

# INSPECTION REPORT

## **DOVELANDS PRIMARY SCHOOL**

Leicester

LEA area: Leicester City

Unique reference number: 130927

Headteacher: Mrs C Moss

Reporting inspector: Mr P Dennison  
17736

Dates of inspection: 18<sup>th</sup> – 21<sup>st</sup> June 2001

Inspection number: 193162

Full inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior School

School category: Community

Age range of pupils: 3 - 11

Gender of pupils: Mixed

School address: Hinckley Road  
Leicester

Postcode: LE3 0TJ

Telephone number: 0116 285 7716

Fax number: 0116 255 8558

Appropriate authority: The Governing Body

Name of chair of governors: Mrs L Coley

Date of previous inspection: 3<sup>rd</sup> March 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
17736	Mr P Dennison	Registered inspector	English	What sort of school is it? The school's results and achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
19366	Mr W Walker	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
20846	Mr A Wilson	Team inspector	Mathematics Information & communication technology	How good are the curricular and other opportunities offered to pupils?
21893	Mrs V Brittain	Team inspector	Science Design & technology	
28200	Mr P Stevens	Team inspector	History Music Physical education English as an additional language	
30243	Mrs A Heakin	Team inspector	Religious education Equal opportunities Special educational needs	
23453	Mrs C Cressey	Team inspector	Art & design Geography The foundation stage	

The inspection contractor was:

Nord Anglia School Inspection Services

Strathblane House  
Ashfield Road  
Cheadle  
Stockport  
SK8 1BB

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33 Kingsway  
London WC2B 6SE

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Dovelands Primary School is situated in Leicester. It serves an area of owner-occupied housing about one and half miles from Leicester city centre. There is a wide range of ability on entry although overall attainment is above that expected for the age group. There are 481 pupils on roll, taught in 18 classes. In addition, 57 children attend the nursery part time and 13 full time. The proportion of pupils on the school's register of special educational needs (27 per cent) is above the national average. Twelve pupils have a statement of special educational need. This is also above the national average. The proportion of pupils for whom English is an additional language (20 per cent) is higher than most schools. The majority of these pupils are of Indian heritage. The number of pupils eligible for free school meals (9 per cent) is below the national average. There is significant mobility - 40 pupils joined the school and 24 left during the last school year. The school has recently become a member of the Fullhurst Improvement Zone, a local Education Action Zone.

### **HOW GOOD THE SCHOOL IS**

This is a very effective school which provides a good quality of education. The headteacher provides very good leadership and she is very well supported by senior staff and the governing body. All staff work hard to raise standards and improve the quality of education. This has enabled the school to make good progress in addressing the weaknesses reported by the previous inspection. Teaching is good which helps pupils to make good progress. The pupils have positive attitudes to learning and their behaviour is good. Standards at Key Stage 1 have improved since the previous inspection. Following a period of decline, standards at Key Stage 2 are improving well, and by the time they leave school, pupils' attainment in English, maths and science is in line with the national expectations for the age group. Pupils' personal development is very good. Overall, the school provides good value for money.

#### **What the school does well**

- Standards in English, mathematics, and science at the end of Key Stage 1 are very good.
- The headteacher and senior staff provide very good leadership and the school is very well managed.
- The quality of teaching is good overall and is very good in 35% of lessons.
- The provision for pupils in the nursery and reception classes is very good and they make good progress.
- The provision for pupils' personal development is very good.
- Pupils have positive attitudes to school and their behaviour is good.
- The school cares well for its pupils and relationships are very good.
- The school has developed a very good partnership with parents.

#### **What could be improved**

- Standards of attainment in information and communication technology (ICT) at Key Stage 2 and the use of ICT to support work in other subjects.
- Standards of attainment in music.
- Teachers' use of assessment information to plan work that is well matched to pupils' needs and abilities.

*The areas for improvement will form the basis of the governors' action plan.*

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school was last inspected in March, 1997. Progress since then has been good overall, although recent improvement has been very good. Standards of attainment at Key Stage 1 have improved considerably and are now well above the national average in reading, writing and mathematics. Standards at Key Stage 2 declined after the previous inspection. However, under the very effective leadership of the new headteacher, the school has improved standards at Key Stage 2. They are now once again broadly in line with the national average. The school has taken positive and effective steps to address the areas for improvement identified in the last inspection report. Schemes of work have been

introduced for all subjects. The role of curriculum co-ordinators has been developed and systems to monitor the quality of teaching and learning and standards of attainment have been introduced. The monitoring and evaluation of teaching have helped to support the clear improvements evident. The statutory requirements for collective worship are now met and the school has also improved the provision for spiritual and cultural development.

## STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	All schools			similar schools	
	1998	1999	2000	2000	
English	E	D	E	E	well above average    A above average        B average                 C below average         D well below average    E
Mathematics	C	D	E	E	
Science	C	E	E	E	

The results of the Key Stage 2 National Curriculum tests in English, mathematics and science in 2000 were well below the national average and well below the average in comparison with similar schools. Results had been declining since the previous inspection. However, improvements in the quality of planning and teaching have led to an improvement and inspection evidence indicates that standards are currently in line with the national average. Realistic but challenging targets have been agreed for 2001 and the inspection evidence indicates that they are likely to be met.

Standards of attainment in reading, writing, mathematics and science at the end of Key Stage 1 have improved considerably since the previous inspection and are well above the national average. Children in the nursery and reception classes make good progress and standards by the end of the reception year are above the national expectations.

Pupils' attainment in information and communication technology is below the national expectation by the end of Key Stage 2. Although the new computer suite has improved the resources for information and communication technology, these are still not sufficient to meet the needs of a school the size of Doveland's. Consequently, pupils rarely have access to computers as part of their day-to-day learning and cannot practise skills as often as they should.

Attainment in geography and religious education is good at both key stages. However, standards in music are below expectations. Standards in all other subjects are in line with expectations for the age group.



## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have positive attitudes to school. They work hard, concentrate well and show good levels of interest.
Behaviour, in and out of classrooms	Pupils' behaviour is good. They know what is expected of them and respond positively.
Personal development and relationships	Personal development and relationships are very good. Pupils co-operate well with each other and their teachers.
Attendance	Attendance levels are good. They have improved since the previous inspection and now compare favourably with those for other schools nationally.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Very Good	Good	Good

*Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.*

The quality of teaching is good overall and effectively promotes the progress and attainment of all pupils. During the inspection, 83 per cent of the teaching observed was good or better, including 35 per cent that was very good or better and 9 per cent that was excellent. No teaching was less than satisfactory. The quality of teaching has improved significantly since the last inspection when 5 per cent of teaching was very good or better whilst 20 per cent of teaching was less than satisfactory.

Teaching in the nursery and reception classes is very good. The main strengths are the very good relationships between adults and children; good planning; and the teachers' knowledge of the curriculum and of how young children learn. Children are provided with many interesting practical activities and they respond very positively, making good progress.

In Key Stages 1 and 2, the quality of teaching is good overall. Teachers have high expectations and take great trouble to present learning in ways which challenge and motivate pupils. They set problems in mathematics, encourage pupils to undertake scientific investigations and provide a wide range of experiences in English. Lessons usually proceed at a lively pace and pupils work hard, showing good levels of concentration and developing their knowledge, skills and understanding. As a result, they make good progress. On the occasions where teaching is less than good, it is usually because the work provided is not well matched to pupils' needs.

Teaching in English and mathematics is good overall. The skills of literacy and numeracy are taught well.

There is good support for pupils with special educational needs and those for whom English is an additional language.

Classroom support staff are very effective and make a valuable contribution to pupils' learning.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is good overall. There is very good provision in the nursery and reception classes. In Key Stages 1 and 2, there is an appropriately wide range of experiences to support pupils' academic and personal development.
Provision for pupils with special educational needs	Provision is good. There are good procedures for assessing and identifying those pupils who have special educational needs. They are well supported by class teachers and specialist staff.
Provision for pupils with English as an additional language	Provision for pupils for whom English is an additional language is good. They are included in all aspects of the curriculum and make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for spiritual, moral, social and cultural development is good. Provision for personal development, including social and cultural development is very good.
How well the school cares for its pupils	The school cares for its pupils well. Staff know their pupils well as individuals and work hard to ensure their welfare.

The school encourages parents to support their children's learning and establishes a good partnership with them. Teachers do not always make effective use of assessment to support their planning and ensure that work is well matched to pupils' needs and abilities.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very good leadership and has established a very positive climate for learning in the school. She is well supported by senior staff. The school is managed very effectively.
How well the governors fulfil their responsibilities	Governors are very supportive. They are aware of the needs and priorities facing the school and contribute effectively to its success. All statutory requirements are met.
The school's evaluation of its performance	There are very effective systems in place to monitor the quality of planning and teaching. Assessment results are analysed to monitor standards of attainment and the progress of pupils. This evaluation is used to inform the planning of further improvements.
The strategic use of resources	Effective use is made of the school budget and additional grants for the benefit of pupils' learning. Financial planning is very good and resources are used well to support the school's educational priorities.

There are sufficient, well qualified and experienced teachers and a good ratio of support staff to meet the needs of pupils. The school has a good range of resources to support teaching and learning except for computers. The accommodation is satisfactory. Collectively the headteacher, staff and governors contribute very effectively to the quality of education provided and to the standards achieved by the pupils. The school improvement plan has been produced in consultation with staff and governors. It is based on an analysis of the school's needs. It clearly identifies the school's priorities and is reviewed regularly to evaluate progress. The school makes good use of the principles

of best value to make effective use of the financial resources available. These are used well to support the priorities identified in the plan.

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

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• Their children like school.</li> <li>• Their children make good progress.</li> <li>• The behaviour in school is good.</li> <li>• The teaching is good.</li> <li>• The staff are approachable.</li> <li>• Children are expected to work hard and achieve their best.</li> <li>• The school is well led and managed.</li> </ul>	<ul style="list-style-type: none"> <li>• The school to provide more homework.</li> <li>• A wider range of activities outside lessons.</li> </ul>

Parents expressed much satisfaction with the school's provision. They have a high regard for the leadership and management of the school and appreciate the fact that their children are happy, behave well in school and make good progress, both academically and personally. They respect the teachers and find them very approachable. Parents have reservations about the homework policy and the provision of extra curricular activities but the inspectors consider the school's arrangements for these matters to be both adequate and appropriate.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and pupils' achievements**

- 1 There is a very wide range of attainment on entry to the nursery but overall, standards are above those expected of this age group. Provision in the nursery and reception classes is very good. The curriculum is soundly based on the six areas of learning suitable for children of this age. Appropriate priority is given to personal, social and emotional development, communication, language and literacy, and to mathematical development. The very good teaching has a positive effect on children's learning and they make good progress. By the time they are ready to start in Year 1 the children achieve the expected levels of attainment in personal and social development; communication, language and literacy; mathematics; knowledge and understanding of the world; physical development and creative development and many have begun to follow the National Curriculum programmes of study for Key Stage 1. Children with special educational needs and those for whom English is an additional language receive a good level of support to enable them to participate in activities and to make good progress in their knowledge, understanding and skills.
- 2 The school's overall results in the Key Stage 1 national tests in reading, writing and mathematics in 2000, were well above the national average and also well above average in comparison with similar schools. Teacher assessments in science indicate that standards were well above the national average. Evidence from the inspection reflects these results. The standards in all these subjects have improved each year since the previous inspection (1997).
- 3 At the time of the previous inspection, standards in English and science at the end of Key Stage 2 were reported to be in line with the national average and standards in mathematics were below average. Standards in all three subjects have declined since then and pupils' performance in the national tests in 2000 was well below the national average in English, mathematics and science. It was also well below average in comparison with similar schools. The school has worked hard to address this decline and improvements in the quality of planning and teaching have begun to have an effect. Evidence from the inspection indicates that standards at the end of Key Stage 2 are currently in line with those expected nationally in all three subjects. Pupils in Year 6 have made good progress relative to the results they achieved in the Key Stage 1 tests.
- 4 These improvements are the result of good teaching, and the introduction of the national strategies for literacy and numeracy which have provided a framework for planning and led to a clear focus in lessons. The school has also implemented clear strategies for monitoring and improving the quality of teaching and learning.
- 5 The school places a strong emphasis on the development of language and communication skills. This enables pupils to make good progress. By the end of Key Stage 1, the majority of the pupils are confident and articulate. These skills are further developed in Key Stage 2 where pupils' demonstrate the ability to listen attentively and contribute well to class discussion. Pupils make good progress in learning to read and develop positive attitudes to books as they move through Key Stage 1. Early reading skills of associating letters and their sounds are taught very

clearly and by the end of Key Stage 1 pupils employ this knowledge successfully to decode unfamiliar words. They read with accuracy, fluency and expression. By the end of Key Stage 2, the pupils have experienced and enjoyed an interesting selection of literature. The majority of pupils are competent readers. They read aloud clearly and with understanding and discuss the characters and plot of stories confidently. Higher attaining pupils are very fluent and expressive. They have well developed reference skills and skim text to gain information quickly. They use these effectively to support learning in subjects such as history, geography and science.

- 6 Pupils' attainment in writing has improved since the last inspection. By the end of Key Stage 1, most pupils write in complete sentences which are generally correctly punctuated. Common short words are usually spelt correctly and attempts at longer words are sound. Higher attaining pupils produce stories that have a clear structure. Ideas are expressed well using a wide range of vocabulary. They acquire skills of letter formation and develop a simple script. In Key Stage 2, pupils extend their range of writing across the curriculum in a number of subjects. By the end of the key stage, they are able to write descriptions, instructions and reports. They choose words carefully to persuade or describe and are aware of the need to use differing styles of writing for different audiences. Spelling is mainly accurate, but the lower attainers have less knowledge of spelling rules and conventions. Higher attaining pupils are able to compose sustained, well-organised pieces which demonstrate accurate sentence construction, punctuation and grammar. Lower attainers are less focused in their writing. However, with help they are able to develop their ideas in short sentences appropriately punctuated. Work is usually presented with care. By the end of the key stage, many pupils have developed a clear style of handwriting, although some pupils are still using print.
- 7 Pupils in Key Stage 1 make good progress in mathematics. By the end of the key stage, they have an appropriate mathematical vocabulary. All pupils have a good understanding of place value up to one hundred. Higher attaining pupils go well beyond this level, and know the value of digits up to one thousand. Most can add and take away numbers at least to 20 and apply this to other work on estimating, money and measurement. They know the names of regular two-dimensional and three-dimensional shapes and understand terms such as 'sides', 'corners' and 'curved'. The highest attaining pupils understand simple multiplication and division. By the end of Key Stage 2, pupils add, subtract, multiply and divide competently. Moreover, they appreciate that there are several ways of arriving at the same answer and this enables them to solve a variety of problems presented to them. Pupils solve problems involving money, length, decimals, fractions, negative numbers and probability. They are able to use their mathematical knowledge to support their work in other subjects such as science and design and technology.
- 8 Pupils make good progress in science. They benefit from a strongly practical approach to the subject, improving their skills in handling equipment and making careful observations. By the end of Key Stage 1, pupils show good scientific understanding and many have very well developed science skills. By the end of Key Stage 2, pupils have acquired a satisfactory knowledge and understanding of the different areas of science they have studied. They have a good understanding of fair testing, knowing that only one variable can be changed. Higher attaining pupils provide extended written explanations of scientific processes using clear language and precise vocabulary. Lower attainers are making good progress in the

presentation of results and in acquiring scientific knowledge, although their investigative skills are not as well developed.

- 9 Pupils' attainment in information and communication technology is in line with the national expectation by the end of Key Stage 1 and below the national expectation by the end of Key Stage 2. Pupils throughout the school, including those with special educational needs or for whom English is an additional language make satisfactory progress, overall. Since the last inspection, the school has provided a new computer suite and this has had positive results. However, the resources in the suite are still not sufficient to meet the needs of a school the size of Dovelands. Much of the equipment in classrooms is also unreliable or out of date. Consequently, pupils rarely have access to computers as part of their day-to-day learning and cannot practise skills as often as they should.
- 10 By the end of Key Stage 1, pupils use computers confidently and independently. Word-processing skills are well developed and some pupils demonstrate speed and skills reflecting standards above expectations for their age. A few are less confident and need help from adults or more competent classmates. By the end of Key Stage 2, pupils use computers to look for information in the course of their work. In order to do this, the majority confidently gain access to the Internet to operate 'search engines'. Some, particularly those who use computers on a regular basis at home, have keyboard skills which exceed, expectations for their age. Many, on the other hand, lack confidence because they have not had sufficient opportunity to develop the full range of skills required to meet the demands of the national curriculum.
- 11 By the end of Key Stages 1 and 2, attainment in art and design, design and technology, history, and physical education is in line with the national expectation. Attainment in geography is above the national expectation. Attainment in religious education is above the expectations of the locally agreed syllabus.
- 12 Attainment in music is below the national expectation at the end of both key stages. In Key Stage 1, pupils' ability to compose is under-developed because of their limited capacity to explore sounds and sound patterns and to give their work any form of structure. Pupils have a good knowledge of the names of musical instruments but find it very hard to contain their excitement sufficiently to become involved in improving their work. In Key Stage 2, pupils differ considerably in their confidence to improvise and to develop long rhythmic sequences. The standard of singing is well below average. It lacks vigour, accuracy and volume, and pupils are slow to pick up a new song.
- 13 Pupils with English as an additional language make good progress throughout the school and achieve well, especially when they receive direct in-class support. Pupils who have special educational needs continue to make good progress throughout the school. Arrangements for supporting pupils who have statements of special educational need are effective and ensure they attain standards that are in line with their prior learning. All pupils at Stage 1 on the Code of Practice for special educational needs have personal targets, and pupils at Stage 2 and above have individual educational plans that include their targets. Class teachers in conjunction with the special needs co-ordinator, the special needs teacher or external support staff devise the individual plans. These strategies combined with good, focused teaching mean that pupils who have special educational needs make good progress.

- 14 The school analyses test results and uses that information to track pupils' progress and to set targets for improvement. Realistic but challenging targets have been agreed for 2001 and 2002 and the inspection evidence indicates that there are likely to be met.

### **Pupils' attitudes, values and personal development**

- 15 Dovelands is a happy school. Pupils enjoy coming, and almost all of them attend regularly and on time. They continue to have the positive attitude to their work that was noted in the previous inspection and since then standards of behaviour have improved significantly. This is particularly apparent in the classroom, where pupils concentrate well and there is a good learning environment. No unsatisfactory behaviour in class was observed throughout the inspection. Relationships are very good and pupils take full advantage of the increasing opportunities to show initiative and exercise responsibility.
- 16 Good habits are established in the early days of children's experience in school. In the nursery and reception classes they quickly become accustomed to routines, recognise the high standard of behaviour which is expected of them and learn to relate to others within the school context. They show few qualms as they take leave of their parents and become absorbed in the stimulating activities provided for them. This positive experience stands them in good stead as they move up through the school. Pupils arrive in the mornings with a sense of anticipation. They are in good time, keen to get on with their work. They are ready to learn and anxious to be involved. They smile readily, and many show much confidence when speaking to adults. The demeanour of pupils reflects the view expressed by parents that their children are happy at school. Pupils with special educational needs and those for whom English is an additional language are very well integrated into the main school activities and respond positively to the good support which is provided for them. Pupils respond well to the caring ethos, feel valued and build meaningful relationships with adults and their classmates. As a result they gain in confidence and self-esteem.
- 17 Behaviour throughout the school is good. Pupils move about the building in a calm and considerate manner, never slow to hold open doors or give precedence to adults. Even when they are not directly supervised, pupils negotiate the rather complex building in a purposeful way and take particular care when using the narrow stairs. In class they settle very quickly, respect the code of conduct and support the efforts of their teachers to sustain a good learning environment. Meal times are a civilised occasion. Pupils are conscious of the good manners expected of them by the teachers and supervisory staff. They maintain the good standards of the dining hall when warm weather provides an opportunity for some food to be eaten in an informal setting outdoors. At playtimes there is some boisterousness. Boys in Key Stage 2 tend to dominate the area allocated for football to the frustration of some of the girls; in the Key Stage 1 play area, limited access to the apparatus leads to over exuberant pushing and pulling. However these are not serious problems. Pupils play happily together. They are courteous and polite in their individual dealings with each other and show respect and confidence when addressing adults. There have been no permanent exclusions from the school in recent years and only once in the last twelve months has the headteacher found it necessary to initiate a fixed term exclusion following an incident involving violence.

- 18 Relationships at all levels are very good and there is a strong sense of community. Pupils react well to the good example that is set for them by adult members of staff who work together harmoniously and constructively. Although coming from diverse social, cultural and religious backgrounds, pupils enjoy very friendly relationships and collaborate in the classroom very effectively. Older pupils are often seen taking care of younger, less confident or less able colleagues. Their personal development is of a high order. From their early days at school they develop the confidence to respond to their teacher, knowing their contribution will be listened to and valued. They are positively encouraged to “have a go”, and not be afraid of getting it wrong. Teachers constantly emphasise to pupils the importance of accepting responsibility for their actions. They recognise, for example, that bullying takes place but are happy that they know what action to take should it occur. They have also discussed the subject at their school council meetings, along with such topics as the playground environment, safety about the school and litter. Volunteers are readily available to support the daily routines of school by acting as monitors, manning the fruit stall or helping in the library. Pupils also have the confidence to initiate fundraising projects for local, national and international charities. Increasingly, as they mature, pupils extend their library skills and learn to take more responsibility for their own learning. This was well illustrated in a history lesson when pupils from Years 3 and 4 were invited to explore maps of Leicestershire to identify evidence of Viking settlements. These positive developments reflect the strategies agreed by the teachers in their teaching and learning policy.
- 19 Attendance levels are good. They have improved since the previous inspection and now compare favourably with those for other schools nationally. There is very little unauthorised absence. However, despite strong discouragement from the school some parents still take their children on holiday during term time. This practice disrupts continuity of learning for the pupils concerned. It also adversely affects subsequent lessons, as teaching time has to be diverted to compensate such pupils for the lessons they have missed.

#### **HOW WELL ARE PUPILS OR STUDENTS TAUGHT?**

- 20 The quality of teaching is good overall and effectively promotes the progress and attainment of all pupils. During the inspection, 83 per cent of the teaching observed was good or better, including 35 per cent that was very good or better and 9 per cent that was excellent. No teaching was less than satisfactory. The quality of teaching has improved significantly since the last inspection, when 5 per cent was very good or better whilst 20 per cent was less than satisfactory.
- 21 The teaching of children in the nursery and reception classes is very good. It was very good or better in 81 per cent of the lessons observed. In 38 per cent of lessons, it was excellent. Teaching in Key Stages 1 and 2 is good overall. In Key Stage 1, 84 per cent of the lessons observed were good or better, including 23 per cent that were very good or better and 6 per cent that were excellent. In Key Stage 2, 79 per cent of the lessons were good or better, including 28 per cent that were very good or better and 2 per cent that were excellent.
- 22 Teaching in the nursery and reception classes is consistently very good. It is often outstanding and exciting, capturing children’s imagination and making them very eager learners. All staff have a very secure understanding of how young children learn and of the importance of play and first hand experiences. This has a very positive effect on the good progress children make towards the early learning goals



and provides a very firm foundation for learning in Key Stage 1. Lesson plans and schemes provide a very good framework for learning. They are very clear and detailed with appropriate learning objectives linked to the early learning goals. Experiences are interesting, challenging, of a very high quality and are focussed very closely on what children need to learn. Activities are extremely well organised and appropriate to promote communication, language, literacy and mathematical development. There is a very good balance of teacher directed activities and child initiated ones. Staff provide very effective support for all activities. Children are given very clear instructions about what it is they are expected to do. As a result they move quickly to tasks using the time well to reinforce or extend their learning. Praise and encouragement are very effective in promoting positive behaviour and personal, social and emotional development. Staff use questions, comments and observations very well to extend learning and to assess children's progress in order to plan for future learning. Assessment of attainment on entry is shared with parents and is used effectively to help teachers plan an appropriate learning environment for children under five and to predict likely attainment at the end of Year 2. A very useful record system indicates children's progress towards the early learning goals. All staff work very well together and this has a positive effect on the quality of the learning. Teachers and classroom support assistants are experienced, enthusiastic and have very high expectations of the children. They make school a most enjoyable and stimulating experience which promotes a love of learning. Parents are actively involved in their children's learning through sharing story books and early reading scheme books at home or, whenever they can, working alongside their children in the nursery or reception class.

- 23 Teachers throughout the school plan work carefully. Pupils are encouraged to be responsible about their work, and are given opportunities to work independently and in pairs or groups. Group work is organised skilfully to enable some groups to work independently thus enabling the teacher to give more intensive support to others. Teachers have high expectations and take great trouble to present learning in ways which challenge and motivate pupils as when setting problems in mathematics, encouraging pupils to undertake scientific investigations or providing a wide range of experiences in English. Lessons usually proceed at a lively pace and pupils work hard, showing good levels of concentration and developing their knowledge, skills and understanding. As a result, they make good progress.
- 24 Teaching of English and mathematics is good overall and much of it is very good. In Key Stage 2, pupils are grouped by attainment for literacy and numeracy lessons and this helps teachers to provide appropriate support and challenge. Pupils respond well and make good progress. Good use is made of the frameworks provided by the National Literacy and Numeracy strategies. This good quality teaching has a very positive impact on maintaining and raising the standards of attainment. Mental work is used very effectively in mathematics lessons to provide appropriate challenge, well matched to pupils' needs.
- 25 Teachers have good subject knowledge. They make effective use of questioning to develop and assess pupils' understanding and they give clear explanations. Teachers effectively build on pupils' earlier learning and use the opportunities of whole class sessions to review and assess pupils' understanding of previous work. Classroom support staff are used very effectively to support pupils' learning and make a very positive contribution to the progress made. On the occasions where teaching is less than good, it is usually because the work provided is not accurately matched to

pupils' needs. The work lacks challenge and the pace of pupils' response slows with an adverse effect on the progress made.

- 26 Teachers make good use of review sessions to reinforce and evaluate learning. Pupils' work is assessed and marked constructively on a day-to-day basis. Teachers know their pupils well. They provide good verbal feedback during lessons and help pupils to improve their work. The use of written marking is less consistent. The use of written comments is not always used effectively to ensure that pupils are aware of areas which need to be improved or to set clear targets for improvement.
- 27 Teaching of pupils who have special educational needs is good. It is undertaken effectively by class teachers within the class setting and in conjunction with the special needs teachers. Class teachers are familiar with the process of identifying pupils who have special educational needs and follow the correct procedures. When pupils work in sets for literacy and numeracy, teachers make good use of the individual educational plans to inform their planning or match the work to pupils' individual needs. Where targets are of good quality the teaching is very focused and has a positive impact on the progress of pupils who have special educational needs. When pupils are withdrawn for individual work, the teaching is consistently good. In these lessons, teachers use a variety of activities and teaching resources effectively. They focus well on developing pupils' ability to maintain concentration, improve recognition of initial letters and sounds, or improve knowledge of time. Pupils respond well to the challenging activities, feel proud of their achievements and gain in confidence. The learning support assistants who work in the classrooms with pupils who have special educational needs work in conjunction with the teachers to raise standards and ensure that all pupils gain full benefit from their lessons.
- 28 Teaching support for pupils with English as an additional language is good. In particular, the close attention given to ensuring that they understand mathematical concepts in numeracy lessons, as well as the language used in literacy lessons, provides the support pupils that need to make good progress. Class teachers liaise regularly with the pupils' support teachers so that all learning can take place in the classroom where it is most meaningful to them. Where necessary, support staff liaise well with teachers of pupils with special educational needs. The school sets pupils literacy and numeracy targets, which are reviewed annually. However, consideration needs to be given to placing them on individual education plans as for pupils with special educational needs, so that clear individual targets for improvement are established.
- 29 Homework is used effectively to support learning. The amount of homework given to pupils is increased as they progress through the school. This takes a variety of forms including reading activities, learning multiplication tables and spellings and work which reinforces or extends learning in class.

### **HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS OR STUDENTS?**

- 30 The school's provision for children in the nursery and reception is very good. Children's personal, social and emotional development is given a very high priority. The nursery and reception classes provide a wide range of stimulating experiences and activities to develop and extend children's language and literacy skills and children also use mathematical ideas and skills very effectively in real situations.

Their natural curiosity is enhanced as staff continually encourage them to talk about their discoveries and experiences, to ask questions and to explore made and natural materials. Very good provision is made for children's physical development. They also enjoy a very good range of experiences in art, music, story and imaginative play.

- 31 The school provides a good curriculum overall in Key Stages 1 and 2. There is a wide range of imaginatively planned and interesting learning opportunities to support pupils' academic and personal development. In the last inspection, inspectors noted weaknesses in the quality of schemes of work and in teachers' planning. The school has successfully addressed both of these issues, and there has been good improvement in the curriculum as a whole since the last inspection. This is because there are schemes of work for all subjects. Most of these are of good quality and teachers' long and medium-term plans are sharply focused. There has been some improvement in the quality and quantity of resources for information and communication technology, but this is an area which still requires considerable attention. Since the last inspection, the school has placed increased emphasis on raising standards in English, mathematics and science. As a result, there has been a significant recent improvement in standards, following a downward trend. Literacy and numeracy are promoted well throughout the school, both through the national strategies and through teaching in other subjects. In history lessons, there are regular opportunities for pupils to develop their skills in extended writing. Teaching in science makes a positive contribution to the development of numeracy skills. Year 2 pupils, for example, apply their knowledge of measurement to record the distance a car has travelled down a ramp. Homework is set regularly, particularly towards the end of each key stage and this makes a positive contribution to learning, particularly towards the end of Key Stage 2.
- 32 There is good provision for personal, social, and health education. Issues such as healthy eating are explored thoroughly through science and there is gradual and sensitive promotion of drug awareness from an early age. There is a good scheme of work in the early stages of development, which enables pupils to explore other moral and social issues, such as family responsibilities, improving the environment and sexual development. The school has joined the Healthy Schools project, which is running very successfully and has a positive effect on pupils' attitude to their diet. All pupils in Key Stage 2 are offered a residential visit, culminating in an outdoor pursuits week in East Barnby. It is unusual, and therefore a significant credit to the school, to provide such opportunities in every year of the key stage. These visits play an important part in developing social skills and independence.
- 33 The school also offers a good range of extra-curricular activities and clubs. Staff give their time generously to provide a range of sports opportunities such as football, netball, cross-country running and tag rugby. They also organise gardening and newspaper clubs. The school council meets at lunchtimes. It is voluntarily supervised by members of staff and makes a positive contribution to personal development. These activities are open to all and are a clear reflection of the school's strong commitment to providing equal opportunities for all.
- 34 The governors' policy for equality of opportunity is implemented successfully throughout the school. Staff take good care to see that all pupils irrespective of gender, race or religion have equal access to the whole curriculum. The school successfully achieves the aim of raising pupils' self esteem and encouraging respect, tolerance and concern for others. This is evident from the good behaviour

and relationships seen during the inspection. The school has developed an Able Children policy and action plan, and provides specific resources for those pupils so that their educational needs are met effectively. The curriculum provides many relevant opportunities for the pupils to develop positive attitudes towards other cultures and religions and to respect those beliefs and customs that are special to other people.

- 35 Provision for pupils who have special educational needs or for whom English is an additional language is good. They are included in all aspects of the curriculum and make good progress.
- 36 The community makes a good contribution to pupils' learning. Visitors to the school support the school's efforts in promoting healthy lifestyles. Members of the community are frequently invited in to talk to pupils in assemblies and religious education lessons. They also take part in the school's annual Enrichment Week, which provides an interesting addition to the normal curriculum. Similarly, teachers extend the curriculum by taking their classes out into the community to places of interest such as the Haymarket Theatre.
- 37 The school has become part of the recently formed Fullhurst Improvement Zone. This initiative is helping the school to forge links with other primary schools involved in the project. Through the project, the school receives additional library books and is also likely to benefit through the provision of more after school clubs. Dovelands is a recognised training school and provides mentors for students on initial teacher training. It also welcomes students on work experience and has organised successful courses for parents on helping their children with literacy and numeracy.
- 38 The curriculum is enhanced by good provision for the pupils' moral development and very good provision for their social and cultural development. The provision for spiritual development is satisfactory. This is a significant improvement since the last inspection when spiritual development was judged to be poor; cultural development was unsatisfactory, and the provision for moral and social development was satisfactory. Staff have worked hard to produce a policy which has resulted in opportunities for spiritual, moral, social and cultural development being identified in all subjects, when lessons are planned. Collective worship has improved since the previous inspection and statutory requirements are now being met. Opportunities for reflection are provided, related to assembly themes such as tolerance and caring for the world. Assemblies are used well to promote pupils' knowledge and awareness of different beliefs. One assembly focused on the Christian story of Creation. Older pupils have compared the stories of the Creation from other religions and cultures including Australian Aborigines. Festivals from the world's major religions are celebrated, involving pupils from across the school, parents and religious leaders from the community. During a 'Mothers in Religious Education' project mothers were invited in to school to talk about their faith and its influence on the life of their families. Spiritual development is promoted through other subjects, notably religious education. There are good opportunities to experience the world of nature through visits to the local park and on environmental visits. In a science lesson pupils in Year 5 were amazed by the intricate and fragile parts of a lily flower which they had dissected to study the process of pollination.
- 39 The provision for moral guidance is good and pupils are taught how to behave towards each other. Positive rules and expectations of behaviour are consistently

reinforced in all classes and good behaviour and work are rewarded effectively by praise, stickers and by certificates awarded in a weekly Merit Assembly. Time is allotted each week in class to enable pupils to discuss issues that are troubling them, such as relationships. Assemblies often provide a clear moral focus, for example to develop respect for the values and beliefs of others. A regular Fair Trade market gives pupils the opportunity to support poorly paid workers in Third World countries. The whole school became very involved in supporting an appeal to help families in India as the result of a pupil talking in assembly about the plight of his relatives in Gujarat after the recent earthquake.

- 40 Pupils have very good opportunities to develop social skills and this is a strength of the school. Collaborative working is encouraged in lessons, particularly in science where pupils regularly work together to carry out scientific investigations. They are encouraged to develop personal responsibility through homework, research and by being responsible for a range of classroom tasks. Older pupils have responsibilities around the school, for example preparing for assemblies and assisting and befriending younger pupils in the playground. The School Council provides an excellent opportunity for pupils to participate in the running of the school. Residential visits enable pupils to experience both living and working together. Fund raising for charities takes place regularly, often at the instigation of pupils who are encouraged to explain in assemblies why money is needed. For example, the school raised money for a premature baby unit after a pupil explained his personal interest.
- 41 There is very good provision for cultural development. This is a major change from the unsatisfactory provision reported during the last inspection. In music lessons pupils explore the differing characteristics of music from different cultures and their learning is enhanced by visits from professional musicians. The work of western artists such as Warhol and Picasso is studied alongside Islamic art. There are regular visits to art galleries and to the theatre. The curriculum for history and geography is enriched by many visits during the year, for example to Lunt Fort to study Roman Britain and to Hartington in Derbyshire to study a contrasting locality. Older residents from the community have talked to Year 6 pupils about life during the Second World War. The school celebrates its racial diversity and uses it very well to enhance the cultural awareness of all pupils. Parents, pupils, staff and members of the local community contribute to the cultural life of the school, giving all pupils very good opportunities to understand the many different cultural traditions represented. For example, an Indian parent worked with Year 1 pupils to prepare and carry out an assembly showing aspects of life in India, teaching them simple songs and dances. Very good quality displays around the school reflect the cultural heritage of all pupils.

#### **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

- 42 Dovelands continues to provide the caring, supportive community which was the subject of favourable comment in the previous inspection report. Teachers are very sensitive to the needs of those in their charge. They know them very well and work hard to ensure their welfare. The health and safety provision is good. Procedures to promote good attendance and behaviour are effective. The weaknesses that were previously identified in assessment of pupils in Key Stages 1 and 2 have been largely resolved, although teachers do not consistently use the results to inform their curricular planning.

- 43 Provision for pupils with English as an additional language is good. It enables pupils to have the attention they need to achieve as well as they do. The school ensures that pupils at risk of under-achieving are targeted as soon as possible after entry to the school. The co-ordinator maintains very thorough records of pupils' progress. The school meets all the requirements for those pupils who have statements of special educational needs and all are well supported. There are effective links with other agencies such as autistic case workers, specialist support teachers and physiotherapist to ensure the provision outlined in statements of special educational needs is implemented. Pupils who have hearing or visual impairment are very well supported not only in managing their disability but also in developing independence and social skills. When pupils are ready to leave the school there are links with the receiving high schools so relevant information can be passed on and pupils' individual needs can continue to be met. Lunchtime activities such as the successful Newspaper Club initiated by the special needs co-ordinator includes pupils who have specific learning difficulties, difficulties in expressing themselves in writing and more able pupils all enthusiastically supporting each other and making good progress in developing their literacy skills.
- 44 The governors have a responsible attitude towards health and safety. Their policy follows local authority guidelines and makes appropriate provision for regular assessment of risk and the routine maintenance of fire and electrical equipment. In carrying out their duties governors are ably assisted by the site manager. Teachers are very conscious of the varied religious, cultural and linguistic backgrounds of their pupils. They work closely with parents, carers and support agencies to ensure pupils' needs are met and to secure their welfare. The school has continued to follow guidelines on child protection issued by the local education authority and is awaiting further advice from that authority before finalising its own arrangements. In the meantime, staff have undertaken training with a particular emphasis on the continuing need to raise pupils' awareness of child protection issues.
- 45 The headteacher has given a high priority to improving attendance. Working with the education welfare officer she has developed a range of procedures and strategies which have been successful in encouraging parents and motivating pupils towards more regular and prompt attendance. The good standards of behaviour in the school are supported effectively by well established routines, both in lessons and at play. Pupils are well aware of the classroom rules and the consequences that flow from repeated misbehaviour. They also know that the school does not tolerate bullying or any form of oppressive behaviour. However the headteacher and staff recognise the value of a whole school policy to ensure consistency across the school and to facilitate monitoring. Once the new draft policy document has been finalised, it will be submitted to the governing body and discussed with parents.
- 46 The school has worked hard and successfully to improve assessment procedures since the last inspection. Good assessment systems are now in place throughout the school for each pupil, with appropriate focus on English, mathematics and science. Procedures are not yet fully in place, however, for assessing progress in the remaining subjects on the curriculum. Careful records of each pupil's test results are now kept from entry to the school and are passed on from year to year. The headteacher recognises that the information gathered from tests is not yet consistently used to inform planning throughout the school. The school does not use, for example, its careful analysis of assessment data to track progress and set targets from early years onwards. Teachers are beginning to address the situation. For example, there has been some useful work to try to identify 'coasting' pupils,

and teachers in some classes are setting individual targets in one or more of the principal subjects. The situation is better in Year 6. Information gathered from the various formal and optional tests is used to target pupils for additional learning support and booster classes. The success of this practice is clearly reflected in the significant improvement seen in standards at the end of Key Stage 2 during the inspection. The quality and use of day-to-day assessment are satisfactory, although inconsistent overall throughout the school. Most teachers mark work conscientiously and have a good knowledge of the individual strengths and weaknesses within their class. However, this knowledge is not always used effectively to plan work that is accurately matched to the needs of all pupils in the class.

- 47 The very good relationships which characterise the whole school community enable the teachers to know their pupils well and to be sensitive to their physical, emotional and intellectual needs. They are particularly sensitive to the problems faced by the more vulnerable pupils and are at pains to ensure that they receive any additional support which is available for them. The personal, social and health education programme is still under review but much good practice is already in place, notably through "Circle Time", the development of the Gardening Club and the various initiatives which are associated with the Healthy School award and the School Council. The school has gone far towards achieving its aims to promote self esteem in the children, to value their cultural, religious and linguistic diversity and to provide a friendly, caring and safe environment where each individual is respected and nurtured.

#### **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

- 48 Since her appointment the headteacher has worked hard to further develop the positive relationship with parents that was found at the time of the previous inspection. Her very clear commitment to informing parents through newsletters and involving them through briefings, consultation evenings and questionnaires, has been successful. Very positive views have been expressed by most parents, particularly about the approachability of the school, the high quality of the teaching, the happiness of the children and their good behaviour. Some parents would like to see a review of the homework provision although it is the evidence of the inspection that the school generally makes good use of homework to raise standards, particularly in the early years and at Key Stage 2. However the school is currently in consultation with parents over this issue.
- 49 The quality of information provided for parents is very good. The prospectus and governors' annual report are well presented documents which comply fully with legal requirements. Monthly newsletters are particularly well written. They are informative and interesting. Annual reports on pupils are detailed and give parents a clear idea of their children's work and effort over the previous year. The two parental consultation evenings make appropriate provision for parents to discuss children's personal progress and development in a formal way but the daily accessibility of teachers gives parents very good opportunities to resolve any interim concerns they may have.
- 50 The school liaises well with parents of pupils for whom English is an additional language. It has made strong efforts to involve them in their children's education and the bi-lingual assistant accompanies teachers on home visits. She also translates for parents in school should this be necessary. Parents of pupils who

have special educational needs are properly involved from the time the teacher has an initial concern. Recently the school launched a helpful booklet for parents including valuable information about the special needs procedures, what parents can do if they are concerned, how parents can help their children and a very useful glossary explaining technical terms and jargon. Teachers provide helpful, practical support to parents when they are faced with decisions about appropriate secondary education for their children.

- 51 A very successful parents and teachers association provides a fruitful forum for discussion. It also helps to promote the partnership between school and home by organising social and fundraising activities to supplement the school's financial resources.
- 52 The school's links with parents make a positive contribution to pupils' learning at school and in the home. Very good procedures are in place to ensure that parents of children new to the school are made very welcome. In both the school and the home, teachers discuss with parents their children's attainment and capabilities and provide advice and guidance as to how they can best support their children's work. As children move through their early years, parents play an important part by listening to their children read and helping them with spellings and number facts. Across the school, parents now benefit from briefings about the curriculum and this enables them better to support their children's work. A whole school homework policy has been recently introduced. It is having a beneficial effect. A review of its implementation is currently being carried out, again in consultation with parents. Many parents, particularly in the early years, help in the classroom. Many more assist the teachers on visits. There is a strong sense of partnership, resulting in a positive impact on pupils' learning at school and in the home. This reflects well on the priority established by the school in its school improvement plan to improve the level of consultation and partnership with parents.

#### **HOW WELL IS THE SCHOOL LED AND MANAGED?**

- 53 The school is very well managed. The headteacher provides very good leadership, promoting and sustaining a clear sense of direction for the work of the school. There is an enthusiastic and committed staff team, including those in non-teaching positions. The very positive and supportive atmosphere and the sense of commitment displayed by all who work in the school reflect the quality of this leadership. Governors, teachers and non-teaching staff work well together to support the headteacher in promoting the school's aims.
- 54 The school has taken positive and effective steps to address the areas for improvement identified in the last inspection report. Schemes of work have been introduced for all subjects. The role of curriculum co-ordinators has been developed and systems to monitor the quality of teaching and learning and standards of attainment have been introduced. The monitoring and evaluation of teaching has helped to support the clear improvements evident. The quality of teaching is now good overall and none is unsatisfactory. As a result standards of attainment have been raised. The statutory requirements for collective worship are now met and the school has also improved the provision for spiritual and cultural development.
- 55 The governors are regular visitors to the school and they are kept well informed about the issues. They have a good understanding of the school's needs and priorities. This enables them to make an effective contribution to supporting the work



of the school. Individual governors have responsibility for areas such as special educational needs, literacy and numeracy. They have established committees to oversee and meet the requirements of their statutory responsibilities.

- 56 The school improvement plan has been produced in consultation with staff and governors. This is based on an analysis of the school's needs. It clearly identifies the school's priorities and is a useful and effective management tool. It is linked to the school budget, has criteria for success and is reviewed regularly to evaluate progress. It is supplemented with clear and effective action plans for each area of development.
- 57 The management of special educational needs is good. The special needs co-ordinator is recently appointed and is in the process of reviewing provision and evaluating existing procedures. She has good specialist teaching skills and takes seriously the need to maintain up to date expertise and share this with colleagues.
- 58 The school has effective strategies in place to promote skills of literacy and numeracy. The literacy and numeracy co-ordinators provide very good leadership and the literacy and numeracy strategies are very well managed and have been implemented effectively.
- 59 All permanent staff have curriculum responsibilities. In consultation with staff and governors, curriculum co-ordinators have produced whole school policies and schemes of work which support teachers' planning. Coordinators are responsible for managing their subject and providing curriculum support. The headteacher regularly monitors curriculum development through classroom observations and the scrutiny of teachers' planning. Co-ordinators are also involved in monitoring planning, teaching and pupils' attainment.
- 60 Long term strategic financial planning is good. Dovelands School has undergone a number of significant changes since its amalgamation. Governors have kept abreast of developments and have a clear view of the financial priorities facing the school. All spending initiatives are carefully measured against the projected school budget and closely linked to the School Improvement Plan. The school office manager is a member of the finance committee and helps to ensure the best use of specific grants such as New Opportunities Funding to support staff training in the use of computers. The management of day-to-day financial administration is very good. The school enlists the expertise of a bursar to ensure accurate monthly reconciliation of the school's budget. Effective use is made of computer technology to support school administration. The office manager and her administration assistant organise the collection of money and ordering and distribution of equipment in a way which ensures minimum disruption to teaching and learning. They also deal very efficiently with parents, pupils and visitors in a manner which reflects the good relationships within the school. The very few minor recommendations in the latest auditor's report have been implemented.
- 61 Since the last inspection there have been significant staff changes including the appointments of head teacher, deputy head teacher and key stage co-ordinators. These appointments have made a positive impact on raising standards in the school. The school has sufficient teachers to teach the National Curriculum and religious education. They are effective in their teaching and management roles. Support staff provide good, constructive help and support to teachers and pupils and are a valuable and positive asset to the school. Teachers and support staff are

encouraged to develop their skills further and sufficient opportunities, including the use of the Teacher Bursaries scheme, are provided for in-service training to support any emerging needs. Performance management is in place and a developing programme of classroom observations is successful in allowing co-ordinators to monitor their subjects and improving teaching. The staff handbook is in the final stages of revision and good procedures are in place to introduce new staff to the school, a named person becoming a personal mentor providing information and reassurance to the new person. The site manager, cleaning staff and lunchtime staff make a valuable contribution to the smooth running of the school and pupils' welfare and to the positive climate for learning within the school.

- 62 The accommodation is well organised, allowing for the curriculum to be taught effectively. Though the school does not have access to a field for team games and athletics, the grounds provide ample room for pupils to play on hard and grassed areas. Teachers make good displays of pupils' work and this enhances the appearance of the buildings. Since the last inspection there have been significant building developments including the building of a new classroom within the existing building, refurbishment of toilets and equipping a new ICT suite. The good size hall doubles up as a dining room but the dividing doors do not work and this restricts the use of the hall for simultaneous lessons and is reported to be a particular problem in the cold and wet weather. The school benefits from a wildlife garden. Several benches are set under trees where pupils can sit quietly if they choose and appropriate outdoor play equipment is installed for the younger children. Much of this development has been due to the fund raising activities of the Parents Association. The library is well organised and provides a good range of books to support the curriculum.
- 63 The school is well equipped with learning resources. Subject co-ordinators make new purchases in line with their subject development plans and school priorities. Good use is made of loan systems for example from the Multi-Cultural Resource Centre to support religious education. The weakness is in the provision and use of information technology to support learning, particularly in the classrooms.
- 64 The school has a clear set of aims. These are reflected in all aspects of the school's work. The school has high expectations of the pupils in terms of their personal and academic development. The school is forward moving and has a positive and supportive atmosphere, putting the needs of the pupils as a high priority.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

65 To improve the school further, the headteacher, staff and governing body should:

1. Improve standards of attainment in information and communication technology (ICT) at Key Stage 2 and the use of ICT to support work in other subjects by:

fully incorporating the National Curriculum programme of study for ICT in the planning of subjects across the curriculum,

upgrading the quality and amount of computers and software for use in classrooms and the ICT suite,

ensuring that resources are well maintained and accessible.  
(paragraph references: 10, 63, 136, 138, 139)

2. Improve standards of attainment in music by:

developing teachers' knowledge and understanding of the National Curriculum programme of study,

providing more opportunities for pupils to compose their own music.  
(paragraph references: 13, 136, 140, 141, 144)

3. Ensure that teachers make effective use of assessment information to plan work that is well matched to pupils' needs and abilities.  
(paragraph references: 25, 46, 91, 101, 106)

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	104
Number of discussions with staff, governors, other adults and pupils	41

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
9	26	48	17	0	0	0

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

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	42	481
Number of full-time pupils known to be eligible for free school meals	N/a	41

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	12
Number of pupils on the school's special educational needs register	1	132

English as an additional language	No of pupils
Number of pupils with English as an additional language	95

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	40
Pupils who left the school other than at the usual time of leaving	24

### Attendance

#### Authorised absence

	%
School data	4.2
National comparative data	5.2

#### Unauthorised absence

	%
School data	0
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	25	37	62

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	25	25	25
	Girls	35	36	37
	Total	60	61	62
Percentage of pupils at NC level 2 or above	School	97 (88)	98 (80)	100 (92)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	25	25	25
	Girls	32	36	36
	Total	57	61	61
Percentage of pupils at NC level 2 or above	School	94 (82)	98 (85)	98 (91)
	National	84 (82)	88 (86)	88 (87)

Percentages in brackets refer to the year before the latest reporting year.

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	28	34	62

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	11	21
	Girls	24	22	26
	Total	39	33	47
Percentage of pupils at NC level 4 or above	School	63 (63)	53 (68)	76 (68)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	16	15
	Girls	25	26	20
	Total	41	42	35
Percentage of pupils at NC level 4 or above	School	66 (63)	68 (69)	56 (63)
	National	70 (68)	72 (69)	79 (75)

Percentages in brackets refer to the year before the latest reporting year.

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	3
Black – African heritage	4
Black – other	34
Indian	78
Pakistani	8
Bangladeshi	0
Chinese	5
White	387
Any other minority ethnic group	4

*This table refers to pupils of compulsory school age only.*

### **Exclusions in the last school year**

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	1	0
Other minority ethnic groups	0	0

*This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.*

### **Teachers and classes**

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	19
Number of pupils per qualified teacher	25.3
Average class size	26.7

#### **Education support staff: YR – Y6**

Total number of education support staff	16
Total aggregate hours worked per week	362

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	42

Total number of education support staff	2
Total aggregate hours worked per week	65

Number of pupils per FTE adult	14
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*FTE means full-time equivalent.*

### **Financial information**

Financial year	2000/2001
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	£
Total income	979,147
Total expenditure	993,370
Expenditure per pupil	1,900
Balance brought forward from previous year	64,224
Balance carried forward to next year	50,001

## **Results of the survey of parents and carers**

### **Questionnaire return rate**

Number of questionnaires sent out	561
Number of questionnaires returned	115

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68	26	6	0	0
My child is making good progress in school.	49	45	5	1	0
Behaviour in the school is good.	30	63	3	1	3
My child gets the right amount of work to do at home.	30	37	19	1	12
The teaching is good.	51	41	3	0	5
I am kept well informed about how my child is getting on.	46	42	8	3	1
I would feel comfortable about approaching the school with questions or a problem.	63	33	1	2	1
The school expects my child to work hard and achieve his or her best.	50	43	3	3	1
The school works closely with parents.	32	49	11	2	6
The school is well led and managed.	34	49	3	2	12
The school is helping my child become mature and responsible.	37	52	6	0	4
The school provides an interesting range of activities outside lessons.	8	31	25	16	20

## **PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES**

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

- 66 There are 57 children who attend the nursery part time and a further 13 attend full time. In the two reception classes there are 54 children who attend school full time. Children enter the nursery at the age of three and start school in the term prior to their fifth birthday.
- 67 In the nursery there is one teacher and two nursery nurses. In addition there is some limited bi-lingual classroom support for children whose first language is not English. There is also some additional support for children who have been identified as having special educational needs. Each of the reception classes has a class teacher and a classroom support assistant also assists in each class for an equal amount of time.
- 68 A carefully planned induction programme helps children to settle into school life with ease. The school takes care to meet parents and carers in order to meet the individual needs of children. Home visits are made prior to children starting in the nursery.
- 69 The school's provision for children in the nursery and reception has improved further since the last inspection and is now very good and a strength of the school. The curriculum is based on the 'Six areas of learning' and provides the children with very broad and balanced experiences. The school provides a wide range of challenging and focused experiences to promote personal, social and emotional development, communication, language and literacy, mathematics, knowledge and understanding of the world, physical development and creative development. Teaching in nursery and reception is of a very high standard, which has a very positive effect on children's learning. As a result most children achieve well and are in line to reach the early learning goals in all six areas of learning before the end of the reception class. Children who have special educational needs and those from whom English is an additional language are supported well and make good progress. This support enables them to take a full part in all activities.

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

- 70 Children's personal, social and emotional development is given a very high priority. Very effective teaching ensures that children meet the early learning goals well before they move into Year 1. Children enjoy coming to school and happily leave their parents and carers at the start of sessions. They eagerly choose from the wide range of stimulating activities available and are keen to learn new skills and to explore new ideas. Emphasis is placed on helping children to develop an understanding of appropriate behaviour and what is right and wrong. Children learn to share and work together in a variety of situations, such as role-play and outdoor play. In the imaginative play area negotiations are conducted in an atmosphere of sharing and co-operation as children decide who is to be the mermaid or the jellyfish. Older children work independently for sustained periods of time and take pride in their reading and writing successes. They work hard at difficult tasks, such as making rhyming words with magnetic letters, repeating patterns, writing independently or completing complex constructions. There are well-planned opportunities for children to develop a sensitivity of their own religion, cultures and



ways of life through visits and celebrations such as Christmas and harvest. Family connections from other parts of the world are valued as children celebrate Diwali and Chinese New Year. Confidence, self esteem and the importance of belonging to a community are developed as children sometimes join the rest of the school for special assemblies and make their own contribution through art, drama and story. Relationships are very positive and children are encouraged to reflect on their feelings, actions and experiences. Expressions of sheer delight were heard as children tried to catch 'magic bubbles' to develop their ideas of a sphere.

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

- 71 The nursery and reception classes provide a wide range of stimulating experiences and activities to develop and extend children's language and literacy skills. All teachers and support staff use very good questioning to check that children have listened carefully to stories and have understood new vocabulary. In the nursery children enjoy listening to stories and rhymes and join in familiar ones such as 'The enormous water melon' with enthusiasm. By the time children move into the reception classes they have become attentive listeners, able to follow instructions carefully. In both nursery and the reception classes children are encouraged to share conversations and articulate their ideas. Exciting structured play situations, snack time and together times provide opportunities for children to talk about their own experiences. They readily initiate conversations with adults and visitors, sharing their family events and explaining in great detail the tasks they are involved in.
- 72 Challenging questions, comments and imaginative activities are used to extend children's thinking and ensure they understand new vocabulary. For example, in the reception class children were encouraged to explain what 'recycle' meant. Children used their previous knowledge of words and meanings to suggest it was linked to a bicycle. Very careful and sensitive comments extended their ideas and knowledge about language well and helped the children arrive at the new meaning.
- 73 Attractively labelled displays, writing tables, alphabet and sound friezes and individual name cards help children develop early reading and writing skills. In the Nursery staff help children to record a favourite story copying the adults writing or making their own marks to explain their pictures. Older children in the reception classes write simple sentences using their knowledge of familiar words and sounds to record the life cycle of a frog or write about a visit to the local church. Children recognise and write their own names with increasing accuracy using capital and small letters.
- 74 The youngest children handle books with care and are encouraged to choose books as an activity. Nursery children make their own reading books which are attractive and develop children's recognition of commonly use words. Interesting, well-chosen stories such as 'In Wibbleys Garden' develop an early understanding of initial sounds. Higher attaining children in the reception classes use sounds to help them read unfamiliar words in their reading books or when sequencing a story such as 'Jack and the Beanstalk'. Children take books home on a regular basis and shared with family members. This has a very positive effect on children's progress in learning to read. Learning sounds and letters is a fun activity as children help 'Jumpy' their class puppet to find words which rhyme. Very effective bilingual support ensures that children with English as an additional language understand the more complex vocabulary. Appropriate elements of the literacy strategy are

implemented extremely well for children in the reception class. Learning to communicate through talking, reading and writing is an exciting fun activity and has a positive effect on children's achievements and attitudes to learning.

### **Mathematical development**

- 75 The teaching of mathematics is very good. The nursery and reception classes provide a wide range of activities to promote mathematical understanding. Very effective teaching ensures the majority of children meet the early learning goals before they move into Year 1. A display is entitled 'we love number' and children certainly enjoy exploring number, shape and measurement in a variety of contexts. Children use mathematical ideas and skills very effectively in real situations. For example, they buy and sell flowers or decide on opening times in the nursery flower shop, or work out how many children are present and how many away. They explore their ages as they discuss together 'I'm nearly four or nearly five'. Very good adult interaction helps children realise that this means they will soon have another birthday. Children have many exciting opportunities to compare, match, sort, order, sequence and count using a wide range of games, routines and experiences.
- 76 Through well-planned topic work children explore number, pattern, shape and measurement. Number lines and hundred squares are used effectively to develop an understanding of order and position and reception children confidently count forward and backwards in twos to twenty. Older children count in fives and tens to a hundred from memory whilst lower attaining children are reminded to use the number lines and hundred squares to help them develop confidence. Children enjoy looking for patterns in numbers and are fascinated by the possibilities of what happens when 'zero' is taken away or added to a number. Staff are very skilled in giving children strategies to perform accurate mental calculations. Children are encouraged to 'hold a number in their heads' and count on to add two numbers together. Higher attaining children combine two and three numbers together competently and are beginning to record addition and subtraction problems in a formal way.
- 77 Teachers place great emphasis on developing appropriate mathematical language. Children consider size, shape and position when playing with small world toys or emptying and filling containers in the water and sand play area. They measure, compare their height to those of sunflowers and weigh out ingredients when making bread. Children are encouraged to solve simple problems as they make their own three dimensional models with hollow bricks. Younger children recognise triangle, rectangle and square. An understanding of shape is developed further in the reception classes as children work with play dough to make three-dimensional shapes such as cuboids, spheres and cylinders. Appropriate elements of the numeracy strategy are implemented very well for children in the reception class and this has a positive effect on children's mathematical achievements.

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

- 78 The teaching of knowledge and understanding of the world is very good. Children are developing a good understanding of the world around them. The natural curiosity of young children is enhanced as staff continually encourage them to talk about their discoveries and experiences, to ask questions and to explore made and natural materials using magnifying glasses. Children in the nursery observe the changes that occur as they watch carrots, beans, pineapples and cress.

Understanding is developed further as older children learn about the life cycle of butterflies, frogs and chickens. Children show delight and wonder as they make bread and observe it doubling in size. They learn about the passage of time by celebrating birthdays, talking about the days of the week and the changing seasons and the weather. An excellent display in the nursery showed the life of a Hindu family encouraging respect and understanding for different cultures and beliefs. Reception children learn more about other cultures through celebrating Diwali and Chinese New Year. A wide range of materials helps children develop their skills of cutting, folding and sticking. Children choose from glue, sellotape and string to join their models together. Children particularly enjoy using the computer and the tape recorders. They use the mouse confidently and competently and support their learning in mathematics, language and literacy with different programs. High quality construction toys and a wide range of tools and materials, are used very effectively to encourage children to design and make their own models and to discover how things work.

### **Physical development**

- 79 Teaching is very good. Children's natural exuberance and energy is catered for very well through well-planned structured lessons and outdoor play. Through these routines children are reminded of the importance of healthy eating and exercise. A very good range of challenging large equipment is available on a daily basis to help children develop their climbing and balancing skills. Staff interact well in these activities to develop children's confidence and skills as they balance, climb and swing on the good equipment available. There is a wide range of wheeled toys which children manoeuvre well, avoiding other children and obstacles. In the nursery and reception class children have structured physical education and dance lessons to promote further their development. In these lessons children are developing good spatial awareness, control and imagination as they respond to music and ideas from their teachers. They are learning to move and balance with increasing co-ordination and confidence. Children listen carefully and respond positively to the clear guidance on how to improve their skills. Emphasis is placed on developing children's skills when handling tools, construction toys and malleable materials and they become competent and skilled as they handle a variety of tools and materials safely and carefully.

### **Creative development**

- 80 The teaching of creative development is very good and staff provide a very good range of experiences in art, music, story and imaginative play. Through such experiences children are encouraged to use appropriate vocabulary and to develop their use of language to express ideas. A very good range of musical instruments, songs and rhymes helps to develop children's understanding of sound and rhythm and pattern. Reception children played tuned and untuned percussion instruments effectively to show how the sun and rain effect seeds. Children learn to appreciate different forms of music and they listen to 'Tireless Sea' as part of their imaginative play. Children enjoy taking part in the many very good role-play situations which exciting resources promote. They dress up as deep-sea divers, jellyfish and mermaids and make up their own dramatic stories and adventures as they 'sail away in their submarine in search of treasure'. Such high quality play greatly enhances children's imagination and extends their language and creativity very well. There are many activities available for children to develop their senses through investigating texture, shape and colour. Baking is available on a regular basis and

children explore different tastes and smells of foods. Staff provide a wide range of materials from which children can choose to create their own designs, pictures, models and collages. They work with play dough, clay and junk materials to create two and three-dimensional pictures and models. Sand and water are available for children to explore on a daily basis and are always stimulating and very well planned to extend children's knowledge and understanding.

## ENGLISH

- 81 Standards of attainment in English at the end of Key Stage 2 were reported to be in line with the national expectation at the time of the previous inspection. However, the national test results were below the national average. The results improved slightly between 1997 and 2000 but at a much lower rate than results improved nationally. The test results in 2000 were well below the national average and also well below average in comparison with similar schools. Inspection findings indicate that standards of attainment are now rising at Key Stage 2 and that by the end of the key stage, they are in line with the national expectation. Pupils achieve well in lessons and the older pupils have made good progress, especially in writing, compared to their performance in the Key Stage 1 tests.
- 82 The school's results in the national tests in reading and writing at the end of Key Stage 1 in 2000 were well above the national average and also well above average in comparison with similar schools. Inspection evidence reflects these results. Pupils achieve well and make good progress. Standards of attainment at Key Stage 1 have improved considerably since the previous inspection when they were reported to meet national expectations in reading but were unsatisfactory in writing.
- 83 The school has worked hard to bring about these improvements. The national literacy strategy has been implemented successfully and this has led to more effective lesson planning. The quality of teaching has improved and there are good systems in place which monitor pupils' progress and set targets for improvement.
- 84 Teachers provide a good range of opportunities to develop pupils' speaking and listening skills. In all age groups, pupils are encouraged to join in small group and class discussions as well as to speak in front of the larger school audience. Teachers are sensitive in building up each individual's self-esteem and independence and have high expectations of achievement. This enables pupils to achieve well. As pupils move through Key Stage 1, most pupils concentrate for longer and longer spells when listening to their teacher and to each other. They respond enthusiastically to questions. Their answers show that they have understood the content of the discussion. By the end of Key Stage 1, most pupils are confident and articulate. These skills are further developed in Key Stage 2 where pupils demonstrate the ability to listen attentively and contribute well to class discussion. A good example of their ability was the video recording of their interview with visitors about their experiences in World War 2. A group of pupils also discussed the similarities and differences between characters from Charles Dickens and Roald Dahl, when they demonstrated an ability to express their views clearly and argue their case persuasively.
- 85 The school's strategies for teaching reading are very effective in encouraging the children to become enthusiastic readers and in developing their skills systematically over time. The school has a wide variety of graded reading books and well

established library systems which are used well to support children's learning. Early reading skills of associating letters and their sounds are taught very clearly and by the end of Key Stage 1 pupils employ this phonic knowledge successfully to decode unfamiliar words. They use context and picture clues adeptly to help them establish meaning. They read with accuracy and fluency and their expression takes account of punctuation such as commas, full stops and question marks. They are aware of differences between fiction and reference books and have good skills in locating information by contents or index pages. When reading alone, most pupils use a range of strategies to decode unfamiliar words. Higher attaining pupils read accurately from appropriate texts with fluency and expression. They discuss their reading confidently and make valid comments on character and plot. Lower attainers read familiar stories confidently and reveal an improving range of wider reading skills.

- 86 By the end of Key Stage 2, the pupils have experienced and enjoyed an interesting selection of literature, and higher attainers are keen to express their likes and dislikes. They are familiar with a variety of genres from poetry to newspaper reports and with the work of classical writers as well as modern children's authors. They display understanding of texts of increasing difficulty when they look for information in English and other subjects. They are becoming proficient at using the well-organised school library to locate and use suitable books for research and/or enjoyment. By the end of the key stage, most pupils are competent readers. They read aloud clearly and with understanding and discuss the characters and plot of stories confidently. Higher attaining pupils are very fluent and expressive. They read widely and explain their views clearly. They speak knowledgeably about their favourite books, identify a wide range of children's authors and make good use of non-fiction. They have well developed reference skills and skim text to gain information quickly. Most pupils are confident in the use of a dictionary or thesaurus. However, weaker readers do not use enough strategies to help them read unknown words and have not read a wide range of books.
- 87 Pupils' attainment in writing has improved since the last inspection. By the end of Key Stage 1, most pupils write in complete sentences which are generally correctly punctuated. Common short words are usually spelt correctly and attempts at longer words are phonetically acceptable. Pupils write for a number of different purposes including creative, descriptive and poetry writing. Higher attaining pupils produce stories that have a clear structure. Ideas are expressed well using a wide range of vocabulary. They use dictionaries to help their spelling and vocabulary. Pupils in Key Stage 1 acquire skills of letter formation and develop a simple script. Higher attaining pupils use a joined cursive script.
- 88 In Key Stage 2, pupils extend their range of writing across the curriculum in a number of subjects. By the end of the key stage, they are able to write descriptions, instructions and reports. In story writing they consolidate their understanding of narrative structure and the importance of effective beginnings. They choose words carefully to persuade or describe and are aware of the need to use differing styles of writing for different audiences. Pupils introduce imaginative language into their story writing, which is organised into paragraphs. They are beginning to use the knowledge of connectives gained in literacy lessons to write in more complex sentences. They use punctuation with increasing accuracy and are developing skills in planning and redrafting to produce a final copy. Spelling is mainly accurate, but the lower attainers have less knowledge of spelling rules and conventions. Higher attaining pupils are able to compose sustained, well organised pieces which demonstrate

accurate sentence construction, punctuation and grammar. Lower attainers are less focused in their writing. However, with help they are able to develop their ideas in short sentences appropriately punctuated. Work is usually presented with care. By the end of the key stage, many pupils have developed a clear style of handwriting, although some pupils are still using print.

- 89 Pupils in both key stages make good progress in writing skills. Their work shows clear progression in pupils' knowledge of parts of speech, use of speech marks, different tenses and different writing styles matched to the needs of the audience.
- 90 The overall quality of teaching is good. This is an improvement on the previous inspection when it was reported to be satisfactory. This has a positive effect upon the standards of work achieved and on pupils' attitudes and behaviour. Basic skills are taught well and this helps pupils to make good progress. All the teaching observed was at least good and 26 per cent was very good, at times it was excellent.
- 91 Teachers throughout the school have a good knowledge and understanding of teaching literacy and plan carefully within the National Literacy Strategy. Objectives are made clear to pupils at the beginning of each lesson, so that they concentrate and work hard for success. Teachers make very effective use of support staff who work well with groups of pupils, providing good support which helps their learning. Very good relationships are established in all classes and teachers manage pupils well with genuine praise and encouragement. This is reflected in the pupils' enthusiasm to learn, their eagerness to contribute to lessons and their willingness to share ideas and equipment. In Key Stage 2, the grouping of children by ability has a number of positive outcomes. It enables teachers to plan work that is generally well matched to their needs. Lower attaining pupils also have the opportunity to work in smaller groups. However, at times, teachers do not use their assessments of pupils' understanding and knowledge to provide work that matches individual needs according to age and attainment.
- 92 The features of more successful teaching include good questioning skills; lessons which have a lively pace; high expectations of attainment and behaviour; and successful plenary sessions which are used well to check on pupils' understanding, and to promote self-esteem through positive feedback. Teachers use questions thoughtfully to help pupils extend their own ideas and are sensitive in modifying the pupils' answers to make teaching points to the class. In a Year 5 lesson analysing poetry for example, the teacher made very effective use of questions to assess pupils' understanding and to develop their vocabulary. In the written activities which followed, the teacher provided good support to deal with challenging work through questions on specific elements of the text. This enabled them to make good progress. In Year 3, a very well planned lesson on formal letter writing was successful because the teacher provided very clear explanations and involved pupils well in identifying the key points of the lesson. She also provided an opportunity at the end of the lesson for pupils to read some of their work which classmates evaluated, thus reinforcing the learning. Teachers have a lively and enthusiastic approach to the subject. A very good example was observed in Year 6 when the teacher's own enthusiasm for poetry was reflected in the pupils' own written work. Her very positive relationship with the class meant that the pupils were very keen to contribute to the discussion and settled quickly and enthusiastically to producing their own high quality work, using a variety of verse forms. An anthology

of pupils' work in the classroom is further evidence both of the quality of their writing and the very positive reinforcement provided by the teacher who values their work.

- 93 Pupils with special educational needs are supported well by class teachers and classroom support staff. They also benefit from the support they receive in withdrawal groups and make good progress. Pupils for whom English is an additional language are well supported by a specialist teacher and bilingual assistants. They make good progress in the acquisition of English and are helped to gain a clear understanding of their work. The teacher from the ethnic minority achievement service works in close cooperation with class teachers. In the Year 1/2 class for example, both teachers worked well together to ensure that pupils received very effective support during a lesson about questions. The school makes effective use of the Additional Literacy Strategy, which is providing good quality support for some pupils in Years 3 and 4 and promoting their progress well.
- 94 The strategies for teaching literacy throughout the school are very effective and are having a positive effect on the standards being achieved. Teachers throughout the school plan lessons in accordance with the National Literacy Strategy. This ensures a good balance of activities in the majority of lessons which include question and answer sessions, written activities and a review of what has been learned. The effective partnership between classroom teachers and support staff ensures that pupils targeted for additional help make good progress. The English curriculum provides a good range of interesting and relevant activities which stimulate pupils' interest. Pupils make good use of their reading and speaking and listening skills to support work in other subjects across the curriculum. Homework, especially in Key Stage 2, is used effectively to support learning in class. Whilst some use is made of computers throughout the school to develop word processing skills, overall the use of information and communication technology to support learning is limited.
- 95 The subject is very well managed by the curriculum coordinator who has a very good overview of the school's performance and the priorities for development. The school has effective systems in place to monitor the progress of pupils as they move through the school and good use is made of the national tests to identify areas of concern relating to individuals and classes. The school has made several improvements since the previous report in order to address the issue relating to the raising of standards in writing. The National Literacy Strategy has been successfully implemented, and has provided a useful structure to support teachers planning and the development of appropriate skills and knowledge. They have responded by working very hard as a team and in year groups to assimilate and implement changes. Consequently, the quality of teaching has improved and standards have been raised. Classroom observations and the sampling of pupils' work and teachers' plans are used well to provide effective evaluation of the standards of teaching and learning. Appropriate feedback is given in order to share good practice and raise standards. There is a good range of resources to support learning. These are well organised and accessible to teachers and pupils. There is a good library which is used well in developing independent research skills.

## MATHEMATICS

- 96 The school's results in the 2000 National Curriculum mathematics tests at the end of Key Stage 2 were below the national average. Pupils' performance was low in comparison with similar schools. Taking the years 1997 to 2000 together, results have declined steadily. There are a number of factors which contributed to the low results in 2000. There was a significant amount of mobility in the Year 6 cohort between 1997 and 2000 and only 60 per cent of last year's class were on the school register in 1997. A high proportion of those who left the school during that period had been identified as likely to achieve Levels 4 or 5 in the national tests in 2000. Those who remained had achieved low standards at the end of Key Stage 1. Data produced by the school show that the performance of many of these pupils improved by two or even three levels by the end of Key Stage 2. Inspection evidence clearly indicates that the school has been successful in reversing the downward trend. In the national tests in 2000, 53 per cent of pupils achieved Level 4 or above and 19 per cent achieved the higher Level 5. This year, 73 per cent are on track to achieve Level 4, with 23 per cent likely to achieve the higher Level 5. In order to raise these levels, the school has provided extra support for targeted groups of pupils through booster classes. By the end of Key stage 2, standards are now in line with national expectations. All pupils, including those with special educational needs or for whom English is an additional language, make good progress. This is because everyone in the school is committed to raising standards and has worked hard to plan and implement the National Numeracy Strategy. As a result, standards of teaching and learning have risen steadily and the school is in a strong position to raise them further.
- 97 The school's results in the 2000 National Curriculum tests at the end of Key Stage 1 were well above the national average. These results were high in comparison with schools with pupils from similar backgrounds. In 1997 and 1998, standards were well below average. In 1999 there was a significant improvement to well above average. This was repeated in 2000 and inspection findings broadly indicate that these standards have been maintained. This significant improvement in recent years provides further evidence of the school's renewed and successful commitment to raising standards. At the time of the last inspection, the quality of teaching was consistently unsatisfactory. It is now consistently good. This represents considerable improvement and accounts for the sharp rise in standards. Pupils of all abilities make good progress and the school is in a strong position to maintain or improve these standards as these pupils move through Key Stage 2.
- 98 In Year 1, pupils develop good mental arithmetic strategies and clearly explain how they arrive at answers. They use their knowledge of tables and number patterns to calculate the cost of objects and add them up in their heads, often with speed and accuracy well above expectations for their age. This is because they are developing a very good appreciation of place value. By the end of Key stage 1, all pupils have a good understanding of place value up to one hundred. Higher attaining pupils go well beyond this level, and know the value of digits up to one thousand. They have a good mathematical vocabulary for their age. A few more able pupils explain how they 'partition' numbers when adding them and most pupils identify, write and say the names of common two or three dimensional shapes. Only a few rely on support to solve problems or recognise geometric shapes.



- 99 In Years 3 and 4, all pupils achieve standards at least in line with expectations for their age. They have a firm grasp of the properties of three-dimensional shapes. A pupil in the lower set maths group, for example, explains, "This is a square based pyramid with five faces." Higher attaining pupils in Year 5 measure angles accurately using a protractor whilst most can work out the properties of triangles or quadrilaterals by cutting out and reassembling the angles. By the end of Key Stage 2, most pupils add, subtract, multiply and divide competently. Moreover, they appreciate that there are several ways of arriving at the same answer. This enables them to solve a variety of problems presented to them. For example, a Year 6 class were using interactive computer software which challenged them to drain and refill water containers in order to end up with a given amount. A few pupils worked swiftly through all levels of difficulty, reflecting standards above the expectations for their age. Most reached the higher levels, either independently or with the help of a partner, whilst a small number achieved at least partial success with help from adults.
- 100 Pupils approach mathematics with confidence and enthusiasm. They cooperate well with their teachers, sustain concentration well and take pride in their work, which is well presented. When required, they collaborate well with other pupils, sharing ideas and equipment sensibly. A small minority lose concentration or become restless if introductory sessions are too long and are unwilling to listen to what classmates have to say. Conversely, where teachers' expectations are high and the pace and challenge of teaching is well matched to their needs, they respond very positively.
- 101 The quality of teaching is consistently good and often very good. A strength of the teaching is the thorough planning of the National Numeracy Strategy. This enables teachers, with good help from support staff, to prepare challenging and imaginative work. Lessons have clear objectives, which teachers share with their class. They time the various sections of the strategy so that pupils are constantly involved and meeting new challenges. Most teachers have a good appreciation of what is required to achieve the best use of the strategy. For example, teachers throughout the school consistently expect that pupils will look for and be able to explain a variety of strategies for solving problems. Their capacity to do this is responsible for the increasingly good progress they are achieving throughout the school. Many teachers have good subject knowledge and have high expectations of pupils' attitude to their work. In a Year 6 lesson, for example, the teacher provided her class with 'number generators' and set them a variety of challenges, such as "What is the largest six digit number you can make?" or, "Show me the smallest three digit number you can think of." Teaching is only occasionally less effective where lesson plans do not set out clearly enough what groups of different abilities in the class are expected to learn. The school already organises pupils into sets according to their prior ability, but individual lesson planning does not always take account of the ability range within the set. Teachers make effective use of information and communication technology when there is time available in the computer suite. For example, they use computers to produce graphs based on information that have collected about the amount of homework they do. They also plan to promote numeracy through teaching in other subjects such as in science, where they ask pupils to measure the distance a car travels down a slope, design and technology and geography.
- 102 The co-ordinator leads the subject well. With the full support of colleagues, she has taken steps to monitor and improve standards of planning and teaching throughout the school and this has had a significant effect on standards. The school is well equipped with resources to teach the National Numeracy Strategy. There are good

systems of assessment and for analysing the results of tests. These are used effectively to set targets and provide support for Year 6 classes. Systems to monitor the progress made by individuals and groups of pupils have been established. However, these are not yet used to their full effect to set clear targets for individuals or groups of pupils from an early age. This is an area for further development. However, the school has brought about considerable improvement in mathematics overall since the last inspection.

## SCIENCE

- 103 National test results at Key Stage 2 in 2000 show that standards were well below the national average in both the number of pupils reaching, and those exceeding, national expectations. Standards were also well below average in comparison with similar schools. However present inspection evidence shows that standards at age 11 have risen significantly this year and are broadly in line with standards expected for most schools. The 2000 teacher assessment of attainment at the end of Key Stage 1 shows that the number of pupils reaching and exceeding the national expected level was well above the national average. Inspection findings confirm these high standards. There are no significant differences in attainment between boys and girls or between pupils of different ethnic backgrounds.
- 104 By the end of Key Stage 1, pupils show good scientific understanding and many have very well developed science skills. In one lesson they were investigating if the height of a ramp affected the distance a car travelled. With the teacher they pooled their ideas to decide what to test and they made good predictions based on earlier experiences. They worked well in small groups, mostly without support, and were able to carry out the test fairly, measuring the distance travelled and recording their results. Higher attaining pupils were able to justify their conclusions, for example, 'the car on the highest ramp went further because it got up speed' or 'the ramp was too high so the car didn't run properly, it dropped.' Pupils were beginning to learn about energy and the effect of forces on movement.
- 105 By the end of Key Stage 2, pupils have acquired a satisfactory knowledge and understanding of the different areas of science they have studied. Starting with the understanding that unstable objects are easily pulled over by earth's gravity, pupils in Year 6 were able to use given resources to plan and carry out a test to investigate the factors affecting stability, deciding how best to measure and to record their results. They have a good understanding of fair testing, knowing that only one variable could be changed, and were able to explain why they repeated the test several times.
- 106 Teaching is very good overall. This is a good improvement since the last inspection when there was some unsatisfactory teaching. The high quality of teaching and secure subject knowledge displayed by most teachers are strong contributory factors to the high attainment of pupils by the age of seven and the rising standards for pupils aged 11. In lessons which were good or better detailed planning provided challenging work that met the needs of pupils with differing levels of attainment. For example in a Year 1 lesson where the main focus was to understand that pushes and pulls made things move, extension work was provided to encourage higher attaining pupils to think about how things stopped and changed direction. Learning objectives are shared with pupils so they know what they have to learn. Probing questions are used well to find out what pupils already know and understand and then extend their learning. Teaching methods are effective; for example, Year 5

pupils made very good gains in their learning by dissecting a lily flower to understand the function of different parts of the flower in the process of pollination. Whenever possible pupils acquire their knowledge and understanding of scientific concepts through investigation and this enables pupils to be actively involved in their own learning. In an excellent lesson in a Year 1/2 class pupils were constantly challenged to think for themselves and consequently, achieved very well. The teacher used their ideas to structure the test, for example deciding what to use to raise the ramp or whether to measure the distance travelled to the front or back of the car. She recognised that many pupils had had difficulty measuring distances longer than a metre in the previous lesson and used a higher attaining child well to demonstrate the correct way. As a result measurements were more accurate. In all lessons pupils with special educational needs and those who learn with English as a second language achieved as well as other pupils because of the good learning support they receive. A scrutiny of pupils' work shows that in some Year 3/4 classes the assessments made of prior attainment are not always used well to match the needs of all pupils when planning activities. For some topics there is variation in the depth in which concepts are covered in different classes for pupils with similar attainment levels.

- 107 Literacy skills are reinforced well in science. All pupils record their own work in ways that are carefully matched to their stage of development in writing. Pupils' written work makes it clear that teachers always use the correct scientific vocabulary. Pupils begin simple research in Year 1 and their skills are developed as they move through the school. Numeracy skills are satisfactorily reinforced. Pupils in Years 1 and 2, some with support, were able to measure accurately using non-standard and standard measures, record their results in simple tables and interpret them. Year 6 measured accurately using rulers or protractors when testing stability. There is less evidence of the use of more detailed graphical representation by older pupils. Planning for science includes the use of computers by pupils to record their work and to undertake research but these opportunities are too few to enable pupils to improve their computer skills whilst extending their learning in science.
- 108 The high proportion of very good teaching contributes significantly to pupils wanting to learn. In most lessons there is a real sense of enjoyment and enthusiasm for work, especially when pupils are carrying out scientific investigations. Pupils generally cooperate well when working in groups; in a Year 3/4 lesson pupils shared ideas well when planning a test to find out where woodlice prefer to live.
- 109 The very good management of the subject has contributed to the high standards achieved by pupils aged seven and the recent improvement in standards for 11 year olds. Planning is thorough; the co-ordinator has prepared a detailed scheme of work, based on national guidelines, which maps out progression in knowledge and skills and caters well for mixed age classes. Teachers' planning is monitored regularly to see how well the scheme is being covered and useful feedback is given to staff. There have been some classroom observations to evaluate the quality of teaching and this role is being developed from September 2001. The results of pupils' attainment in the national science test papers for 11 year olds have been analysed and the findings used this year to enable Year 6 teachers to target revision on areas identified as weak. This has helped to raise attainment and Year 6 pupils show good improvement over time when taking practice tests. The provision for assessment is good and the results are used well by most teachers to plan work to match pupils' needs. This is an improvement since the last inspection when there was no system for assessing and for recording attainment. The co-ordinator has

correctly identified the need for training in the assessment of science skills as a whole school priority and this will take place next term.

## ART AND DESIGN

- 110 The attainment of pupils at the end of both key stages matches the national expectations for their ages. All pupils including those with special educational needs and those for whom English is an additional language, make sound progress.
- 111 The school provides the pupils with a wide range of appropriate experiences. Emphasis is placed on developing pupils' skills, techniques, knowledge and understanding and the work displayed around the school effectively demonstrates this. Throughout the school pupils' artistic talents are used very effectively to decorate corridors and walls. Individual and class work is displayed well, indicating the value that teachers place on pupil's work adding to the ambience and attractiveness of the building. For example very detailed self-portraits capture the characters and personalities of a Year 1 and 2 class and add interest to a new corridor wall. Work to celebrate the millennium involved pupils from each class creating a patchwork design representing different aspects of the century. Children used a wide range of artistic skills to complete their work presenting a comprehensive range of skills and creative talents.
- 112 From an early age, pupils learn to mix colours, appreciate shade and texture and to apply paint effectively to produce their own images and pictures. By the age of eleven pupils are becoming skilled at using different techniques, detail, line form and perspective to create a range of portraits.
- 113 Throughout the school pupils study a wide range of different artists and recreate their style with accuracy. Year 6 pupils created portraits of Adolph Hitler, Joseph Stalin and Winston Churchill in the style of Andy Warhol.
- 114 A range of two and threedimensional work show that pupils are developing good skills in using a variety of materials, techniques and pattern. Year 2 pupils work with different tools to create wellformed sculptures from clay, papier mâché and other natural materials. An awareness of art in different cultures is developed as pupils throughout the school create Islamic and Indian Mendhi patterns.
- 115 Art is effectively linked to other areas of the curriculum including mathematics and history. For example, pupils in Key Stage 1 sketch portraits of Stuart monarchs and personalities and older pupils explore symmetry. Pupils' designing skills are used effectively as they produce posters for an antilitter campaign or design their own covers for book reviews.
- 116 A well-planned curriculum and enthusiastic and confident teaching foster pupils' natural creativity well. Pupils work cooperatively, share ideas and appreciate the work of others. Teachers provide a wide range of opportunities, resources and a variety of exciting stimuli to catch pupils' imagination and interest.

- 117 The curriculum co-ordinator is enthusiastic and works well with staff to raise their confidence and skills in the teaching of art. This is mainly done informally as there is little time available to monitor and evaluate the subject formally.

## DESIGN AND TECHNOLOGY

- 118 Standards at end of both key stages are in line with those expected for the age group. This is a similar position to that reported at the time of the last inspection. Although no finished products by older pupils were available to inspect, evidence from planning and from design briefs show that they are learning appropriate skills and using a wide range of materials.
- 119 Pupils are taught the full design and technology process from an early age. In Year 1 they have learned how to fix wheels and axles and have evaluated the usefulness of a suitcase with wheels before designing a case for 'Baby Bear' to take on holiday. All pupils, some with support, produced clear, labelled designs and itemised the materials they would need. Year 2 pupils were encouraged to evaluate a range of hand puppets prior to designing their own. Their finished puppets show sound scissor control and the ability to join fabric using a simple running stitch. Pupils examined their work and suggest ways they could improve it. Pupils in Year 3/4 classes developed their early sewing skills by practising different types of stitches to see which was strongest. They then used these appropriately to make money containers of a satisfactory standard. In Year 5, pupils made a good attempt at designing their own moving toys. The standard of design briefs improves as pupils progress through school and the footwear designs of Year 6 pupils show good detail and creativity.
- 120 The quality of teaching is good overall, ranging from very good to satisfactory. Planning was thorough with well organised activities to enable pupils to achieve well. In a very good lesson in Year 5, effective questioning focused pupils on the task and encouraged them to look closely at how the different shapes of cams made toys move. As a result, pupils demonstrated confidence and creativity, transferring their understanding from investigating to designing. Learning was good in a Year 1 lesson because the teacher knew her pupils well and matched the work to their needs. Lower attaining pupils, with good support, were encouraged to use construction kits to make moving models and then use these experiences to produce designs. Learning for all pupils was enhanced at the end of the session when pupils talked about their designs and models. The teacher used this opportunity well to draw attention to good features such as successful ways to fix wheels on to axles. Crosscurricular links, notably literacy, mathematics, science and art and design provide good consolidation for skills in these subjects. There is some use of computer skills for research but this link has yet to be developed. Pupils with special educational needs and those for whom English is an additional language, achieved as well as other pupils because of the good support they received.
- 121 Pupils clearly enjoy their lessons and show good attitudes to the subject and this has a positive effect on their learning. Year 1 pupils became very involved in their work and were keen to talk through their designs and explain how their models worked.
- 122 Design and technology is well led and managed by the co-ordinator, who has been in place since September 2000. He has adapted national guidelines to produce a

scheme of work which is broad and well balanced and which ensures that skills are developed progressively. This is an improvement since the previous inspection when there was no whole school planning. The scheme provides good support and guidance for teachers and has been a factor in raising the standard of teaching, some of which was unsatisfactory during the last inspection. The quality of teaching has also been enhanced by the monitoring role of the coordinator. This enables him to support teachers by monitoring planning and finished work, providing detailed feedback and advice. Assessment is planned but is not yet in place. Resources are good and enrich provision, giving pupils access to a wide range of materials and tools.

## **GEOGRAPHY**

- 123 Pupils at both key stages achieve standards that are above those expected for their ages. Most pupils, including those with special educational needs, and those for whom English is an additional language make good progress in relation to their prior levels of learning. This is an improvement on the previous inspection when standards at Key stage 1 were below those expected nationally and standards at the end of Key Stage 2 were in line with expectations.
- 124 By the end of Key Stage 1, pupils' skills and knowledge of maps and keys are now good. They know that maps and plans represent a locality and they use these skills very well to develop their geographical knowledge and understanding. Pupils plot their journey of Barnaby Bear on his visits to India and Dublin. They identify features along the way, such as airports, major roads and motorways and develop a good understanding of how people live in other countries. A study of 'the Isle of Sary' provides them with good opportunities to compare their own town with an island location.
- 125 By the end of Key Stage 2, the pupils have acquired a good geographical base about their own locality and that of distant ones such as India and Africa. They can name some countries of the world, identifying mountain ranges and capital cities. In Year 5, the pupils develop further their geographical skills and vocabulary as they trace the path of a river identifying the effects of water on the landscape and peoples lives and use of specific vocabulary such as 'source', 'meander', 'confluence' and 'erosion'. There are good links with science as pupils discuss their knowledge of force and gravity when studying the 'water cycle'. Year 6 pupils have a good understanding of the human and physical features of their immediate surroundings comparing the changes which have occurred in the last seventy years. An in-depth study of India now involves older pupils in developing an understanding of how the lives of people in other countries are different from their own. Their knowledge of their own area and that of a distant one are used effectively to develop a better understanding of the difference in two contrasting areas. Ideas of sustainable development and their responsibility to the environment are covered well as pupils consider the impact of climate, transport, housing and leisure on communities and their well being.
- 126 Pupils are consolidating and extending their study skills through field trips and the use of maps, atlases, CD ROMs and the Internet.
- 127 The quality of teaching in geography is good. Teachers use very effective strategies for managing lessons and organising pupils. Good use is made of educational visits to places of interest such as Hartington in Derbyshire. Teachers planning and

pupils' work indicates that teachers have a good understanding of the subject. The teaching is enthusiastic and this has a positive effect on the quality of learning.

- 128 Pupils' attitudes to geography are good. They particularly enjoy lessons which challenge them to think and actively involve them in such activities as drawing their own maps or using a map web site to plot a route. They are keen to explore new ideas and exchange these with each other when working in small groups or pairs.
- 129 Geography is effectively coordinated and makes an important contribution to the aims of the school. The schemes in place effectively ensure there is progress and continuity across the school, taking into account the needs of the different age groups within each class. This helps teachers to provide pupils with good opportunities to extend their geographical skills, knowledge and understanding.

## HISTORY

- 130 Standards at end of both key stages are in line with those expected for the age group. This is a similar position to that reported at the time of the last inspection. All pupils including those with special educational needs and those for whom English is an additional language, make sound progress.
- 131 By the end of Key Stage 1, pupils have developed a sense of chronology through work on their family tree. They also collect information by interviewing their grandparents as first hand evidence. Their accounts demonstrate how much they enjoy seeing how things have changed over the years. They know about famous figures in the past, such as Mary Seacole and Florence Nightingale, and can produce their own detailed accounts of events in the lives of these historical figures. However, pupils do not clearly understand why people in history acted the way they did, the different ways information is gathered, and whether they can believe every story they read. Nevertheless, they structure their own accounts very well, as was demonstrated after an exciting visit where they learnt about the Fire of London. Their imaginary diaries are very well written and already show empathy for the city dweller of the time. Pupils as young as those in Year 1 write imaginatively about The Fire, saying, 'I heard bangs and smashes and crashes and ran out of the house. Some of us went to hide in the churches.'
- 132 By the end of Key Stage 2, pupils can name and sequence historical eras and talk in considerable detail about the ones they have studied, such as World War Two and Victorian times. They, too, have a sound sense of chronology through looking at the sequence of events from 1950 to the present day. They are acutely aware of problems in the past with health and cleanliness. Pupils explain how the everyday lives of children in history differ, and have a strong empathy for what they see as their plight. This is also shown in Year 5, where pupils write very detailed and descriptive diaries of Victorian people. This sort of work is making a strong contribution to pupils' literacy. They know about and can use first and second hand sources of information before structuring their own accounts. Throughout the school pupils can use these resources to communicate reports in their own words. They can also use their investigations to establish contrasts between the past and present such as in the local high street. However, they have not fully developed the ability to explain changes through asking 'why' questions, so that they can make links between causes and effects. Moreover, they have not learnt about how history can be presented in many ways or about the role of interpretation.

- 133 Because no lessons were seen in Key Stage 1, no judgement can be made of teaching. The overall quality of teaching of pupils in Key Stage 2 is good. Three out of four lessons were good or better, and none are unsatisfactory. Teachers plan and prepare their lessons well and make good use of a variety of resources. For example, in one lesson to establish the influence of Vikings, the teacher gave pupils maps so that they could record place names with Viking endings. Pupils thoroughly enjoyed scrutinising maps and eagerly wrote down their discoveries on the chart provided for them. The teacher also used resources and set tasks that matched pupils' abilities. Lessons often provide pupils with a challenge, such as when they are asked to produce a poster that 'summarises' the history of fairs.
- 134 The co-ordinator provides very good leadership. In a very short time, he has reviewed the school policy and produced a supportive scheme of work that has appropriate suggestions for developing pupils' learning. There are plans to introduce more formal ways of assessing pupils' progress with the aim of improving planning still further in order to meet their needs. The school makes good use of computer and information technology. Pupils refer to CDROMS and the Internet to gain information and use tape recorders to conduct 'live' interviews; the school has also made a video of pupils' work on Tudors. The school's topic boxes contain useful books, artefacts and photographs. The number of visits, such as to Lunt Fort, the Jewry Wall Museum and Beaumanor Hall, brings history to life. The school has held an exciting Tudor Day with impressive costumes being worn for role play, as well as other activities including dancing and modern making. In addition, some older pupils have enjoyed a residential visit to Stratford, where they have studied Shakespeare and his times. In sum, pupils experience a wide range of approaches to history that both stimulate their imagination and enhance their understanding.
- 135 Much of pupils' history work develops their learning in other subjects. Writing newspaper articles celebrating the end of World War Two is another way history supports their literacy. Their studies lead to interesting art such as 'reproductions' of the Bayeux Tapestry and clay, paintings of historical figures in the style of Andy Warhol and illustrations of Viking boats. Their design and technology work includes 3D representations of Tudor rooms, one of which has a very well made four poster bed. Work on 'The Fire' leads to singing 'London's Burning.' The school's provision is so rich that, once an understanding of the role of interpretation is developed, overall standards are set to improve very considerably. The subject as a whole has made good improvement since the previous inspection.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

- 136 Pupils' attainment in information and communication technology is in line with the national expectation by the end of Key Stage 1 and below the national expectation by the end of Key Stage 2. The quality of teaching in lessons held in the computer suite is consistently good throughout the school and is often very good in Years 5 and 6. Achievement in the subject, however, is inconsistent with this high standard of teaching. Pupils throughout the school, including those with special educational needs or for whom English is an additional language make satisfactory progress, overall. There are a number of factors which contribute to this anomaly. Since the last inspection, the school has provided a new computer suite and this has had positive results. However, the resources in the suite are still not sufficient to meet the needs of a school the size of Doveland's. In many lessons, despite good teaching, pupils do not have as much time at a computer as they should and this limits their progress. An additional problem is that some of the hardware in the suite



is unreliable and this limits access still further. Much of the equipment in classrooms is also unreliable or out of date. Consequently, pupils rarely have access to computers as part of their day-to-day learning and cannot practise skills as often as they should. This also creates difficulties for teachers, particularly in Key Stage 2, when trying to plan the full range of activities and to teach the skills required by the National Curriculum.

- 137 By the end of Key Stage 1, pupils use computers confidently and independently. Whenever they use the computer suite, they follow instructions on the screen without any help from adults and competently retrieve files or saved work from previous lessons. They use computers for a variety of purposes. In the Year 1 and 2 classes, for example, they accurately entered the information from their science lesson in which they had recorded the distance travelled by toy cars down a variety of ramps. They presented this successfully in the form of a graph and were able to interpret and explain the results. By the end of Year 2, word processing skills are well developed and some pupils demonstrate speed and skills reflecting standards above expectations for their age. The majority use the 'tab', 'shift' and 'delete' keys to operate programmes and edit their work. A few are less confident and need help from adults or more competent classmates. All pupils are becoming aware of the wider uses of information and communication technology, for example for programming remote control cars. They are also given opportunities to operate a floor robot.
- 138 In Years 3 and 4, classes continue to use their time in the computer suite to develop keyboard skills and also support the work they are doing in class. For example, they use a modelling programme to produce pictures of Viking masks and longboats. In Year 5, they make good use of computers to consolidate their knowledge of coordinates by playing a game where they have to lead a dolphin to its food. They often make good progress in individual lessons such as this, where they respond to very good teaching. By the end of Key Stage 2, pupils use computers to look for information in the course of their work. In order to do this, they confidently gain access to the Internet to operate 'search engines'. They use these to find, for example, maps of the local area. In a Year 6 lesson seen, the class was asked to find the best route from Dovelands School to a local park and assess the efficiency of computers compared with using an A to Z book. To achieve this, most were able to obtain a map of the school location with varying degrees of competence. A few demonstrated skills well above expectations for their age. They achieved the lesson objective with ease and went on to work on a school brochure, which included the creation of page links. By the end of the Key Stage, all pupils have a clear appreciation of the influence of information and communication technology on their daily lives. Some, particularly those who use computers on a regular basis at home, have keyboard skills which exceed expectations for their age. Many, on the other hand, lack confidence because they have not had sufficient opportunity to develop the full range of skills required to meet the demands of the national curriculum.
- 139 Teachers are gaining increasing confidence in the use of computer technology and this is reflected in the consistently good standards of teaching seen. They make good use of the facilities and time available to them to develop skills. They assess how well pupils are doing during lessons and help them to improve. They work closely with support staff, some of whom are very capable and make a valuable contribution to learning. Some teachers have very good subject knowledge, particularly in Years 5 and 6 and put this to imaginative use, for example by their

use of the interactive whiteboard. Pupils are cooperative, enthused by good teaching and receptive to new ideas. However, pupils and teachers alike are often frustrated by the unreliability and inadequacy of the equipment in the computer suite. Similarly, it is very difficult for teachers to incorporate the full range of programmes of study into the planning of subjects across the curriculum. This is due to the lack of up-to-date hardware and software available in classrooms. As a result, the quality of planning is variable across the key stages. The school is potentially in a very strong position to raise standards and is working hard to do so. It could achieve this by upgrading and improving existing resources and ensuring that they are properly maintained.

## MUSIC

- 140 Pupils' attainment at the end of Key Stage 1 is below expectations. Their ability to listen to music for short periods is as would be expected for their age, but they do not sustain their concentration long enough to be able to respond to it satisfactorily. Their ability to compose is similarly undeveloped because of their limited capacity to explore sounds and sound patterns and to give their work any form of structure. Pupils have a good knowledge of the names of musical instruments but find it very hard to contain their excitement sufficiently to become involved in improving their work. Pupils sing a range of songs, including rounds, at a standard that would be expected for their age.
- 141 Pupils' attainment at the end of Key Stage 2 is also below expectations. They have a sound knowledge of the names of instruments, and those learning an orchestral instrument have a good knowledge of musical terms. Pupils have an average feeling for rhythm and beat, but vary in their ability to synchronise when using them to perform. Pupils also differ considerably in their confidence to improvise and to develop long rhythmic sequences. The standard of singing, however, is well below average. It lacks vigour, accuracy and volume, and pupils are slow to pick up a new song.
- 142 Overall, the quality of teaching is satisfactory. It is never less than satisfactory and 40 per cent of teaching observed was good. The stronger lessons involve listening to music first before performing. Here, teachers prepare pupils to focus on the elements of music in what they hear, such as volume and the strength of the beat. In one lesson, this interested pupils considerably so that one was prompted to suggest that the composer might have used the actual sound of rain to create the feeling of a storm, while another identified that there were long, sustained sounds in the music. In another, pupils developed their singing against a percussion accompaniment, because each skill was taught in turn and gradually added to the total performance. This enabled both the singing to be in tune and some pupils to perform an accurate rhythmic accompaniment, including one that was deliberately syncopated. However, there is an overall lack of development of composing and performing skills in the school that is affecting pupils' progress. Within each lesson, there is little time for refinement of singing and for building up pupils' repertoire of knowledge about how to develop long musical structures with variations in rhythm, volume, texture and other elements. Consequently, teachers have little to build on as pupils move through the school that would establish their ability to sustain quality in independent group work.
- 143 The co-ordinator was absent ill at the time of the inspection. He has provided good leadership by developing a detailed and progressive scheme of work, and the

school covers all aspects of the National Curriculum programme of study. The scheme appropriately identifies links with topics under study in, for example, history, so that pupils appreciate life in Tudor times partly through its music. Conversely, other subjects make a good contribution to music. For example, pupils make working instruments in their design and technology, which helps them appreciate pitch, timbre and texture. The school's resources for music are very good, with a very broad range of instruments that is outstanding both in quantity and quality. Every classroom has its own collection and there are further instruments including electronic keyboards that are available from a central and easily accessible store. Pupils have very good opportunities to develop their potential on recorders and on a wide variety of stringed, wind and percussion instruments, including tabla, in the extra lessons provided. The school also develops pupils' appreciation of music through inviting groups such as drummers from Africa or India.

- 144 There are times in the year when the school concentrates on music, such as performing for Christmas productions where the standard of performance in singing and on instruments is raised considerably. However, the time given to the subject on the weekly timetable is half the national average. This is seriously affecting general standards by leading to underuse of resources and providing little opportunity to work progressively. The planned improvements in assessment could be beneficial, whereby teachers would be able to focus on what pupils need. The decline in standards since the last inspection will only be remedied by the subject being given more time and teachers being given further in-service training.

## PHYSICAL EDUCATION

- 145 Pupils' attainment at the end of both key stages is in line with national expectations. This is an improvement since the previous inspection. Improvements in teaching, including greater attention being given to skilled development, have increased pupils' body control and coordination.
- 146 The school provides a well-balanced programme of physical activities throughout the year which meets the requirements of the National Curriculum. Pupils learn to play games, participate in gymnastic activities and respond to music through dance. Pupils also have swimming lessons.
- 147 In Key Stage 1, pupils develop control, coordination and balance and have an awareness of space and the need to use it well as part of their physical education activities. They develop skills in the use of small apparatus, including catching, throwing and hitting a ball. By the end of the key stage, pupils can confidently bounce and catch a ball with satisfactory coordination. Pupils' enjoyment and concentration enable them to make visible improvements within the time of a lesson. Co-ordination of eye and hand is already developing well in Year 1. Many pupils can throw and catch a ball with frequent success and good control.
- 148 In Key Stage 2 skills are further developed and pupils perform with increasing competence. They also learn to play games and develop athletic techniques. By the end of the key stage, pupils have a clear understanding of benefits of vigorous exercise and the effects of exercise on the body. The opportunities provided for teamwork and a sense of fair play support the development of pupils' social skills. In Year 6, pupils are able to juggle with two beanbags, and some of the more skilful are ready to try three. In Year 5, pupils are developing technique and style in their athletics, but their skills when using racquets and balls are less well developed.

Pupils in Year 4 show more coordination when using bats and balls to strike and catch, and pupils in Year 3 show good skills in running and passing batons during relay races.

- 149 Pupils thoroughly enjoy their physical education, and where they concentrate most, they show the most skill and coordination. Their behaviour in lessons is good.
- 150 The quality of teaching is good throughout the school, and occasionally excellent. Expertise in teaching skills step by step results in improvements to pupils' performance, such as when they are expected to hold and use a bat properly. Where teachers insist on pupils adopting correct techniques, such as in jumping in athletics, pupils make good progress. Teachers always plan their lessons well, with appropriate warmup and cooldown and a balance of activity with time to stop for input and quickfire question and answer sessions to establish what is to be and what has been learnt. They organise pupils well so that they establish their own skills before moving on to working in pairs or bigger groups. This is good preparation for team games. Teachers employ appropriate strategies and have high expectations of pupils. For example, those in Year 1 had to close their eyes when throwing and catching in order to appreciate how important they are for this particular skill. Then the teacher expected them to use what they had learnt to concentrate hard, which resulted in good attainment. Teachers make good use of pupils to demonstrate a skill, and also maintain good pace throughout the lesson so that no time is wasted and pupils maintain their involvement. Relationships and class management are good. This results in safe controlled lessons where pupils listen carefully and follow their teachers' instructions. The good discipline maintained in lessons is a major contributory factor in establishing improving standards.
- 151 The quality and range of the curriculum is good, with every aspect of the National Curriculum being systematically covered and many opportunities for extra-curricular sporting activities. The coordinators give strong, positive leadership. They have made appropriate organisational changes to deal with the points for development raised at the last inspection and have provided a new scheme of work which is tailored to the specific needs of the school's pupils. In order to develop continuous progress even further, they have made strong links with the secondary school, and have obtained a grant to support this work. There is a clear action plan specifically for physical education, but this is not currently allied to a programme of in-service training. Plans for assessment are set to enable teachers to improve their planning even further, whereby teachers can target specific skills where there is evidence of the need to do so. Resources for physical education are good for both indoor and outdoor activities, except that the lack of access to a field seriously limits opportunities in sports. In addition, the hall divider is not functioning properly, so that it does not enable the school to provide two simultaneous lessons as originally envisaged. In a very large school this strongly restricts the number of indoor lessons that can take place in one week.

## RELIGIOUS EDUCATION

- 152 Standards at the end of both key stages are above the expectations of the locally Agreed Syllabus. All pupils throughout the school make good progress in improving their religious knowledge and understanding. This is an improvement on the findings of the last inspection.
- 153 Pupils in Years 1 and 2 learn about religious traditions and show curiosity and acceptance of the food and symbols that are associated with different religions. For example in a lesson where pupils discussed the Old Testament story of Moses leading the Jewish people out of Egypt, pupils use their literacy skills to sequence the story of the Jewish slaves walking through the parted waves of the Red Sea. They also taste Matzos and examine closely a dish of haroset. All the pupils understood the reason why the unleavened bread is so significant to Jewish people as a reminder of their past history. Pupils also learn about the Islam faith, understanding the special importance of the Quran and the importance of the prayer mat to people of that faith. Pupils in this key stage think carefully about being kind and gentle to other people. The curriculum has a direct impact on pupils' personal development when they look at notable historical figures such as Florence Nightingale and Mary Seacole, see the effect of their kindness on so many other people and then think about their own opportunities to be kind to each other.
- 154 By the end of Key Stage 2, pupils have increased their awareness and interest of world religions. Pupils in Year 3/4 show a developing understanding of the main features of Judaism including the major festivals and traditions. They identify important places such as Bethlehem, Nazareth and Jordan on a map and realise that those places are also significant to members of the Christian faith. After discussing the Jewish exodus from Egypt, pupils write empathetically as they consider the feelings of people who have to leave their house and country and imagine their own feeling in the same situation. At the time of the Jewish New Year pupils take the opportunity to think carefully about their own lives and record their own New Year promises. In their work on Christianity and Judaism, pupils appreciate that caring for others is important to both faiths and discuss the qualities of friendship and how they can show they care about each other. They follow carefully the events in the life of Jesus from the Christmas story to the Last Supper and see that Christians and Jews hold the celebrations of Easter and the Passover at the same time of the year. As pupils progress through the school they develop a deeper understanding and knowledge of Christianity and explore the customs and traditions associated with Sikhism, Hinduism and Islam. By the end of the key stage, pupils have a good understanding of the significance of light to members of the world faiths. They show a good appreciation of people having different beliefs that are special and should be respected. Religious education continues to contribute to pupils' good personal development because pupils gain a deeper understanding that everything that is of value is not tangible, and qualities such as care and respect for other people are important.
- 155 The quality of teaching is good overall. In the lessons seen all the teaching was at least satisfactory and was good in 60 per cent of the lessons. Teachers' planning is linked with the locally agreed syllabus and lessons are planned according to the good quality curriculum map that also links the multicultural elements of the curriculum and the assembly themes. In a Year 3 lesson based on the Old Testament story of Ruth, the class teacher used the analogy of supporting the local football club even if they lose as an effective method of explaining 'loyalty'. During the same lesson

pupils discuss the dilemma of being loyal to a friend against the desire to join a favourite activity. The lesson gave pupils good support in examining their own feelings as well as considering the responsibilities of friendship, loyalty and caring for others. Year 5 pupils respond enthusiastically to the good, lively teacher questioning as within the theme of aid agencies they discuss the role of the Fair Trade organisation in promoting products such as tea, honey and nuttans that can be bought in super markets. Based on considering the belief of some religions that the earth's resources come from God, pupils extend their ideas to caring for the environment by practical activities such as recycling. The main assemblies early in the week were based on the theme of creation and supported the work done in many of the classrooms.

- 156 The management of the subject is good. The two coordinators have reviewed the scheme of work and as a result of findings in the last inspection have worked hard to ensure that religious education supports and promotes the improvement in the spiritual and cultural development in the school. As part of the monitoring process the co-ordinators maintain an interesting portfolio of photographs which are a good record of the activities relating to the subject. For example nursery and reception children celebrating the Chinese New Year, pupils in Years 3/ 4 participating in the Harvest Festival. A major emphasis has been put on inviting visitors to talk to groups and to take assemblies; this has been very successful. The pupils have vivid recollections of representatives from major faiths who have spent time with them. The Leicester based group 'Mothers in R.E.' has played a valuable part in raising pupils' awareness, interest and acceptance of traditions associated with religion. Pupils' writing also reveals their interest in the visits they have made to the local synagogue, mosque and temple. Pupils' literacy skills develop well as they discuss their feelings and views about the topics such as worship, signs and symbols or religious festivals. The good quality resources that the coordinators are accumulating are carefully catalogued and ensure that teachers can maintain good classroom displays of artefacts related to the particular faith the class is studying.