

INSPECTION REPORT

CHURCH HILL CHURCH OF ENGLAND JUNIOR SCHOOL

Thurmaston, Leicester

LEA area: Leicestershire

Unique reference number: 120165

Headteacher: Mrs J Sembi

Lead inspector: Mr F Carruthers

Dates of inspection: 8 – 10 November 2004

Inspection number: 266622

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Junior
School category: Voluntary controlled
Age range of pupils: 7 – 11
Gender of pupils: Mixed
Number on roll: 304

School address: Church Hill Road
Thurmaston
Leicester
Leicestershire
Postcode: LE4 8DE

Telephone number: 0116 2692509
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Appropriate authority: Governing body

Name of chair of Mrs M Gray
governors:

Date of previous 23 November 1998
inspection:

CHARACTERISTICS OF THE SCHOOL

This bigger than average junior school situated on the edge of Leicester has more boys on roll than girls. The proportion of pupils who have English as an additional language (36.5 per cent) is very high compared to schools nationally. Sixty-six pupils have special educational needs, the majority of whom have moderate learning difficulties, speech and language difficulties or emotional and behavioural difficulties. This proportion is above average compared with schools nationally. Four pupils have statements of special educational need. The proportion of pupils eligible for free school meals is about average, although other statistical indicators about the areas that pupils come from show that levels of social disadvantage are above average. The attainment of the pupils on entry to school in Year 3 is broadly average, with a typical range of attainment in reading, writing and mathematics. Compared with most schools, the proportion of pupils attaining the higher Level 3 in these subjects at the end of Year 2 is about average but varies from year to year. Pupil mobility¹ is above average. The school provides swimming facilities for two other local primary schools and is involved in several initiatives, *The Leadership Development Strategy in Primary Schools*, *National PE and School Sports Professional*

¹ The proportion of pupils who start at the school or finish at times other than the start of Year 3 and the end of Year 6.

Development Strategy and The Family Numeracy Learning Programme. The school won a *School Achievement Award* in 2003 and is involved in *The Healthy Schools* initiative.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21285	F Carruthers	Lead inspector	Mathematics Music English as an additional language
13462	R Mothersdale	Lay inspector	
17907	M Bowers	Team inspector	Science Art and design Design and technology Special educational needs
21893	V Brittain	Team inspector	English Geography History
27292	J Calvert	Team inspector	Information and communication technology Physical education Religious education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **very effective school**. Pupils achieve well and standards are above average. The quality of education is good, with several strengths in teaching, learning, the curriculum, care for pupils and links with parents and the wider community. Leadership, management and governance of the school are very good. The school gives **very good** value for money.

The school's main strengths and weaknesses are:

- The headteacher provides excellent leadership for the school and is very well supported by the senior management team, governors and all staff. Teamwork is a strength of the school.
- All pupils achieve well, including those with special educational needs and those from minority ethnic backgrounds. As a result, standards in English, mathematics and science are rising and are above average.
- Pupils' attitudes and behaviour are very good and a strength of the school. Their personal development is very good. This is because the care, support and guidance that pupils receive are very good.
- Teaching and learning are good overall and very good in Year 6. There are examples of very good teaching in all other age groups.
- The curriculum that the school provides is very rich.
- Pupils with special educational needs receive good support but there are weaknesses in procedures to assess their progress.
- Very good links are established with parents, the community, schools and colleges.

The school has made very good improvements since the last inspection. Standards have improved and the quality of education, leadership and management evident in the last report has been maintained and, in some aspects, improved. The three key issues have been addressed very well and all minor issues resolved. Improvements to the school's facilities, such as the ICT suite, new Year 6 block and library, and to the grounds have a positive impact on pupils' learning.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	C	C	B	A
mathematics	C	C	B	A
science	E	D	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.*

Pupils achieve well. All pupils, including those with special educational needs and those from minority ethnic backgrounds, make good progress and achieve their potential. Both boys and girls achieve well. More able pupils reach high standards and those with talents in particular subjects are identified early and given very good encouragement to do well. Standards by the end of Year 6 are above average and have risen well in recent years.

This is evident in the table above². The table also illustrates how last year's pupils in Year 6 achieved very well compared to their prior attainment when they started in the school in Year 3. This is the result of good teaching, better use of target setting for pupils and the positive support of many parents.

The quality of pupils' personal development, including their spiritual, moral, social and cultural development, is very good. Pupils' attitudes and behaviour are very good. Attendance is above the national average. Pupils are enthusiastic about their learning and this is evident, for instance, in the high proportion of pupils who attend the many extra-curricular clubs. Relationships among pupils and with staff are very good.

QUALITY OF EDUCATION

The quality of education is good. Teaching and learning are good and there is a high proportion of good or better teaching (90 per cent). This is higher than is found in most schools. Teaching is very good in Year 6. All aspects of teaching are good and there are strengths in the teachers' high expectations for what pupils can achieve and how they behave. Homework makes a very good contribution to learning. Pupils enjoy lessons and work very hard. In addition to a very rich curriculum, there is a very good range of extra-curricular activities. The school is very caring and supportive and very good links with parents and the community enhance the pupils' learning very well.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good. The headteacher is providing excellent leadership and vision for the school. She is very ably supported by senior staff and the governors. Governors fulfil their responsibilities very well and teamwork is a strength among all staff, including learning support assistants, administrators, lunchtime supervisors, catering and cleaning staff. All are committed to doing the very best for pupils.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Both parents and pupils hold the school in high regard. There is overwhelming support for the work of the school and parents have few concerns. They appreciate the welcoming nature of the school and how it tries to take parents' opinions into account when planning for the future. Pupils say they have very good relationships with staff, and that they enjoy lessons and the many out-of-school activities.

IMPROVEMENTS NEEDED

The most important thing the school should do to improve is:

- Make better use of testing and assessment of the progress that pupils with special educational needs make so that all individual education plans are precise and targets have smaller steps.

² Grades for 2004 are unvalidated at the time of publication.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

All pupils achieve well, including those with special educational needs and those from minority ethnic backgrounds. Standards in English, mathematics and science are rising and are above average. Standards in art and design, information and communication technology (ICT) and religious education are above average.

Main strengths and weaknesses

- Pupils become fluent readers and writers.
- Pupils investigate mathematical and scientific problems confidently.
- Improvement in standards in ICT has been very good since the time of the last inspection.
- Standards in art and design are high.

Commentary

1. Standards by the end of Year 6 have improved since the last inspection, and in recent years the rise has been above the national trend upward. This is the result of very good monitoring of teaching and learning, which has led to improvements in practice and good professional development for staff, as well as much improved procedures to assess pupils' progress and set targets for achievement. The school is successful in meeting its targets.

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

Standards in:	School results	National results
English	28.1 (26.8)	26.9 (26.8)
mathematics	28.3 (27.2)	27.0 (26.8)
science	29.9 (28.0)	28.6 (28.6)

There were 82 pupils in the year group. Figures in brackets are for the previous year

2. Standards in the core subjects of English, mathematics and science are above average and pupils achieve well over the four years they are at the school. Standards of speaking, listening, reading and writing are above average and pupils show confidence. These skills help the pupils to achieve well across all subjects of the curriculum. In one aspect, their skills using a library, standards are weak. In mathematics, pupils in Year 6 are confident calculating and manipulating large numbers. They have a very good understanding of shape and measures, and they solve word problems with increasing assurance. In science, pupils' skills of investigation and their knowledge of concepts are often very good. Whereas standards of presentation by pupils in English and science are good and often very good, standards are more variable in mathematics. In all three subjects, there is little difference in performance between boys and girls and both groups reach standards above the national average. The proportion of pupils reaching the higher Level 5 in

national tests is at least above average. More able pupils are identified early and work is planned to challenge them. Those with talents in subjects such as art and design, music and physical education are given opportunities and encouragement to do well and they achieve high standards.

3. Pupils who have English as an additional language achieve well. They are among the highest attaining pupils in school and are given good encouragement from both home and school to do well. Almost all of these pupils at the start of Year 3 are beyond the early stages of acquiring the language. They continue to make good progress, thanks to the focus given to encourage them to voice their opinions. They are helped to understand the complexities and nuances of language that they encounter in the junior curriculum. All pupils with special educational needs achieve well in English and mathematics. By Year 6, most gain standards in English, mathematics and science that are close to the national level.
4. At the time of the last inspection, standards in ICT required improvement. The school has responded very well to the key issue and pupils achieve well across all age groups. Standards are above average at the end of Year 6. Pupils have good skills in word processing; they combine text and graphics well and are confident using the Internet. Standards in art and design are very good and reflect the quality of teaching, which is often very good and sometimes excellent. Pupils finish their work to a high standard and display considerable pride in their achievements. High standards in religious education have been maintained since the time of the last inspection.

Pupils' attitudes, values and other personal qualities

Pupils' personal development is very good. Attendance and punctuality are good. Pupils' attitudes and behaviour are very good and a strength of the school.

Main strengths and weaknesses

- Improved and consistent procedures are in place to monitor and follow up pupils' absences.
- Very good relationships in the school strengthen pupils' personal development and teach them to get on with each other and other people in the community.
- Pupils are very keen to take part in the wide range of activities and opportunities for social development that the school provides.

Commentary

5. The school works very hard at improving attendance and punctuality. By updating its attendance policy and computerising methods of registration, it now has very effective systems to identify each pupil's pattern of attendance. This enables the school to follow up any pupil absences that are giving concern and to celebrate pupils who have an excellent or improved attendance. Parents are discouraged from taking their children away on holiday during school time and must seek the school's permission for any discretionary absence, as the school is concerned about the rising number of pupils away from school for this reason. Pupils are very punctual. This ensures that lessons start on time. A large number are keen to attend early morning clubs such as

the school choir and are ready and waiting for the eight o'clock start. Very good links have been established with the education welfare service to follow up the very few absences that the school is worried about.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.6	School data	0.1
National data	5.1	National data	0.4

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

6. The school's ethos is very good and the 'buzz' of activity is supported by the very positive way that pupils interact with each other and staff. Weekly *R time* meetings (Relationships education) for each class foster good manners, polite conversation and a civilised attitude to others. For example, pupils are encouraged to hold a dialogue on a given topic. *Circle times*, when pupils discuss social and moral issues, provide a secure learning environment where pupils feel confident to discuss and develop an understanding of their own needs and feelings, as well as those of others. This is especially noticeable amongst pupils who represent their classes on the school council, where ideas are exchanged and school issues debated with maturity and with tolerance for the views of others.
7. The contribution of other cultures and faiths to pupils' personal development is widely recognised about the school. For example, the school has set up an African drumming club and focuses on world-wide events of both a joyous and tragic nature, celebrating festivals such as a Jamaica day and asking parents with differing cultural backgrounds to share their culinary, artistic and musical skills with pupils. Opportunities for pupils to reflect on choices they have to make in life make a very good contribution to their spiritual development. School and class rules and the very polite and friendly interaction between staff and pupils in the school help to set high moral values for pupils to follow, and ensure zero tolerance of any form of bullying or racial harassment.
8. Pupils' attitudes to learning are very good and pupils are prepared to try and try again for their teachers to make sure that they complete a task well or finally master a difficult problem. Pupils with special educational needs enjoy their work in school. There are good relationships with other classmates and with the adults who help and support them. During lessons, pupils are keen to answer questions and contribute to discussions. Many are able to concentrate well, working hard to complete their tasks. Pupils with emotional and behavioural difficulties have worked hard to modify their behaviour and to accept classroom rules and develop positive relationships with adults.
9. Around the school, pupils behave very well and are considerate to each other, as when choosing a friend to share their lunchtime in a *Top Table Award*. The school has worked hard on assertive discipline strategies and shared this training with lunchtime supervisors, who make their own awards for good behaviour. High expectations of how pupils should behave are consistently emphasised in class time and assemblies. The school encourages pupils to develop a positive attitude to each

other by providing opportunities for older pupils to go on a residential holiday to Devon, and in school, pupils are encouraged to take responsibility.

Exclusions

10. There has been one fixed-term exclusion in the last school year and none in the current school year.

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	175	0	0
White – any other White background	18	0	0
Mixed – White and Black Caribbean	4	0	0
Mixed – White and Asian	5	0	0
Mixed – any other mixed background	7	0	0
Asian or Asian British – Indian	84	1	0
Asian or Asian British – any other Asian background	5	0	0
Black or Black British – Caribbean	1	0	0
No ethnic group recorded	5	0	0

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is good, with strengths in all aspects of provision.

Teaching and learning

The quality of teaching and learning is good. Procedures to assess pupils' progress are good overall.

Main strengths and weaknesses

- Staff have high expectations for pupils' performance and behaviour, and pupils meet these expectations.
- All pupils have good opportunities to excel.
- Teaching and learning are very good in Year 6 and there are examples of very good teaching in all other age groups.
- Pupils get on with activities in class very well and get through a good amount of work.
- Procedures to assess pupils' progress are very effective in English and mathematics.
- Pupils with special educational needs receive good support, but there are weaknesses in procedures to assess their progress and in some individual education plans.
- Homework makes a very good contribution to pupils' learning.

Commentary

Summary of teaching observed during the inspection in 38 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2 (5%)	14 (37%)	18 (47%)	4 (10%)	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.

11. Teaching and learning have improved since the last inspection and a high proportion of lessons is good or better. Teaching is very good in Year 6 and there are examples of high quality teaching in all other year groups. Two excellent lessons were seen, one in each of Years 3 and 5. Staff have addressed the three key issues arising from the last inspection well, making very good improvement to the teaching of ICT and provision for the more able pupils. Good teaching is leading to good learning so that pupils' skills and understanding improve over time. Features of all lessons are how well pupils get on with their work when unsupervised, and their enthusiasm for learning. Teachers have high expectations of pupils and, because the staff contribute so much to the life of the school in addition to lessons, pupils respect them and participate readily. Relationships between staff and pupils are very good and so pupils value the support they receive in class.
12. All aspects of teaching and learning are good or better. Teachers' planning is clear and based solidly on what the pupils know and can do. At this early stage of the year, staff in Year 3 are still completing their detailed assessments of pupils' strengths and weaknesses in subjects, especially English and mathematics. The teachers' planning reflects this and is amended so that the pitch of the work is challenging but not beyond the level of the pupils. In all year groups, the teachers use ongoing

assessments, a variety of tests and end-of-unit checks to chart the progress of pupils, re-arrange teaching groups and set targets for groups and individuals to achieve in English and mathematics. Procedures to assess pupils' progress in science are similarly rigorous. In ICT, procedures are more informal, based on classroom observations and feedback to pupils on progress. They are effective, so that staff know how well pupils are doing and pupils have a satisfactory awareness of their achievements. Simple records of progress are also kept in a number of foundation subjects³.

13. Teachers have good expertise to teach the range of subjects of the curriculum and some have specialist knowledge and contribute to local education authority initiatives. There is good support from a member of the local authority's specialist team promoting the achievement of minority ethnic groups. She provides a particular focus on helping pupils understand and use the more complicated language structures necessary to do well in the curriculum for junior-aged pupils, not just in English lessons but in mathematics and science too.
14. Pupils with special educational needs take part in whole-class lessons in English, mathematics and science. Teachers, being aware of the needs of these pupils, provide appropriate work, which responds to their current levels of achievement and enables them to experience success if they try hard. The quality of teaching is good and these pupils learn well because skilled learning assistants often work with those who are part of a group who can sustain similar progress in their learning. The use of teaching sets in mathematics, in which pupils are organised in teaching groups according to their prior attainment, helps to ensure that these pupils attempt tasks that they are capable of completing. Small groups of pupils work in separate groups at times, when the specific targets on their individual education plan are addressed. Here, however, the quality of teaching is variable. Where the targets on pupils' plans are precise and measurable, the pupils working in these groups make rapid progress. Where the targets are too general, progress slows because the learning objectives are not entirely relevant to the pupils' educational needs.
15. In general, good procedures for assessing pupils' progress take into account the nature of their special educational needs because they are carefully prepared to identify the small increments in progress that these pupils make. However, some tests are inappropriate because they are too general and cover a wide span of attainment from five to 15 years. Also, some of the criteria used to assess these pupils are not sharp enough. Consequently, individual education plans are sometimes too general and pupils are not always challenged to work at an appropriate level. The practice of calculating the average points scored by these pupils in tests in these subjects is, however, a useful general indicator of the progress they are making.
16. Staff have developed good routines for homework, so that pupils are aware of its importance. The work they do at home contributes very well to their overall attainment by the time they leave the school. There are good opportunities for pupils to research topics for homework. The school offers workshops for parents in numeracy and one is planned in literacy next term to give them guidance on how to help their children with school and homework. Where working at home causes

³ In this school these subjects are art and design, design and technology, geography, history, music, physical education and religious education.

problems for families in difficult circumstances, staff are developing systems, such as a club, to help them.

The curriculum

The curriculum provides a very good range of experiences for all pupils. Opportunities for enrichment through extra-curricular clubs are very good. Accommodation and resources are very good.

Main strengths and weaknesses

- The provision of enrichment activities both within and outside the school day is very good and makes a significant contribution to learning.
- The curriculum is very well planned to ensure equal access for all pupils, including those with special educational needs.
- The provision for personal, social and health education is very good.
- Curricular innovation is making learning more interesting and meaningful for all pupils.
- Improvements in accommodation and resources have been very good since the time of the last inspection.

Commentary

17. Since the last inspection the school has addressed a minor weakness by extending the range of extra-curricular activities which enrich the basic curriculum well. The arrival of the present headteacher brought a major focus on further improvements in provision in the core subjects of English, mathematics, science and ICT in order to drive up standards. Governors and staff are committed to raising standards in other subjects by providing a broad and rich curriculum. Recent staff development has focused on ways to provide better subject balance and increased enjoyment, whilst retaining rigour. Effective cross-curricular links have been identified between subjects, for example the use of ICT in music, and links between art and design, and history. French is taught in blocks of time to pupils in Years 3 and 6. The school is also part of a national initiative to improve provision for physical education and sports. These initiatives mean pupils are receiving a rich and varied curriculum. There has been good improvement in provision since the last inspection when it was also seen as a strength of the school.
18. Staff are committed to enriching the basic curriculum by providing a wide range of experiences both within and outside the school day. They generate real enthusiasm for learning. Visits, such as one to Bosworth Field by pupils in Year 4, are planned to link directly with topics being covered in the classroom. Visitors include authors, artists and musicians. There is a very wide range of after-school clubs, including sport. The school choir, recorder groups and African drumming sessions are open to all pupils and have a positive impact on standards in music. Regular opportunities for all age groups to participate in public performances make a good contribution to the development of pupils' speaking skills.
19. The curriculum provided for personal, social and health education is very good and this is reflected in the attitudes and behaviour of pupils. It includes work on diet,

health, sex education and drug awareness, as well as on personal and social development.

20. The school has a strong commitment to ensuring equality of access and opportunity for its pupils. Well-trained teaching assistants support lower attaining pupils in class and the language needs of pupils with English as a second language are identified and addressed. Additional provision is also made to help gifted and talented pupils to reach their potential. Pupils with special educational needs are included in all activities planned and organised by the school. Adults plan good opportunities for these pupils to work in small groups alongside those of similar educational need and continuously seek ways for them to be involved in whole-class discussions.
21. Indoor accommodation is spacious, and attractive, and is kept to a high standard of cleanliness by cleaning staff. Displays around school reflect the all-embracing ethos of the school. Resources are generally of high quality for most subjects. A comprehensive improvement plan aims to improve facilities and resources. The new ICT suite, the swimming pool and the improved library resources enhance learning for all pupils. The impressive school grounds provide a very good outdoor learning environment alongside well-designed play facilities.

Care, guidance and support

Care for pupils is very good. Pupils receive very good support, advice and guidance. Good systems are in place to consult pupils and act on their views.

Main strengths and weaknesses

- Child protection and health and safety procedures are very well organised.
- Close attention to the individual needs and abilities of each pupil supports and guides pupils very well.
- The setting up of the school council is helping pupils to understand and contribute to the day-to-day running of their school.

Commentary

22. Child protection issues are very well addressed in the school. All staff are fully trained in accordance with the locally agreed guidelines, and they vigorously follow up any incident that could be affecting a pupil's welfare. The school has very clear health and safety procedures. The majority of the staff have had first-aid training and there are clearly prescribed procedures for assessing risks and ensuring the safety of the school buildings and educational visits. Seeking to achieve *Healthy School* status has raised awareness among pupils of healthy eating and environmental matters. A healthy tuck shop runs at break time; fresh fruit and salads are available at lunchtime, and during the week of tests in the summer term, the school ran a breakfast club to make sure that pupils in Year 6 had a healthy start to the day.
23. All pupils, including those with special educational needs, have trusting relationships with both the class teachers and learning assistants. Many of the pupils with special educational needs have positive relationships with the special educational needs co-

ordinator. This gives them good opportunities to confide in these adults if they are concerned or have any problems.

24. Induction procedures are very well organised and aimed at settling in and reassuring new pupils, including those who arrive during the middle of the school year. They include a *buddy* system to support each new pupil. Arrangements to prepare pupils for moving on to secondary school are very good and supported by a very well organised programme of contacts and events. Arrangements to track the progress of pupils and their personal development are very good. *Peer mentoring*, which has been trialled in the school so that more able pupils can help pupils identified as needing increased support, has benefited pupils of all abilities.
25. Pupils are enjoying the opportunity they have through the school council to share their views of how they can help the organisation and management of their school. Suggestions are formally collected in *circle time*, but pupils also have the opportunity to present and debate their own ideas, for example on a competition to design a school council logo, or on how to run the *buddy* system at playtime. The school values their ideas and provides support to ensure that realistic suggestions are listened to and acted upon.

Partnership with parents, other schools and the community

Very good links are established with parents. Links with the community and other schools and colleges are very good.

Main strengths and weaknesses

- Links with parents support a trusting and improving relationship.
- The school's *open door* policy makes a very important contribution to the very good home and school partnership.
- There are many links with the local and wider community that enhance the pupils' education.

Commentary

26. The school has worked hard to build a strong relationship with parents. Staff are available and accessible to parents, either through the school office, out in the playground or in the classroom. Much improved communication with home since the time of the last inspection is well appreciated by parents. Parents are actively encouraged to share concerns with the headteacher or staff and this openness enables complaints to be resolved promptly. Prominent invitations to make suggestions on improving the school and to contribute to strategic planning are constantly highlighted to parents. The school regularly reports on the progress of any such suggestions, for example, in improving pushchair access to various parts of the school. The school appreciates the diversity of the local culture and family backgrounds. The formation of *Church Hill Friends* has representation from a cross section of the community, and has led to the holding of very successful fund-raising and social events for the school. The benefits of these can be seen in improved playground resources and play equipment.
27. Regular parental consultation and meetings about the curriculum allow parents to be kept fully informed about their children's progress, and the school is very pleased with the attendance and take up of these opportunities by parents. The school is aware that a number of parents would like the opportunity to learn new skills to support their children's learning at home. As a result, courses for parents are held in school to support literacy and numeracy, most specifically for parents of pupils in Year 3. Regular newsletters go out from school, notice boards advertise school and community events, and annual written reports to parents are personal and informative. Parents support pupils' learning and homework well. Parental questionnaires indicate how well they regard the school. They believe the partnership has grown in recent years and this makes them far more aware and knowledgeable about what happens in school. Parents of pupils with special educational needs are kept fully informed of their child's educational progress. They are invited to attend all review meetings and receive copies of all documentation, including changes to individual education plans and suggestions about how they can help their child at home.
28. The school has forged very effective community links with many external groups. The Christian ethos is maintained by very close links with the local churches. The school has established a very good working partnership with specific local businesses, such as a nearby superstore which supports the school very well. Pupils promote the school's image and their own very good attitudes and behaviour when they visit the elderly in the community to share Harvest produce with them.
29. Links with the local secondary school are very strong, through visits by staff and units of work for pupils in Year 6, which they take with them to the high school. There have been further developments in recent years with the infant school, where links are very good, as the headteacher initiates exchanges and develops strategies to improve the continuity of the curriculum between Year 2 and Year 3. The school enjoys a very good relationship with local colleges to provide vital work experiences for secondary school students. Strong links with the University of Leicester enable students to gain valuable teaching experience on their placement at the school. They are well supported, guided and advised by the school's experienced and hard working staff.

The school continues to promote itself to the wider community through good publicity in secular and local newspapers, which in turn informs those parents residing outside the school's immediate locality about the school. Several parents elect to bring their children to the school because of its very good reputation in the community.

30. Community sporting initiatives have improved in recent years. Outside agencies, individual specialists or coaches develop pupils' varied sporting skills. These enable them to demonstrate their expertise in the local community and maintain a high level of participation in an extensive range of extra-curricular activities.
31. Overall, the range and level of support for the curriculum provided by parents and the community result in increased opportunities in learning experiences for pupils. The very good links have a very good impact on pupils' attitudes to school and clearly contribute to high standards across the school.

LEADERSHIP AND MANAGEMENT

Leadership, management and governance of the school are very good.

Main strengths and weaknesses

- The headteacher is providing excellent leadership for the school and is very well supported by the senior management team and all staff.
- Governors make a very good contribution to the school, both strategically and on a day-to-day basis.
- The commitment of everyone to doing the best for all pupils is excellent.
- Senior staff and governors check the performance of the school very well and take steps to make the necessary improvements.
- The monitoring of teaching and learning is very effective in raising their quality.

Commentary

32. Leadership by the headteacher is excellent. She has a clear vision of how she wants to see the school develop, based on providing all pupils with the opportunity to excel. Strategic planning is very good. Parents and pupils are given the opportunity to contribute and their views included. The headteacher has helped all senior managers, governors and staff to have a greater insight into how this can be achieved through high quality monitoring of the school's performance and improved professional development for staff. Similarly she has a clear vision for the further development of the school's role in the community, with specific aims drawn up by the whole school community. These embrace a broad programme of events, visits and visitors to enrich all pupils' experience, thereby creating fun, enjoyment and enthusiasm for school life, and to promote the role of parents in this enrichment. In addition, the school offers workshops for parents, such as in numeracy; it practises open access to staff, and has effective systems in place to enable parents and carers to celebrate their children's learning. The school seeks to develop further opportunities to utilise the community's skills, expertise and cultural background as an important resource to support pupils' learning.

33. Governors have a high profile in the life of the school and have established a range of very effective links to help them participate in school and support senior managers. There are weekly meetings for governors with the headteacher, an efficient committee structure, and links established between governors and individual subjects, and also between governors and individual pupils in Year 3 to chart their progress and needs as they go through school. In this way, governors have a very good awareness of the school's strengths and points for improvement and, by representing the various minority ethnic groups in the school, an informed understanding of the views of parents and the community. Governors also contribute regularly to school activities, including extra-curricular clubs. All statutory requirements are met.
34. Senior managers and year-group leaders form a very good management structure for the school. They are excellent role models and create very successful teams to plan the teaching and learning and enrich the curriculum and extra-curricular activities. The commitment of all to the vision of the school as a place where all pupils are given the best of opportunities is excellent. The monitoring of teaching and learning and of pupils' performance by subject leaders is very good. It not only covers the core subjects but also subjects such as music and religious education. Leadership and management of the provision for pupils with special educational needs are good. The co-ordinator meets staff regularly and supports class teachers in the writing of individual education plans for pupils, which are continually reviewed. However, pupils' plans are not all used as working documents to analyse pupils' progress towards achieving their specific targets in the allocated time.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	804,344	Balance from previous year	143,650
Total expenditure	772,637	Balance carried forward to the next	175,357
Expenditure per pupil	2,415		

35. Financial management is good and has benefited from a revision of school procedures in the light of a financial audit in the last year. A part-time bursar with a high level of expertise has been appointed on a service level agreement to provide the school, headteacher and governors with precise and up-to-date financial monitoring. This has helped the governors' finance committee to take the necessary steps to reduce the larger-than-average carry forward since the start of the current financial year, and yet to anticipate the projected fall in school roll without adversely affecting the quality of education for the pupils.

PART C: THE QUALITY OF EDUCATION IN SUBJECTS

SUBJECTS IN KEY STAGE 2

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- Teaching and learning are predominantly good or better and have a very positive effect on standards achieved.
- Standards are above average by the end of Year 6 because of very good teaching in this year.
- Teaching assistants work effectively with targeted pupils.
- Assessment, including marking, helps pupils to improve.
- Strategies to raise standards are very well led by the subject leader and are proving very effective.
- Pupils' library skills throughout the school are weak.

Commentary

36. All pupils achieve well, including those with special educational needs, the more able pupils and those who have English as an additional language. Boys and girls perform equally well. Standards by the end of Year 6 have risen steadily over the past few years, when English has been a focus for school improvement. National test results for pupils in Year 6 in 2004 showed standards to be above the national average and well above those of similar schools. Pupils in the current Year 6 are likely to reach the same standard by the end of the year because of the very good teaching in Year 6 classes. In particular, while attainment in reading is generally stronger than in writing across the school, pupils' writing skills improve rapidly in the final year.
37. A significant minority of pupils enter school in Year 3 with a limited ability to express themselves clearly, particularly some for whom English is an additional language. Staff realise the importance of developing speaking and listening skills in order to help pupils with reading and writing. There are good strategies to develop speaking skills, such as the use of *talking partners* to share ideas, as well as the teaching of specific subject vocabulary, and these are used well in all classes. Teachers give sufficient time to allow pupils to explain when they respond to questions. This develops pupils' confidence when speaking in groups. Pupils' achievement is good and they listen well to staff and to each other. Pupils with specific difficulties are targeted for additional support. The school makes good use of the specialist skills of a part-time teacher from the local education authority's service to promote the achievement of minority ethnic groups. Pupils in Year 3 in the autumn term and in Year 6 in the spring term benefit from additional support in understanding the language and inferring meaning. By Year 6, speaking skills are generally at expected levels.
38. Staff use a wide range of strategies to improve pupils' reading skills. Resources used in the literacy hour give pupils access to a wide range of genres, and quality texts are used well to develop competence. Graded reading books give structure and support

to enable pupils to make good progress. Pupils are encouraged to read regularly at home with parents and carers and this helps their progress. Basic skills, including letter sounds and combinations, are well taught. Very good teaching of higher order reading skills with older pupils is enabling them to go beyond literal comprehension and extract meaning from difficult texts. Staff work hard to interest pupils in reading, with initiatives such as visiting authors, *The Author of the Month*, Book Days and reading challenges. As a result, many pupils find reading an enjoyable activity. They talk with enthusiasm about books they have read, and they are beginning to develop preferences for the work of authors such as Jacqueline Wilson and Dick King-Smith. Pupils are developing skills of reference appropriately but there is a weakness in the teaching of library skills. As a result, pupils have difficulty in locating non-fiction in the school library. All pupils have regular access to the library each week and choose books to take home. However, where there is insufficient guidance, some pupils choose books unsuited to their reading capabilities and purposes.

39. In writing lessons, work is well planned to develop pupils' knowledge and skills, which they practise by writing in a growing range of styles. Handwriting is developed well across the school. Evidence shows that the lack of opportunity for sustained writing found at the last inspection has been addressed. Pupils' writing skills develop well across the school and, by Year 6, many pupils show maturity of style with the ability to use complex sentence structure. Pupils in all Year 6 classes use a variety of strategies to make their writing interesting, such as personification, asides, and the use of similes and metaphors.
40. Teaching was predominantly good or better in lessons seen and is good overall. This is helping to raise standards because most pupils make good progress in lessons. Pupils in Year 6 make rapid progress because of the very good teaching. Teachers show secure subject knowledge; they plan well and use interesting and lively teaching methods which pupils enjoy. The positive relationships established by teachers enable pupils to develop very good attitudes to their learning. Good use is made of well-trained support staff to work with targeted groups. Where teaching is very good, there are very high but realistic expectations of what pupils can achieve. More able pupils in particular respond well to the challenges. Lessons move at a brisk pace and keep pupils on their toes. Effective questioning assesses pupils' understanding and extends it. Where teaching was satisfactory, for pupils with special educational needs, work did not focus on what individuals needed to learn. Marking of work is very good. A common format is used across the school and focuses clearly upon what pupils need to do to improve their work. Homework relates directly to work in class and provides very good consolidation.
41. The subject is very well co-ordinated and this has played a significant part in the rise in standards. Since the last inspection staff have evaluated provision and there have been rigorous initiatives to raise standards. Test results are analysed by gender and ethnicity. When weaknesses were seen in boys' reading, effective strategies were put in place to encourage boys to read more. A very good assessment system is in place to support teachers in planning and to monitor pupils' progress through school. Pupils have become involved in assessing their own progress. Group targets for are set for writing and most pupils know theirs. Improvement since the last inspection has been very good.

Language and literacy across the curriculum

42. Pupils use their language and literacy skills well in other subjects because opportunities for speaking, listening, reading and writing are identified in planning. Lessons in history involve reading from relevant sources and writing in a variety of styles such as reports and newspaper articles. Pupils are encouraged to research information for themselves. In all subjects there is a priority to develop pupils' spoken language and the use of technical and subject-specific language is encouraged.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- There is a very high level of challenge in the work that pupils are given.
- Very good use is made of assessment to track pupils' progress, plan lessons and set targets for pupils to achieve.
- The arrangements for grouping pupils into teaching sets according to their prior attainment are very effective.
- Homework plays a significant part in boosting standards.
- Leadership and management of the subject are very good.
- Presentation of pupils' work is variable in quality, especially in younger age groups.

Commentary

43. Standards are above average at the end of Year 6 and pupils achieve well. This is evident from sampling pupils' work, analysing data about pupils' performance in national tests at the end of Year 6 and observing lessons. Standards are rising because in recent years teachers have been making better use of the results of assessments to group pupils into teaching sets and to identify areas that pupils find difficult. In addition, the high quality of teaching in Year 6 is contributing very well to pupils' performance. Standards have improved since the time of the last inspection and the school is successful at meeting the targets it sets.
44. All pupils make good progress, including those with special educational needs, more able pupils and those who have English as an additional language. Pupils achieve very well in Year 6. Boys and girls perform equally well. The average performance of both boys and girls in national tests is above the average found nationally. Information on value added scores shows that all the various groups attained better results than might be expected during their time in the school. Pupils from minority ethnic backgrounds feature in groups across the whole range of attainment and many are among the highest attaining pupils in this subject. Pupils in Year 6 are confident calculating and manipulating large numbers. They have a very good understanding of shape and measures and they solve word problems with increasing assurance. Pupils whose first language is not English require support in this aspect of mathematics especially. The school is aware of this and focuses well the support provided by a member of the local education authority's specialist teaching service. For instance, this term she works with lower attaining pupils in Year 3 and in the spring term,

spends time with pupils in Year 6 who are identified as having difficulty with technical terms and inferring the meaning of word problems.

45. Pupils have very good attitudes to the subject and work well independently or collaboratively. This is the result of good teaching across all age groups. Teaching is very good in Year 6. The classes in this year group benefit particularly from the high expectations of the staff and the very good use made of new technology such as interactive whiteboards. More able pupils benefit from the high level of challenge in the teaching sets, in which they are grouped by prior attainment. Pupils with special educational needs in all year groups also benefit from very good guidance from learning support assistants. This ensures that these pupils work hard, concentrate well and make good strides in their learning. Relationships between staff and pupils are very good and are based on mutual respect and trust. Staff have good expertise to teach the subject, and have become increasingly adept at identifying weaknesses in pupils' understanding and then teaching to eliminate them. Lessons have a brisk pace and pupils get through a good amount of work in the time available. Homework features very well in the provision. In addition to the learning of multiplication tables and practising topics covered in class, interesting assignments are given. Staff take time to make sure they are completed and marked and that lessons are learnt from them. Standards of presentation are good in most classes, especially Years 5 and 6, but there is some variation in practice and expectation in other age groups, which impairs the overall quality of the pupils' work.
46. Leadership and management of the subject are very good. A very high commitment to the professional development of teachers and learning support staff ensures that good practice is disseminated across the school. Forward planning for the subject is based on very good analysis of data and identification of priorities. Parents are helped to be involved in their children's learning through written information, meetings and courses. The monitoring of teaching, learning and standards is very effective and has made a significant contribution to the very good improvements in the quality of provision since the time of the last inspection.

Mathematics across the curriculum

47. The use of mathematical skills in other subjects is good. In science there is good use of skills to record investigations and produce findings in the form of charts, tables and diagrams. Pupils use their good skills to measure in both science and design and technology. They also practise work on coordinates in map work in geography. Good cross-curricular links are being forged with ICT.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses

- Pupils achieve well because of the generally very good teaching, particularly of the older pupils.
- There is a very good emphasis on the development and use of specific technical language.

- Pupils with special educational needs achieve very well because of the support they receive in lessons.
- Digital projectors, where they are available, are used very effectively during lessons.
- There is a good balance between the development of skills of investigation and the acquisition of scientific knowledge.
- Pupils are encouraged to look for patterns in graphs and tables of results. However, ICT is not applied well enough to this task.
- The subject is very well led and managed.

Commentary

48. Standards by Year 6 are above average. In the 2004 national tests, almost all pupils achieved the national standard and half of these pupils achieved the higher level. This represents a very good improvement in recent years and since the last inspection. Pupils in the current Year 6 have made a good start since September and many are already achieving at the higher levels. More able pupils are achieving particularly well. This is the result of the very good teaching, the insistence on the use of correct technical vocabulary, and the continual development of scientific investigations alongside the acquisition of scientific knowledge. No differences were observed in achievement between boys and girls. All pupils achieve well, including those with special educational needs and those speaking English as an additional language. This is because pupils with special educational needs receive high levels of support, which help them to understand scientific facts and successfully carry out investigations that include fair tests. The very good practice of building dictionaries of scientific vocabulary and terminology helps all pupils, especially those whose mother tongue is not English, to learn new words and use them in their work. Pupils' work is presented neatly and accurately, indicating high levels of interest in and commitment to their studies.
49. In the lessons seen during the inspection, teaching was very good overall. Lessons were planned well and teachers' subject knowledge was good. Very effective use was made of scientific websites on the Internet, and consequently pupils learned very well, showed interest and enthusiasm for the subject and concentrated hard. Other lessons of good quality, where practical activities were planned, enabled pupils to experience at first hand how vibrating musical instruments produced sounds. This resulted in pupils making rapid progress in their learning and enabled the teacher to extend the practical activities to investigate pitch and the way sounds change as vibrations change, thus challenging the thinking of the more able pupils. Good use was made of computer controlled, sensing devices when pupils in Year 4 investigated temperature change and learned how to read thermometers accurately. They recorded temperatures in different parts of the school to check their earlier predictions, making use of mathematical skills to compile tables of results and construct bar charts.
50. The school has sustained its improvement in the subject since the last inspection. These improvements include a sustained rise in standards as well as further improvements in the co-ordination of the subject and, in each year team, the presence of a lead teacher. The regular assessment of attainment and monitoring of national test results help staff to identify strengths and weaknesses. There has been further development of teaching of scientific investigations.

51. Leadership and management of the subject are very good and improvement since the last inspection has been good. The subject improvement plan rightly notes that more work is required to help pupils devise their own investigations more systematically. Whilst good use is made of ICT as a tool for learning and for observing physical phenomenon, pupils make too little use of data-handling skills to make graphs from the results of their experiments.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **very good**.

Main strengths and weaknesses

- Standards are high by Year 6.
- Subject leadership is very good and is a significant factor in the much-improved provision and in raising standards.
- Formal arrangements to assess pupils' progress have yet to be fully developed.
- Teachers use ICT very well across the curriculum.

Commentary

52. Pupils make good progress throughout the school and achieve well by Year 6. They make effective use of the Internet to research information in a wide variety of subjects. They show good word processing skills, drawing upon previously acquired knowledge, skills and understanding, to help them with new learning. They combine text and graphics confidently and well, for example in their own *Power Point* presentations, where work is linked closely to their historical study of Ancient Greece. Pupils in Year 6 recognise how the increasing use of interactive white boards in school has helped their learning in other subjects. Pupils have a very positive attitude towards their learning and it is clear that they really enjoy the subject. They work very well with their partners, helping each other sensibly and effectively.
53. Overall, teaching and learning are now good. This highlights how well the school has improved since the last inspection. Staff have benefited from training led by the subject leader and achieved very good improvement in teaching and learning. It is evident teachers are confident to use ICT widely across the curriculum, and together with the very good use of resources, this has improved skills and the way teachers teach and pupils learn. More able pupils are given good opportunities to explore the power of the computer programmes they use and thus extend their own knowledge and that of their peers. This also clearly contributes to the popularity of the subject. Consistently good use of the digital camera is reflected in display around the school and in the *Highlights* booklets that illustrate the school's many varied events and activities. Examples of very good teaching were seen during the inspection and, in lessons where learning support assistants were used, their contribution to pupils' learning, especially those with special educational needs, was very good.
54. The subject is very well led and managed by a knowledgeable and enthusiastic subject leader. He has a clear understanding of how to raise standards. He supports colleagues in a variety of ways and is developing his monitoring role well, but he does

not have regular opportunities to formally observe lessons. He undertakes interviews with both colleagues and pupils to improve the subject's performance further and this is good practice. Formal arrangements for assessment and its recording have yet to be fully developed. Pupils in Year 6 know how their work is assessed in lessons and say it enables them to have a better understanding of their own learning in ICT. A portfolio of pupils' work reflects standards achieved by pupils across the school. Since the last inspection, improvement has been very good, especially in resources. The ICT suite has been installed and is used well by all pupils. Resources for pupils in Year 6 in their self-contained block are also very good.

Information and communication technology across the curriculum

55. Very good use is made of ICT across the curriculum to enhance pupils' learning and to engage and sustain their interest and attention. Teachers in Year 6 in particular use interactive white boards skilfully and share their expertise willingly with other staff. This very good resource adds another dimension to pupils' learning across the curriculum. During the inspection, there was much evidence of ICT being used well in other subjects, such as mathematics and science. Opportunities for all pupils to use email to communicate information in other subjects are currently limited and the subject leader has identified this as an area for immediate development.

HUMANITIES

Religious education

Provision in religious education is **very good**.

Main strengths and weaknesses

- Good teaching and pupils' positive attitudes to the subject result in standards above those expected in the Locally Agreed Syllabus.
- Leadership and management of the subject are very good.
- The subject contributes very well to pupils' spiritual, moral, social and cultural development.
- Pupils have good knowledge of Christianity and other world religions.
- Opportunities for all pupils to visit places of worship other than churches are under developed.

Commentary

56. High standards have been maintained since the last inspection. Although limited teaching was seen during the inspection, evidence from an analysis of pupils' work and meetings with pupils and staff indicates that teaching and learning are good. Pupils clearly enjoy the subject and have a positive attitude to their learning. Pupils in Year 6 explain how they acquire interesting new knowledge and how their work is often linked to other subjects and assemblies. The subject is often presented in a practical way and is mostly taught in an interesting and varied manner. As a result, pupils achieve well by Year 6. In one very good lesson seen, the very good relationships between teacher and class gave pupils the security to discuss the values of Christianity sensitively.

57. There are several strengths in teaching and learning. Detailed guidance enables teachers to teach all aspects of religious education well. In their joint planning, teachers respond well to this guidance so that pupils receive a wide-ranging curriculum which links purposefully with other subjects. Pupils have good opportunities to discuss issues with partners, small groups and the whole class, and this develops their speaking and listening skills. Pupils are able to offer their own views and opinions and make their own choices about issues relating to all religions.
58. Leadership and management of the subject are very good, and improvement since the last inspection has been good. The subject has a high profile in school. The very good curriculum provides extensive coverage of many faiths and religious beliefs. Because the school has established very effective links with the local church, it fosters positive Christian values well. Pupils show respect for the values and beliefs of others and they regularly visit local churches. The subject contributes very well to their spiritual, moral, social and cultural development. Although overall enrichment of the subject, particularly by events and visitors, is very good, the school recognises that regular opportunities for all pupils to visit other places of worship in order to help their learning have yet to be fully developed.
59. As few lessons were seen in **geography** and **history**, there is insufficient evidence to judge the provision overall. Planning indicates that the relevant parts of the National Curriculum programmes of study are covered and pupils progressively develop knowledge and skills. Sampling of pupils' work reveals that an overuse of worksheets in some classes for younger pupils limits their opportunities to develop and express their ideas. The monitoring of provision has identified this as an issue and it is being addressed. Older pupils have been given good opportunities to develop sustained writing, particularly in history. Marking in both subjects helps pupils to improve their work.
60. In **geography**, good use is made of the locality for fieldwork. Residential and other visits enable pupils to compare Leicester to contrasting localities. Work from last year shows that mapping skills develop well across the school, and pupils in Year 6 made good use of them on their visit to Devon. Satisfactory teaching in Year 3 gave pupils an early understanding of large-scale maps and symbols. Pupils were able to use their mathematical knowledge of coordinates in order to locate places.
61. Visits and other enrichment activities play an important part in making **history** interesting and this encourages the development of pupils' knowledge and understanding. Pupils in all year groups participate regularly in themed historical days when they take part in role-play relating to the period they are studying. Pupils in Year 4 visited Bosworth Field as a stimulus to start their Tudor studies. Good teaching with this year group enabled pupils to extract information about the lives of rich and poor people in Tudor times from household inventories of the period. The use of primary, handwritten sources helped to consolidate their understanding of differences between life then and in the present. In one lesson where teaching was satisfactory, pupils developed a sound knowledge of the Olympic Games in Ancient Greece but the content was not demanding enough for most pupils.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design

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

Main strengths and weaknesses

- The quality of teaching is good and pupils have good opportunities to experiment with a full range of media, including three-dimensional work.
- Sketchbooks are used well by pupils to practise skills and techniques.
- The subject makes a very good contribution to pupils' cultural and spiritual development.

Commentary

62. Standards are high throughout the school, as was the case at the time of the last inspection. All pupils achieve well. Teaching seen during the inspection was good in Year 4 and very good in Year 6. Standards of work displayed around the school were also high, reflecting the good teaching. This work was well presented, indicating that pupils had taken pride in their presentation and had enjoyed completing the projects.

Example of outstanding practice

An excellent lesson in which pupils in Year 3 responded with sensitivity and maturity to the work of Andy Goldsworthy. The quality of teaching in a Year 3 class was excellent. The teacher shared her knowledge and love of art with the pupils. Her initial explanation of the style of the artist, Andy Goldsworthy, was delivered with passion and respect for his work. The showing of photographs of his work captured the symbolism of nature and created a spiritual dimension for the pupils as they marvelled at his use of natural materials. One pupil observing a photograph of a serpentine channel in the sand announced that, *It looks like creatures going to the sea to drink.* In this manner, many other pupils shared their thoughts with the class, showing very good insights into the symbolism of the artist's work. Very thoughtful resourcing enabled pupils to use natural materials to create patterns in the style of Andy Goldsworthy. Their final pencil sketches reflected the creativity of the artist. Their work was detailed, mature and aesthetic, capturing the artist's different outlook. The playing of background music added to this creative environment. There was an excellent appreciation of the work of the pupils during the plenary session, and a sense of quietness and reflection as the lesson finished.

63. Pupils in Year 6 study Greek art and decorate their recently modelled and fired clay slab pots using both Greek keys and figures. They learn new techniques about applying a glaze as they complete this three-dimensional work to a good standard. In the lesson observed, the very good organisation of pupils in the classroom, the setting up of specific glaze, sketching and water-colouring areas, reflected the very high quality planning. All this enabled the pupils to complete the tasks, apply techniques and yet continue to be creative and original. Many pupils worked carefully and slowly to create Greek pottery of good quality, gaining intense satisfaction and showing very high levels of pride. Pupils in Year 4 mixed paint carefully and accurately to capture the shades of colouring in hair, clothing and jewellery. They responded well to the good teaching they received, choosing appropriate brushes and experimenting carefully with a selection of primary colours to achieve a close match. The school has developed a good range of activities including three-dimensional work and the study of famous artists and their unique styles. One identified area for further improvement is in the development of printing techniques.
64. The subject is well led and managed, and good teamwork ensures that all pupils in each year- group experience the same art activities. There are good links between this and other subjects, particularly history, where pupils recently painted watercolours of Tudor monarchs. The lack of a comprehensive set of year-group portfolios prevents the school from easily celebrating its work with parents and visitors.
65. **Design and technology, music and physical education** were only sampled in the inspection and no firm overall judgements on provision or standards can be given in any of these subjects. In **design and technology** discussions with pupils and the study of their work showed that they are gaining experience of a range of materials and techniques. They are developing the expected subject skills through designing and making a variety of products. Younger pupils have designed and made three-dimensional models of rooms, using paper and card as part of their literacy project on *Openings*. These cross-curricular features were further highlighted when pupils in Year 5 drew up detailed plans and lists of materials required to make musical instruments. They successfully applied their scientific knowledge of how sound is made to assemble their instruments, which they then evaluated. As part of a homework project, pupils in Year 6 designed and constructed pencil holders from recyclable materials. Like all other products made by the pupils, they were finished to

a good standard, showing both original thought and practical application. Subject planning indicates that pupils experience a full range of design and technology tasks, including food technology. This good planning includes the development of the processes of designing, making and evaluating, together with the use of a good range of tools, resources and equipment. These findings mirror those of the last report.

66. **Music** is a strength of the curriculum. Pupils have very good opportunities to enjoy the subject through lessons, clubs, performances and concerts. There is a high level of commitment from staff, pupils and governors to the various activities in school. Clubs, such as African drumming, choir, guitars and recorders, involve large numbers of pupils, and the quality of their performance is high. Performances by visiting musicians also enrich the pupils' experiences. As a result, the subject makes a very good contribution to the pupils' spiritual, social and cultural development. The subject is very well led and managed by the subject leader, who provides a lot of the drive to keep the profile of the subject high in the life of the school. She not only teaches to a very high standard but also works with colleagues to improve their level of expertise in the subject. Many interesting curricular developments are in progress and the subject leader has had the opportunity to check the quality of provision and the standards that the pupils achieve. These findings are similar to those of the last report.
67. **Physical education** is clearly a popular subject among the pupils. It is promoted very well throughout the school and pupils are provided with a very good range of extra-curricular activities. These findings broadly reflect those at the last inspection. The relatively newly appointed subject leader works hard to provide and develop sporting initiatives. Teaching and learning are very well supported by many specialist coaches who visit the school. Very good facilities and resources include an indoor swimming pool, which is well used and enables a high proportion of pupils to swim by the end of Year 6.

PERSONAL, SOCIAL AND HEALTH EDUCATION

Personal, social and health education

Provision in personal, social and health education is **very good**.

Main strengths and weaknesses

- The curriculum is well planned to teach the subject in discrete lessons and in other subjects.
- The supportive ethos of the school has a positive impact on pupils' personal and social development.
- Links with outside agencies enhance the provision.

Commentary

68. Pupils' attitudes to learning and their positive relationships with staff and each other reflect the school's strong commitment to pupils' personal and social development. The curriculum provided is very good and includes work on diet, health, sex education and drug awareness. All classes have time set aside each week to discuss and explore

feelings and relationships. This is an important part of the school's approach to managing pupils' behaviour. Assembly themes, such as *Making the right decisions*, consolidate learning in class. Outside agencies are used well to teach pupils about topics such as drug awareness or safety and the school is making a good effort to involve parents. The school values the views of pupils. The well-run school council is attended and run by elected representatives from all year groups and, although only recently introduced, is proving to be a good opportunity to take part in the democratic process. This provides a good basis for pupils to develop their understanding of citizenship. The school is participating in a Healthy School initiative and is hoping to receive an endorsement for its good work in personal, social and health education.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	2
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
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities (ethos)	2
Attendance	3
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	2
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	3
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
The leadership and management of the school	2
The governance of the school	2
The leadership of the headteacher	1
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).