

INSPECTION REPORT

TAYLOR ROAD PRIMARY SCHOOL

Leicester

LEA area: Leicester City

Unique reference number: 120065

Headteacher: Christopher Hassall

Lead inspector: Paul Edwards

Dates of inspection: 18th – 21st April 2005

Inspection number: 268027

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 – 11 years
Gender of pupils:	Mixed
Number on roll:	397
School address:	Taylor Road St Matthew's Estate Leicester Leicestershire
Postcode:	LE1 2JP
Telephone number:	0116 2624597
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Appropriate authority:	The Governing Body
Name of chair of governors:	Anne Gilbert
Date of previous inspection:	11 th January 1999

CHARACTERISTICS OF THE SCHOOL

Taylor Road Primary School is a larger than average primary school situated in an inner city area of Leicester where there is a significant level of unemployment. Due to its popularity and demographic changes the school has increased considerably in size since the previous inspection. There are currently 367 pupils on roll, 189 boys and 178 girls. Sixty children also attend the Nursery on a part-time basis. The pupils come from a wide range of ethnic backgrounds, with some 30 different languages spoken, the most common being, Somali, Swahili, Gujarati and Portuguese. The proportion of pupils whose first language is not English (82 per cent) is very high. Approximately 40 per cent are at an early stage of learning English. The proportion of pupils with special educational needs (20.4 per cent) is in line with the national average and five pupils have a statement of special educational needs. The percentage of pupils eligible for free school meals (80.3 per cent) is well above the national average. Mobility is very high with 51 pupils joining and 46 pupils leaving the school at times other than the usual starting and leaving times. Recruitment of staff has been difficult in the past and at the time of the inspection there were five newly qualified teachers and three temporary members of staff. Attainment on entry to the school is very low.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21069	Paul Edwards	Lead inspector	Mathematics, information and communication technology, physical education, English as an additional language.
13526	Richard Barnard	Lay inspector	
32207	Jennifer Thomas	Team inspector	English, art and design, design and technology.
23686	Pam White	Team inspector	The Foundation Stage, religious education, music, personal, social and health education.
33412	Neil Spencelayh	Team inspector	Science, geography, history.

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school provides a **good standard of education**. The leadership and management and the quality of teaching are good. The pupils' make good progress and, although by the end of Year 6, standards in English are well below average and below average in mathematics and science, the pupils' achievement is good overall. Overall, the school gives good value for money.

The school's main strengths and weaknesses are:

- Pupils' achieve very well in mathematics and science
- The pupils' writing skills are not developed sufficiently
- Teaching is good overall although there is an occasional lack of challenge for the most able pupils
- Provision for pupils with special educational needs and pupils learning English as an additional language is good
- Support for pupils who are in the early stages of learning English is very good
- Subjects such as history, geography and religious education are not taught in sufficient depth
- Provision for children in the Foundation Stage is good
- There is very good enrichment of the curriculum
- The behaviour and attitudes of the pupils are very good
- Care and support for the pupils are very good
- The involvement of the community is very good

Overall, the school has made good progress since it was last inspected. Satisfactory progress has been made in raising standards in English although there is still work to be done to raise standards of writing. There has been a very good improvement in mathematics, science and information and communication technology (ICT) which were major issues. Good progress has been made in addressing other key issues from the last inspection including improving the quality of teaching and providing better support for pupils learning English as an additional language.

STANDARDS ACHIEVED

The pupils' achievement is good overall. Children in the Foundation Stage achieve well, although from a low starting point few children are likely to attain the nationally defined Early Learning Goals in each of the six areas of learning. The results of the 2004 national tests for Year 2 pupils were well below average in reading, writing and mathematics when compared with all schools and below average in reading and writing when compared with those in similar circumstances. Standards in mathematics were average. The inspection shows that standards in reading and mathematics are below average and they are well below average in writing.

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

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

The proportion of recent admissions to each class is frequently high in each year group and thus the interpretation of test results requires caution, as they can vary from year to year. However, the overall trend in improvement is better than that seen nationally at the end of both Year 2 and Year 6. The results in the national tests in 2004 for Year 6 pupils who left the school in 2004 are shown above. These results compared favourably with those of similar schools in mathematics and science and reflect a significant improvement in these subjects. Standards in writing have not improved to the same degree, partly due to the high mobility among pupils and changes in staffing but also due to the lack of clear direction provided and guidance as to how improvements should be made. Occasionally, there is a lack of challenge for the more able pupils, particularly in their writing activities. Inspection evidence confirms that standards are rising and pupils are now achieving satisfactorily in English and very well in science and mathematics. Inspection evidence confirms that, by the end of Year 6, standards are well below average in English and below average in science and mathematics. Standards in ICT are in line with what is expected of pupils of this age and the pupils achieve very well because of the vastly improved resources and better teaching. Across the school, pupils with special educational needs achieve well because they are provided with good support. Pupils at an early stage of learning English are provided with very good support, enabling them to make very good progress overall.

The pupils' **personal development, including their spiritual, moral, social and cultural development, is good.** They have very positive attitudes to school and their behaviour is very good. Attendance levels and punctuality have improved steadily over the past three years and are now good.

QUALITY OF EDUCATION

Overall, the quality of education, including the quality of teaching, is good. Since the last inspection, improvements in the teachers' subject knowledge in mathematics and science has raised the quality of teaching and learning in these subjects. Similarly, in ICT improved resources and much better teaching are leading to significant improvement. Although satisfactory progress has been made in the teaching of English, teachers are not as confident and lack subject expertise when teaching writing. Links between reading and writing are not evident and the teachers are missing opportunities to develop writing skills through teaching in other subjects. Occasionally, work lacks challenge, particularly for the more able pupils. The good support that is evident for pupils with special educational needs and those learning English as an additional language and which enables these pupils to make good progress, is not available for the most able pupils. Children in the Foundation Stage are provided with a good start and achieve well because of the consistently good teaching.

The school provides a satisfactory curriculum, enhanced by a very good range of enrichment activities. Subjects such as history, geography and religious education are not taught in sufficient depth. The care and welfare of the pupils are very well managed and they are offered good support and guidance. The school benefits from very good links with the community and parents and there are good links with other schools.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good. The headteacher has a very clear vision for the school's development and, together with senior staff, has ensured standards continue to rise. Together with staff and governors he has created a very positive ethos in which all pupils, including those with special educational needs and those at an early stage of learning English, can learn and achieve at least satisfactorily. There is a

strong sense of teamwork and staff provide good role models for the pupils. The governing body contributes effectively to the development of the school.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Most parents think very well of the school. The pupils are also very positive about their school and feel that they are treated fairly and are expected to work hard.

IMPROVEMENTS NEEDED

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

- Raise standards in English, particularly in writing throughout the school;
- Ensure the more able pupils are given work that is sufficiently challenging
- Ensure subjects such as history, geography and religious education are taught in sufficient depth.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

The evidence of the inspection confirms that the pupils' achievement is good overall. By the end of Year 2 and Year 6, standards in reading, mathematics and science are below average and they are well below average in writing.

Main strengths and weaknesses

- The pupils achieve very well in mathematics and science by the end of Year 6
- Standards in writing are too low
- The children in the Foundation Stage make good progress and achieve well against their prior attainment
- Pupils with special educational needs achieve well and those at an early stage of learning English as an additional language achieve very well

Commentary

1. The pupils' attainment on entry to the Foundation Stage is very low. The good provision in the Nursery and Reception classes enables the children to make a good start to school; they make good progress and achieve well in all areas of learning. However, few children are likely to achieve the Early Learning Goals in all six areas of learning by the time they enter Year 1.
2. There is a high level of pupil mobility in all year groups and a significant minority of pupils enter the school with little or no understanding of English. Additionally, many parents have a limited understanding of English. The school has, therefore, developed a range of strategies to compensate, including clear induction procedures and additional support. This is having a positive effect on standards. The 2004 National Curriculum test results for mathematics and science show a significant improvement on those of previous years. There has been a good improvement in the proportion of pupils attaining the higher Level 5 by the end of Year 6 and, although standards are below average, the pupils are achieving very well. In comparison with those schools having a similar proportion of pupils with free school meals, attainment is well above average in mathematics, above average in science and below average in English. Over the last four years, the rate of improvement in National Curriculum test results has been better than that seen nationally.
3. Inspection evidence confirms that standards in Years 3 to 6 are rising and that the pupils are now achieving very well in mathematics and science and satisfactorily in English. In particular, the school has worked very effectively to raise the attainment of those pupils with special educational needs and those at an early stage of learning English. Although standards are improving in English, they are not improving as quickly as they should. There are too few opportunities for the pupils to develop writing skills in other subjects and worksheets, which restrict the opportunities for the pupils to write at length, are occasionally overused.

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

Standards in:	School results	National results
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English	23.5 (23.3)	26.9 (26.8)
Mathematics	26.8 (25.8)	27.0 (26.8)
Science	28.0 (25.6)	28.6 (28.6)

There were 31 pupils in the year group. Figures in brackets are for the previous year

4. The school's results in the 2004 National Curriculum tests for pupils in Year 2 were well below the national average in reading, writing and mathematics. They were below average when compared with schools in similar circumstances in reading and writing and average in mathematics. The proportion of pupils reaching the higher Level 3 was much lower than that seen nationally. However, the high proportion of pupils at an early stage of learning English and the high mobility rate affects the overall standards attained and depresses the average points score. The improvement in results over the last four years has been better than that seen nationally.
5. In Years 1 and 2, inspectors found that the pupils' achievement is good overall and, by the end of Year 2, standards in reading and mathematics were below average and well below average in writing.

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

Standards in:	School results	National results
reading	13.3 (14.2)	15.8 (15.7)
writing	11.9 (11.2)	14.6 (14.6)
mathematics	14.7 (14.0)	16.2 (16.3)

There were 57 pupils in the year group. Figures in brackets are for the previous year

6. Pupils with special educational needs achieve well because of the good level and quality of support in the school. They make good progress towards the targets set for them. The school has very good procedures to identify any problems the pupils are having with their learning and, as a result, any difficulties are quickly remedied. The teaching assistants are used very effectively by the school and have a good bearing on the achievement of all pupils with special educational needs. However, those pupils with a statement of special educational need make very good progress because of the particularly good support and very clear targets. Many pupils with little or no English enter school during the year in all classes and procedures to ensure they make the progress of which they are capable have been developed very well. The EMAG (Ethnic Minorities Achievement Grant) teacher and support staff provide effective support, ensuring that pupils learning English as an additional language generally make good progress. Those in the early stages of learning English achieve very well.
7. The school's focus on raising standards in English, mathematics and science is reflected in the good achievement and better standards by the end of Year 6 although standards have not improved sufficiently in English. There is an occasional lack of challenge for the more able pupils and too few opportunities for the pupils to develop writing skills through learning in subjects other than English. The provision for ICT has improved significantly since the previous inspection; pupils achieve very well and attain average standards by the end of Year 2 and Year 6. The pupils now have access to a computer suite and receive regular teaching of skills. The school's focus

on developing basic skills has resulted in a lack of depth in some subjects, for example, history, geography and religious education. The school recognises the need to develop literacy skills through learning in these subjects.

Pupils' attitudes, values and other personal qualities

Attitudes and behaviour are very good overall. Personal development is good due to the good provision for spiritual, moral, social and cultural development. Attendance and punctuality are good.

Main strengths and weaknesses

- Pupils love coming to school and find it an interesting and exciting place
- Relationships are harmonious and behaviour is very good
- Pupils take on responsibilities very well

Commentary

8. The pupils and their parents say how much they love school and pupils appear very happy. The school recognises particularly well the needs of the children and provides an atmosphere and environment that encourages their natural curiosity and interest in learning. This was particularly evident in the entrance to the Foundation Stage area where a pre-school child is so excited by the display on the wall that he pulls his dad over to point out the pictures of animals. The youngest pupils in Nursery and Reception classes display very good attitudes. They settle very quickly into school routines and, in spite of their limited communication and social skills, try very hard to listen to what members of staff tell them and are very keen to find out things and enjoy themselves. This was seen in a physical education session where as soon as the teacher started to play music they leapt into action with smiles of joy as they warmed-up following instructions to the letter. Throughout the rest of the school attitudes in lessons are very good. Although on a few occasions some pupils appear passive, usually when teaching is not as interesting, the great majority of pupils enjoy their work and pay attention very well. They are very keen when using computers; for example, Year 6 pupils' very good attitudes ensure they develop their research skills very well when finding out about life in the East Midlands in World War II from the school's web-site. Pupils enjoy all school activities, especially sport. They talk most enthusiastically about their successes on the football field. It is a joy to see the pleasure on the faces of the members of the steel band as they play and of the youngest pupils as they leave assembly singing enthusiastically. The range of activities provided has a key place in ensuring pupils' love of their school.
9. Relationships between pupils are very good; irrespective of race, religious background or age they work and play together very well. Behaviour around the school, in assemblies, in the dining hall and at playtimes is very good. This is because outdoor space is used very effectively with zoned areas. Supervision is very good, especially with assistants playing with the pupils under the very effective direction of the Inclusion Mentor. Pupils know the rules and conventions, such as what to do if they have a minor bump. Pupils and parents say there is no serious bullying, racist or sexist behaviour. As one pupil said; "We don't have bullying here, we play football with the headteacher." This is confirmed by the fact that there has been only one pupil with temporary exclusions over the last two years and no permanent exclusions over the last six years. Pupils are taught what is right or wrong with a very fair and effective rewards system. Achievement, success and effort are celebrated in rewards, displays around the school and assemblies.

10. Pupils are developing into responsible young citizens. They contribute very well to the School Council, representing the views of their classmates very effectively and initiating fundraising for a range of charities. They organise their own football tournament. They experience and understand about festivals from a wide range of faiths. They contribute well to a range of community activities, again with the Steel Band to the fore. Both boys and girls participate in local teams. They express their views on issues very well, although on some occasions girls show less confidence than boys. However, in a Year 5 personal, social and health education (PSHE) lesson, due to the very good encouragement of the teacher, all made sensible and mature observations about their experiences of visits to places of interest. They listen well to each other's views. The 'Buddies' provide support for friends in the playground and also help train future members of their group.

Ethnic background of pupils**Exclusions in the last school year**

White – British	25	2	0
White- any other background	15	0	0
Mixed- White and Black Caribbean	1	0	0
Chinese	4	0	0
Mixed - Any other background	14	0	0
Asian and Asian British - Indian	27	0	0
Asian and Asian British - Pakistani	3	0	0
Asian and Asian British - Bangladeshi	2	0	0
Asian- any other Asian British	3	0	0
Black or Black British- Caribbean	13	0	0
Black or Black British- African	214	0	0
Black or Black British- African	1	0	0
Parent/guardian preferred not to say	3	0	0

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

11. Attendance figures show a significant improvement over the last three and reflect the fact that the pupils enjoy coming to school. The school has worked hard to encourage parents to send their children to school regularly. The use of rewards and certificates backed up by very good monitoring systems are very effective. Current attendance levels are above the national average and levels of unauthorised absences are very low. Punctuality is good, enabling lessons to start promptly.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.9	School data	0.0
National data	5.1	National data	0.4

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a good quality of education. Teaching and learning are good, the curriculum is satisfactory and there are very good arrangements for securing the care, welfare, health and safety of the pupils. Participation by parents in the daily life of the school and links with the local community are very good. The school has established good relationships with other schools.

Teaching and learning

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

Main strengths and weaknesses

- The teaching is consistently good in the Foundation Stage and provides the youngest children with a good start to their education
- The teaching of numeracy and science is strong
- The teaching assistants provide very good support
- There is an occasional lack of challenge for the more able pupils

Commentary

12. Taking account of the lessons seen, the pupils' previous work, teachers' planning and discussions with pupils and teachers, the quality of teaching and learning is good overall. The good teaching in mathematics and science has a significant impact on the pupils' achievement in this subject. Teaching has improved significantly since the previous inspection with a higher proportion of very good teaching in evidence. In the small number of unsatisfactory lessons observed, a lack of subject expertise was evident.

Summary of teaching observed during the inspection in 52 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	12 (23%)	27(52%)	10(19%)	3(6%)	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.

13. The good teaching in the Early Years Unit enables the children to make a good start to school and they achieve well. The teachers plan the learning activities carefully to ensure that there are opportunities for the children to have access to all six areas of learning and especially in their Reception year to the literacy and numeracy strategies. The teaching of basic skills is well planned and organised, resulting in the good progress seen in learning to read and write and in number work. The nurseries nurses effectively support individual and group activities - and make a significant contribution to helping the children to behave well and to concentrate on the carefully planned and challenging learning tasks. Considerable attention is devoted to developing the children's basic literacy skills with an emphasis on helping them to acquire adequate speaking and listening skills. All the adults who work in the Early Years Unit help the children to feel secure, gain confidence and communicate well with others. Good arrangements effectively check what the children know, understand and can do and the information is well used to plan the next steps children need to take in their learning.
14. The teaching of numeracy is particularly good because the school has focused on raising standards in this area. A high level of enthusiasm from both pupils and staff is evident. The subject is very well organised by the co-ordinator, who has identified areas for improvement, and with the support of the headteacher and numeracy consultants from the local education authority a close check has been kept on the teaching and learning of mathematics. Additional support has been utilised and this has been particularly effective in helping pupils of all abilities to attain the standards of which they are capable. The effectiveness of the support and the organisation of the curriculum can be seen in the very good achievement made by the overwhelming proportion of pupils. The teaching and learning of literacy are also improving. However, it is not as good as it could be and is satisfactory overall. Links between reading and writing are not yet well established and links with writing and other aspects of English lack cohesion. Teachers are not yet making sufficient use of

developing literacy skills through other parts of the curriculum and an overuse of worksheets inhibits opportunities to develop the pupils' writing skills. Expectations of what pupils, particularly the more able, can do in literacy are not as high as they are in mathematics and consequently pupils do not achieve as well as they should.

15. The teaching and learning of science are good overall. The teachers' subject knowledge and understanding are secure and most provide the pupils with work that is generally challenging. There has been an improvement in the teaching of investigative and scientific enquiry skills although the relatively recent improvements have not yet had the opportunity to make an impact on all pupils.
16. Most pupils benefit from the hardworking and very effective teaching assistants. Those pupils with special educational needs receive good additional help in lessons from the able classroom assistants. On occasions, pupils receive additional support during withdrawal sessions but, wherever possible, pupils are provided with support in class, enabling pupils to learn alongside their peers. This combination of approaches ensures they make progress in line with their classmates. The teaching and support for pupils with a statement of special educational need is very effective, ensuring these pupils make significant progress. The targets contained in the pupils' individual education plans are clear and concise. The teachers and teaching assistants use the individual education plans well when planning their lessons and this ensures work is effectively matched to the pupils' individual needs. The teamwork between the teachers and Nursery nurses in the Early Years Unit is a strong feature.
17. Most pupils are learning English as an additional language and there is a significant minority in all classes who are at an early stage of learning English. At the time of the previous inspection there was insufficient support for these pupils but the school has addressed this situation very well. Consequently, those pupils at an early stage of learning English are provided with a very good level of very targeted support enabling them to take a full part in all lessons. Where appropriate, interpretation of tasks is carried out but pupils are encouraged to develop their skills in English.
18. The staff have worked hard, and successfully, to improve the systems for assessing and tracking pupils' progress. The procedures in mathematics are thorough and they are developing well in science. However, in English teachers do not always use the assessment and tracking systems effectively to plan the next stage of learning; this has been identified as an area for development by the school. Day-to-day procedures, including a systematic approach to the marking of pupils' work, help to provide information that enables the staff to set targets for individual pupils. The high mobility of pupils has necessitated that teachers keep an even closer eye on how the pupils are doing and they collect useful information that enables the tracking of their progress in the core subjects over time. Assessment in other subjects is developing satisfactorily and is the main priority for many of the subject co-ordinators.

The curriculum

The curriculum is satisfactory. There is a very good range of extra-curricular activities to enrich the pupils' learning, including several homework clubs. The school's accommodation is spacious but the fabric of the building requires some refurbishment. Resources for learning are good.

Main strengths and weaknesses

- The curriculum provided for the children in the Nursery and Reception classes is good and helps them to achieve well and to make good progress
- The curriculum promotes good achievement in mathematics, science and ICT
- The provision for the pupils with special educational needs is good and for those who are at the early stages of learning English it is very good
- The pupils do not have sufficient opportunities to practise their writing skills in subjects such as religious education, history and geography.
- Computers are used effectively to support the pupils' learning

Commentary

19. The organisation and planning of the curriculum is satisfactory overall and in the Foundation Stage classes it is good. There have been continued improvements in what the pupils learn, particularly in mathematics, science and ICT and this has been effective in supporting the improvements in standards in these subjects over the past two years. The provision of ICT equipment has improved significantly and it is beginning to be used well to support work in other subjects such as history. All the subjects of the National Curriculum are covered and there is good equality of opportunity with all pupils involved in all that the school has to offer.
20. The curriculum for the pupils in the Foundation Stage is good. In both the Nursery and the two Reception classes there are well-planned activities that cover all of the six areas of learning. Children make good and sometimes very good progress and develop into well-motivated learners with very good attitudes to learning.
21. Overall, the curriculum has developed satisfactorily since the previous inspection. There is an appropriate and strong emphasis on learning in mathematics, science and ICT that has been instrumental in raising standards. In other subjects, the adoption of national subject guidance has given greater structure and consistency to planning and a good start has been made in linking pupils' learning across the different subjects. However, the amount of recorded work in religious education, history and geography is limited. This means that additional opportunities for the pupils to practise their language and writing skills are missed and writing skills remain weak.
22. Visits to local study centres and visitors to the school enrich the pupils' learning and there is a very good range of after school sports and homework clubs to support the pupil's academic, physical and social development.
23. The school provides very well for the pupils who have special educational needs and for those who are learning English as an additional language. The pupils' language and learning needs are identified and assessed promptly and individual action plans to meet these needs are detailed and specific. Class teachers, support teachers and learning assistants work and plan closely together to ensure that targets are reviewed regularly and this results in some good achievement by the pupils.
24. The school's provision for personal, social and health education (PSHE) is good. It meets the needs of groups and individuals well and makes a positive contribution to the pupils' very good attitudes and behaviour. There are good links with a local secondary technology college whose facilities and expertise in ICT are used effectively. The pupils are prepared satisfactorily for the start of their secondary education.

25. There are sufficient members of staff to meet the needs of the curriculum. The work of the specialist teacher and support assistants for English as an additional language leads to some good achievement for the pupils who are learning to become bi-lingual. Although the school's accommodation is spacious the fabric of the building is in urgent need of some refurbishment. Resources for learning are good overall and the two ICT provide good opportunities for learning.
26. **Extended school services.** Provision for educational and support programmes for families and members of the local community is good. The school organises a range of activities for parents and members of the local community and is very well supported in this work by tutors from Regent's College. Several adults attend classes to learn English whilst others work in the school's ICT suite to improve their computer skills. It is clear that their literacy and computer skills have developed well as a result of these classes and many parents hope to gain recognised qualifications. These groups are very well managed by staff and, as a result, parents and other members of the local community are confident to learn and feel very welcome in the school community. Another group has worked collaboratively on a community project, "Crafts in St Matthew's, Leicester City" completing a large textile wall hanging, made up of small textile squares, which was displayed in the New Walk Museum. The smaller pieces represent the "coming together" of different community groups. The school responds effectively to parents' requests. For example, workshops have been organised to enhance their understanding of how different subjects are taught and to encourage parents to be more involved in their children's learning. Good use is made of the school's buildings outside the school day by youth and church groups.

Care, guidance and support

The provision for pupils' care, welfare, health and safety is very good. The provision of support, advice and guidance based on the monitoring of pupils' achievement is good. The involvement of pupils through seeking and acting on their views is very good.

Main strengths and weaknesses

- Very strong emphasis placed on the care and personal needs of each pupil
- Pupils are very well involved in school life
- Standards have improved on those described in the previous inspection report.

Commentary

27. Everyone at the school helps to make it a place children want to come to and where they feel safe and secure. All members of staff, especially the headteacher, know the pupils and their varied backgrounds very well, enabling them to provide a very high level of care that is appreciated by both the pupils and their parents. In spite of its limitations in relation to age and accessibility, the premises are attractive and welcoming. The sensitive and thorough approach to child protection procedures and awareness, very good evaluation of health and safety risks, very good first aid procedures, security arrangements and supervision of pupils at break and lunchtimes, enable pupils to say they feel very happy and work in confidence. Pupils say they all feel very confident about talking to teachers or other adults if they have any worries.
28. Good induction arrangements and continuing care and support ensure the youngest pupils quickly settle into the Nursery and Reception classes and make good progress in their personal development. This is supported very well as pupils move through the school. Especially effective is very strong support given to the many children who move to the school from other schools or countries enabling them to make friends and settle into school quickly.

The 'Survival Pack' given to each new pupil is an especially effective element of this care, as is the key role of the 'Friendly Face Induction Tutor'. Pupils with specific special needs are given very good support and care enabling them to be included in all aspects of school life.

29. Pupils feel that members of staff value their views and this gives them the confidence to discuss issues and raise questions. All members of staff are alert to the needs and concerns of pupils and help them very well. Pupils are able to make their voice heard very well through the School Council where pupils have helped decide on the rewards system, themes for future assemblies and raised with teachers concerns of their fellow pupils.

Partnership with parents, other schools and the community

The school has a very good partnership with parents and the local community, which has a positive impact on pupils' achievements. Links with local schools are good.

Main strengths and weaknesses

- The school has the complete confidence of parents
- The school plays a key part in the life of the local area
- The quality of the partnerships has improved on those described in the previous inspection.

Commentary

30. The school recognises very well the different and particular needs of the parents, especially the varied cultural, religious and language differences. The success of this is judged not only by the most positive response given by the parents to the pre-inspection parent questionnaire and meeting but also by the way they support their children's learning by ensuring they come to school promptly and regularly and really wanting to learn. Parents receive very good information to help their children further in their learning. Reports give very good information on progress and achievements and include targets for improvement that often give good practical help such as 'visit Roman ruins in Leicester' or honest comments that may help such as "must be more willing to answer questions in class as her opinion is very worthwhile". Newsletters give regular and helpful information about the school and particularly about the curriculum twice each term. The school makes very good use of interpreters to ensure parents receive information in their own community language. Parents are welcomed into the school. Specific initiatives such as the 'Parents' Group' further help them to support their children's learning. Parents say that their children think, "It's great" that they are coming to school to learn as well. Although all do not attend, parents of children with special educational needs are invited to attend termly review meetings and are thoroughly informed of all developments regarding their child's special educational needs.
31. The school is a focal point in the development of the local community. The mutual benefits are many. Pupils and parents feel part of a big family that plays a key part in the attitudes towards learning for both. A very wide range of support is provided by the local community such as pupils attending Leicester Tigers learning centre, coaching from sports clubs, local artists providing workshops, visits from local police, fire-fighters, librarians, health workers and local schools. Local business people hear pupils read on a weekly basis. Walks around the area and visits to local places of interest support and encourage learning very well. Pupils contribute to local community events such as the community art projects, sports events with local

schools, playing music at local events (especially the Steel Band) and local drama and dance productions. The school provides many facilities for the local community especially the community rooms provided in the mobile classrooms that are used by many local groups including church and youth groups, pre-school provision, and adult learning including parent groups.

LEADERSHIP AND MANAGEMENT

The leadership, management and governance of the school are good overall. The leadership of the headteacher is very good.

Main strengths and weaknesses

- The headteacher has had a substantial and positive impact on school improvement
- The school has a strong community ethos
- The governing body is well informed and makes an effective contribution to the development of the school

Commentary

32. The headteacher is very committed to attaining high standards and achievement in all aspects of the pupils' development and to promoting mutual respect between different ethnic groups, in the school and in the local community. He is well supported in this work by the deputy headteacher. An effective leadership team has been created which shares the headteacher's vision. Leadership in the Foundation Stage, mathematics, science, English as an additional language and special educational needs is good. However, the high proportion of newly qualified teachers results in a large workload being shouldered by a small number of staff. Leadership development is encouraged and good guidelines have been produced for subject leaders to support them in their roles. Good relationships between staff and between staff and pupils underpin the strong community ethos that is a significant strength in the school. Despite high pupil turnover, a large percentage of pupils at an early stage of learning English, and high levels of social deprivation, standards in mathematics and science have continued to rise steadily.
33. Management is good. The school's strong commitment to self-evaluation has led to the development of good systems to check how well it is doing. For example, very effective use is made of performance data and the headteacher and senior staff check the quality of teaching and pupils' work systematically. The school improvement plan provides a useful blueprint for further development.
34. Performance management operates well and is bringing about improvements, such as in the teaching of mathematics and science. All staff are committed to improving their teaching and are keen to undertake professional development. Staff are generally deployed to make best use of their skills and expertise and good support has been given to teachers who are new to the school, particularly those in their first year of teaching. Day to day administration is managed efficiently.
35. Governors have a good knowledge of the school's strengths and weaknesses and are involved in its strategic development. They are aware of the need to raise standards in English, particularly in writing, and to improve the level of challenge for the more able pupils and to broaden the pupils' experiences in the foundation subjects. They fulfil their statutory responsibilities well and are beginning to hold staff to account for the standards attained. For example, their good understanding of pupil data enables them to evaluate the progress made by pupils and to challenge staff if pupils are not making the expected progress. The school governor with responsibility for special educational needs takes an active role in overseeing the school's work. The special educational needs co-ordinator (SENCO) has developed

effective monitoring and recording systems to ensure provision is targeted to address pupils' identified needs.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	1,324,303
Total expenditure	1,379,983
Expenditure per pupil	3,476

Balances (£)	
Balance from previous year	151,581
Balance carried forward to the next	95,901

36. Finances are managed very well and the governors link spending appropriately to the school's priorities for development. They have a good understanding of best value principles. This is seen in the way the school seeks tenders, checks pupils' performance against other schools and evaluates the quality of education it provides.
37. The school has made effective use of funding made available through various initiatives. The appointment of a Learning Mentor has made an impact on the pupils' behaviour. Funding from these initiatives has been provided by the school but grants from Excellence in Cities will cover some of the costs in future.
38. The school is subject to high mobility amongst the pupils and the lack of continuity of education creates a barrier to learning for some pupils. The school does all it can to mitigate the problem through the implementation of effective induction procedures and the learning difficulties of pupils are identified early and acted upon swiftly. The support provided by the local education authority, for example the work of the numeracy consultants, has had a positive impact on the standards and achievement of pupils.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

39. Provision for the Foundation Stage is good and the quality of teaching has improved since the last inspection. It is now consistently good, with some that is very good. In the Early Years Unit there is a Nursery for 60 part-time children and two Reception classes with 30 children in each. Most of the Nursery children join the Reception classes in the September of the year in which they are five. When they enter the Nursery class their attainment is very low and many of them have little knowledge or understanding of spoken English. The children receive a good start to their education in the Foundation Stage and they make good and sometimes very good progress due to the good quality teaching in all areas of learning. Nonetheless, despite their good achievement, most of the children in the current Reception classes are unlikely to reach the goals set for them by the time they start in Year 1.
40. The quality of the teaching for the Nursery and the Reception children is good overall with some very good elements that include the teaching of personal, social and spoken language skills. The way in which the teacher and the learning support assistants work together as a team to support the children is another strong feature of the teaching. However, there are occasions when more could be expected of the higher attaining children through more challenging tasks. Assessments of the children begin when they start in the Nursery and the information is used to form a profile of each child's achievements, to set targets for improvement and to track their progress as they move through the school.
41. The teachers and teaching assistants are very caring. They manage the children well and create a secure and happy atmosphere. Children with special educational needs and those who are at the first stages of learning English are well supported and this helps them to participate and to learn effectively. A well-planned curriculum ensures good experiences for the children. Across the three classes curriculum planning is carried out jointly. The six areas of learning are covered well and there is a good balance of child initiated and teacher-directed activities.
42. Good links with parents are established through an induction programme that includes a series of pre-school visits and the exchange of information with colleagues working for the local 'Sure Start' scheme. The Foundation Stage team is well led and managed by one of the Reception class teachers.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- The promotion of the children's personal, social and emotional development permeates all activities
- Very good relationships help the children to feel secure so that they grow in confidence and gain independence
- The children respond very well to the teachers' high expectations of good behaviour and they co-operate well with each other

Commentary

43. Children enter the Nursery with poor social skills and because of the language difficulties many of them are slow to develop confidence. The teachers and the learning support assistants work very hard and are successful in establishing very good relationships with the children. They are skilled in encouraging the children to talk and to relate well to each other. The children are provided with many opportunities to develop their independence and confidence. They help to give out fruit at snack time, offering choices to their peers, and willingly clear away the debris afterwards. The children understand what is right and what is wrong and are enthusiastic in trying new ideas but their ability to persevere and to discuss thoughts or difficulties is limited. The children in the Reception classes achieve well in this area of learning and many of them are likely to reach the goals set for them by the time they enter Year 1 although a significant minority will not.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Teaching is good and the children achieve well from a very low starting point
- Staff use every opportunity to develop language and literacy skills through the sharing of books, stories and rhymes
- There is good emphasis on teaching the letter sounds
- The children at a very early stage of learning to speak English are encouraged to talk and to improve their vocabulary during all the activities

Commentary

44. Most children are unlikely to reach the learning goals set for them by the time they start in Year 1. When the children start in the Nursery very few of them are fluent in English but, as they move through the Reception classes, they achieve well due to the good teaching and encouragement given to them to talk about their work and to speak out during role-play and group discussions. In both the Nursery and the Reception classes there are regular opportunities to listen to the teacher and to each other and these help the children to use and improve their spoken language. Pertinent questions from the teachers and the learning support assistants play a key part in this process as well as the constant reinforcement of letter sounds for reading and early writing. However, the children's fluency and understanding are still developing as they enter Year 1. The children's reading skills are developed through learning letter sounds and key words from early reading books. During shared reading, the support teacher also encourages the Reception children to use picture clues and to predict what comes next as a successful strategy for understanding the story. The computer is used well to reinforce early reading and comprehension skills. Book corners and tape-recorded songs, rhymes and stories promote the enjoyment of books. All the children practise writing patterns and letter shapes and during the inspection a small group of more able children achieved well as they were helped to write short sentences in sequence from the story of 'Handa's Hen'. However, for many children, their ability to form words and letters correctly is very limited and the scrutiny of work further shows that, for

several of them, independent writing skills are very slow to develop. Nonetheless, most of the children currently in the Reception classes can write their name unaided.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Early counting skills are reinforced well and provide a good foundation for developing the children's numeracy skills
- Regular whole class and small group teaching enables the children to learn effectively about numbers, shapes and money

Commentary

45. The teachers are skilled in devising games and activities that promote the children's understanding of numbers, shapes and measures. The children in both the Nursery and the Reception classes enjoy these activities. For example, matching and counting as they complete puzzles reinforces learning about numbers for the Nursery children and paying for items in the flower shop during role play helps to develop their awareness of coins and money. The youngest children build on their very limited skills and begin to learn the language of shape such as 'sides' and 'corners' although several of them confuse the two. By the time they move to the Reception class many children can count and also recognise and read simple numbers. The older children show their understanding of 'one more' and 'one less' as they use number lines to add and subtract numbers up to ten and beyond. The higher attaining children achieve well as they begin to grasp the concept of counting in twos. Almost all of the children achieve well in this area of learning although less than half in the Reception class are likely to reach the goals set for them by the time they enter Year 1.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Interesting activities are planned that make learning enjoyable and rewarding for the children
- The activities are effective in improving the children's observational skills, curiosity and enthusiasm
- The use of the computer, tape recorders and photography help the children's early understanding of new technology
- The children's limited spoken language skills prevents many of them from discussing and explaining their learning

Commentary

46. The teachers and the learning assistants in both the Nursery and the Reception classes have a very good understanding of the range of experiences children need to develop and plan learning around a range of themes over the school year. In both the Nursery and the Reception classes the children's awareness of the natural world is

well emphasised as they learn about growth and mini-beasts. Adults support the children well in their practical activities. They ask pertinent questions and make good links with what the children have done before in order to extend and reinforce learning and to encourage the children to talk about what they are doing. For example, the Reception children's counting and observation skills are combined effectively as they count legs on spiders and ladybirds and the Nursery children's learning about plants is extended well as they sequence computer images about plant growth. The children use their good computer skills as they point, click and drag lines and colours when designing colourful butterflies and bees on the computer. In all the classes the children use computer programs to support their learning in early reading and number skills. They learn about the passage of time as they sequence pictures representing 'young' and 'old' and their work further shows they are beginning to grasp the importance of a healthy diet and the need to keep clean and safe. The children are eager and enthusiastic learners but their limited spoken language skills means that many of them have difficulty in explaining or discussing their learning and although a few of the children will achieve the goals set for them by the time they begin in Year 1, the majority will not.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Good indoor and outdoor opportunities are planned for the children to improve their physical skills
- There is a good range of resources for outdoor play

Commentary

47. Since the previous inspection the school has created a more spacious and attractive outdoor environment for the children. Together with carefully structured activities and a good range of resources this helps most of the children to achieve well in this area of learning. There are opportunities for regular outdoor and indoor activities when the Nursery and the Reception children can develop confidence and independence in movement. Consequently, many of them will attain the early learning goals in this aspect although a significant minority will not. These are mostly girls who are less confident and adventurous when jumping, climbing and sliding. A good feature of the provision is the way in which the teachers ensure that other aspects of learning are introduced in the outdoor area such as writing on large chalkboards, musical instruments and books to share. Malleable materials, simple tools and construction toys are regularly available to help the children develop control over smaller movements. The Nursery children are becoming confident in using rolling pins and shape cutters when making dough shapes and the Reception children make good progress as they use knives with care and control when making honeybee sandwiches.

CREATIVE DEVELOPMENT

Provision in creative development is **satisfactory**.

Main strengths and weaknesses

- The children experience a range of creative activities that include art and design, model making and cookery
- Opportunities for imaginative play are not consistent across the classes

Commentary

48. There are ample opportunities for the Nursery and the Reception children to develop their creative skills through art and design, construction activities, cookery and imaginative play but because of their very low starting point few of the children will achieve the goals set for them by the time they start in Year 1. Nonetheless, the majority of the children achieve satisfactorily in the creative area of learning. With support and intervention from teachers and support assistants the Nursery children are able to play imaginatively, taking on the roles of shopkeeper, helpers and customers in the class flower shop. The 'conversations' in the shop provide good opportunities for the children to practice speaking. However, in one of the two Reception classes the home corner is uninspiring and this limits its usefulness in encouraging creative language and play. Singing features well in the creative development of both the Nursery and the Reception children. They enjoy singing a range of songs and action rhymes but during the inspection limited use was made of musical instruments in order to explore sounds. Sand, water, crayons, paints, play dough and collage materials are available for the children to work with on a regular basis and they make good use of these to develop their senses and to investigate colour and texture. For example, the Reception children cut, paste and stick as they create models of bees using balloons and the Nursery children use simple printing techniques to produce bold, colourful flowers.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision is **satisfactory**.

Main strengths and weaknesses

- Standards are well below average in writing, speaking and listening and below average in reading by the end of Year 2 and Year 6
- More able pupils are not always sufficiently challenged
- Teaching is consistently good in Year 2
- Pupils at an early stage of learning English are very well supported and make very good progress
- Pupils with special educational needs are well supported and make good progress

Commentary

49. High pupil turnover and the significant proportion of pupils in the early stages of learning English have a significant impact on the standards attained. Overall, the pupils' achievement is satisfactory. Those pupils with special educational needs and those at an early stage of learning English achieve well and make good and sometimes very good progress because the work is generally well matched to their abilities and they receive very good support from teaching assistants.
50. Standards in reading are below average at the end of Years 2 and 6. Most pupils enjoy reading. They talk about favourite authors and poems and refer to texts to support their views. They know how to find books in a library and have some opportunities to conduct research. A quiet time is set aside for pupils to read each day.
51. At the end of Years 2 and 6, standards in writing are well below average. Whilst sufficient emphasis is given to spelling, punctuation, basic grammar and vocabulary development, not all teachers are secure in teaching writing and do not give enough emphasis to the links between reading and writing and to analysing the key features of different genres such as poetry, narrative, instructions and arguments. Pupils are often asked to write an extended piece of writing before they have had time to practise the features individually or seen them demonstrated by the teacher. All classes have word banks on display but few show examples of interesting sentences or descriptive phrases for pupils to mirror in their own writing. An extended writing session is organised daily in most classes but these sessions do not always relate to the work being done in literacy lessons and this slows the progress the pupils make. For example, Year 6 pupils were learning about metaphors and similes in poetry and were focusing on the use of paragraphs in their writing session.
52. In speaking and listening, standards are well below average. Pupils generally give short responses to questions and some confuse similar words such as 'delighted' and 'delightful' and use incorrect grammatical structures. The increasing opportunities for drama and talk in lessons are helping pupils to improve their skills.
53. The quality of teaching and learning is satisfactory overall with some examples of good teaching. Good teaching is characterised by the teachers' secure knowledge and understanding of the curriculum, effective planning and good use of time and

resources. A good range of teaching methods are used so that lessons move at a fast pace and the pupils' interest is maintained. Work is set that caters well for the pupils' differing abilities. Teaching is less effective when teachers use question and answer styles that limit opportunities for discussion and when the same tasks are given to all pupils which reduces the level of challenge for the more able pupils. The pupils generally work hard in lessons and a good number of pupils attend homework clubs to support their learning.

54. Some teachers' expectations of how work should be presented and of how much work should be completed are not always high enough with the result that handwriting can be untidy and work unfinished. The marking of work varies from class to class and, in some instances, does not tell pupils what they need to do next to improve.
55. The co-ordinator is committed to raising standards further. Resources are good and the school has made satisfactory progress since the last inspection in developing the subject. There has been good improvement in Year 2 where teaching is consistently good and standards are set to rise.

Language and literacy across the curriculum

56. The pupils have good opportunities for speaking, listening and reading in other subjects. However, worksheets are often set for the pupils in subjects such as religious education, history and geography and this limits the opportunities they have to practise their writing skills and make decisions about content and presentation.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Pupils achieve very well throughout the school
- Pupils thoroughly enjoy work because teachers make lessons interesting
- The school provides excellent support for those pupils at a very early stage of learning English
- The subject is very well led and managed
- Some numeracy lessons are too long

Commentary

57. Standards by the end of Year 2 and Year 6 are below national expectations. However, the pupils achieve very well from a very low starting point. The high mobility amongst pupils and the significant proportion of pupils who in the early stages of learning English affects the overall standards. Since the previous inspection, standards have improved significantly and the rate of improvement is better than that seen nationally.
58. Overall, teaching is good with examples of very good teaching in several year groups. While the teachers have a very good understanding of the National Numeracy Strategy, many are prepared to adopt and have a go at activities which make lessons more interesting and exciting. As a result, the pupils show considerable enthusiasm for lessons and are keen to answer questions. In the best lessons, pace is unrelenting and pupils are kept fully engaged in the activities as a result. Well-taught mental activities form a significant part of most lessons and the pupils demonstrate good skills in this aspect of mathematics. The teachers have good

strategies for ensuring all pupils develop good number skills using number lines and the practice, which has been adopted in all classes, is effective. On a day-to-day basis, the teachers have very good questioning skills, which they use to assess the pupils' understanding, and in the best lessons they provide opportunities for the pupils to explain the strategies they use. As a result, the teachers are able to keep an eye on the progress of individual pupils. Marking has improved since the last inspection and most teachers are identifying how the pupils might improve their work.

59. Throughout the school, the teachers make excellent use of the classroom assistants and pupils who are at a very early stage of learning English, many of whom are recent entrants, are enabled to take a full and active part in the lessons. These classroom assistants explain tasks carefully and patiently to the pupils, sometimes in their home language, resulting in very good progress by these pupils. There is equally good support for those pupils with special educational needs. Most teachers are good at providing pupils of differing abilities with work that is well matched to their prior attainment as a result of the good use of effective assessment procedures. Consequently, all pupils achieve very well.
60. A significant factor that has contributed to the raising of standards in mathematics is the very effective leadership provided by the co-ordinator. Her drive and enthusiasm for the subject, together with the school's determination to raise standards, is ensuring that the overwhelming majority of pupils achieve their potential. The co-ordinator has sought out alternative approaches to teaching mental arithmetic skills and listened to the advice of others. As a result, standards have risen and they continue to do so. Through regular monitoring of planning and classroom observations she has a very good awareness of where the strengths are in the school and her own dynamic and very effective teaching is a good exemplar for colleagues.
61. The length of numeracy sessions in some classes is too long. Most teachers are able to cover the content shown in their lesson planning in 45 to 50 minutes and sessions that extend to 60 and 70 minutes often result in pupils losing interest. Although progress is usually good or better, the same results could be achieved in the shorter period.

Mathematics across the curriculum

62. Mathematics is well used across the curriculum throughout the school. Scrutiny of pupils' work in Years 1 and 2 showed that pupils collected data and represented their results as block graphs and their conclusions were realistic. In Years 3 to 6 pupils display accuracy in their work, as when measuring in science and design technology, and display their work graphically and often using their good ICT skills.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Teaching and learning are good overall
- Although standards of attainment are below the national average by the end of Year 2 and Year 6 the pupils achieve very well
- The co-ordinator provides good leadership
- Assessment procedures are improving but have yet to impact on pupils' progress
- Scientific enquiry and accurate use of scientific vocabulary are the weaker elements of the science curriculum

Commentary

63. Standards of attainment in science are below the national average by the end of Years 2 and 6. As a result of more rigorous analysis of past achievements and pupils' work, standards have improved and are closer to the national average. Pupils demonstrate reasonable scientific understanding with respect to their knowledge of life processes and living things, materials and their properties, and physical processes. However, there are still elements of underachievement in scientific enquiry due to a past lack of direct teaching of investigative skills, which limits the rate of pupil progress. Teachers and teaching assistants give good support to pupils with special educational needs and English as an additional language. Consequently, these pupils also make good progress.
64. By the end of Year 2, most pupils' attainment is below the national average although they achieve well from a low starting point. Throughout Years 1 and 2, pupils are presented with a range of opportunities to extend their scientific knowledge. Pupils in Year 2 use accurate vocabulary in their work on circuits and identify everyday objects in the home that require electricity to function.
65. By the end of Year 6 standards are below the national average although pupils' achievement is very good in relation to their Year 2 results. Throughout Years 3 to 6, pupils receive a balanced scientific curriculum. Pupils in Years 3 and 4 demonstrate a good understanding of the properties of materials. They classify materials well, effectively distinguish between gases, liquids and solids, and explain the different structures of the three groups. Pupils in Year 6 correctly name the main parts of a plant, and are able to describe their purposes. In an experiment on shadows, Year 6 pupils effectively produced line graphs of their results using data handling skills acquired in mathematics.
66. Teaching and learning are good overall, with some very good teaching observed in Year 2. Throughout the school, teachers plan and prepare well, and good quality resources are easily accessible for pupils. Classroom management and relationships with pupils are good with good opportunities made for cooperative work. When teaching is good, teachers give clear explanations, set clear expectations and have good subject knowledge. They expect pupils to use accurate scientific vocabulary and ensure good curricular coverage. For example, in a good Year 4 lesson, pupils accurately identified and named certain bones in the human body. Through skilful teacher intervention and direct teaching, they were able to explain the primary purpose of the skeleton. In a very good Year 2 lesson, pupils expressed clearly the different food groups needed to produce a balanced diet.
67. Assessment systems are developing well but have not yet had sufficient time to make an impact on pupils' learning. Marking is accurate, although written feedback explaining to pupils how they can improve is limited. Analysis of past results has led to increased emphasis on areas identified for improvement. For example, the subject leader has identified a greater emphasis on interpretation of scientific results and accurate use of scientific vocabulary.
68. The subject leader, who has been in post since September, has worked competently to develop this aspect of the curriculum, and is beginning to set targets for science that will impact on pupil achievement. She has successfully supported colleagues with their subject knowledge and use of resources, and has identified areas for future developments.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- The pupils achieve very well
- Teaching is good
- The subject is very well resourced
- The subject is very well led and managed
- ICT is used effectively to promote learning in other subjects.

Commentary

69. The pupils have regular access to computers and develop a good range of skills. The pupils are introduced to computers in the Nursery and Reception classes and word processing skills are developed well in all classes. Keyboard and mouse skills are good and the pupils are confident in loading and saving information using passwords. The pupils have access to a wide range of computer peripherals including digital cameras, equipment for measuring light and heat and for controlling equipment. As well as developing the pupils' ICT skills, the use of this additional equipment helps to develop the pupils' science and design and technology knowledge. Progress since the previous inspection has been very good and, from a low starting point, most pupils achieve standards that are in line with national expectations by the end of both Year 2 and Year 6.
70. The teachers have very good subject knowledge and they use this knowledge very effectively to enhance the pupils' understanding. Teachers also support one another very effectively so that those with a greater understanding pass on their skills to others. The teaching is good because there are very clear learning objectives that are shared with the pupils. There is no wasted time and the teachers make the lessons fun, ensuring the pupils make good progress because they enjoy what they are doing. The teachers make very effective use of the interactive whiteboards which are in all classes, the computer suites and the hall.
71. The ICT suite has been refurbished and there are sufficient computers for one per pupil. This enables the teachers and the pupils to maximise their time in the suite. A second computer suite for use by the younger pupils is nearing completion. In addition, there are laptops and tablets in classrooms that are used by individuals and small groups of pupils to access information during lessons. The school has ensured that there is a very good range of computer software to support learning in all areas of the subject. The computer suite is regularly used by parents as part of the community programme to help them develop their own computer skills and to help them provide better support for their children.
72. The subject leader has been a driving force behind the significant improvements. He has excellent subject knowledge and his enthusiasm, has helped to raise the profile of the subject and provide his colleagues with an increased level of confidence.

Information and communication technology across the curriculum

73. The teachers make effective use of computers to support learning in other subjects. For example, in history, pupils in Year 6 have researched the Leicester World War II web site to produce questions for other pupils. Work in science and mathematics has been enhanced significantly through the use of computers to plot graphs and pupils develop an appreciation of work in art through their use of painting programs. Older pupils are becoming increasingly familiar with the use of spreadsheets. Research is carried out through the regular use of the Internet and the pupils use computers to give multi-media presentations.

HUMANITIES

74. No **history** lessons were observed during the inspection. It is therefore not possible to make a secure judgement on the quality of the provision in this subject. Comments are based on the scrutiny of pupils' past and present work and discussion with teachers and pupils. By the end of Year 2 most pupils have a sound knowledge of famous events in history such as the Fire of London. The pupils' work and discussions with them show that as they move through the school they develop a sound understanding of the past through their learning about the Tudors and by learning about aspects of life in Britain in the recent past. By the end of Year 6 pupils show good use of ICT to research topics, and they achieve well as they produce work on topics such as the Vikings. Pupils enjoy history. Year 6 pupils talked enthusiastically and sensitively around World War II issues. They empathised with the plight of evacuees, and articulated well the effects war had on the people of the time. In some classes, the subjects need to be taught in greater depth to help develop the pupils' historical skills and also to help improve their literacy skills.

Religious education

The provision for religious education is **satisfactory**.

Main strengths and weaknesses

- Strong links are made between religious education and personal, social and health education
- Moral aspects of the subject are well taught
- The required skills and knowledge are not taught in sufficient depth in all the classes and year groups

Commentary

75. By the end of Year 2 and Year 6 standards are broadly in line with those expected in the locally agreed syllabus. Since the time of the last inspection the school has experienced an influx of new pupils and a significant rise in the number of those withdrawn from religious education. Consequently, the school has had to review its arrangements for teaching the subject. A revised scheme of work with additional resources has been adopted only recently and at the time of the inspection it was too early to judge either its effectiveness or its impact on standards. The scrutiny of the pupils' current work and discussions with them show that their knowledge and understanding of Christianity and other faiths are patchy. Additionally, from the scrutiny of teachers' planning and from lesson observations it is clear that not all the required subject knowledge is taught consistently across the school.

76. The topics to be taught in religious education in each year group are clearly defined in the school's outline planning and the moral aspects of the subject are taught well. This has a positive impact on the very good relationships that exist in the school and also on the pupils' very good attitudes and behaviour. However, there is less emphasis on the teaching of Bible stories and a range of stories from other faiths.
77. Recorded work for the pupils in Year 2 is limited, but they have produced some independent writing about Nelson Mandela as part of their learning on 'Leaders' and a few of them can talk about their work on 'New Beginnings' and 'Endings'. By Year 6 the pupils can list some of the places of worship used by people of different faiths and they know about some religious celebrations such as Rosh Hashanah and Diwali. However, in discussions with the pupils, they showed little knowledge of the stories and the symbolism behind the festivals.
78. In the two lessons seen during the inspection the quality of the teaching was very good in one and satisfactory in the other. In the very good lesson in Year 2 the teacher used questions very well to make the pupils think hard and to move their learning forward about the responsibility of making a promise. The use of balloons added fun to the lesson as well as reflecting the fact that promises need to be treated with care. The pupils responded very well to the teacher and showed a good degree of maturity and self-awareness in the promises they made. However, the teaching and learning in the satisfactory lesson together with evidence from the scrutiny of work support the view that the quality of teaching and learning in religious education across the different classes and year groups is not consistent and it is judged to be satisfactory overall.

Geography

Provision in geography is **satisfactory**.

Main strengths and weaknesses

- Teaching and learning is good overall
- Standards of attainment are below the national average in Years 2 and 6
- Achievement in geography is good although aspects are not taught in sufficient depth in some classes

Commentary

79. Pupils demonstrate sound knowledge and understanding of places and of environmental changes. However, there are still elements of underachievement in terms of pupils' geographical enquiry and their use of geographical vocabulary. Pupils with SEN and EAL make good progress due to the direct support they receive from teachers and teaching assistants.
80. By the end of Year 2 most pupils' attainment is below the national average. However, achievement in Years 1 and 2 is good. Pupils demonstrate an awareness of different localities through their study of Chembakoli. They locate Chembakoli accurately on a map of the world, and use illustrations to compare schools and houses between Chembakoli and Leicester. Pupils in Year 1 successfully apply their knowledge of birds and fish to explain why these creatures are suited to the environments in which they live.

81. By the end of Year 6 standards are below the national average although pupils' achievement is good. Pupils in Year 4 demonstrate a good understanding of human and physical features of St Lucia. They use these features to compare St Lucia with their own locality. Year 6 pupils were able to describe different places they had studied. They were able to describe the main features of rivers, explaining how rivers always feed into oceans.
82. Teaching and learning are good overall, with some very good teaching observed in Year 5. When teaching is very good, teachers have very good relationships with their pupils, set clear expectations and use very good curriculum knowledge to produce imaginative, well-paced lessons. They expect pupils to work hard and to apply skills taught in other lessons. For example, in a very good Year 5 lesson, pupils compared the lives of characters from the story 'Journey to Johannesburg' to their own lifestyles. Through very skilful teacher intervention, pupils sensitively empathised with the similarities and differences between the two settings. Pupils then used skills taught in literacy to write a report around this issue. Children were engrossed in their work, and pupil achievement was very good. The analysis of pupils' work and discussions with pupils shows that, occasionally, some aspects are not taught in sufficient depth.
83. The subject leader for geography has been in post since September. She has restructured the geography curriculum in order to improve continuity and progression in learning.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

84. It is not possible to make a judgement about the quality of provision in **art and design** as only one lesson was seen. Analysis of pupils' work, teachers' planning and talking to pupils indicates that there is a satisfactory curriculum in place which gives sufficient emphasis to developing the pupils' skills in observational drawing, mixing paints and blending colours, and to exploring the properties of different materials such as textiles, paint and clay. The pupils are beginning to use sketchbooks appropriately to plan their work and experiment with different techniques but have limited knowledge of famous artists. The procedures for assessing pupils' are sound work.
85. During the inspection no lessons were seen in **music** and there was limited evidence of the pupils' previous work. It is not possible, therefore, to make a firm judgement about the quality of provision in the subject. The school employs a specialist pianist to support work in music and some of the pupils learn to play instruments such as the violin, 'cello, clarinet and recorder. The school is justly proud of its accomplished steel band whose members practise regularly and who are taught by a visiting teacher. There is a scheme of work for music to enable teachers to deliver the music curriculum but in talking to the pupils it is evident that greater emphasis is given to the strands of performing and listening than to those of composing and appraising.

Design and technology

Provision is **satisfactory**.

Main strengths and weaknesses

- Planning is based effectively on national guidance
- More able pupils are not always sufficiently challenged

Commentary

86. Standards are broadly average at the end of Year 6. Teaching is satisfactory overall with some examples of good teaching. Good teaching is characterised by effective planning, sharing of learning intentions with the pupils, good demonstration by teachers, clear instructions given to pupils and good organisation of resources. Teaching is less effective when teachers tell the pupils how to approach a task rather than allowing them to experiment and create their own designs, and this reduces the level of challenge, particularly for the more able pupils. The pupils generally enjoy their lessons and work hard.
87. Discussions with pupils and analysis of pupils' work show that the pupils are gaining experience of a range of materials and techniques and developing specialist skills by designing and making products. For example, pupils in Year 4 explore mechanisms for creating pop up cards, Year 5 pupils design and make musical instruments and Year 6 pupils, on their visit to Conkers, make large-scale shelters.
88. Due to the school's strong commitment to raising standards in English, mathematics and science and the absence of the co-ordinator, the school has understandably given less time to monitoring provision in design and technology. Resources are good and sound procedures are used to assess the pupils' work.

PHYSICAL EDUCATION

Provision in physical education is **good**.

Main strengths and weaknesses

- Pupils achieve well by Year 2 and Year 6
- Teaching quality is good
- A good programme of extra-curricular sport supports the subject

Commentary

89. Good improvements have been made since the previous inspection. Standards are broadly average by Year 2 and Year 6. Pupils achieve well and show good improvement in the development of sending, catching and striking skills, through well planned and delivered lessons. Teaching is good overall and lessons are structured so that there is equal time for the practice and development of skills, and the applications of skills in game situations. Pupils display great enthusiasm for sporting activities and thoroughly enjoy their lessons. They work well collaboratively both in small groups and also as a team. Good support is provided for pupils with special educational needs and support staff explain tasks carefully to those pupils at an early stage of learning English as an additional language.
90. The physical education curriculum covers all required elements, including swimming for junior pupils ensuring that most pupils can swim 25 metres by the end of Year 6. Extra-curricular sporting activities are provided throughout the year, and the school makes good use of its facilities. The school team have been successful in competitive matches against other local schools. The pupils now enjoy outdoor adventurous activities, which was identified as an area for development in the previous inspection.

Activities such as volleyball, orienteering, archery and canoeing add significantly to the pupils' personal development.

91. The subject is led and managed effectively. The school is very sensitive to the needs of cultural and gender issues and has worked very hard to ensure all pupils are provided with a good range of activities. For example, girls' football teams are a very important part of the physical education programme. The school also makes effective use of sports coaches and there are very good links with local sports clubs. Pupils with particular talents are identified and encouraged to achieve their potential.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

92. The school places a high priority on raising self-esteem, nurturing confidence and encouraging an awareness of the need to act responsibly and this is very successful. There is a comprehensive scheme of work that has a positive effect on the school's work in **personal, social and health education** (PSHE). Only one lesson of PSHE was observed during the inspection, so a judgement on the quality of provision cannot be made. However, from discussions with pupils, teachers, support staff and parents it is clear that the schools' teaching and learning in this in PSHE has a very positive effect on the pupils' personal development. Health education, which includes learning about relationships and the positive and harmful effects of drugs, is taught sensitively to the older pupils. There are good opportunities for the pupils to share their concerns with caring, supportive adults including a learning mentor, who also provide good opportunities for the pupils to resolve conflicts.
93. Almost all the planned PSHE lessons contain an element of citizenship and this is a valuable aspect of the school's work that enables staff to nurture the pupils' moral attitude and sense of responsibility as well as to respond to their personal and emotional needs. The teachers develop the pupils' confidence and responsibility by providing good opportunities for them to think about their own actions and to learn from their own and others' experiences. Teachers use class discussions and circle time effectively to encourage the pupils to listen to the views of others and to appreciate that these may be different from their own.
94. Pupils are encouraged to become mature and self-confident and almost all pupils have a good awareness of how their behaviour affects others. Adults in school encourage the pupils to resolve differences by looking at alternatives, making decisions and explaining choices. This is underpinned by the very good relationships between staff and pupils that inspire confidence and self-assurance. Serving as members of the school council shows the pupils how their views can be represented and acted upon and further develops their awareness and ideas of citizenship. The impact of the school council on social issues relating to school life is very positive and productive.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3

Overall standards achieved	5
Pupils' achievement	3

Pupils' attitudes, values and other personal qualities	2
Attendance	3
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3

The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
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	4

The leadership and management of the school	3
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).