in brackets are for the previous year.*

2. Pupils did well in these tests, and standards were well above average in mathematics and above average in science. Standards were average, overall, in English, with weaknesses in their writing accounting for the lower scores compared with the other two subjects. Compared with pupils in other schools who attained similar results in their Year 2 tests, these pupils showed they had made good progress, overall, and very good progress in mathematics and science. Over time, the upward trend in the school's results is above that found nationally. The percentage of more able pupils attaining the higher levels was well above average in mathematics, above average in science but below average in English. Throughout the school there are no significant differences in the attainment of boys and girls.

3. Children enter the Foundation Stage at average levels of attainment. They achieve well, and nearly all achieve the expected goals in all areas of learning by the time they leave the Reception year. Consistently good teaching, careful planning and very good relationships are at the heart of this provision.

4. This inspection finds that by Year 2, pupils are achieving well and standards are above average in all aspects of English, science and religious education and average in mathematics and ICT. Throughout the school, no judgements are made on standards in other subjects because there was insufficient evidence.
5. By Year 6, pupils are achieving well and standards are above average in mathematics, science and religious education. In English, while standards are average overall, pupils' writing skills still lag behind those in reading and too few of the more able pupils in particular are writing at the level of which they are capable. Since the 2004 national tests, the school has focused on how best to teach writing skills and the benefits are starting to show in the interesting stories and poems in Years 4 and 5. There are still, however, too few opportunities for pupils to write at length and this limits their achievements. In ICT, pupils achieve satisfactorily and nearly all attain in line with national expectations by Year 6.
6. Standards are generally similar to those found at the last inspection but, while they are higher in religious education by Year 6, they are lower in English.
7. Pupils with special educational needs achieve very well, and their reading skills in particular progress very well as the result of good assessment of their needs and very well focused support by teachers and teaching assistants.

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

Pupils' attitudes, behaviour and other personal qualities are very good. They are supported by very good relationships and are a strength of the school. Provision for pupils' social, moral and spiritual development is also very good and for cultural and multi-cultural development it is satisfactory. Pupils attend school regularly and on time and attendance is very good. There have been no recent exclusions.

### **Main strengths**

- Pupils' very good relationships with teachers and each other support their learning very well
- Pupils enjoy coming to school and attendance levels are high
- Pupils behave very well around the school and in lessons
- Assemblies are of very high quality and do much to enhance pupils' spiritual, moral and social development

### **Commentary**

8. The high quality of the relationships ensures that pupils are enthusiastic and want to do well. They feel valued because they are treated with respect. Throughout the school, staff work very successfully to build pupils' confidence and self-esteem. Teachers' very effective use of praise results in pupils having very good attitudes to their learning.
9. Children enter the school in Reception with good social skills and the school builds on these very successfully. In lessons, pupils settle quickly to work, listen carefully and concentrate very well on their tasks. Only occasionally do the younger ones become restless when rules are not made clear or when explanations and introductions are too long. Pupils are particularly helpful to their classmates who have special educational needs.
10. Pupils clearly enjoy coming to school because it is a happy and welcoming place. They attend regularly and arrive on time to school and to lessons. They are friendly, courteous to each other and to visitors and are keen to discuss their work. Those pupils given responsibilities around the school carry them out with confidence. The 'Friendship Seat' in the playground is used well and ensures that no one is left out.
11. Pupils' very good behaviour is supported very successfully by the school's very clear moral code and a clear and consistently applied behaviour policy. Pupils appreciate the wide-ranging reward system and understand the consequences if they do not behave well. Pupils

feel strongly that the 'red card system' (for poor behaviour) works very well. In the playground, careful supervision and a wide range of activities encourage pupils to develop very good levels of independence and they play together very well. No bullying was seen because, as one group of pupils said, "It is not allowed". The school buildings and grounds are treated with respect and resources are handled with care.

12. Carefully-planned assemblies make a very good contribution to pupils' spiritual, moral and social development. Pupils listen very well and the singing is both tuneful and joyous. Pupils clearly understand the difference between right and wrong and discuss moral and social issues very thoughtfully in lessons and in 'R-Time' (a special time set aside for pupils to share their feelings and concerns). The school uses a wide range of visits and visitors to interest pupils and support their personal development. For example, an exceptional presentation of the burial rites of the Ancient Egyptians by a visiting theatre group provided pupils in Year 3 with a real insight into the rituals and they were spellbound. Pupils' awareness of their own cultural heritage is enhanced through good work in art and design, music and dance. They learn much about different faiths through the well-planned religious education curriculum and visitors and this is a significant improvement since the last inspection, but there are too few displays around the school that celebrate the richness of other cultures.
13. Attendance is very good; it is well above the national average. Pupils love coming to school and the very good partnership between school and home help to keep absences down.

**Attendance in the latest complete reporting year**

Authorised Absence		Unauthorised Absence	
School data	4.3	School data	0.0
National data	5.1	National data	0.4

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

**QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The overall quality of education is good. The teaching is good and pupils learn quickly. The good curriculum and assessment coupled with the very good care and partnership with parents contribute much to pupils' good progress.

**Teaching and learning**

The teaching and learning are good. Assessment systems are good and generally used well to raise standards.

**Main strengths and weaknesses**

- Teachers have very good knowledge of the subjects they teach
- Lessons are made enjoyable so that pupils are very keen to learn
- The teaching of pupils with special educational needs is very good
- Teachers rarely provide sufficient opportunities for pupils to develop their writing skills to the full

**Commentary**

**Summary of teaching observed during the inspection in 48 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (2%)	12 (25%)	31 (65%)	4 (8%)	0 (0%)	0 (0%)	0 (0%)

*The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.*

14. The teaching and learning are good throughout the school. This is similar to the last inspection, apart from in Years 3 to 6 where it was very good last time. Planning is thorough and consistent from class to class.
15. The good teaching and learning for children in the Foundation Stage give children a stimulating start to school. Adults have a good knowledge of the needs of very young children who soon settle into school. Activities are planned well to provide interesting work for children. Adults' expectations of children's work are high and children soon learn that they should try to do their best. Where a minority of teaching has shortcomings, staff show inconsistencies in the way they manage children. This sometimes leads to confusion in whole-class sessions about when children can call out and when they should listen to the teacher and it slows down the rate of learning.
16. In Years 1 and 2, teachers make learning fun and pupils respond enthusiastically. In a Year 2 numeracy lesson, for example, the teacher wanted pupils to develop a quick recall of number facts by giving them a number and asking how many more are needed to make ten. Pupils used their number fans to give the answer, frantically sorting out the right card and shooting their hands up. The teacher was very quick to reward their speed and this made them try even harder. Lessons have a good mix of the teacher teaching, pupils working at their own level in groups and opportunities at the end to find out what has been learned. In well-organised group work, teaching assistants provide very good support to all pupils and this enables those of all abilities to succeed.
17. In Years 3 to 6, teachers build well on the foundations laid earlier. They always make a point of sharing the lesson's aims with pupils at the start, and this works very well. It helps pupils to focus on the task, gives them a secure knowledge of their own learning and helps teachers assess their progress at the end. Teachers' expectations of pupils are generally high. They challenge pupils of all abilities by work that is well matched to their levels of attainment and this is why they achieve well. However, teachers do not always provide enough opportunities for pupils to use their writing skills in English and in other subjects. The over-use of worksheets is part of the problem; pupils often have to write just a few words to answer a question so not many develop the ability to write quickly and at length. Teachers' very good knowledge of the subjects they teach gives pupils the confidence to ask searching questions to find out more about a topic. Teachers have very good ways of managing pupils' behaviour in a calm but firm way and this explains why lessons are rarely interrupted by pupils chatting, fiddling or calling out.
18. The teaching of pupils with special educational needs is very good. Pupils make very good progress because their targets are clear and precise and they are helped very effectively when they are stuck. Teachers are very good at including all pupils in whole-class sessions and those with special educational needs delight in giving the right answers.
19. The school's assessment systems are good. Regular tests give teachers accurate information on pupils' attainment and progress and provide clear targets for improvement. Teachers use assessment information from national tests well to rectify pupils' weaknesses, and the recent improvement in standards in mathematics show the benefits of this.

### **The curriculum**

The school provides a good curriculum. There are very good opportunities for enrichment through activities outside lessons. The school is well staffed and resources and accommodation are very good.

### **Main strengths and weaknesses**

- Pupils find the curriculum interesting and this helps them learn quickly
- There is very good provision for pupils with special educational needs
- The well-stocked library supports the curriculum very effectively

- A very good range of events, visits, visitors and extra-curricular activities enhance the curriculum
- Some pupils miss key parts of lessons for music tuition

### **Commentary**

20. The curriculum is much improved since the last inspection, particularly in terms of provision for religious education, which is now good, and the amount of teaching time, which is now in line with that found nationally. It is well planned, meets national requirements and is relevant to all pupils' needs. It is also reviewed regularly and thoroughly to take account of national initiatives and the needs of the pupils. The school is developing a more flexible curriculum that links subjects together and this makes learning more meaningful. The curriculum is made interesting and exciting by many visits, visitors and residential trips.

21. Curricular provision for pupils with special educational needs is very good and ensures that they make very good progress. They are fully involved in lessons, and benefit from very well planned work when withdrawn for work on their individual needs. Pupils' individual targets are very well thought out and are reviewed regularly to make the most of their progress.
22. The school has good systems to identify more able and gifted pupils and some very challenging activities are planned for them, especially in literacy and numeracy.
23. Provision for personal, social and health education is good. The curriculum includes a good range of personal, social and health education topics in religious education, science and English, and the R-Time sessions do much to help pupils reflect on issues such as bullying, cheating and the pressures of moving schools. Satisfactory arrangements for sex education and the attention to the misuse of alcohol and drugs are arranged with the help of the school nurse. The curriculum benefits from good links with the local fire service, who did some exciting work recently with pupils in Year 2 that linked well with their history work on the Great Fire of London.
24. Specialist music tuition provides many pupils with opportunities to learn to play instruments. While this improves their musical skills well, it means that they miss important parts of other lessons and there are no consistent ways to ensure that those involved catch up with their work.
25. Teachers run many clubs for choir, orchestra and the brass band, which are very well attended. There is good participation in a range of sports and after-school clubs, supported by good links with local rugby and football teams who come and coach pupils in Years 3 to 6. The school has won an impressive number of trophies for successful competition with other schools in a range of sporting activities. The teaching and support staff give very generously of their time to these clubs which contribute well to the quality of education provided.
26. The school has a good number of qualified teachers. They are supported very well by knowledgeable teaching assistants who make a valuable contribution to the progress of pupils with special educational needs. The school's accommodation, including the very good library and well-equipped ICT suite, is very good and maintained very well. The school's grounds and play areas are attractive and well cared for and the only real shortcoming is the lack of a covered area for children in the Foundation Stage.
27. Resources are very good and used very well by teachers to make the curriculum interesting. There is good preparation for subsequent stages of learning with an effective transition programme set up with the secondary school.

### **Care, guidance and support**

The school makes very good arrangements for the care, health and safety of the pupils and this, together with very good support and guidance, is at the heart of the school's ethos. The school seeks and values the pupils' views and the very good relationships between children and adults ensure pupils are confident that they will be listened to and looked after carefully.

### **Main strengths**

- Pupils are very positive about their experience in school
- Attendance is very carefully monitored and procedures for keeping the whole school community safe work very successfully.
- Pupils' personal development is supported well by good use of target-setting

### **Commentary**

28. Pupils think a lot of their teachers, and the help and guidance which they receive support them very effectively in their learning. They are supervised very carefully throughout the day

and this makes a significant contribution to their safety, as well as encouraging very strong relationships. When there are personal difficulties, the school's very good communication with parents and other groups helps resolve them.

29. Pupils' health, safety and welfare are monitored rigorously by means of very good routines and practices which work very effectively to keep everyone safe. All staff have a good awareness of child protection procedures. Pupils are encouraged to attend school regularly, and parents and pupils have a very good understanding of how important this is. Staff trained in first aid provide very good care for pupils who are hurt or unwell. There are very good systems for making checks of items such as electrical and physical education equipment and these have been improved significantly since the last inspection.
30. Although some concerns about parking outside the school were raised by parents at the meeting before the inspection, inspectors are satisfied that the school is working hard to solve the problem. No problems were encountered during the inspection. The school makes good use of road safety officers and cycle training courses to teach pupils how to be safe on the roads.
31. Class teachers know the pupils and their families very well and offer very good support, advice and guidance in relation to their personal development. They are alert to pupils' learning needs and do their best to support them. Regular surveys of pupils' feelings help the school understand their concerns and act on them. Teachers monitor the progress of different groups of pupils carefully and this helps them provide the right sort of support to those who need it. The school sets pupils challenging personal targets, and they have a very good understanding of what they must do to improve. Parents are very pleased with the care their children receive. Arrangements for children starting and moving up the school are good, and those for pupils moving to secondary school are satisfactory.

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

The school has very good links with parents who appreciate the regular and effective communication and the school's welcoming approach. Links with the local and wider community are good, and with other schools and colleges they are satisfactory.

### **Main strengths**

- Parents are very pleased with what the school offers and with the information they receive
- Many parents help in school and on visits
- The Friends of Brownlow School (FOB) provide very good support

### **Commentary**

32. The school builds and maintains very good links with parents who are very pleased with the care and education their children receive. They feel strongly that their children like school, behave very well and are expected to work hard; this is why they make such good progress. The school is quick to respond to any concerns that are raised. Parents always feel welcome in the school and find the staff very approachable.
33. Parents are kept up to date with a good range of information meetings and school productions. They receive lively, regular newsletters, as well as very good information about the curriculum. Annual reports, the school prospectus and the governors' annual report to parents contain very good information and meet statutory requirements.
34. Many parents help in school and on the many visits, and they support their children's learning very well at home. Parents who work in school are a valuable asset because they understand what is expected of them and provide help where needed. Questionnaires and meetings identify overwhelming satisfaction with their children's education and this is a good improvement since the last inspection.



35. A good number of parents help with fund-raising events organised by the 'Friends' and this has resulted in many useful extra resources being provided for the school. Monies raised also give very effective support for residential visits, theatre groups, 'discos' and for the ball court and additional building works such as the Ball Court and Study.
36. Links with the local community support pupils' learning well. For example, ministers from local churches come into school regularly to lead school assemblies and services are held at the local church for Christmas and other celebrations. Pictures from the stained glass windows in a church were used very well to illustrate a lesson on 'Naomi and Ruth' in Year 4. Pupils gain much from the free coaching at football and rugby by members of local clubs, and take part successfully in many local tournaments. Many theatre and music groups support work in art and design, music and science.
37. Satisfactory links with the main secondary school and with the local playgroups ensure that transfer between each stage of education is managed smoothly. Student from local schools and colleges are welcomed as part of their training and for valuable work experience.

## **LEADERSHIP AND MANAGEMENT**

The leadership and management of the school are good. Governance of the school is very good. The headteacher provides very good leadership. The school is well managed and runs smoothly.

### **Main strengths**

- The headteacher leads very well and has helped create a very strong sense of teamwork throughout the school
- The governing body plays a very significant role in shaping the school
- The school is making very good use of its performance management systems to raise standards
- Financial management is very good

### **Commentary**

38. The governing body is highly organised and keeps itself very well informed through a comprehensive system of school visits, regular meetings with staff and analysis of data. Through these, governors have a very good understanding of the school's strengths and areas for development. This enables them to both support and challenge the headteacher and other senior staff in their efforts to raise standards. Governors are fully aware of how the school's performance compares with others of a similar nature and are able to look critically at how improvement plans are progressing. They are very active in shaping the direction of the school and play a full part in helping it develop. For example, governors and the headteacher made a successful representation to the local authority about the low level of funding for the school.
39. The headteacher provides very strong leadership and since his appointment has helped lift the school following a lengthy period of uncertainty. Staff confidence is now high and he has created a very strong sense of teamwork. Teachers plan very effectively together, share their expertise and welcome the support and guidance they are given by their colleagues to improve the quality of their teaching. The headteacher does much to ensure that all members of staff contribute to the school's development and takes great care to value everyone's ideas. In addition, there are very good systems to take into account parents' views when deciding on improvements.
40. The management of the school is good. The whole staff and governors are effectively involved in drawing up the plans to improve. These plans have a good focus on raising

standards, although they only cover one year and this restricts the setting of longer-term targets. The headteacher and deputy are an effective team and work well with other senior staff in implementing the strategies for improvement. This is well illustrated in the very good use the school makes of its performance management systems<sup>1</sup>. In mathematics for example, standards have been successfully raised through giving every teacher a specific target directly linked to the improvement strategies. The school has good systems for judging how well it is doing, especially through the direct checking on teaching and learning through lesson observations. The roles of subject leaders are developed well; for example, each has undertaken lesson observations, often with a colleague, to help develop their skills in seeing what works best and what could be done better. Subject leaders are also beginning to check on provision in their subjects, for example through interviews with pupils, looking at their work and the analysis of their progress.

41. The leadership and management of the provision for pupils with special educational needs are very good. The co-ordinator is very knowledgeable and works very closely with all staff to ensure these pupils do well.

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<sup>1</sup> These provide the means of raising standards through the linking of whole-school improvement to individual targets for teachers.

42. The school's finances are very well managed. The school's expenditure is closely linked to the plans for improvement and rigorous thought is given to all proposed spending. For example, the school considered at length the cost of insuring against staff sickness before making its own arrangements that proved financially successful. Governors have ensured that funding will be available to pay for replacement teachers so that staff will have their future entitlement to preparation time. Appropriate contingency funds have also been set aside to meet the possible impact of a reduction in pupil numbers.

***Financial information for the year April 2003 to March 2004***

Income and expenditure (£)	
Total income	1190989
Total expenditure	1190405
Expenditure per pupil	1948

Balances (£)	
Balance from previous year	84085
Balance carried forward to the next	84669

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

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

Provision for children in Reception is good. This is a similar finding to that of the previous inspection.

43. There are 75 children of Reception age, who are provided with a curriculum that meets their needs well. The accommodation is bright and spacious, and staff make good use of the space available to provide a wide variety of activities to stimulate children's learning. Although the outside area is spacious and well-used, children are only able to use it when the weather is fine as there is no shelter whatsoever. On entry to school, the attainment of the majority of children is at the expected level. By the end of the year it is likely that most children will reach the expected standards and about a fifth are likely to exceed the goals in all areas of learning.
44. Teaching and learning are good. Arrangements to set work to match the varying abilities of all children, including those with special educational needs, are good so that they achieve well in all areas of learning. Teaching assistants make a very valuable contribution to the good progress children make. Leadership and management are good.

#### **Personal, social and emotional development**

Provision in personal, social and emotional development is good.

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

- Adults and children enjoy very good relationships
- Children achieve well
- Some routines have not been rigorously established

#### **Commentary**

45. Teaching and learning are good and all children achieve well. The very good relationships and teamwork of the staff ensure that all children settle quickly and make friends readily. Staff praise children enthusiastically for their good work and behaviour and this makes them all the more keen to do well. The majority of children are confident to tackle activities independently, share resources sensibly and concentrate well on activities. Those who are unsure are well supported by all adults who make learning fun. On rare occasions when teachers do not insist that children listen respectfully, time is wasted and children do not have a clear understanding of what is acceptable and what is not. Parents support children well, both with homework and as helpers in the class. Most children are likely to reach the expected goals by the end of the year.

#### **Communication, language and literacy**

Provision in communication, language and literacy is good.

#### **Main strengths**

- Lessons are very well prepared
- Achievement is good for children of all abilities

#### **Commentary**

46. Teaching and learning are good and all children achieve well. Teachers read stories with good expression so that most children listen attentively and confidently join in at the right places. Teaching assistants provide good support for less able children so that they also have the opportunity to express their ideas and show their understanding. Many more able children speak clearly, listen attentively and read short simple sentences confidently. Most

children search eagerly for information from the pictures in stories and are keen to discuss their findings. Most children are starting to write two or three sentences independently and very neatly but a few still struggle to recognise sounds in words and show poor control of their pencil when writing. By the end of the year most children are likely to reach the expected levels with some exceeding them.

### **Mathematical development**

Provision in mathematical development is good.

#### **Main strengths**

- Resources and activities are skilfully prepared to make learning interesting and enjoyable
- Children make good progress

#### **Commentary**

47. Teaching and learning are good. Children achieve well because there is a good balance of class teaching and group work that helps them make good progress in developing their mathematical skills. More able children are good at solving practical problems involving 'doubles' and respond quickly to the teacher's careful questioning to establish that if you double one you get two. Staff make a point of getting children to check their answers and this helps them to develop more accuracy and responsibility for their own learning. Even the less able children recognise doubles on dominoes and count forwards and backwards with reasonable accuracy. By the end of the year most children are likely to reach the expected levels.

### **Knowledge and understanding of the world**

Provision in knowledge and understanding of the world is good.

#### **Main strengths**

- Activities and resources are well organised to promote learning
- Very good relationships ensure all children work well together

#### **Commentary**

48. Children achieve well and teaching and learning are good. Adults use questions well to prompt children to examine, for example, the workings of different toys. As a result, children are very keen to explore the world around them and use their senses well to investigate what makes things work. Most children distinguish between toys operated by a battery and those that move as a result of push and pull actions. Good links are made to literacy skills in the ICT study where small groups of children are very well supported by teaching assistants. Most children control the mouse competently and gain a good knowledge of keyboard skills while, for example, changing colours in their paintings. Most children are on course to reach the expected levels.

### **Physical development**

Provision in physical development is good.

#### **Main strength and weakness**

- Children are developing good control
- On occasions insufficient emphasis is placed on listening skills

#### **Commentary**

49. Teaching and learning are good and all children achieve well. There are many good opportunities for children to demonstrate their physical skills as they handle tools and

equipment confidently and with increasing control. Adults and children make good use of the indoor and outdoor space where children control their bodies well in activities such as climbing, jumping, running and operating wheeled toys. On occasions, teachers do not insist firmly enough that children listen carefully or remain still when requested to do so, which results in children all talking at once. Most children are on course to reach the expected levels by the end of the year.

### **Creative development**

Provision in creative development is good.

### **Main strengths**

- Activities are carefully planned to develop imaginative thinking
- Adults make good links with other areas of learning

### **Commentary**

50. Teaching and learning are good and all children achieve well. They are confident to explore and experiment with colour. Teachers make good links with other work in other subjects. For example, in one good lesson children were quick to see symmetrical patterns in the spots they had painted on a ladybird, and how the arrangement of feelers linked to their work in doubles. Good use is made of role-play as adults and children interact well together in the 'launderette' where, in one lesson, they discussed the temperatures needed to wash various fabrics. Children are provided with a good introduction to the music from different cultures, and they particularly enjoy listening to music around the world in snack times. Most children are likely to reach the expected goals by the end of the year.

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

### **ENGLISH**

Provision in English is satisfactory.

### **Main strengths and weaknesses**

- Interesting and relevant activities help pupils to enjoy the subject
- Teachers teach skills and techniques well
- Pupils with special educational needs make very good progress
- The school has done some good analysis of national test results leading to effective strategies being put into place to raise standards
- Older more able pupils are not always challenged to develop their writing independently

### **Commentary**

51. By Year 2, standards in all aspects of English are above average and pupils achieve well. By Year 6, standards are above average in reading and average in speaking and listening and writing. In writing, while a high percentage of pupils attain the national standard, few are working at the higher levels. This was the case in last year's national test results and explains why standards in English lagged behind those in mathematics and science. Standards in all aspects are the same as at the time of the last inspection except those in writing in Year 6, which have dipped.
52. Pupils with special educational needs achieve very well throughout the school as a result of very thorough assessment of their needs and skilled teaching of reading and writing skills.
53. The quality of teaching and learning in Years 1 and 2 is good. Teachers are good at making activities interesting and relevant to the pupils and so pupils enjoy learning. Teachers provide lots of opportunities for pupils to speak and listen and nearly all pupils speak clearly and listen attentively in class. They have many opportunities to discuss ideas and issues with each other. Teachers teach reading skills well and nearly all pupils read confidently

and with good expression. Pupils have lots of opportunities to use their writing skills in work covering a wide range of styles and content including instructions, poetry and plays.

54. In Years 3 to 6 teaching is satisfactory with some significant strengths. Pupils are eager to answer questions and offer suggestions because of the skilful questioning by teachers. Teachers plan stimulating reading tasks that enable pupils to develop good research and analytical skills. When reading, pupils gain confidence throughout their time in school and most become fluent readers with an enthusiasm for reading and for research in books and on the Internet. This is helped by the many opportunities provided for pupils to read independently and find information for themselves. Teachers teach skills and techniques for improving writing effectively and pupils use a wide variety of writing styles for different audiences using spelling and punctuation accurately. In a very good Year 6 lesson, for example, pupils wrote imaginative advertisements for toys they had invented using persuasive language effectively. However, teachers give limited opportunities for pupils to choose their own style and audience and develop their thoughts in writing at greater length to show how well they can apply the skills learned. Some pupils take ages to get thoughts down and few have time to develop their ideas well enough to show their knowledge and skills and develop good stamina for writing. This explains why too few pupils move on to the higher levels in writing. Teachers show high expectations of very good behaviour and good attitudes to work although not always of the amount of work pupils will get done.
55. Throughout the school, handwriting in all subjects is very neat and well formed and pupils take great care in presenting their writing well.
56. Assessment is good. Teachers evaluate lessons well, and use their assessments of pupils' progress to plan subsequent lessons effectively. The quality of marking is good and helps pupils see what they are doing well and how they can do better. Teachers set challenging targets for pupils to work towards, although they do not always use them well enough in class to make the best use of them.
57. The leadership and management are good. The school analyses test results carefully to see how standards can be raised further. The school has, for example, done much to improve writing standards after last year's national tests and, while standards attained by the more able pupils at Year 6 are still not high enough, those lower down the school are starting to improve. Resources are good and support the learning in English well.

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

58. There are satisfactory opportunities for pupils to practise their literacy skills in other subjects. For example, pupils improve their reading well when they research their topics in history and geography using books and the Internet. However, teachers provide too few opportunities for the older pupils to write at length in any subject and therefore miss opportunities to develop these important skills. In addition, the extensive use of worksheets in subjects such as science, history and geography prevents pupils developing their thoughts fully.

### **MATHEMATICS**

Provision in mathematics is good.

#### **Main strengths**

- All pupils make good progress and achieve well
- The leadership and management of the subject are very good
- Teaching and learning are good overall
- There has been good improvement since the last inspection

#### **Commentary**

59. By Year 2, standards in mathematics are broadly average but with many pupils working above this. By Year 6, standards are above average. Pupils enter the school with broadly average attainment. The standards they are reaching by the time they leave means that all groups of pupils, including those with special educational needs, make good progress and achieve well.
60. Pupils in Years 1 and 2 quickly develop ways to calculate mentally and to solve problems using their knowledge of numbers. This is because they are taught specific strategies and teachers provide them with many opportunities to practise and apply them in a wide range of practical situations, for example, estimating the cost of items, buying them and then calculating change. This use of number skills to solve problems characterises much of pupils' learning throughout the school and includes all areas of mathematics including data handling and investigations into space and shape.
61. By Year 6 pupils' calculating skills are good. Mental and written calculations are carried out quickly and accurately using a wide range of firmly-established methods. Pupils' ability to use and apply mathematics in all areas is well developed through the imaginative opportunities and activities teachers provide. For example, Year 6 pupils in one lesson used their knowledge of ratio and proportion to convert the ingredients in cooking recipes to cater for different numbers of would-be diners. They had great fun doing this and learned a lot in a short time.
62. The quality of teaching and learning is good overall, and in Years 3 to 6 it is very good. Methods of calculating and using numbers, multiplying and dividing for example, are taught in a consistent way throughout the school so that pupils are familiar with them and so learn well. This consistency has been the key to the raising of pupils' attainment. It means the same methods are taught and built upon effectively as pupils move through the school. Teachers are constantly asking pupils to explain their thinking, and take every opportunity to reinforce and practise what has been learned previously. Number skills are taught in a practical way, often as part of a problem-solving exercise, and this helps make the task more meaningful to pupils. This work is well matched to pupils' different levels of understanding so all groups learn quickly. Pupils are invariably given 'extension' activities that build well on earlier work and offer a challenge that they are keen to take on. For example:
- pupils in Year 1 learned ways of adding numbers and used the new ways to play ten-pin bowling;
  - Year 5 pupils learned ways of estimating, and then applied them to considering how many hours' sleep they had had or how many hours they spent in school each month; and
  - Year 6 pupils cracked a code using decimals and fractions and then used their information to decipher a message.

These activities motivate pupils well so that they are enthusiastic, try hard and, importantly, enjoy what they are doing. They are keen to answer and demonstrate a good understanding of the 'correct' mathematical terminology.

63. Teaching assistants are knowledgeable and skilled in providing support for individual pupils with special educational needs as well as groups of pupils of all abilities. For example, in Year 6 a teaching assistant helped one group's understanding of decimals and fractions through skilful use of a computer program.
64. The leadership and management of the subject are very good. A thorough analysis of the areas of weakness in teaching and learning has enabled senior staff to provide valuable training for all staff and this has helped achieve consistency in the teaching. Teaching and learning are checked on well through lesson observations, interviews with pupils and careful tracking of progress. Detailed assessments of pupils' results in national and other tests have helped the school to focus on specific areas that need to be improved. The school has



also made good use of the expertise within the staff to demonstrate the best ways to teach and this is an important reason for the good improvement in provision since the last inspection.

### **Mathematics across the curriculum**

65. The school makes good use of mathematics in other subjects. In science, for example, pupils have made tables of how bacteria multiply and double every twenty minutes. They have also charted the time it takes a spinner to descend from different heights. In geography, pupils have made plans of towns and in art and design lessons they have made a variety of symmetrical repeating patterns.

### **SCIENCE**

Provision in science is good.

#### **Main strengths**

- Pupils achieve well
- The teaching and learning are good
- Pupils enjoy science and work very hard
- The very good focus on experimental work means that pupils learn a lot about how to discover things for themselves

#### **Commentary**

66. Standards in science are above average by Year 2 and Year 6. All pupils, including the most able and those with special educational needs, achieve well because of the good teaching throughout the school and the detailed curriculum planning.
67. In Years 1 and 2, the teachers lay very good foundations for experimental work, giving pupils lots of opportunities to discover about plants, forces and materials. Consequently, by Year 2, pupils are skilled at conducting investigations. This was illustrated very well in a Year 2 lesson when pupils were investigating how plants grow in different conditions. They made very careful observations of the different rates of growth and had good theories about why some grew faster than others. They had great fun doing this work and whooped with delight when the teacher brought out the plant that had been left in the dark; it was very tall but thin, and one pupil said sagely, "It just grew weak because it had no light". Pupils have a good knowledge of electricity and its potential dangers, and draw accurate circuit diagrams. In these classes, and throughout the school, teachers are very good at teaching pupils how to record their work in tables and this helps them to organise their thoughts well.
68. In Years 3 to 6, teachers' high expectations and detailed planning extend all groups of pupils effectively. By Year 6, pupils have a clear understanding of forces and, by carefully organised experimentation, show clearly how different surfaces affect the speed and distance travelled by a car. Teachers are very good at making lessons fun and exciting. This stimulates pupils' eagerness to carry out investigations and encourages them to move on to more challenging work. For example, in one lesson in Year 6 about solids that change when liquids are added to them, pupils worked methodically through the different combinations and recorded the changes carefully. When all combinations were exhausted, one group mixed everything together and marvelled at the foaming mixture that spilled over the container. A weakness in the teaching lies in the shortage of tasks teachers provide for pupils to use and improve their writing skills to record their findings, and their written work often does little justice to the good scientific work completed.
69. Leadership and management of the subject are good. The school supports teachers' training needs well and this is why they are so confident teaching the subject. The accurate assessment of pupils' needs and quick response to the information gained are important

reasons for pupils' good learning. Resources are very good and used very well. The school has made good improvements in the provision since the last inspection.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in information and communication technology (ICT) is satisfactory.

### **Main strengths**

- Pupils with special educational needs achieve well because they are supported effectively
- Pupils gain a lot from working at tasks together
- Resources are good and teachers use them well

### **Commentary**

70. Standards are average by Year 2 and Year 6 and are similar to those found at the last inspection. The achievement of most pupils is satisfactory, but for those pupils with special educational needs it is good because of the way teachers use ICT to improve their language and literacy skills.
71. The quality of teaching and learning is satisfactory throughout the school. On occasions it is significantly better. In a very good Year 1 lesson, pupils achieved very well as they followed the teacher's clear instructions to 'log on', sort pictures and finally to present the information in a graph.
72. In Years 1 and 2, teachers give pupils lots of opportunities to use ICT, and this gives them the confidence to develop basic computer skills. Nearly all pupils search for and retrieve information competently, and this enhances their work in many subjects. Teaching assistants are good at helping pupils who are stuck. They give just enough guidance to overcome a problem while allowing pupils the independence to try things for themselves.
73. By Year 6, pupils have a sound grasp of how computers make communication simple and effective and most are confident in sending and receiving email messages. Many show good skills as they combine text, sound and graphics to make exciting presentations. Pupils use computers effectively to control devices and in a good lesson in Year 6 they achieved well as they entered and edited instructions to control traffic lights. The teacher was careful to pitch work at the right level for different groups of pupils, and all pupils made rapid progress. While more able groups were encouraged to work independently, those with special educational needs were supported effectively by the teaching assistant. Where some of the teaching has shortcomings, however, more able pupils have too little provided to extend their skills and this prevents them achieving as well as they could. Teachers enhance pupils' personal and social development well as they get them to work in pairs, share tasks, and discuss which options they will choose.
74. The leadership and management are satisfactory. There is now a good ratio of pupils to computers and the installation of air-conditioning in the ICT suite makes the suite more comfortable than at the time of the previous inspection. However, there is only just enough space for a full class to be taught in the suite and at times it is difficult for teachers to be able to see all pupils. Staff are making good use of a 'study room' for the teaching of pupils in small groups which is having a good impact on their learning. The school benefits from the services of a technician from the neighbouring upper school who helps to ensure that all computers are well maintained.

### **Information and communication technology across the curriculum**

75. Teachers make satisfactory links between ICT and other subjects. In science, pupils have used computers well to investigate how bacteria grows and produce line graphs of the time

it takes a spinner to descend with different weights attached. In literacy, pupils use computers effectively to write reports and list instructions for making tasty sandwiches. In history, they research information on Victorian transport and present the information attractively by combining text with graphics. There is some use of ICT in English and mathematics but not enough to develop pupils' skills to the full.

## **HUMANITIES**

76. Inspectors only saw two lessons in history and one in geography so it is not possible to reach judgements in these subjects. Evidence was gained from looking at pupils' work over the year and talking to teachers and pupils. In **history**, teachers make learning fun by involving pupils in a lot of practical activities. For example, in a good lesson in Year 3, pupils achieved well as they applied their knowledge about Ancient Egyptian life to the task of being 'archaeologists' and sorting historical objects according to how they were used. Later, they learned much when a theatre group involved them in an excellent drama and dance session where they consolidated all they had learned about Ancient Egyptians. Similarly, Year 5 pupils were excited by dressing up as Victorians and learning what school was like in those times. Pupils in Year 6 gained a lot from comparing life in Victorian times to modern-day Melton Mowbray using the census from 1841. Teachers enrich history work with visits to many museums and places of historical importance and these give pupils a real feel for what life was like in the past.
77. In **geography**, pupils show a good knowledge of their local area. In a very good lesson in Year 1, the teacher soon captured pupils' interest by relating Barnaby Bear's travels to Leicester to the pupils' own experiences, and pupils developed a good understanding of the differences between a city and town and the countryside. In all year groups, pupils interpret maps well, starting with those of the school and local areas and progressing to maps of the world. Year 4 pupils achieved well as they researched life in a village in India and compared it to life in Melton Mowbray. A wide range of visits to places of interest and residential visits in Years 4 and 6 provide valuable first-hand experiences.
78. In both history and geography teachers provide too few opportunities to write at length about their discoveries. Much of the recording is in the form of worksheets, and while these help pupils learn factual information, they prevent them from developing their thoughts fully, particularly the most able groups.

## **Religious education**

Provision in religious education is good.

### **Main strengths and weaknesses**

- Provision is greatly improved since the last inspection
- Pupils achieve well and enjoy the subject
- The teaching and learning are good
- Teachers help pupils think deeply about topics
- There is little use of ICT

## Commentary

79. By Years 2 and 6, pupils' knowledge and understanding of religious education are above the expectations of the locally agreed syllabus. The school has a caring, supportive ethos which encourages pupils to respect the ideas and opinions of others. Together with collective worship, religious education makes a good contribution to pupils' personal development. Pupils achieve well, and those with special educational needs are given every opportunity to contribute their ideas in lessons and make good progress. Pupils' achievements have improved significantly since the last inspection because the school has increased the time allocated to the subject, developed good contacts with local churches, forged effective links with other subjects and improved the resources. The teaching and learning are good throughout the school.
80. In Years 1 and 2, pupils show great confidence and trust in their teachers and this helps them talk honestly about their feelings about issues. For example, in a very good lesson in Year 2, the teacher was talking about the relationship between Joseph and his brothers and pupils thought carefully about when they felt jealous about something. They wrote about this honestly, and one pupil commented, "I was jealous when my brother could go out and play football and I couldn't". Teachers explain complex issues well and pupils soon gain a good understanding of how people from different religions worship and how festivals are important when celebrating events such as harvest and Christmas.
81. In Years 3 to 6, teachers have a good knowledge of the subject, and plan systematically to ensure that pupils have a balanced view of religion. Consequently, while pupils know a lot about the Bible, they also have a good awareness of aspects of traditions and celebrations in the Islamic and Jewish religions. They have a good understanding of how people express their identity and their religious faith through outward symbols and compare these different traditions. Year 6 pupils go further, and delve into the meaning of 'sacred' using texts such as the Bible, Qu'ran and Torah to develop their ideas. Teachers are good at making the subject interesting and Year 6 pupils achieved very well when using drama to show how people express their feelings.
82. The leadership and management are good. The school has responded very well to criticisms in the last inspection report and the rigorous evaluation of teaching and learning has helped to improve pupils' achievements. The school has a good range of resources, including many that show pupils how people from different faiths live and worship. The use of ICT, however, is limited and the school sees this rightly as a priority for further improvement.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

83. Only two lessons were seen in art and design and physical education, one in music and none in design and technology. These subjects were sampled and evidence was gained from displays, work produced over the year and by talking to staff and pupils.
84. In the lesson seen in **music** in Year 5, pupils achieved well as they listened attentively and identified correctly the instruments played in calypso music. The teacher made good links to the steel bands of the Caribbean and Notting Hill Festivals, and these made the lesson come alive for pupils. They developed their listening and playing skills well as they performed and accompanied a song in several parts. The leadership and management of the subject are very good. Many staff have expertise in music and they contribute very well to the very good singing heard in assemblies. Resources are good and are readily accessible for all to enjoy. Pupils of all ages regularly attend choir practice, recorder and orchestra clubs that develop their singing and playing skills very well. Older pupils enjoy lessons on the clarinet, flute, guitar, keyboard, cornet, trumpet and tenor horn taken by visiting specialists.

85. In **art and design**, teachers provide pupils with good guidance on how to use a wide range of techniques to produce interesting pictures. As a result, Year 1 pupils have used viewers well to focus on a part of a picture and showed good observational skills when looking carefully at leaves before drawing them. Year 4 pupils used paint and water effectively to produce exciting landscape pictures and those in Year 5 developed their drawing skills well when using pencils to show perspective in a picture.

86. In **design and technology**, Year 2 pupils have done some very good investigations into how to fix wheels on to a vehicle and produced detailed designs of their model cars. Pupils in Year 4 made some attractive purses and showed a good awareness of scale as they used different squared paper to alter the size of their creations. Pupils in Year 6 achieved well as they designed and built windproof shelters and their detailed evaluations showed a good understanding of how their models could be improved.
87. In **physical education**, pupils in Year 5 achieved satisfactorily when learning how to bowl at cricket but there were opportunities missed to improve their skills further through demonstrations of the best examples. In contrast, Year 2 pupils enhanced their skills significantly when they watched others show how feelings could be expressed through dance moves. The school's staff give of their time generously to provide a good range of clubs after school including football, cricket and rugby for both boys and girls. Pupils do well in competitive sports and the school is at the centre of a local initiative to get pupils more involved in sport.

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

88. Not enough lessons were observed to make judgements on achievement or teaching. The evidence from those lessons seen, discussions with pupils and looking at their work shows that pupils gain a good understanding of their place in society and of their responsibilities as citizens. They talk maturely about bullying and the importance of looking after the environment and are quick to help those who are in trouble.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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