

## INSPECTION REPORT

**Sileby Redlands Community Primary School**

Sileby

Loughborough

LEA area: Leicestershire

Unique reference number: 120055

Headteacher: Mrs Diane Mullan

Lead inspector: Andrew Matthews

Dates of inspection: 24-26 January 2005

Inspection number: 267552

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:	173
School address:	King Street Sileby Loughborough
Postcode:	LE12 7LZ
Telephone number:	01509 812376
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Appropriate authority:	Governing body
Name of chair of governors	Mrs Gill Moir
Date of previous inspection:	February 2003

## CHARACTERISTICS OF THE SCHOOL

With 173 pupils (80 boys and 93 girls) Sileby Redlands Community School is smaller than most other primary schools. Pupils are taught in six classes and come from a well below average socio-economic area. Free school meal eligibility is in line with the national average but the proportion of pupils with special educational needs is above average. There are no pupils in public care and only three per cent of pupils are from ethnic minority backgrounds. Two pupils are at an early stage of English language acquisition. Attainment on entry to the school is well below average and very low in language acquisition. Pupil mobility is slightly higher than the national average. The school is involved in a leadership development strategy and has close links with a cluster of four local schools.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
19410	Andrew Matthews	Lead inspector	Foundation Stage; mathematics; art and design; design and technology; personal, social and health education
32660	Robert Adams	Lay inspector	
23566	John Iles	Team inspector	English; history; physical education; religious education
27541	John Collins	Team inspector	Science; information and communication technology; geography; music

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

Redlands Primary is an **effective** school with many very good features. Though standards are below average, they are rising and pupils are achieving well because the quality of education provided by the school is good. The school is very ably led by the headteacher, and the governors know the school very well and give good support. The school provides good value for money.

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

- The leadership of the headteacher is very effective and she is very well supported by hardworking staff.
- Consistently good teaching ensures that pupils make good progress and achieve well.
- Standards in writing and basic number work are not high enough.
- Relationships are very good and the school's ethos is very strong.
- Pupils' personal development is very well provided for, pupils have very good attitudes to their work and are very proud of their school.
- Although teachers know their pupils very well, their progress is not tracked regularly enough.
- The teaching assistants provide very good support for individuals and groups and the school's care for its pupils is excellent.

An effective response to the last report has led to big improvements in many areas of the school's provision. Standards have risen in reading, writing, mathematics and science, although in mathematics and writing they remain below average. The headteacher and senior teacher regularly monitor the quality of teaching and learning in the classrooms and all subject leaders scrutinise pupils' work to confirm they are achieving appropriately. The governing body ensures all statutory requirements are met and now have a far greater awareness of the school's strengths and weaknesses.

### STANDARDS ACHIEVED

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

Key: A – well above average; B – above average; C – average; D – below average; E – well below average  
\* denotes that the school is in the top five per cent

Throughout the school, pupils' achievement has improved since the last inspection and **pupils are now achieving well**. While the consistently good teaching is accelerating pupils' learning in all subjects, it has not yet had sufficient time to have a full impact on the standards of pupils' writing and number work by the time they leave the school. The 2004 national tests showed that, while the Year 6 pupils' attainment was average overall, their progress since Year 2 was very good. The attainment of the present Year 6 is below average in English and mathematics but above average in science. However, these pupils have also made very good progress since Year 2 when their national test results were very low, being in the bottom five per cent in the country. In all other subjects, pupils' attainment is average. Standards are improving in Year 2 because of the improved teaching and are now average in reading and science but below average in writing and mathematics. In all other subjects inspected, these pupils' attainment is average.

Children enter the reception class with well below average attainment and particularly low ability in language skills. They make especially good progress in communication, language and literacy because these areas are taught very well. Despite the best efforts of the staff, the children do not meet the expected standards in their language and mathematical development by the end of the

reception year. However, in all other areas of their learning, the great majority of the children will meet the expected standards. Pupils with special educational needs and English as an additional language are well supported and achieve well.

Pupils' attitudes and behaviour are very good and all staff work very hard to include pupils of all abilities and backgrounds in its activities. Attendance is well above average and has improved because of the very effective monitoring procedures. **The spiritual, moral, social and cultural development of the pupils is very good** and has improved markedly since the last inspection.

### **QUALITY OF EDUCATION**

**The quality of education is good.** Throughout the school, **the quality of teaching and learning is good** and often very good, and this is having a noticeable impact on the progress pupils make. Experienced classroom assistants provide very good support, working very effectively with individuals and small groups. Pupils learn well because teachers use their good subject knowledge and knowledge of the pupils to build on their previous learning. Teachers manage pupils' behaviour very well, resulting in very well paced lessons in which pupils' interest and efforts are very clearly focused on their learning. The school has developed satisfactory assessment procedures. While teachers mark pupils' work well and consistently inform pupils how they can improve their work, they do not always inform pupils about how well they are doing in relation to their targets. Homework is used satisfactorily to consolidate pupils' learning, but greater use could be made of homework to help improve the number skills of the older pupils.

The curricular provision meets statutory requirements and is good overall. Pupils make some good use of computers and their literacy skills to support their learning in other subjects. The curriculum benefits from a very good range of highly popular extra-curricular activities. Accommodation is good overall and has been systematically improved since the last inspection. While good use is made of the Foundation Stage outside area, its distance from the classroom prevents its spontaneous use. Resources are good overall and have been improved by careful spending. Links with the local group of schools are close and effective. The school provides an excellent level of care for all its pupils and makes good use of outside agencies to support pupils with specific difficulties.

### **LEADERSHIP AND MANAGEMENT**

**Leadership and management are good overall.** The leadership of the headteacher is very good; she has the highest aspirations for the school and a very clear vision of what needs to be done and she inspires the staff by her example. She has a very strong determination to ensure that all pupils are fully included in the school's activities. Well-focused in-service training has been used very well to improve the quality of teaching and the expertise of teaching assistants so that key objectives in the school's development plan can be met. The school's commitment to constant evaluation of its practice and the development of staff expertise is ensuring that the school has a good capacity to continue its recent improvements. Governance is good. Governors work very effectively with the school, particularly with its finances.

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

The school's partnership with parents is very good and has been well developed since the last inspection. Pupils have very positive views of school and enjoy lessons.

### **IMPROVEMENTS NEEDED**

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

- Continue the upward pressure on standards in pupils' writing and number work.
- Monitor pupils' progress more regularly towards their end of year targets.

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

### **STANDARDS ACHIEVED BY PUPILS**

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

Although pupils achieve well and standards are rising, they are still below average in writing, speaking and listening and number work.

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

- Pupils throughout the school are achieving well and making consistently good progress.
- At the end of Year 6 standards are below average overall in English and mathematics but above average in science.
- Standards are below average in speaking and listening, writing and mathematics at the end of Year 2 but average in reading and science.
- Foundation Stage children make a good start to their education; they make good progress and achieve well.
- Pupils with special educational needs are well supported and achieve well.
- Historically, there has been some differences between the achievement of boys and girls.

#### **Commentary**

1. Children enter the Foundation Stage with attainment that is well below average and particularly low in communication, language and literacy. They settle very well, form very good relationships with staff and work happily together. Children achieve well because of the consistently good quality teaching and the very good support they receive from all staff who work in the class. Evidence from the inspection indicates that the majority of children will reach the Early Learning Goals<sup>1</sup> by the end of the reception year, except in communication, language and literacy and mathematical development, where a significant minority of children will not reach the expected standards.
2. Pupils' achievement has improved since the last inspection, with a resulting rise in standards. Standards at the end of Year 2 have been consistently well below average in reading, writing and mathematics, although the improvement trend in these three subjects is still above the national trend. Many of the present Year 2 pupils did not make the expected progress in Year 1 because of a lack of challenge from their temporary teacher. However, consistently good and often very good teaching is accelerating their progress, with standards in reading and science now being average but still below average in writing and mathematics. In all other subjects, pupils' attainment is average, with pupils making good progress in the great majority of these subjects. Weaknesses, particularly amongst the boys in their basic language development, have led to girls outperforming boys in both reading and writing by a considerable amount during the last three years. As a result of early identification of pupils needing focused support, there is no discernible difference between the attainment of boys and girls in the present Year 2 class.

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<sup>1</sup> Early Learning Goals - these are expectations for most children to reach by the end of the Foundation Stage. They refer mainly to achievements children make in connection with communication language and literacy; mathematical development; and personal, social and emotional development; knowledge and understanding of the world; physical and creative development.

- Standards at the end of Year 6 have been rising well since the last inspection and the improvement trend is above the national trend. In the 2004 national tests, pupils' attainment was well above average in science, average in mathematics but below average in English. However, this group of pupils had made very good progress since being in Year 2. The positive impact of the initiatives the school has adopted to improve achievement is clearly seen in the progress of the present Year 6 pupils. At the end of Year 2, the results in reading, writing and mathematics for these pupils was in the lowest five per cent in the country. Standards are now above average in science and below average in mathematics and English, where writing is the weak element. There is little difference between the attainment of boys and girls in these subjects. In all other subjects, pupils are achieving well and standards are in line with national expectations.

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

Standards in:	School results	National results
English	25.9 (26.4)	26.9 (26.8)
Mathematics	27.7 (25.8)	27.0 (26.8)
Science	30.5 (28.9)	28.6 (28.6)

*There were 17 pupils in the year group. Figures in brackets are for the previous year*

- Pre-inspection analysis of test data raised questions about the performance of higher achieving pupils in Year 2 and whether or not these pupils were being sufficiently well challenged. Evidence from the inspection confirms that in the present Year 2 group of 12 pupils there are no higher achieving pupils. However, pupils in this class are being well challenged and achieving to their full potential. Inspection evidence does highlight that Year 1 pupils are making significant progress, with higher achieving pupils reaching above average standards. The school has, therefore, a good capacity to improve the proportion of Year 2 pupils reaching the higher levels next year.
- The well-focused support and training for teachers and teaching assistants has successfully raised their expectations of what pupils can achieve and ensured that all pupils are fully included in the school's provision. This is particularly applicable to pupils with special educational needs and those with English as an additional language. These pupils are achieving consistently well because of the good provision and careful planning for their needs. In lessons, teachers and teaching assistants interact very well with these pupils. They ensure that they are fully integrated into the work of the class and that extra support provided is focused clearly on challenging pupils to do their very best. Similarly higher-achieving pupils in Year 6 will benefit from intensive support in such areas as numeracy and literacy when the school shortly reintroduces its booster classes. The school clearly identifies gifted and talented pupils and these pupils also achieve well.

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

Pupils' attitudes, behaviour and personal development are very good. Attendance and punctuality are also very good.

### **Main strengths and weaknesses**

- Pupils feel that school is a stimulating safe environment which encourages learning.
- Pupils greatly enjoy school and their attendance has improved significantly.
- Relationships throughout school are very strong.

## Commentary

6. All pupils are very happy to come to school and are eager to learn. They are attentive, co-operative and collaborate well with each other. There are very good relationships throughout the school. Where they are offered opportunities to take on responsibilities, for example, helping with break supervision and assemblies, the older pupils respond in a mature and responsible manner.
7. Pupils behave very well in lessons and in assemblies. Behaviour at breaks, lunchtimes and as pupils move around the school is also very good. Teaching and non-teaching staff have high expectations of what constitutes good behaviour and consistently and fairly implement the school's behaviour management procedures. This is having a significant impact on pupils' achievement as learning is very rarely interrupted. The school's zero tolerance of any harassment or bullying makes the school a safe and supportive environment where pupils feel safe and confident whatever their age.
8. Overall provision for pupils' spiritual, moral, social and cultural development is very good and has improved significantly since the last inspection. Provision for moral and social development is particularly good. Consequently, the pupils are developing a very good understanding of the responsibilities of living together in a community and respecting each other's feelings and values. This is clearly seen in the work of the school council which pupils feel gives them a real say in school life.
9. Attendance and punctuality have improved significantly and are now very good. The headteacher has established very effective links with parents to improve both these areas. Many parents report pupils eager to attend school even if unwell. The monitoring of attendance by staff is robust, ensuring a quick response to pupils who fail to arrive without notification from parents or carers. There were no exclusions in the last school year.

### *Attendance in the year 2003/2004*

Authorised absence		Unauthorised absence	
School data:	5.4%	School data:	0.7%
National data:	5.1%	National data:	0.4%

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

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good.

### Teaching and learning

The quality of teaching and learning are good. Assessment is satisfactory overall but good in the Foundation Stage.

### Main strengths and weaknesses

- Teachers' high expectations of good behaviour and hard work ensure a good pace to pupils' learning.
- Teachers use their subject knowledge and expertise effectively.
- Teaching is particularly good for the oldest pupils.

- Teaching assistants make a very good contribution to teaching and learning, especially for pupils with special educational needs.
- Teachers mark pupils' work conscientiously but do not always inform them how they can meet their targets.
- End of lesson sessions provide good opportunities for pupils to revise and assess their learning.

## Commentary

### Summary of teaching observed during the inspection in 30 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	12 (40%)	17 (57%)	1 (3.5%)	0	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons.

10. The quality of teaching has improved significantly since the last inspection, particularly in the proportion of good and very good lessons. This is because of rigorous monitoring by the headteacher and well-focused in-service training from the school and outside agencies. As a result, pupils' progress and achievement are now both good and pupils are much more enthusiastic learners, clearly focused on improving their work. However, there has not yet been enough time for these improvements to have a significant impact on standards at the end of Year 2 and Year 6.
11. The consistently good quality teaching in the Foundation Stage enables children of all abilities to achieve well and particularly well in communication, language and literacy where standards are particularly low on entry to the school. The teacher and teaching assistants work very well as a team and have a very good understanding of how young children learn. They plan a good range of activities, which builds constructively on the children's previous learning. Every opportunity is taken to develop children's speaking and listening, and early reading, writing and mathematical skills. Children have a very good understanding of the class routines and this makes them feel secure and valued. The teacher uses a good range of resources to help children develop a real enthusiasm for learning. Assessment is good and is used effectively to inform children's future learning.
12. In Years 1 to 6, pupils of all abilities are well challenged and achieve well, particularly in literacy and numeracy, where the quality of teaching is good and often very good. Teaching is consistently very good in the Year 5/ 6 class with these pupils making particularly good progress in lessons. Teachers' planning is now good and is becoming far better informed by assessments and evaluations of lessons. Good use is made of co-ordinators' strengths in the planning process and this is helping to ensure weaknesses such as in writing and number work are being addressed in a systematic way across the school. Very good use is made of the teaching assistants in supporting small groups in this work. Good use is also made of teachers' expertise in music, art and design, design and technology and personal, social and health education. Pupils change classes for these lessons with the result that they are benefiting from the teachers' expertise and their learning is continuous and progressive, particularly in Years 3 to 6.
13. The plenary sessions at the end of lessons are now far more effective than at the time of the last inspection. In these sessions, teachers regularly refer to the lesson objectives and pupils are encouraged to review their own learning against these objectives. This extra information gives teachers invaluable insight into how well pupils are learning. There is some high quality marking from a majority of teachers, where pupils are clearly informed what they need to do to improve their work but rarely do teachers' comments refer to pupils' targets. As a result, pupils are not clear about what they need to do to move towards their targets. Personal targets are used well in the

Year 5/ 6 class. In Years 1 to 4, pupils have an improving understanding of their class and group targets but these are not regularly referred to in lessons.

14. Teachers make good use of pupils' speaking and listening skills in lesson introductions and in the way they develop pupils' learning through careful questioning. Teachers give good 'wait' time for the lower achieving pupils to formulate their answers. This ensures all pupils are fully included in the learning process. Teachers regularly ask pupils to explain their reasoning behind their answers and this information was used very well in a Year 1/ 2 mathematics lesson to extend pupils' understanding of symmetry.
15. The management of pupils' behaviour is particularly good and is a principal reason why pupils' achievement has improved. Pupils now concentrate for good lengths of time and are encouraged by the very effective teaching assistants who show insightful understanding in their work with the pupils. Pupils with special education needs and those with English as an additional language are given good support and some pupils with particularly challenging behaviour problems are very well managed to minimise disruption to a class's learning. While teachers plan some effective links with ICT in subjects such as geography and science, computers are not used systematically to support pupils' learning in mathematics and in reception class. Teachers plan effectively for pupils to use their literacy skills across other subjects; the planning for pupils to use their numeracy skills in other subjects is not so well developed. At present some worthwhile opportunities are being missed to integrate the development of these skills in other subjects.
16. Homework is used satisfactorily to help pupils' learning and there are some good examples of this work in the development of pupils' reading skills. However, teachers of the older pupils are missing opportunities to use homework to reinforce pupils' number skills.

## **The curriculum**

The school provides a good curriculum overall that is enhanced by a very good programme of visits, visitors and practical activities, as well as additional activities outside normal lessons. The accommodation and resources are good.

## **Main strengths and weaknesses**

- Very good curriculum planning ensures the effective linking of themes across the range of subjects.
- The provision for the development of pupils' personal, social and health education is very good.
- The school has greatly improved the quality of its accommodation and resources.

## **Commentary**

17. The curriculum is broad and balanced and provides well for the pupils in the school. Good curriculum provision is made for pupils with special educational needs, the few pupils with English as an additional language and those identified as gifted and talented. Their particular needs are met well. There has been good improvement since the last inspection because of improved planning to support teaching and learning in all areas of the curriculum.

18. The curriculum has been planned well to ensure balance and progression, and there are good links across the subjects. For example, work in ICT enables pupils to use the Internet to find out about history and geography topics and to present their findings using computer program features. The study of homes in history is effectively linked to present day homes as part of pupils' geography and science work. Pupils' literacy skills are beginning to be well developed in a range of history, geography and religious education activities, and reading is developed through research using the Internet. Pupils' numeracy skills are not developed so methodically.
19. A strong feature of the curriculum is the programme of visits, visitors and practical events that adds interest and excitement as well as valuable first-hand experiences to pupils' learning. Events such as dressing up as historical characters and playing historical roles create excitement as well as enhancing understanding. The programme of visits is good and well linked to various areas of the curriculum. All the junior pupils have attended a 'Victorian Christmas Celebration' at Beaumanor Hall and the residential visit for Years 3 and 4 is particularly valuable in developing pupils' social skills as well as extending first-hand experience in a range of curriculum areas such as history, geography and science. Year 6 pupils contribute to the planning of their own 'Activity Week', and specially focused weeks of work in science, writing, and design and technology have helped to raise the profile of these and other subjects across the whole school. The school provides a very good range of extra-curricular activities. These include very good opportunities to participate in a variety of sports clubs and also music activities including instrumental tuition and a school choir. There is also a nature club called 'Watch'. After-school clubs also include a homework club for junior pupils.
20. There is good curricular provision for pupils who have special educational needs, and this underpins their good progress. In most cases they are enabled to access the same curriculum as the rest of the class through extra support and slightly modified activities. . All groups of pupils are set tasks appropriate to their abilities within the classroom and this enables these groups to make progress as good as that of most other pupils. The few pupils with English as an additional language are well supported in class and are developing their language skills well.
21. The school makes very good provision for pupils' personal development through its strong ethos, very good relationships, and the responsibilities given to older pupils. Drugs and sex education is effectively delivered within the framework of the personal and social skills syllabus. Some pupils have good opportunities to play an active part as citizens by participating in the school council. Pupils are very keen about this and take their roles very seriously. The success of pupils' personal development was evident during the inspection in the way the pupils responded to the recent Asian tsunami disaster.
22. The accommodation is now good, very well cared for, and has been enhanced by the addition of the computer suite. An outdoor environment has been developed, and it is planned for it to be used in subjects such as science. Resources are good overall, particularly so in ICT, mathematics and music. There are a good number of teachers, and appropriate numbers of well qualified support staff in place to deliver the curriculum. The presence of a specialist technician for ICT has significantly enhanced provision in that subject.

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

Pupils' care and welfare arrangements are excellent. The support and guidance for pupils is good. The involvement of pupils through seeking and acting on their views is very good.

- Children work and play in a very safe and secure environment.
- Teaching assistants provide very good support for pupils.
- Pupils are given the opportunity to be involved in the school's work and development.
- Relationships between adults and pupils are very good.

### **Commentary**

23. The headteacher and her staff are very approachable, extremely caring and committed to the children in their charge. They know their pupils very well and have built very strong relationships with their families. Every child has an excellent and trusting relationship with one or more adults in the school. Child protection procedures are comprehensive and extremely well understood by all members of staff. All staff, teaching and non-teaching have received well-focused training. The governing body and headteacher take their health and safety responsibilities very seriously and risk assessments are thorough and properly recorded.

24. Pupils' academic progress and their personal development are monitored and supported well. Assessment is used well in teachers' planning and pupils have a growing knowledge of their targets and how these can help them improve. Teaching assistants provide very good support to teachers and pupils. This has a positive impact on pupils' achievement. The school council provides good opportunities for pupils to be actively involved in the work and development of the school and make decisions which directly affect them. Very good induction procedures help new pupils settle quickly and confidently into the school.

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

The partnership with the parents and the community are very good. Links with other schools are also very good.

### **Main strengths and weaknesses**

- The school consistently provides very good information for parents.
- The school has built very strong relationships with parents and listens very carefully to their views.
- Strong links with local schools has a positive impact on pupils' learning.

### **Commentary**

25. Links with parents are very good overall and parents are very happy about all aspects of the school's provision. Parents feel that their views are listened to carefully by the school and have great confidence that any concerns they have will be investigated and acted upon promptly. New parents find the one to one interviews with the headteacher most helpful before their child starts school. Regular surveys of parents' opinions are a strong feature of the joint home-school partnership in the children's education. Several training sessions have been organised by the school to increase parents' participation in pupils' learning, including literacy, numeracy, ICT and art and crafts.

26. The provision of information about all aspects of school life is very good. The school prospectus is attractive and informative. The governors hold an annual meeting with

parents and publish a comprehensive annual report. Parents receive regular information through newsletters and letters about specific events and activities. Parents receive a very informative annual progress report, that includes targets for improvement, and are offered the opportunity to attend three consultation evenings each year. Short progress reports, evaluating such things as pupils' attitudes to work and their behaviour, are also given to parents at autumn and spring term parents' meetings and at the open evening in the summer term. These are much appreciated by parents. The school's open door policy means that parents are able to talk to teachers about their child when the need arises.

27. Some helpers regularly work in school and some respond to specific requests for assistance, such as school trips. There is good support for home reading and this has a positive impact on the children's progress. The Friends of Redlands School is well supported and has raised considerable funds for the school to buy extra resources.
28. The school uses the community very well and has developed close links with the Leonard Cheshire Home next to the school. Pupils are taken on a wide range of visits, including a residential experience for the Year 3/ 4 pupils, which enrich the curriculum and support their personal development. The school has very good relationships with three other local primary schools which has a very positive impact on the in-service training for staff. Links with the main receiving secondary school are also very good, aided by the transition units of work which help to smooth the transition process.

## **LEADERSHIP AND MANAGEMENT**

The leadership of the headteacher is very good. Governance is good. The leadership of other key staff and the management of the school are good.

### **Main strengths and weaknesses**

- The headteacher leads very effectively and, with the help of a united staff team, manages the ongoing development of the school very well.
- Governors know the school well and have strong links with staff.
- The school has improved its self-evaluation procedures but there are weaknesses in its target setting and tracking procedures.
- Subject co-ordinators lead and manage their subjects well.
- There are very good systems to support new staff and ensure the ongoing professional development of existing staff.

### **Commentary**

29. The headteacher provides very good and effective leadership for the school and enjoys the full support of a loyal, hardworking and committed staff and a supportive governing body. All staff share a common purpose and make an effective contribution to the school's goals and values. The headteacher has the highest aspirations and ambitions for the school and is rightly recognised as the leading light in the school's improvements since the last inspection. Very regular monitoring of pupils' work and classroom practice has gained her a very good and accurate perception of the school's strengths and weaknesses. Her very astute management style has resulted in clearly focused changes which have improved the quality of provision and had a positive impact on pupils' achievement. The headteacher is most effective in the way she involves staff, governors, parents and pupils in the decision-making processes.

30. The management of the school is good and is being continually improved through carefully selected training for all staff. These strengths in management now give the school a good capacity to continue to improve and raise standards. The role of the co-ordinator has been well developed, with most of the co-ordinators having good leadership and management skills. At present, most of the co-ordinators' monitoring is of teachers' planning and pupils' work and this is giving them some clear insights into the subjects' strengths and weaknesses. However, it is rightly recognised that the next step in the development of the co-ordinator role is to develop classroom monitoring skills. Good improvements in management since the last inspection have given staff a much more secure understanding of how the school is expected to run and all policies are carried out in a consistent fashion. This is particularly so in the area of behaviour management which is now a real strength of the school.
31. Pupils are set targets to achieve in reading, writing and mathematics at the beginning of a school year by their class teacher. At present, the subject co-ordinator does not have any input into this target setting process and is, therefore, not sufficiently involved in ensuring that pupils' achievement is sufficient in each year. Though the school has systems for tracking pupils' progress over the course of a year, there are not enough formal discussions between the class teacher and the headteacher to ensure that pupils maintain sufficient pace to their learning through the year to enable them to meet their end-of-year targets.
32. The governance of the school is now good and significant improvements have been made in recent years. Governors bring a good range of skills to their role and provide effective support for the work of the school. They have worked closely with the headteacher in the many developments that have taken place in recent years. Governors now have a very clear understanding of the school's strengths and weaknesses because they visit on a very regular basis. They share their findings with the full governing body. Future plans to develop the effectiveness of their monitoring include carrying out joint lesson observations with the headteacher and being more involved in helping the school evaluate developments in its improvement plan. Governors make good use of both parent and pupil questionnaires when taking decisions and working with the school on its development planning. Governors have been particularly proactive in helping the school manage its deficit budget whilst making significant improvements to the school's accommodation and resources during a time of falling rolls and staff turnover. They have a very good understanding of the value for money principles and have applied these most effectively in improving the school's learning environment.
33. The school has developed good self-evaluation procedures and uses these most effectively to draw up its improvement plan priorities. The views of governors, staff, parents and pupils are carefully considered and, together with information from the school's monitoring systems, enable the school to set fitting targets for its developments. These have a direct impact on the school's provision and ultimately pupils' achievement. The close and effective teamwork which the school has developed is reflected in the very good arrangements for the support of new teachers to the school and the ongoing development of other staff. The school is used by several colleges in the training of students and this reflects the growing stature of the school in the local education community. Performance management is well implemented and effectively linked to priorities in the school's development plan. The government's initiative on workforce reform is being well implemented and the high quality training for the school's

teaching assistants is enabling them to play an increasingly effective role in the education of the pupils.

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

Income and expenditure (£)	
Total income	409939
Total expenditure	402694
Expenditure per pupil	2549

Balances (£) deficit in brackets	
Balance from previous year	(21919)
Balance carried forward to the next	(14674)

34. The headteacher and experienced bursar, together with the governors' finance committee, manage the budget very carefully to ensure sufficient money is available to finance developments. The school is paying back a five year loan which it took out to address a large budget deficit when the school went into special measures and to finance the large improvements to the school's resources and accommodation. It is expected that the loan will be repaid by the next financial year. The day to day running of the school's finances and administration is carried out very effectively by the administration officer and clerical assistant.

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

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

35. At the time of the inspection there were 31 children in the Reception class, the great majority of whom had attended local playgroups. Children's attainment on entry to the school is well below average and very low in language development. All children are achieving well but a significant minority of pupils will not reach the nationally expected Early Learning Goals by the end of reception in communication, language and literacy and mathematical development. In the other four areas of learning, the great majority of pupils will reach the expected standards. The quality of teaching is good overall and often very good. This is because all staff use the effective assessment procedures to measure children's progress and adjust future planning. As a result, all teaching builds consistently on children's previous learning. The curriculum is good and well matched to the different abilities in the class. There are good procedures for identifying children with special educational needs and these children are well supported and achieve well. Similarly the needs of a small minority of children with English as an additional language are effectively met, resulting in very good gains in confidence and language acquisition. The provision for the Foundation Stage has improved well since the last inspection, with all staff working effectively as a team and constantly striving for different approaches to enhance the children's learning. The teacher has built very good links with parents and the feeder playgroups. These combined with very good induction arrangements for the children, result in children settling very quickly on entry to the reception class.

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

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

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

- Children are interested, hard working and greatly enjoy their learning.
- Relationships are very good among children and between children and adults.
- Teaching is consistently good with the teacher and teaching assistants planning a good range of opportunities for children to develop both independently and collaboratively.

#### **Commentary**

36. Children are very happy and enthusiastic learners and are achieving well in this area. Most will achieve the expected standards by the end of reception. They have developed very good relationships and are benefiting greatly from working together. Despite low levels of personal, social and emotional development on entering the reception class, consistently good teaching and support has led to children having a thorough understanding of classroom routines and expectations of behaviour. As a result, the free choice activity sessions are extremely ordered and give children real opportunities to make decisions about their learning activities. The consistent reinforcement of classroom conventions, leads to a very secure and ordered environment. The classroom is stimulating and motivates the children to work together and learn from each other. The carefully planned mix of activities helps children to develop their independence by making choices in activities and in the way they use resources. The 'hardware shop' with its recent 'sale' is a magnet for the development of children's personal and social skills. The behaviour in the classroom is very good and reinforced

by the very good role models of all staff. This is an extremely happy classroom where laughter and learning go hand in hand.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- Very good teaching enables pupils to make noticeable gains in all areas of their language development, although standards are still below expectations at the end of the reception year.
- The classroom provides a rich environment for the development of children's language.

### **Commentary**

37. The quality of teaching and learning in this area is very good, leading to children's very good achievement. Very careful planning is successfully addressing the very low levels of language development when children start in the reception class. Children's speaking and listening skills are very successfully developed in a wide and stimulating range of settings. All staff frame their questions very carefully and encourage children to speak clearly. This was clearly seen when children discussed and re-enacted the story of *The Princess and the Pea*. There are many opportunities for informal talk during the day, particularly when children move around the range of free choice activities. The work in the role play area is particularly effective, with children sharing out responsibilities and taking turns to play different roles. Children enjoy the challenges of their early reading activities and are developing a real love for stories and books. Regular story time sessions are popular with the children and are often re-enacted by children in their directed activities. The teaching of phonics is very effective, using a popular commercial program and, as a result, children's reading and writing skills have developed very well since the beginning of the year. Children regularly look at books individually, and in groups, and all are making good progress in developing their understanding of how the text connects with the illustrations and in their recognition of common words.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **good**.

### **Main strengths and weaknesses**

- The teacher plans imaginative activities that build successfully on children's prior learning.
- Standards are below expectations.

### **Commentary**

38. All children are achieving well in their mathematical development, although a significant minority of children do not reach the Early Learning Goals by the end of the reception year. Well focused teaching sessions successfully develop children's counting skills, such as when children count frogs 'splashing' into a pool. Counting skills are reinforced during the day but more opportunities could be taken to reinforce children's confidence in using numbers alongside their everyday learning. There is a good range of resources

in the class and these are used well by all staff to develop children's understanding of numbers.

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

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

### **Main strengths and weaknesses**

- A range of imaginative activities develops children's excitement in the world around them.
- Greater use could be made of the computer in children's learning.

### **Commentary**

39. Careful planning and good quality teaching enables children to achieve well in this area, with the great majority reaching the expected standards by the end of the reception year. Adults give particularly good support in the planned group activities. The school has some particularly good resources to stimulate children's interest in this area, including a range of battery-driven equipment which, during the inspection, successfully reinforced the children's understanding of 'off' and 'on' that they learnt in their language work. Children's information and communication technology skills are taught by an ICT technician and they make good progress in these sessions. However, greater use could be made of the classroom computer to consolidate and extend children's learning in different areas on a more regular basis.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **good**.

### **Main strengths and weaknesses**

- Good quality teaching successfully develops children's confidence, co-ordination and collaborative skills.
- The school compensates well for the lack of an adjacent outside play area.

### **Commentary**

40. The quality of teaching for children's physical development is good, with the great majority of children achieving the expected standards by the end of the reception year. A lack of an adjacent play area where children can use large play equipment and apparatus, is a limitation of the provision. However, careful timetabling ensures good use of the present designated play area. Physical education lessons are well planned, move at a fast pace and successfully develop the children's co-ordination, use of space and collaborative skills. Children are enthusiastic about these lessons, as was clearly seen when they used the apparatus to escape from the approaching 'crocodiles'. Children handle a wide range of tools, construction kits and malleable materials safely because their use is carefully taught, and a good range of creative opportunities is planned. The development of children's control of small objects, such as pencils, paintbrushes and scissors, is good.

## CREATIVE DEVELOPMENT

Provision in creative development is **good**.

### Main strengths and weaknesses

- The staff plan a wide range of creative opportunities of the children.
- The role play area is well equipped and stimulates children's imagination.

### Commentary

41. Good quality teaching and careful planning enable children to achieve well in this area with a significant majority reaching the expected standards by the end of the reception year. Children take part in a wide range of activities, which stimulate their imagination and creative skills. Well-timed intervention by adults in children's play activities, successfully develops their creative ideas and encourages children to communicate their thoughts and feelings about the activities they are engaged in. This was clearly seen when two children were re-enacting the story of *The Princess and the Pea*. The class 'office' was a popular and productive area for the development of children's imaginative play. Children regularly sing songs and have access to a good range of musical instruments.

## SUBJECTS IN KEY STAGE 1 AND 2

### ENGLISH

The provision for English is **good**.

### Main strengths and weaknesses

- Pupils' achievement has improved since the last inspection but standards are not yet high enough.
- Action taken to address the underachievement of boys is successful.
- Teaching is good with some very good features.
- The subject co-ordinator provides very good leadership; systematic monitoring, evaluation and analysis identifies weaknesses and action to raise standards.
- The links between literacy and other subjects are good.

### Commentary

42. Pupils make good progress in the infants because the quality of teaching is often very good. At the end of Year 2 standards in reading and listening are average but in speaking and writing remain below average. The good rate of progress continues when pupils enter the juniors and accelerates in Year 6 where the teaching is consistently very good. Standards remain below average in speaking and writing. Compared to the well below attainment on entry to the school, pupils achieve well. The quality of handwriting and presentation of work is high throughout the school. National Curriculum test results for Year 2 have been well below average for the last 2 years and below average for Year 6 pupils in the same period.

43. The consistent improvements seen throughout the school are due to strong subject leadership. Strengths and weaknesses have been identified which has led to effective action to improve the quality of teaching and standards of achievement. There has not,

however, been enough time for improvements to be reflected sufficiently well in national tests. The school's ethos for learning makes a significant contribution to pupils' positive attitudes and well-being. The quality of boys' writing, particularly by the end of Year 6, has been successfully raised and this has influenced performance across the curriculum.

44. On entry to the school, pupils' speaking and listening skills are limited. Most lack confidence and use single words and gestures to answer questions and communicate. Developing speaking and listening skills is prioritised in the Foundation Stage and continues when pupils transfer to Year 1. Across all stages, teachers plan opportunities for pupils to extend their language experiences across the curriculum. Pupils listen carefully to their teachers as they model language and this strongly supports learning. Through drama and imaginative play, pupils are encouraged to adapt their speech to match purpose. For example, in role situations their voices reflect a wide range of emotions. In this way they begin to understand the power and importance of language. Pupils learn to listen to others and take turns to speak. In the juniors, a wide range of strategies are used to encourage pupils to speak in different contexts. For example, Year 6 pupils became newspaper reporters attending a meeting to question an eyewitness of the tsunami. The experience was formalised with each 'reporter' identifying himself and the newspaper represented. They asked questions and made notes of the responses of the eyewitnesses. This was a well-planned opportunity for pupils to develop their questioning and notemaking.
45. Pupils enjoy reading. Older pupils give reasons for their preference of author and higher achieving pupils quote from text to illustrate their choice. Reading is well taught at the school. Pupils have good knowledge of a range of strategies when confronted with a new or difficult word. They know how letter sounds combine to make words and are very good at splitting words into parts. Pupils know how to retrieve information from books and are able to describe how to use contents and index sections of reference books. Many have access to computers and enjoy explaining how this technology supports their learning. Reading records receive respect from the pupils and inform parents of their children's progress.
46. Pupils with special educational needs are well supported. Individual education plans are of good quality and indicate clearly important areas to be supported to improve pupils' reading skills. The co-ordinator for special needs is ready to supply additional support for teachers when required. Teaching assistants work very effectively with pupils and improve confidence and self esteem. This increases the effectiveness of teaching and learning.
47. Improving writing skills, particularly those of boys, continues to be an identified priority. The focus on making writing relevant through links to other subjects is developing successfully. Examples were seen in history, science and religious education. These meaningful links, based on relevant experience, result in pupils being well motivated and interested. Pupils know there are different skills and forms of writing. For example, they write haiku poems, explanations and instructions. Draft books are used extensively in preparation for the final neat copy. Pupils benefit from this approach and see their personal anthologies building up in a systematic way. There are high expectations for work to be presented neatly, and presentation is good.
48. The quality of teaching is good with elements of very good practice. Teachers have high expectations and provide good role models. They encourage pupils to aim high and encourage them to seek ways to improve standards. Good quality planning ensures

work is precisely matched to individuals' needs. A strength of teaching is the contribution of teaching assistants. They work very closely with teachers and make substantial contributions to pupils' positive attitudes. Teachers make lessons interesting and use drama effectively to interpret feelings and promote confidence. While pupils have targets they are not used consistently well enough across all classes. The school is already aware of this weakness and is taking action to review the practice.

49. The subject is well managed by an experienced teacher. A strength is the way staff work closely together to identify ways of improving their effectiveness. Systematic monitoring, evaluation and analysis identifies weaknesses and action to raise standards. Very good quality portfolios of pupils' work indicate the good progress made in writing and support moderation and teachers' awareness of standards. However, the school's target setting and monitoring procedures are not sufficiently robust to ensure pupils are making appropriate progress in each year.

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

50. There are good examples of pupils using their writing skills across the curriculum, particularly in history where opportunities include describing events from different perspectives. Good use of the Internet is evident in research, and discussions support the development of pupils' personal opinions. For example, in religious education, pupils considered faith issues and unrest in different parts of the world. In science pupils use directional language appropriately and in geography they write thoughtfully about the tsunami following their teaching assistant's eyewitness account of the disaster.

## **MATHEMATICS**

The provision in mathematics is **good**.

### **Main strengths and weaknesses**

- Pupils of all abilities achieve well although standards are below average overall, and particularly in number work.
- Knowledgeable teaching builds well on pupils' previous learning.
- The subject is very well led and managed and the provision has improved since the last inspection.
- Greater use could be made of ICT and homework to consolidate pupils' learning.

### **Commentary**

51. Whilst good leadership and management by the subject co-ordinator has been instrumental in improving the school's provision, further development is still needed before standards improve, particularly in Year 2. Number work in most year groups is weak. Much of this is due to pupils' low mathematical ability when they start in reception but was also due historically to an uncoordinated range of resources which did not give continuity to the pupils' learning in this area. This has now been addressed with the introduction of a new commercial scheme which is used by all classes, much improved resources, and targeted in-service for all staff. Whilst the focus on improving pupils' number skills is helping to improve standards it has not had sufficient time to raise attainment at the end of Years 2 and 6. Although homework is set regularly, greater use could be made of it, particularly for the older pupils, in the drive to improve number development. Similarly, although there are some individual examples of good practice of using computers such as the Year 6 Tsunami graphs, ICT is not used systematically through the school to consolidate and extend pupils' learning. However, the quality of teaching and learning is now consistently good through the school, and together with the improvements in resources, gives the school a good capacity to drive up standards and achievement further.
52. Standards in the 2004 National Curriculum tests for Year 2 pupils were well below average compared to all schools and below average when compared to similar schools. The proportion of pupils attaining the higher levels was well below average. Evidence from the inspection shows that the standards of the present Year 2 pupils are below average but there is still a low proportion of pupils working at the higher levels. The main reason why these pupils' standards are not higher is because of the disruption to their learning last year when the Year 1 class was taught by a temporary teacher. However, the present standards are higher than at the time of the last inspection despite weaknesses in number work.
53. Standards in the 2004 National Curriculum tests for Year 6 pupils showed a noticeable improvement on previous years and were average compared to all schools. The proportion of pupils working at the higher levels was above average. Statistics show that these pupils made very good progress since being in Year 2. The quality of teaching for the present Year 6 pupils is very good, leading to pupils achieving well and often very well in lessons. Whilst these pupils are still attaining below average standards, this represents a very good improvement since they were in Year 2 when their standards were very low, being in the bottom five per cent nationally. Statistics from the last three

years show that boys perform better than girls through the school, but that the gap narrows by the time that pupils reach Year 6.

54. The quality of teaching and learning is good and leads directly to the good progress that pupils of all abilities make through the school. A significant proportion of lessons seen during the inspection was very good, in which pupils made particularly good progress. Instrumental in this high achievement is teachers' very good questioning which enables pupils to build effectively on their previous knowledge. For example, in a Year 2 lesson, pupils' understanding of symmetry was enhanced because they were encouraged to describe their reasons for choosing objects with more than one line of symmetry. The teacher then reinterpreted the pupils' responses so that they were clearly understood by the class. This was particularly effective teaching with pupils making noticeable gains in their learning in this lesson. Teachers use their good subject knowledge well to assess pupils' understanding and make effective use of this information to ensure that the work set and the pace of the lesson are appropriate. Teachers manage pupils' behaviour very well resulting in pupils being attentive and enjoying their learning. Pupils are often encouraged to assess their own learning and share this with the teacher who adjusts planning to reinforce pupils' strengths and address weaknesses in future work. The marking of pupils' work is good and clearly identifies to pupils how to improve their work. Teachers marking does not always comment on pupils' individual and group targets and, as a result, pupils are not always clear about how well they are doing in relation to these targets. Teaching assistants play a very effective part in the pupils' learning, being particularly effective in their support of pupils with special educational needs and those with English as an additional language. This results in these pupils achieving well in relation to their individual needs.
55. The subject is very well led by a co-ordinator who, through observations of lessons, analysis of pupils' work and National Curriculum test results, has a very good understanding of pupils' strengths and weaknesses. The subject development plan is closely linked to this analysis and is systematically addressing weaknesses. Assessment has improved and is giving a much clearer picture of how individual years are doing. However, the school's target setting and monitoring procedures need tightening to ensure pupils' targets are sufficiently challenging and their progress towards these is regularly monitored.

### **Mathematics across the curriculum**

56. There are some examples, such as in design and technology and science, of pupils using their mathematical knowledge to support their learning. However, the school has not yet fully addressed the planned development of pupils' mathematical knowledge in other subjects. As a result, pupils are missing opportunities to practise and consolidate their mathematical skills in a range of different contexts.

## **SCIENCE**

Provision in science is **good**.

### **Main strengths and weaknesses**

- Teaching and learning overall are good across all ages, particularly the skills of investigation.
- Leadership and management of the subject are good.
- Better use should be made of ICT and numeracy skills in recording the data and observations of experiments.

## Commentary

57. There has been good improvement in standards and teaching since the previous inspection. Standards have improved in science because of the consistently good teaching across the school. There were well above average standards by the end of Year 6 in the last national tests, when almost all pupils attained the expected level and a much higher than usual proportion reached the higher level (Level 5). Current inspection evidence suggests that most pupils are again likely to reach above average standards but with a lower proportion attaining Level 5. This is because the present group of pupils in Year 6 has a higher proportion of pupils with special educational needs. Standards by the end of Year 2 are likely to be average.
58. These improving standards are strongly promoted by the focus on practical activities and the investigative approaches that are used, especially in Years 5 and 6. These are very effective in promoting pupils' understanding of scientific principles. For example, in a lesson on separating solids and liquids in Year 5/6, the teacher very skilfully built upon pupils' previous knowledge and understanding on dissolving to lead pupils to devise their own experiments to test predictions about mixtures. Very good support from teaching assistants enabled lower attaining pupils and those with special educational needs to play a full and meaningful part in the lesson. They were able to achieve as well as their peers and their contributions were valued, helping to raise their self-esteem and confidence.
59. Most pupils are achieving well, particularly in developing their skills of investigation, and progress is good in this aspect of their work. This good achievement is also promoted by the well-organised curriculum and pupils' own interest and enthusiasm for the practical approaches to the subject. This has contributed positively to the rising standards since the last inspection. Lessons are well planned and interesting activities are very well matched to the different groups within a class. This was seen to particularly good effect in a Year 1 / 2 lesson on the properties of materials.
60. Scrutiny of previous work shows that more use is being made of ICT to record the results of experiments, often in the form of graphs, but there is less planned use of numeracy skills in recording. This remains an area of development for the school.
61. The subject is well led and managed by the co-ordinator who acts as a good role model for other teachers and pupils. The profile of the subject has been raised through her organisation of a 'Science Week' recently for all ages across the school. Her analysis of test data has led the school to identify areas for improvement and these have been monitored through looking at pupils' work. However, she has not yet been able to monitor teaching in classes.

## INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **very good**.

### Main strengths and weaknesses

- The improved resources and increased expertise of staff are having a significant impact on pupils' achievement.
- The leadership and management of the subject are good.

- The overall quality of teaching and learning are good.
- Computers are used inconsistently to support learning.

## **Commentary**

62. Improvement since the last inspection has been very good. The rapid progress being made by pupils across the school in the first term of the new computer suite's use indicates the significant impact it is having on attainment. The previous provision and distribution of computers placed restraints on teaching classes and large groups. The school was right to identify the need for enhanced resources, and has managed the introduction of the new computer suite and interactive whiteboard in classrooms well. Standards are average but, from the evidence of pupils' good progress and achievement so far this year, are improving rapidly,. All pupils of all ages show very good attitudes to ICT and are enthusiastic about what they are doing.
63. Good teaching and effective use of the new computer suite have ensured that older pupils have made great strides in learning to use some of the more sophisticated features of the presentational program such as Powerpoint, and attainment is already well in line with that expected nationally in this aspect. Younger pupils have made similarly rapid progress in presenting work through the development of word processing skills. Standards in other aspects of the subject, such as the use of spreadsheets, databases and control features, are generally in line with the national average.
64. It is not only the use of the new suite, but also some very good teaching that has underpinned such rapid progress. This was evident in the two lessons seen. For example, Year 1 pupils were carefully and sensitively introduced to the Internet as a source of information. The features of this teaching were the clarity of the explanations which were very well matched to the levels of abilities and experiences of the pupils and the high expectations. The support given by the teacher and the classroom assistant was very effective in promoting learning and embedding the use of the new resources.
65. Good leadership and management have ensured that the initiatives in ICT have been thorough and that effective planning has been implemented. A good range of software has been acquired so that ICT is beginning to be integrated into the curriculum. As a result, staff are confident in the subject, and pupils are benefiting from significantly enhanced learning opportunities. The school makes good use of the skills of an experienced technician who also works effectively with groups of pupils.

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

66. ICT is currently used soundly in a range of subjects including English, mathematics, history, geography and science. For example, Year 2 pupils have drawn a route around an island using directional keys in their geography topic and Year 6 pupils have produced worksheets on plants in their science work. Year 3 / 4 pupils have combined pictures with a set of instructions on how to make a snowman in their literacy work. However, computers are not used consistently to support pupils' learning in mathematics nor the reinforcement of skills in reception.

## **HUMANITIES**

67. No lessons were observed in history and geography and therefore no judgement could be made on the quality of the school's provision in these subjects. In **geography**, the

scrutiny of work and discussions with pupils indicate satisfactory standards have been maintained since the last inspection. The subject is taught consistently throughout the school, supported by planning based on national guidance. Pupils achieve well because they successfully build on their previous learning. Skills, knowledge and understanding are developed satisfactorily as pupils move through the school. Pupils confidently name countries and their capitals and readily identify continents of the world. Older pupils have a secure understanding of grid references but are less sure of map symbols. They have studied the local area and have extended their knowledge and understanding of other areas through topics such as the recent Asian tsunami disaster, and the finding of Viking place names on large scale maps. The subject is well led and managed by the co-ordinator who monitors teachers' planning and evaluates pupils' work.

68. Standards are average in **history** and the curriculum is of good quality with much of it following an investigative approach. The subject is brought alive by a strong emphasis on experiencing history through role-play situations and visiting locations to extend learning. For example, pupils talked enthusiastically about the day they were pupils at a 'Victorian' school and a visit to Beaumanor Hall. Visitors are enthusiastically welcomed to the school. One visitor shared his practical skills, helping pupils make Victorian puppets. There are very good links with history and literacy. Writing opportunities are planned and are an important extension of developing creative writing skills clearly seen when older pupils wrote about the coronation of Queen Victoria. Reference books and Internet facilities are used effectively. In this way pupils extend their learning beyond the classroom and demonstrate a growing independence towards their work. The school has improved library resources and created an attractive area for research. Artefacts are displayed in the school museum and pupils are proud to talk about their collection. The school has very good links with the Leicestershire Museum and this is of great benefit in providing additional resources. The co-ordinator leads the subject enthusiastically and provides good support for staff.

## **Religious education**

Provision is **good**.

### **Strengths and weaknesses**

- The subject makes a good contribution to pupils' personal development
- There are good cross-curricular links.

### **Commentary**

69. Standards are in line with the expectations of the local agreed syllabus for Year 2 and 6, and pupils of all abilities achieve well. Stories from the life of Jesus help pupils in Years 1 and 2 to understand the main events in the Christian year. Pupils are strongly encouraged to apply their beliefs in a range of actions that values individuals through kindness and support. Later they learn about other religions and consider similarities and differences between them. In discussion pupils know that holy books and other faith symbols are important distinguishing features of different religions.
70. High quality assemblies make a significant contribution to pupils' good understanding of the Christian faith. Important messages are delivered sensitively and this extends into the classroom when pupils in Year 6 ask searching questions about recent events that have taken place in different parts of the world. The pupils' responses encourage later discussions in classes about how people respond to their beliefs.

71. Good emphasis is placed upon teaching religious education through cross-curricular initiatives. For example, valuable links with literacy provide opportunities to share ideas and opinions. This improves speaking and listening skills, as pupils develop questioning techniques, and their descriptive writing. In Year 6, pupils asked their teacher challenging questions about areas of unrest in the world and gave thoughtful responses to perceived injustices. As a result, pupils wrote letters to children whose lives are affected by war. Links to music and geography also promote spiritual moral and cultural awareness as pupils learn songs that reflect peace, and become more aware of world locations where disputes and disasters have taken place.
72. Teaching is good because teachers know their pupils very well and match work to meet the needs of all members of the class. This enables all pupils, including those with special educational needs and those with English as an additional language to achieve equally well. There are examples where teachers and learners learn together and this brings added enjoyment to learning. Pupils listen carefully to their teachers and value the learning opportunities that enable them to reflect on wonder and diversity. Leadership and management are good. The co-ordinator plans to increase the school's use of the multi-cultural resources and further develop cross-curricular links. Religious education makes a very good contribution to pupils' personal development.

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

73. Only one lesson was seen in music and art and design and no in design and technology and it is therefore not possible to make a judgement on provision in any of these subjects. In **art and design** scrutiny of pupils' work, displays in classrooms and observation of one lesson, indicates that standards have improved since the last inspection and are now in line with national expectations. Whilst pupils make satisfactory progress in Years 1 and 2, and work with a range of different materials, the use of templates by the pupils for some work limits their opportunities to develop their individual and creative skills. In Years 3 to 6, pupils benefit from the skills of the art co-ordinator who teaches all classes on a weekly basis for half-termly projects. Art is well integrated into other curriculum areas including some good use of computers. In the one lesson seen, the very good questioning and use of resources by the teacher enabled pupils to gain a much deeper insight into the use of mood colours for their 'dreamscape' pictures. The co-ordinator is developing the subject well. His detailed evaluation of the subject's strengths and weaknesses gives a clear lead for future developments. Pupils have a good enthusiasm for the subject and their work is clearly valued in the wide range of carefully mounted displays around the school.
74. In **design and technology** the scrutiny of pupils' work and discussions with teachers, show that pupils are achieving well and attaining standards at the end of Year 6 that are in line with national expectations. This represents a good improvement since the last inspection. Older pupils benefit from the skills of the Year 6 teacher, who teaches all pupils from Year 3 onwards. These weekly sessions are leading to clear improvements in pupils' planning, making and evaluation skills. The subject also benefits from design and technology weeks, where all staff combine to focus on the design and technology task which is integrated across the curriculum. The school has also benefited from a project which has run as part of the school's leadership work in conjunction with two other local schools. Photographs of pupils' completed work shows a clear development of skills through the school. Discussion with pupils confirm that, by the time they leave the school, they have a clear understanding of the importance of planning and how evaluation at the end of a project can inform their future work. Pupils are enthusiastic

about the subject and particularly enjoy the collaborative elements. The co-ordinator gives good leadership and management to the subject, monitors pupils' work and has organised well-focused in-service work for both teaching and non-teaching staff.

75. In the one **music** lesson seen, the teaching was very good. The school makes very good use of the expertise of two teachers in the Year 1 to 6 classes. A scrutiny of teachers' planning shows that all the requirements of the National Curriculum are being met. Indications are that standards in the subject have been maintained since the last inspection. Pupils sing very tunefully and enthusiastically in assemblies and in lessons, and are given experience of a good range of music, including that from different cultures. The school has a good choir and the standard of recorder playing in assemblies is high.

## **Physical education**

Provision in physical education is **good**.

### **Main strengths and weaknesses**

- Pupils achieve well at the end of Years 2 and 6.
- The curriculum is of good quality with a good range of sporting activities.
- Subject leadership is good.
- There is a good range of after school clubs which are well attended.

### **Commentary**

76. Pupils achieve well in most aspects of physical education. Specialist teaching in games has been introduced for older pupils and this provision is effective in raising standards and enabling staff to work alongside instructors and enhance their professional development. Links with health education and science also encourage pupils to value the importance of healthy lifestyles. The school has improved its provision for teaching swimming which was previously a weakness. All junior pupils now receive support and the proportion of pupils achieving the required standard by the age of eleven is broadly average.

77. All strands of physical education are taught and there is a good range of opportunities for pupils to take part in after school clubs to extend their sports skills. Fixtures are arranged for pupils to represent their school in team games such as football and netball. Facilities for sport are good. There is a large field and hard area for team games and the refinement of skills. A large hall enables a full range of gymnastic and dance skills to be taught.

78. The quality of teaching gymnastics and dance are good. A strength is careful planning and preparation that ensures pupils' work is well matched to their needs. Consequently they are fully engaged in challenging activities throughout lessons. Support, advice and praise are used to refine and celebrate pupils' successes. Pupils' self esteem is improved and this encourages them to strive even harder to refine their skills. Very good use is made of the pupils' skills when they demonstrate to other members of the group. Pupils are encouraged to be creative in their activities and some interesting and thoughtful interpretations of machine movements were demonstrated in dance sequences by groups of Year 2 pupils, including those with special educational needs. The specialist instructors have a wealth of subject knowledge and identify strengths and

weaknesses in techniques. Through coaching, weaknesses are addressed and performances improve. There were occasions when minor weaknesses in managing pupils' enthusiasm slowed the pace of learning.

79. Overall, behaviour is very good and most pupils listen carefully. They are enthusiastic, want to improve and have very good attitudes to sharing and supporting their friends. The subject makes a significant contribution to pupils' personal, social, moral, social and cultural development. Subject leadership is good. The co-ordinator has identified strengths and weaknesses in provision and is systematically addressing them. For example, the need to develop further assessment procedures across the school.

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

80. Only two lessons were seen in **personal, social and health education** (PSHE) and, therefore, it is not possible to make an overall judgement on the quality of provision. However, the available evidence about the way that the school integrates the subject into aspects of the school's work, indicate that the provision is very good and impacts very positively on pupils' behaviour and the way they treat each other. Teachers have high expectations of pupils and pupils have a very clear understanding of the need for rules and the importance of maintaining them. There are well planned opportunities for them to take part in discussions and to develop social skills, such as learning to take turns, share, work and play together, and help each other. The older pupils are sensitive and caring in their support of the youngest pupils. Through science and physical education pupils having a very good knowledge about the importance of personal hygiene, diet and exercise. Sex education and awareness of drug and alcohol abuse are carefully planned and taught in PSHE lessons. Pupils have regular circle time to discuss issues that are important to them, and representatives from Year 1 onwards take part in a school council, which pupils rightly feel helps them play an active role in the life of the school.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement	Grade
<b>The overall effectiveness of the school</b>	<b>3</b>
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
<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	4
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	1
Support, advice and guidance for pupils	3
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	2
The school's links with other schools and colleges	2
<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	3
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).*