

# INSPECTION REPORT

## **HUGGLESCOTE COMMUNITY PRIMARY SCHOOL**

Coalville

LEA area: Leicestershire

Unique reference number: 119915

Headteacher: Mr Colin Dawson

Lead inspector: Derek Watts

Dates of inspection: 17 to 20 May 2004

Inspection number: 256522

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
Number on roll:	425
School address:	Ashburton Road Hugglescote Coalville Leicestershire
Postcode:	LE67 2HA
Telephone number:	01530 832721
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs Jan Moore
Date of previous inspection:	22 to 26 June 1998

## CHARACTERISTICS OF THE SCHOOL

Hugglescote Community Primary is a larger than average school in the village of Hugglescote. At the time of the inspection, there were 425 on roll from reception to Year 6. About three quarters of the school population are of White British background. The other pupils are from a range other backgrounds. Only a few pupils have a home language other than English. The school has a ten-place unit for pupils with moderate learning difficulties. This provision is an integral part of the school. Pupils from the unit are regularly taught in the mainstream classes and some pupils from the mainstream are provided with support in the unit. The proportion of pupils with special educational needs is broadly in line with the national average but the composition of each year group varies considerably. In the current Year 6, about a third of pupils have special educational needs, which is well above average. The proportion of pupils with Statements of Special Educational Need is consistently well above average. The pupils come from diverse social and economic backgrounds, although the proportion of pupils eligible for free school meals is broadly average. The number of pupils who leave and join the school other than at the usual time is also above average. Children's attainment on entry to the school varies from year to year, but is generally below average. Their language and social skills are often low. The school received a Schools Achievement Award in 2002 and the Basic Skills II Quality Mark in 2003.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
22092	Derek Watts	Lead inspector	Foundation stage Science Information and communication technology Design and technology.
9883	Brian Silvester	Lay inspector	
3855	David Langton	Team inspector	English Art and design Geography History.
32943	David Townsend	Team inspector	Mathematics Music Physical education Religious education.
33155	Ann Scaresbrook	Team inspector	The Special Educational Needs Unit Special educational needs.

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**Hugglescote Community Primary is a good school.** Children's attainment on entry to reception is below average. Teaching is good and the school provides a broad, balanced and interesting curriculum. Although standards in writing and mathematics are below average by Year 6, most pupils achieve well overall in relation to their capabilities. The very good headteacher and a committed staff have created an attractive and positive environment and the school is particularly effective in ensuring that all pupils have equal access to the good learning activities provided. The school provides good value for money.

The school's main strengths and weaknesses are:

- By Year 6, standards are above average in science and art and design.
- Across the school, standards are above average in information and communication technology (ICT) and design and technology.
- Standards are below average in English in Years 2 and in writing and mathematics in Year 6 but pupils are achieving well from their prior attainment.
- Teaching and learning are good, so most pupils achieve well.
- The headteacher is very effective and is well supported by the deputy head and other leaders.
- Children in reception get a good start and achieve well.
- Provision for pupils in the Unit and those with special educational needs is good.
- Personal development is good, since pupils have positive attitudes and behave well.

The school was last inspected in June 1998 and has addressed the recommendations for improvement well. Pupils are now achieving well in English but standards in Year 6 fluctuate due to year-on-year differences in the proportion of pupils with special educational needs. The school has made very good improvements in ICT. Teacher expertise and resources in ICT have improved significantly and as a result, pupils achieve well and attain above average standards. Leadership and management have improved. In particular, the role of subject coordinators has been clarified and developed. Teaching and learning have improved from satisfactory to good. The good attitudes and behaviour reported last time have been maintained and the good partnership with parents has been further enhanced. Overall, the school has made good improvements since the last inspection.

### STANDARDS ACHIEVED

**Overall, pupils throughout the school are achieving well** including higher attainers and those with special educational needs. Children in reception achieve well and are on course to meet the expected early learning goals in all areas of learning except in communication, language and literacy.

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003

English	E	B	D	D
mathematics	C	D	D	D
science	E	B	B	B

*Key: A - well above average; B – above average; C – average; D – below average; E – well below average  
Similar schools are those with similar percentages of pupils eligible for free school meals*

In the national tests in 2003 for Year 6, the school's results were below the national average in English and mathematics and above average in science. This particular year group had a higher than usual proportion of pupils with statements of special educational needs and this contributed to the below average results in English and mathematics. In the national tests for Year 2 in 2003, results were below average in reading and writing and average in mathematics. These were an improvement on previous years' well below average results. The school's recent focus on raising standards in Years 1 and 2 is having a positive effect. In the current Year 2, standards are below average in all areas of English and average in mathematics and science. In the current Year 6, standards are average in speaking, listening and reading, but below average in writing and mathematics. This year group has a higher than average proportion of pupils with special educational needs. Furthermore, a higher than average number of pupils join the school late and most of these are lower attainers. These factors contribute to the lower than average standards in writing and mathematics. Standards in ICT are above average by Year 2 and Year 6 because of good teaching and good ICT facilities. In design and technology, standards are above average across the school. Pupils achieve very well in this subject, due to very good teaching. By Year 6, standards are above average in art and design. Pupils in the Unit and those with special educational needs achieve well because of good teaching and well-deployed support.

**Pupils' personal qualities, including their spiritual, moral, social and cultural development, are good.** Pupils have positive attitudes to learning and they behave well in lessons and around the school. Relationships between pupils and between adults and pupils are also good. Attendance is satisfactory and punctuality is good.

## **QUALITY OF EDUCATION**

**The quality of education provided is good overall. Teaching and learning are good throughout the school.** The proportion of good and better teaching seen was higher than is usually found in primary schools. As a result, pupils make good gains in knowledge, skills and understanding. The school provides a good broad and balanced curriculum which meets pupils' needs well. It is enriched with a good range of additional activities. Practical subjects such as science, art and design and design and technology are well developed and this has a positive effect on standards in these area. Opportunities for pupils to apply and develop writing and numeracy skills in other subjects are less well developed. Pupil care, support and guidance is good. The school has good partnership with parents and the community.

## **LEADERSHIP AND MANAGEMENT**

**The leadership and management of the school are good overall.** The experienced headteacher has a good vision and provides clear educational direction. He leads the school very well and receives good support from the deputy headteacher and other senior staff. The role of subject co-ordinators is developing well. The school has very good systems for evaluating its own performance and improvement planning is good. The governing body is effective and well informed about the school's performance. All statutory duties are fulfilled.

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

Parents hold positive views and are pleased with the education that their children receive. They are particularly pleased with induction arrangements, staff expectations and the quality of teaching. Pupils are also positive about the school. They like their teachers and enjoy the interesting range of activities provided.

## **IMPROVEMENTS NEEDED**

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

- Provide more opportunities for pupils to apply and develop writing and numeracy skills in other subjects, in order to continue to raise standards in these areas.

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

### **STANDARDS ACHIEVED BY PUPILS**

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

Most pupils are achieving well, because of good teaching and a well-planned curriculum. By Year 6, standards are average overall but are below average in writing and mathematics.

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

- Standards are below average in English in Year 2 and below average in writing and mathematics in Year 6 but pupils are achieving well.
- Pupils achieve well in ICT and standards are above average across the school.
- Standards in design and technology are above average by Year 2 and Year 6.
- Standards in art and design are above average by Year 6.
- Pupils with special educational needs achieve well.

#### **Commentary**

1. Children's attainment on entry to the school varies from year to year but is generally below average in terms of language development. Their social skills are often inadequate. Children have a good start in school and they are well taught, so they achieve well in all areas of learning. Most are on course to reach the expected early learning goals in all areas of learning, except in communication, language and literacy. A significant number will not attain the goals in this area, because of their low starting point.

#### ***Standards in national tests at the end of Year 2 – average point scores in 2003***

Standards in:	School results	National results
Reading	14.9 (13.6)	15.7 (15.8)
Writing	13.8 (12.2)	14.6 (14.4)
Mathematics	15 (13.9)	16.3 (16.5)

*There were 53 pupils in the year group. Figures in brackets are for the previous year*

2. The Year 2 National Curriculum test results in 2003 were below the national average in reading and writing and average in mathematics. This represented a significant improvement, over previous years, with the exception of lower than average results in mathematics in 2001. Results were well below average in reading, writing and mathematics from 2000 to 2002. When the 2003 results are compared to those of similar schools, they are below average in all three areas. In the current Year 2, standards are below average in speaking and listening, reading and writing. Pupils are, however, achieving well from their low starting point, because they receive good teaching. Standards in mathematics are broadly average in the current Year 2 and most pupils are achieving well because of good teaching. The school's recent focus on raising standards in Years 1 and 2 is having a positive effect.

#### ***Standards in national tests at the end of Year 6 – average point scores in 2003***

Standards in:	School results	National results
English	26.5 (27.7)	26.8 (27.0)
Mathematics	25.7 (25.9)	26.8 (26.7)
Science	29.4 (29.8)	28.6 (28.3)

*There were 66 pupils in the year group. Figures in brackets are for the previous year*

3. In the 2003 National Curriculum tests for Year 6, the school's results were below the national average in English and mathematics and above the average in science. Results were average overall. When the results are compared to those in similar schools, they were below average in English and mathematics and above average in science.
4. Year 6 test results fluctuate, due to variations in the composition of each year group. In 2003, Year 6 had a high proportion of pupils with Statements of Special Educational Need, which depressed the results in English and mathematics. Similarly, in the current Year 6, about a third of the pupils have special educational needs. This is well above the national average and the proportion of pupils with statements of special educational need is also well above average. The proportion of pupils who join the school after the normal starting time is above average and most of these late entrants are lower attainers.
5. In the current Year 6, standards are broadly average in speaking, listening and reading. However, they are below average in writing and mathematics. Despite the below average standards in writing and mathematics, the school's effective assessment and tracking systems show that most pupils are achieving well in English and mathematics in relation to their prior attainment and capabilities. Good teaching, the high expectations set by teachers and the good match of tasks to pupils' needs are key reasons for this good achievement. Nevertheless, one area that the school could usefully further develop to raise standards is the use of writing and numeracy in other subjects.
6. The school has a well-planned curriculum, with good emphasis placed on practical subjects such as science, art and design, design and technology and ICT. This provision, combined with good teaching, has a positive impact on standards and achievement in these subjects.
7. In science, standards are average by Year 2 and above average by Year 6. Pupils are achieving well throughout the school, because of good teaching. There are good opportunities for pupils to plan and carry out practical investigations, so their thinking and investigative skills are well developed by Year 6.
8. Standards in ICT are above average in Year 2 and in Year 6. Pupils are achieving well in this subject, due to good teaching and good opportunities to acquire and practise ICT skills in two well-equipped computer suites. The school has made very good improvements in this area since the last inspection, when standards were below average and pupils' progress was unsatisfactory. Pupils' use of ICT to support their learning in other subjects is satisfactory overall, but not consistent in all years.
9. In art and design, pupils achieve well. They benefit from good teaching and are provided with good opportunities to work with a range of materials and media. Standards are average in Year 2 and above average by Year 6. The good quality art work on display enhances the school's accommodation and learning environment. Standards in design and technology are above average by Year 2 and Year 6. Pupils are achieving very well in the development of designing, making and evaluating skills. This is because they receive very good teaching and are provided with a good range of projects involving a variety of materials, tools and techniques.
10. The achievement of pupils with special educational needs in the Unit and across the school is good. They make good progress towards individual targets and in all areas of

the curriculum, because of good teaching and effective support by learning support assistants. Many targets are achieved ahead of the expected time.

**Pupils’ attitudes, values and other personal qualities**

Attendance is satisfactory. Pupils’ attitudes and behaviour are good. Their personal development, including spiritual, moral, social and cultural development, is good.

**Main strengths and weaknesses**

- Moral and social development are good and reflect the good behaviour and relationships in the school.
- The attitude of the pupils to their work is good.
- Pupils’ behaviour in the classroom and around the school is good.
- Pupils are caring, considerate and confident.
- Pupils’ spiritual and cultural development is good.
- The cultivation of the pupils’ personal development is good.
- Pupils learn very well together and have fun, so they like coming to school.
- The environment and ethos of the Unit support learning, while building pupils’ confidence and self-esteem.

**Commentary**

11. The level of attendance is in line with the national median. Other than illness, the main reasons for absence are holidays in term time and some condoned absences by parents. Absences are monitored and action is taken when there are concerns. The educational welfare officer visits regularly and takes action in cases where it is appropriate. The school has a number of rewards and certificates to encourage good attendance, but does not have a system for calling parents on the first day of absence, if the pupil is absent without a known reason. Most pupils are punctual, with only a few arriving late.

**Attendance in the latest complete reporting year (%)**

Authorised absence		Unauthorised absence	
School data	5.9	School data	0.1
National data	5.4	National data	0.4

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

12. Pupils are well taught and teachers make lessons interesting and enjoyable. As a result, pupils show interest and enjoyment in learning and have good attitudes. They get on well with the task given, concentrate and persevere. The school has a calm, friendly atmosphere, reflected in the very good relationships between pupils and between pupils and adults. Pupils work and play together well. Their good attitudes and relationships have a positive impact on their learning and personal development.
13. Staff have high expectations of the behaviour of pupils in the Special Educational Needs Unit. They consistently model and encourage positive social interactions. Consequently, pupils with significant behavioural needs are managed and supported well, without affecting the learning of others. The strong, positive ethos is demonstrated by the confident, friendly manner in which pupils share their achievements with each other and

with adults. All pupils join mainstream classes for music, physical education and games, principally for personal and social development. Their progress in these sessions is well monitored, to ensure that they are fully and effectively included. Additional arrangements for individual pupils to join mainstream classes, with or without support, are built into individual plans. As a result, a significant number of pupils transfer to mainstream secondary schools at the end of Year 6.

14. The good social and moral education provided, including lessons in personal, social, health and citizenship education, has a clear, positive impact on pupils' good behaviour. The rewards and sanctions adopted to maintain good behaviour are known by all. Inappropriate behaviour is dealt with efficiently and effectively. Incidents of bullying are infrequent but, when they do occur, they are recorded and speedy action is taken. If appropriate, both parties to the bullying incident are asked if they would like to speak together to see if a solution can be agreed and this approach is usually successful. The school's anti-bullying policy is sent out to parents when their child enters the school. There were no exclusions from the school in the year prior to the inspection.
15. Pupils' spiritual and cultural education is good, and has improved well since the previous inspection. The development of the pupils' self-knowledge and spiritual awareness is good, as is their appreciation of their own and other cultures. The daily act of worship and the personal, social, health and education lessons follow defined themes. Religious education effectively promotes pupils' spiritual development. Religious education lessons have a mainly Christian bias, but pupils also have sound opportunities to learn about other cultures and religions. Pupils benefit from visiting a mosque and a temple and there are informative displays about different religions around the school. Speakers from other religions come into school to speak to the pupils and an interesting Chinese Week was held for the Foundation Stage children. Pupils are prepared well for life in a diverse multicultural society.
16. Pupils' cultural development is good. They are taught well about their own and other cultures. A wide range of out-of-school visits and visitors enhances provision. There is a good range of sporting, artistic and musical extra-curricular activities, including a performance of the musical 'Joseph'. This gives pupils the opportunity to perform to an audience and builds their confidence and self-esteem.

## **QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The quality of education is good. Teaching and learning are good. The curriculum is broad, balanced and provides good learning opportunities for all pupils. It is well enriched by additional activities. The care and guidance of pupils are good. The school has established good partnerships with parents and the community.

### **Teaching and learning**

Teaching and learning are good. Assessment systems and the use of assessment are good.

### **Main strengths and weaknesses**

- There is a high proportion of good teaching and learning throughout the school, so most pupils achieve well.

- Teachers make learning enjoyable and use a wide range of methods and resources well.
- Pupils respond well to teachers' good management and high expectations.
- Learning support assistants and nursery nurses make a valuable contribution to pupils' learning.
- Excessive reliance on worksheets in some lessons impedes pupils' organisation and writing skills.
- Assessment and its use to guide future planning and teaching are good.

## Commentary

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

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	6 (13%)	35 (73%)	7 (15%)	0	0	0

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

17. The quality of teaching and learning is good throughout the school, from reception through to Year 6 and in the Unit. The proportion of good or better teaching seen was higher than is normally found in primary schools. The good quality teaching contributes to pupils' good achievement. Teaching has improved since the last inspection, from satisfactory to good. Effective leadership and the school's very good systems for monitoring and developing teaching have contributed to the good teaching and good improvements.
18. Teachers have a good command of the Foundation Stage areas of learning, the National Curriculum subjects and religious education. Lessons are well planned. Clear learning objectives are generally identified and effectively shared with the class, so pupils know what they are to learn. In a few reception lessons, the learning objectives in planning are too broad and not sufficiently specific to the well-prepared activities. Most planning takes good account of the different levels of attainment within a class. As a result, all pupils, including higher attainers and those with special educational needs, are appropriately challenged and make good gains in learning.
19. Teachers use a good range of methods and techniques well to promote good learning. Explanations, instruction and demonstration are clear and informative. A clear strength of the teaching at Hugglescote is that the teachers make learning enjoyable. They are lively, enthusiastic and set interesting tasks, using good quality resources. This motivates and inspires the pupils. They are attentive and show a very keen interest in learning. Pupils participate well in the activities and make good gains in knowledge and understanding. Teachers use questioning effectively to challenge pupils' thinking and to check their understanding before moving them on. The ends of lessons are used well to review learning, share successes and to clarify pupils' misunderstandings. Pupils show a clear understanding of their learning and know what they need to do to improve.
20. Teachers provide good opportunities for pupils to acquire and develop language skills. The development of speaking and listening skills is promoted well in most subjects. Opportunities for pupils to acquire and apply writing and numeracy skills in other subjects are less consistent. In some subjects, such as science, geography and history, there is too much use of worksheets, which impedes pupils' skills in organising their own work. Worksheets also restrict the development of pupils' skills in individual and extended

writing. Pupils' investigative skills are well developed, due to the good opportunities provided in subjects including design and technology and science. The teaching of ICT is good and there are good examples of ICT being used to support teaching and learning in other subjects. However, this is not consistent across the school. Pupils frequently work collaboratively in a range of subjects, such as English, science and design and technology, and this contributes much to their social and teambuilding skills.

21. A particular strength in the teaching is that teachers have high expectations of pupils' behaviour and pupils respond well to these. Teachers and support staff have created a positive climate for pupils' learning and have established good relationships based on mutual respect. Pupils are managed very well, so valuable learning time is rarely lost through inappropriate behaviour. Learning support assistants and nursery nurses are well trained and deployed. They make a significant contribution to pupils' learning, particularly of those with special educational needs, making sure that all pupils have very good access to the curriculum and the learning activities offered.
22. Teaching of pupils in the Special Educational Needs Unit is consistently good, with support staff fully involved in planning and used effectively to support learning. There is an emphasis on the development of basic literacy and numeracy skills, in order to support curriculum access and enable pupils to become independent. As a result, pupils show enthusiasm and confidence in reading, as well as in adding and subtracting numbers up to twenty. However, pupils occasionally spend too much time reinforcing their skills and knowledge, when they could be challenged to extend and build on what they know. The staff of the Unit work in partnership with a range of other professionals in planning and delivering learning experiences that enable pupils to achieve their targets. For example, teaching assistants have been trained to deliver speech therapy programmes, and staff use signing to enhance communication with pupils. Not enough is done, however, to help pupils understand what their targets are, and what they need to do to improve.
23. The assessment and recording of pupils' attainment are good, so pupils' progress is effectively tracked as they move through the school. This effective assessment enables teachers to set targets and predict pupils' future attainment. The results obtained are used effectively to plan future teaching and learning. As a result, tasks are usually well matched to pupils' different attainment, so they are all suitably challenged. However, the matching of tasks to previous attainment and current needs is less effective in geography and history. Pupils' work is marked on a regular basis and teachers provide comments of praise and encouragement for good work. However, comments offering guidance on how pupils can improve are less evident.

## **The curriculum**

The breadth and balance of the curriculum and its enrichment are good. The staffing, accommodation and resources are good.

## **Main strengths and weaknesses**

- The development of the curriculum for the whole school is very good.
- Very good inclusion procedures ensure that all pupils have equal access to the curriculum.
- Due to good emphasis on creative elements of learning, pupils achieve well in these areas.

- The good range of extra-curricular activities and frequent visits and visitors to the school enrich the curriculum well.
- There are two well-equipped computer suites.
- The curriculum is regularly reviewed and adapted to meet the needs of the pupils.
- Provision for pupils with special educational needs is good.

## Commentary

24. The curriculum is well planned for all year groups and there has been good improvement since the previous inspection. Effective planning across year groups ensures that learning activities are interesting and relevant and that there is continuity and progressive learning of skills across all subjects. The curriculum provided for children in the Foundation Stage and for pupils with special educational needs is good. Provision for creative and practical development is a strength across the school, which enables pupils to attain above average standards in art and design, design and technology and ICT. Good consideration is given to cross-curricular links. For example, in Year 1, pupils who were reading and writing about Jack and the Beanstalk in literacy observed and measured real bean plants growing in science. They learned about the giant's castle in their history topic of homes past and present, and illustrated aspects of the story in their art work. Such well co-ordinated provision results in good learning.
25. Pupils' learning across the school is well enriched by a good programme of visitors and visits, such as those to Donington Le Heath Manor, the local church, and a residential visit to Scarborough for Year 6 pupils. Curriculum theme days, such as a Tudor day, involve pupils dressing in appropriate costume. Whole theme weeks focusing, for example, on the environment or numeracy, provide pupils across all year groups with innovative, imaginary approaches to their lessons that contribute positively to their learning. Personal, social and health education lessons are well established across the school. There is much emphasis on healthy living, and in circle time pupils discuss personal matters and problems. The school council enables pupils to make a contribution to the running of their school. Appropriate provision is made for sex education and drugs awareness. All statutory requirements are met. The school has identified the need to improve its morning timetable and encourage more creativity, since lessons in literacy and numeracy are often too long for younger pupils. Leadership is always looking to do things in an innovative, creative way. For example, the headteacher has drafted for discussion a pamphlet: 'The curriculum in the successful primary school', seeking more practical and creative experiences for pupils.
26. The school is very good at meeting the needs of all pupils and ensuring equal access to the curriculum. Inspection confirms the views of most parents that the school is very inclusive. For example, to meet the numeracy needs of the current Year 6, three separate classes for pupils of different levels of attainment have been established. In Year 4 provision has been made for every pupil to receive additional reading practice with an adult on a one-to-one basis. The school considers carefully the needs of pupils in each different year group. From Year 2 upwards, pupils are divided into classes of similar attainment (sets) for literacy and numeracy and this is contributing well to the quality of their learning. Circle time is used well to help pupils develop confidence in speaking and listening. There is good provision for pupils of lower attainment, but challenge for higher attainers is inconsistent. Good arrangements exist for the transfer of pupils from the reception classes to Year 1. When pupils move to secondary school, good contacts are made and mutual visits are exchanged, which ensure that pupils settle into their new schools as easily as possible. Many pupils partake in sport, through regular after-school

clubs, well supported by local soccer and rugby teams, and in football and cross-country running fixtures with other schools. Other clubs include a choir and a computer club, but there is no such provision after school for pupils below Year 3. Almost nine out of ten parents who responded to the parents' questionnaire feel that provision for extra-curricular activities is good. Inspection confirmed this. Participation in the arts is also well promoted through involvement in the local Coalville music festival, the Mantle Arts group, visits to places of historical interest and book days.

27. Pupils with special educational needs have access to the full range of the curriculum and are fully included in lessons. For example, in Year 4, targeted adult support in an ICT lesson enabled these pupils to make good progress in programming simple instructions for a computer-controlled device. The curriculum in the Unit is broad and balanced, reflecting that of the mainstream school. The Unit teacher plans the timetable to match that in the school, so that pupils can be included in mainstream lessons, without missing any subject area. Work produced and displayed by pupils demonstrates achievement across the curriculum. For example, a design and technology activity resulted in high quality drawings, written descriptions, and evaluations of the pizzas made by pupils.
28. The school is well staffed with teachers, whose commitment and hard work have a positive effect on pupils' learning. Learning support staff give good assistance to teachers, but this provision is too variable. The accommodation, with two libraries, two playing fields, a pond area and separate playgrounds for pupils of different age groups is spacious and good. Since the last inspection, the school has set up two computer suites. These are well equipped, well maintained by a technician and well used by teachers and pupils. The good ICT accommodation and resources have contributed to the above average standards in this subject. The accommodation has also been improved significantly since the previous inspection by the provision of an enclosed outdoor play area for the youngest pupils, a 'smiley face' quiet garden, and a 'trim trail'. Much interior refurbishment has resulted in an attractive, welcoming learning environment, very well maintained by the site manager and his staff. Learning resources are good overall, well used by teachers, and contribute positively to pupils' learning. There is a need for additional reference books in the library and more artefacts for history.

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

The care, welfare and health and safety provision for the pupils is good. The support, advice and guidance given to pupils are good. The involvement of pupils through seeking, valuing and acting on their views is good.

### **Main strengths and weaknesses**

- Pupils have good access to well-informed support, advice and guidance as they progress.
- Effective induction arrangements ensure that children settle quickly.
- Pupils' ideas and suggestions, expressed through the school council, are acted upon.
- Child protection procedures are effective.
- Good arrangements are made for pupils' transition to the high school.
- Pupils like coming to school and feel secure when they are there.

## **Commentary**

29. The induction of new pupils into the school is good. There are reassuring introductory visits, induction afternoons and meetings for parents prior to entry. Parents are given a comprehensive induction pack that is full of useful information. Home visits are arranged if requested. Parents' evenings on the themes of curriculum and reading are organised for the Foundation Stage children. Nearly all the pupils transfer to the Newbridge High School. Transfer arrangements are good, as are visits made prior to entry. There is a good professional dialogue between the staff of the two schools and an informative exchange of pupils' records.
30. Parental surveys show that parents are happy with the provision of care. Any concerns are shared with the school and resolved in partnership. Pupils work in a healthy, safe environment and regular safety reviews and risk assessments are carried out. Pupils are encouraged to eat healthily and to drink water. All staff have basic first aid qualifications and five are fully qualified first aiders. The school nurse visits regularly, carries out screening tests, speaks to the Year 6 pupils and does home visits. The school caters well for pupils with physical disabilities.
31. The school has a clear child protection policy; the headteacher is responsible for its implementation and has received the necessary training. All staff know of the child protection procedures and their training is due to be updated.
32. Staff know pupils in the Unit well, which enables them to support their learning, social, and behavioural development effectively. The progress of individual pupils is tracked effectively, and the school has well considered plans to improve the evaluation of progress of pupils with special educational needs as a group from September 2005.
33. Pupils are taught to be confident and independent and to become informed, active, responsible citizens. The pupils' personal development is monitored by their teachers and targets for further development are set. The involvement of pupils in the life of the school is good. The school council is composed of representatives from Years 1 to 6, and meets fortnightly. They have successfully pressed for an improved playground and equipment, while helping to raise funds to meet the cost.
34. Circle time and personal, social and health education enable pupils to discuss issues relating to the school. Each year, pupils in Year 5 are surveyed about their attitudes to school. Year 6 pupils are invited to apply in writing to carry out responsibilities, such as being monitors, around the school. Each pupil is a member of one of the four Houses in the school.

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

The effectiveness of the school's links with parents is good. The links with the local community are good. The school's links with other schools and colleges are satisfactory.

## **Main strengths and weaknesses**

- Parents are supportive of the school.
- Information supplied to parents, including pupils' annual reports, is good.

- The Parents, Teachers and Friends Association is very active and raises funds to improve the school.
- The school has close links with local churches.

## **Commentary**

35. Parents are supportive of the school and good links with them have a positive impact on all the pupils' work and achievement. Regular, informative newsletters are sent out. The pupils' annual reports are good. They clearly tell parents what their child knows, understands and can do. They also set targets for improvement. There are two formal opportunities a year, in the autumn and spring terms, for parents to discuss their child's progress with the class teacher. These parents' evenings are very well attended. At the beginning of each year, meetings are held for parents to share curriculum information, so parents can help their child at home. A course, 'Keeping up with the Children', is held in the school for parents and provides them with good information about what their children will be learning. The annual governors' report to parents and the prospectus contain all the necessary statutory information. Parents' views are surveyed annually and so the school has a clear understanding of parents' views. The school takes positive steps to address parental concerns.
36. The Parents, Teachers and Friends Association organises a range of fund raising events, including a summer fête, concerts, discos, dances and fashion shows. The funds raised have been used to fund more seating and picnic benches, the 'trim trail' and playground improvements. Parents are encouraged to help in the school and many do, in a variety of ways. In the parents' questionnaire for this inspection, a minority expressed concerns about information on progress, bullying and taking the views of parents into account. Inspection evidence does not support these concerns.
37. The school provides good training opportunities for students from other institutions. Students from Leicester University come into the school for teaching practice, students from Stephenson College come in as part of their NVQ studies and students from King Edward College come in for work experience. There are close links with other local schools for football, art, music and drama.
38. There are good links with local clergy, who come into school to take assemblies, and the carol service is held in a local church. The school choir participated in the Coalville Music Festival. Year 4 pupils took part in the 'Picnic in the Park' and made lanterns for the parade. Pupils benefit from football coaching provided by Nottingham Forest and Leicester football clubs. Rugby coaching is provided by Leicester Tigers.
39. Pupils enjoy visits to Donington Manor, museums, the Space Centre and Polsworthe Abbey for a nativity play. Visiting craftsmen made slippers and masks, a brass band performed and the 'life bus' came to visit.

## **LEADERSHIP AND MANAGEMENT**

Overall, the leadership of the school is good. The headteacher provides very good leadership. The leadership by other key staff is good. The school is well managed and governance is good.

## Main strengths and weaknesses

- The headteacher has vision and provides clear educational direction.
- The headteacher and senior management team are innovative.
- The role of subject co-ordinators has improved.
- Monitoring and evaluation are very good.
- Leadership of the Unit is strong, with a clear vision for development based on evaluation of current practice.

## Commentary

40. The governing body works closely with the school and contributes well to the school's vision and clear sense of direction. The governors have a good understanding of the school's strengths and development areas, as they are kept well informed by the headteacher about the school's performance. There are good opportunities for governors to get involved in the life of the school. For example, each governor is assigned to a year group and follows their progress through the school. All statutory requirements are met.
41. The headteacher is experienced and well established in the school. He has a good vision, which is clearly focused on raising pupils' achievement through high quality teaching and an interesting, varied curriculum. Staff and governors share this vision. The headteacher provides very good leadership and clearly has the confidence of pupils, staff, governors and parents. He and his senior managers are forward thinking. They are continually searching for better ways of doing things, in order to raise achievement and make learning effective and enjoyable. The school has continually reviewed and developed the curriculum, in order to meet pupils' needs. It has focused effectively on practical 'hands on' subjects such as art and design, design and technology, science and ICT to motivate pupils. These areas are well developed and standards are generally above average. The school and governors have recently appointed a teaching and learning co-ordinator for September. This person will be part of the senior management team and his role with staff will be to explore the most effective teaching methods and strategies for the pupils at Hugglescote. This is an innovative and interesting initiative.
42. The headteacher is well supported by the deputy headteacher and members of the senior management team. At present, the deputy headteacher has a high teaching commitment and insufficient management time to address some whole-school issues. However, the school is in the process of reviewing its leadership structure for next September. The headteacher and staff have created a positive, attractive environment for all pupils to learn in, and is very effective in ensuring that all pupils have equal access to a good education. The role of subject co-ordinators is developing well. They lead and develop their subjects well and are now more involved in monitoring standards and the quality of provision.
43. Leadership of the Unit is strong and effective. The Unit teacher has senior management team responsibility and shares the overall leadership of special educational needs provision with the headteacher. This has resulted in a high profile for inclusion across the school, with a clear vision for future developments and secure arrangements for self-evaluation. Day-to-day management of the Unit is efficient. There are good partnerships with mainstream staff, other professionals, and parents. Resources are allocated effectively and the head and Unit teacher actively seek opportunities to enhance the schools' capacity for effective inclusion. Pupils with increasingly complex and severe special educational needs are achieving well in the Unit and in mainstream. Alongside the

generally improved provision for pupils with special educational needs, this represents good progress in the development of inclusive practice and provision since the last inspection.

44. The school's systems and procedures for monitoring and evaluating its own performance are very good. The headteacher and subject co-ordinators monitor teaching through lesson observation and feedback. Effective evaluation and development of teaching has contributed to the high proportion of good teaching in the school and to pupils' good achievement. Samples of pupils' work are examined, in order to monitor standards and coverage of the curriculum. National Curriculum test results are carefully analysed and individual pupils' progress is effectively tracked, as they move through the school. The school's effective self-evaluation is well supported by the local education authority's monitoring. The school's link adviser is involved effectively in target setting, class observations and improvement planning. The findings from review and evaluation are used well to inform priorities and the action required in the school's education development plan.
45. Performance management and the continuing professional development of staff are well linked to individual and whole school improvements. Both have contributed significantly to the good teaching and good achievement by pupils. Staff are supportive of each other and share their good practice and experience. Both the headteacher and deputy headteacher are undergoing further training through national leadership initiatives.
46. Financial planning and management are good and well linked to the priorities in the educational development plan. The governors are appropriately involved in budget preparation and monitoring. Each year group is carefully monitored and their specific needs are identified. This enables the school and governors to target staffing and resources accordingly. For example, where a year group has a higher than usual proportion of special educational needs, additional learning support is deployed specifically to meet these pupils' needs. The principles of best value are applied well in terms of staffing, resources and building development.

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

Income and expenditure (£)	
Total income	1,115,770
Total expenditure	1,177,766
Expenditure per pupil	2,635

Balances (£)	
Balance from previous year	75,184
Balance carried forward to the next	13,188

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

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

Provision for the children in reception is good. Attainment on entry to the school varies from year to year but is generally below average. The level of language and social skills is often low. Children are well taught and are provided with a well-planned curriculum which gives all areas of learning appropriate attention. Activities are presented in an interesting, stimulating way. Nursery nurses are deployed effectively and make a valuable contribution to teaching and learning. The Foundation Stage is well led and managed by an experienced teacher and good improvements have been made since the last inspection. Children's good achievement has been maintained and standards are similar to those reported last time. The curriculum has improved and there have been significant improvements to the accommodation and outdoor play areas. There are three large classrooms, each dedicated to specific areas of learning. This organisation is effective and efficient.

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

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

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

- Children achieve well in this area of learning.
- Children's relationships, between peers and with adults, are good.
- Adults are good role models for all children.
- Teaching and learning are good.

#### **Commentary**

47. Children are provided with good opportunities to develop personal and social skills. They are successfully encouraged to work together and share equipment and materials. Teachers, nursery nurses and other adults in the school are good role models for children. They have high expectations of children's conduct and learning and the children respond well to these. Relationships between children and between adults and children are good. As a result, children are happy, secure and grow in confidence. They are enthusiastic about their learning and are keen to participate in the interesting activities offered. Most children can undress and dress themselves for dance or physical education sessions. By the end of reception, most children should reach the expected early learning goals.

### **COMMUNICATION, LANGUAGE AND LITERACY**

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

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

- Teaching and learning are good.
- There are good opportunities for children to develop language skills.
- Children achieve well.

## Commentary

48. Many children enter the school with low levels of language skills. They achieve well but a significant number will not attain the early learning goals by the end of reception because of their low starting point. In all areas of learning, teachers and support staff provide numerous activities that develop children's speaking and listening skills. Language development pervades all activities. Children are given good opportunities to talk about their families, their experiences and interests. Others listen well. In one lesson, children spoke enthusiastically about the caterpillars that their teacher had acquired. One child explained to the visitor in the room, 'These will turn into butterflies, they are caterpillars'.
49. Children show a keen interest in books and they take advantage of the good range available. For example, there was great interest in the big books on display next to the see-through box of caterpillars. Parents and staff have produced a good range of 'story sacks', in which a large popular book is accompanied with illustrations, figures and artefacts to support the story. These are used very well to promote enjoyment in books and to enhance children's understanding of the story. For example, in one good lesson children retold the story of 'Buri and the marrow', using props from the story sack. Although a number of children are not articulate or confident speakers, they make good progress, because of the good opportunities provided.
50. In writing, children are provided with good, frequent practice in letter formation, using a range of writing implements. Most children hold their pencil correctly and the teacher's clear demonstrations help them to form letters correctly.

## MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

### Main strengths and weaknesses

- Children achieve well, so most are on course to reach the expected early learning goals.
- Teaching and learning are good and occasionally very good.
- Children are provided with an interesting range of activities that promote their mathematical development.

## Commentary

51. Mathematical development lessons are well planned and prepared. Teachers' explaining skills are good. Children are interested, enthusiastic and respond well. Many opportunities are taken to develop number. For example, in registration time, children counted the number in the class having sandwiches and those having a cooked meal for lunch. Most children could identify the numbers on a 1 to 30 number line. Higher attaining children can write higher numbers such as 53. Teachers use questioning effectively to check children's understanding of number and provide them all with good opportunities to participate.
52. In a very good lesson, an interesting, stimulating range of activities were provided. In one group, the children were adding the numbers, when two dice were thrown. They then entered the number into a Pixie, a small programmable floor robot. The robot would then move forward along a grid. In the 'Florist's Shop', the role play area, another group of

children counted out flowers, bulbs or seeds. Other children used a computer program well to develop and consolidate addition skills. Children were well motivated and made very good gains in counting, adding and ICT skills.

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

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

### **Main strengths and weaknesses**

- Teaching and learning are good.
- ICT is used well to support learning.
- Children achieve well and most will reach the expected early learning goals.

### **Commentary**

53. A good range of activities are provided to promote children's knowledge and understanding of the world around them. The attractive grounds are used well and children acquire new knowledge about animals and plants. They show a clear understanding of the life cycle of a butterfly as they observe the development of painted lady caterpillars and pupae on display in a large container. In exploring a book 'Mouse finds a seed', children gain knowledge that a seed needs soil, water and sunshine to grow. They also understand that patience is needed in waiting for the seeds to grow.
54. Children use ICT well to support their learning. They use a 'paint' program to create coloured patterns. They change the colours and choose large and small brush options to produce thick or thin lines. In one good lesson in the computer suite, children created pictures of flowers and plants and selected an appropriate border for their work on 'Mary Mary Quite Contrary'. A few higher attaining children began to create simple sentences such as 'Mary planted a seed'.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **good**.

### **Main strengths and weaknesses**

- Teaching and learning are good and children achieve well.
- Outdoor play facilities and equipment are good.

### **Commentary**

55. Most children are on course to reach the expected early learning goals by the end of reception. Teachers plan and provide an interesting range of activities to promote physical development. In the school grounds, children have good opportunities to practise climbing and balancing on a good range of play equipment. Children demonstrate catching and throwing skills expected for their age, with some higher attaining children throwing small balls and quoits with considerable accuracy. In another activity, children practised throwing bean bags at plastic skittles. This enjoyable activity also helped develop children's number skills, as they counted how many skittles were knocked down and how many were left. Children ride a range of tricycles and other vehicles with good

co-ordination and control. Teachers enable children to explore physical activities while providing encouragement and feedback on their performance. This motivates them and helps them to improve.

## **CREATIVE DEVELOPMENT**

Provision in creative development is **good**.

### **Main strengths and weaknesses**

- Teaching and learning are good.
- Children are provided with very good activities that develop creativity.
- Achievement is good, so most children will reach the expected early learning goals.

### **Commentary**

56. Children have plenty of opportunities to work with paint. For example, they explore different coloured paints and create flower paintings inspired by the illustrations in the 'Florists Shop,' a role play area. They also work in pairs to paint large pictures of nursery rhyme characters such as 'Incey Wincey Spider' and 'Humpty Dumpty'. In another activity, children explored the hot fiery colours red, orange and yellow and the cold colours grey and blue. They blended colours well, to produce impressive finished paintings.
57. In a good lesson, children created miniature gardens. The lesson was interesting and well prepared. It provided good opportunities for children to be creative and to handle different materials. However, the learning objectives were too broad and not specific enough to the lesson. After clear instruction and good demonstrations by the nursery nurse, the children lined a plastic tray with peat. They then arranged moss, sea shells, stones, leaves and bark to create a garden for 'Mary Mary, Quite Contrary'. Higher attaining children stressed the need for cockle shells and one child ingeniously used blue aluminium foil to create a pond.
58. In another good dance lesson, children responded creatively and imaginatively to music in small groups, as they represented seeds in the soil, rays, sunshine and rain drops. The competent piano playing by the teacher brought the activity to life. Children chose sections of the dance. They practised their parts and were given good encouragement and feedback by the teacher. At the end of the lesson, the children performed their dance well and successfully linked them together.

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

### **ENGLISH**

Provision in English is **good**.

### **Main strengths and weaknesses**

- An above average and increasing proportion of pupils attain the expected national levels at the end of Year 2 and Year 6.
- The teaching and learning of English are good, so most pupils achieve well.
- The subject is well led and managed.

- Pupils' attitudes to the subject are good and contribute positively to their learning.
- Writing across the school curriculum is underdeveloped.
- Marking does not give pupils enough suggestions on how to improve their work.

## Commentary

59. Standards at the end of Year 2 and Year 6 are below average, but pupils are achieving well across the school. The previous inspection judged standards to be average at the end of Year 2 and below average at the end of Year 6, but at that time judgements were based on the proportion of pupils attaining the expected level 2 and level 4. Using those same criteria to measure like with like, pupils in 2003 attained above average standards in the national tests at the end of both Year 2 and Year 6. A higher proportion of pupils now attain these expected average levels. This increased proportion and this improvement are greater than those currently found nationally. The school has fewer higher attaining pupils than average, and so attains a less than average proportion of higher levels. Pupils enter the school with generally low, or, in many cases, poor language skills. An above average percentage of pupils have special educational needs, with a well above average percentage of pupils with Statements in the present Year 6. These factors, combined with the high mobility of pupils entering and leaving the school, explain why standards are as they are. Since the previous inspection there has, nevertheless, been good improvement.
60. Standards in speaking and listening are below average at the end of Year 2 and average by the end of Year 6. This represents good improvement since the previous inspection. Teachers encourage the development of speaking by asking pupils to discuss ideas with a partner or in a group. Plenary sessions at the end of lessons and discussions in circle time are used effectively to promote development of the spoken word. Teachers are especially adept at asking open-ended questions requiring pupils to think carefully and compose a full sentence, before replying. Assembly presentations, such as that seen during the inspection by Year 6, dramatise and depict bullying, or other moral issues. School council membership offers opportunities to speak more formally to a wider audience.
61. Reading standards are below average at the end of Year 2, but by the end of Year 6 they are average. The school has worked hard to develop guided reading on a regular basis. In addition, arrangements have been made for every pupil to read individually to an adult, where specific need has been identified, such as in Year 4. In a Year 1 class, a special desk has been labelled for daily reading with an adult. This is good practice. Pupils heard to read during the inspection were generally confident, accurate, equipped with satisfactory levels of reading strategies and had adequate library skills. Reading texts were not all sufficiently challenging, however. Achievement in reading is good across the school. Most classrooms have reading corners to encourage reading and at registration and other times staff encourage pupils to read by themselves. Both libraries have timetabled provision for each class and are well used, which is helping to raise standards. Reading progress is tested regularly and results are analysed, to see where there is further need of support.
62. Standards of writing are below average at the end of Year 2 and Year 6. There is too little display of pupils' writing around the school to raise their awareness. Planned writing in other subjects is too inconsistent. In one lesson seen, a higher attaining pupil in Year 3 used alliteration very effectively to write "the brave beaver, big and black, burying broken bones..." but such quality writing was exceptional, and not matched by the significant

majority of the class. In general, there is across the school too much emphasis on worksheets, many just requiring pupils to fill in blanks in sentences. The quality of pupils' handwriting and general presentation is too inconsistent. Some beautiful joined handwriting was seen in a Year 5 class, but in Year 6 a significant number of pupils had been allowed to revert to printing again.

63. Teaching and learning are good overall and never less than satisfactory. This is a significant improvement since the previous inspection, when twenty per cent of teaching was found to be unsatisfactory. Teachers manage their classes very well, insisting on high standards of conduct and close attention. Pupils, in turn, bring good attitudes to their lessons. In the very good lessons seen, such as one with a lower ability group in Year 5 studying poems about trains, imaginative methods using drama and props such as flags and clothes resulted in very good learning – through pupils' enjoyment. All teachers have good subject knowledge, plan well using the literacy hour strategy, and generally deliver lessons at a good pace, thereby maintaining interest. Lower attaining pupils and those with special educational needs are well supported, but potentially higher attaining pupils are not sufficiently challenged. Marking is satisfactory, but too often does not suggest to pupils ways of improving their work. Teachers show good awareness of inclusion, when pupils share outcomes in plenary sessions at the end of lessons.
64. The leadership and management of the subject are good. The experienced co-ordinator monitors pupils' work and evaluates teaching and learning in classrooms, and knows how to take the subject forward and make further improvements. The practice of arranging pupils above Year 1 in classes corresponding to their abilities (sets) is beneficial and contributes significantly to the raising of standards. Assessment of the different elements of the subject is good and is used well to identify and improve areas of concern. Two libraries and two ICT suites support the subject well. A Year 6 class made good use of the computer in their classroom to develop word processing skills when compiling a glossary of publishing terms for a school magazine, but such good practice is too infrequent. Resources are generally good, but there are too few reference books in the senior library for a school of this size.

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

65. Opportunities for pupils to develop speaking and listening skills in other subjects are good. Pupils discuss their work in all subjects in plenary sessions at the end of lessons, in circle time and in response to teachers' effective open-ended questions. Specific subject vocabulary is displayed around the school, though not always identified in teachers' planning. There are insufficient planned activities that develop pupils' writing in other subjects such as science, history and geography, and insufficient awareness and emphasis on pupils' writing around the school.

### **MATHEMATICS**

Provision in mathematics is **good**.

### **Main strengths and weaknesses**

- Pupils achieve well, because of the good teaching and learning.
- Opportunities to use mathematics across the curriculum are not systematically planned.
- It is not made clear to pupils what they have to do to improve their work.
- ICT is not used enough to enhance mathematics learning in the classroom.

- The subject is well led and managed and has a high profile across the school.

## **Commentary**

66. Standards in mathematics are average in Year 2 and below average in Year 6. However, the school does well for its pupils, ensuring that all groups make good progress and achieve well. Teaching in mathematics has improved since the last inspection and is now at least good in all year groups. Pupils with special educational needs, well supported by teachers and learning support assistants, make good progress. Boys did better than girls in the 2003 national tests, but inspection findings were that boys and girls are now achieving equally well. Pupils from minority ethnic groups do equally well. The introduction of setting in Years 2 to 6 provides well for different abilities, particularly as teachers ensure that work is well matched to pupils' needs.
67. In all lessons seen, the teaching was at least good and in one lesson it was very good. Teaching is effective because lesson planning is carefully tailored to pupils' needs. Lessons start with well-paced mental arithmetic sessions. The use of devices such as individual number fans and whiteboards ensure that pupils are personally involved and allow teachers to make quick assessments of learning. New concepts are explained well and strong emphasis is placed on practical activities that promote active learning by all pupils. Teachers use questioning astutely, to ensure that their pupils' calculation strategies and understanding of key vocabulary develop well. They manage their classes well during the main mathematical activities.
68. Where teaching is very effective, lessons proceed at a very brisk pace. Pupils are continuously challenged by very imaginative activities that promote high levels of pupil dialogue about mathematics. For instance, in one Year 5 lesson, pupils had to work together to match up cards labelled as fractions, decimals and percentages into equivalent groups. Teaching across the school does not place enough emphasis on ensuring that pupils know how they can raise their standard. Although pupils' work is regularly marked, they get insufficient guidance on how to move forward in their learning. The use of computers in class for developing pupils' understanding of mathematical concepts and skills is not consistent enough across the school.
69. Mathematics has been a recent school focus, so the subject is now well led and managed. The teaching of mathematics and pupils' learning have been closely monitored. As a result, effective procedures for planning and assessing learning are now in place, so pupils' progress is carefully tracked. School and class targets are set, but children, as yet, do not have their own individual targets which are attainable and they can understand.

## **Mathematics across the curriculum**

70. Whilst pupils apply their mathematical skills and understanding to work in other subjects, these opportunities are not systematically planned across the curriculum. Activities where pupils acquire or apply numeracy skills occur inconsistently. In science, Year 5 pupils have recently made a series of measurements and created detailed graphs showing sunrise and sunset times and temperatures in Leicester. During a recent 'numeracy week', pupils explored many applications of mathematics in other subjects. In art and design, Year 3 pupils explored the use of pattern in paintings by prominent artists and identified the features of shapes in the environment.

## **SCIENCE**

Provision in science is **good**.

### **Main strengths and weaknesses**

- Teaching and learning are good, so pupils achieve well.
- Standards are above average by Year 6.
- Leadership and management are effective.
- The use of numeracy skills in science is not consistent.
- The development of pupils' writing in science is insufficient.

### **Commentary**

71. Standards are average in the current Year 2 and above average in Year 6. Throughout the school, most pupils are achieving well because they receive good teaching. The school has maintained the above average standards in Year 6 that were reported during the last inspection.
72. Teaching and learning are consistently good throughout the school. This contributes to good achievement and above average standards by Year 6. Clear learning objectives are set for lessons and these are shared effectively with the class, so they know what they are to learn. In two good Year 2 lessons, the teachers used with the class a large, well illustrated book on the life cycle of a frog. The teaching was enthusiastic and used questioning well to check pupils' understanding. New vocabulary was introduced, so pupils acquired and used words such as spawn, tadpole, froglet and camouflage. The pupils were keenly interested and responded well to the teacher. They made good gains in knowledge and understanding of the stages of a frog's development.
73. In a good Year 4 lesson, pupils learned well while investigating which material would best keep a container of iced water cold. Pupils set up equipment, made observations and measured the time and temperature. They worked well in groups. Most could explain how they made their test fair. The teacher used a computer-linked probe to monitor the cooling of a vessel. This was illustrated as a line graph, using a digital projector. Higher attainers interpreted the results and drew conclusions. The study of pupils' work in Year 6 shows that they know and name the main organs of animals and plants. Higher attaining pupils explain their function. Pupils also use methods such as filtering to separate mixtures. Higher attaining pupils apply previous knowledge to separate mixtures by other methods, such as evaporation. The use of ICT to support teaching and learning is less evident in Year 6.
74. In some classes there is often too much use of commercial worksheets requiring limited response from the pupils. These hinder many pupils' ability to organise their own work or to apply and develop writing skills by producing clear, detailed reports of investigations. Opportunities for pupils to apply and develop numeracy skills in science are not consistent across the school.
75. Science is well led and managed by an experienced co-ordinator. The planning of the curriculum is appropriately based on national guidance, with good experience of practical investigative work. Teachers' planning is checked and samples of pupils' work are examined to monitor standards and coverage of the curriculum. There have been some opportunities for the co-ordinator to observe and support teaching. National Curriculum

tests results are carefully analysed and the findings are used well to guide future planning. The good resources are well organised and accessible.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- Standards are above average across the school.
- Teaching and learning are good, so pupils achieve well.
- Leadership and management are effective.
- Improvements since the last inspection are very good.
- ICT is not used consistently well to support teaching and learning in other subjects.

### **Commentary**

76. By Year 2 and Year 6, standards are above average and most pupils, including higher attainers and those with special educational needs, are achieving well. This is because pupils are well taught and are provided with a good curriculum. This represents very good improvement since the last inspection, when standards were below average and pupils' progress was unsatisfactory.
77. The quality of teaching is consistently good throughout school. A technician who has become a teacher is an asset to the school. She maintains the equipment, teaches well and provides valuable support and training to other staff. Learning support assistants are effective and make a valuable contribution to pupils' learning, particularly those with special educational needs. For example, an assistant took a group of Year 2 pupils into the hall to develop control skills. Pupils paid careful attention to the clear instructions and demonstrations given. In small groups, pupils worked collaboratively and well to solve problems. They entered instructions into a floor turtle and eventually programmed the device to move forward, avoid an object and come to rest in a given position.
78. In a good Year 6 lesson, pupils produced individual multi-media presentations on topics such as dolphins, sharks, writing horror stories and Leicester City FC. They created slides and used text editing facilities well and successfully imported images from the computer's bank. Pupils linked the slides together and higher attainers enhanced their presentation further with animation and special effects.
79. The leadership and management of the subject are good and contribute much to the higher than average standards, good teaching and the very good improvements since the last inspection. The co-ordinator is effective and the headteacher has provided clear vision and much good influence in the development of ICT. The curriculum is well planned and appropriately based on national guidance. The school has a ten-station computer suite and has more recently set up a second suite of 16 computers. These suites are used on a regular basis by all classes. However, computers in some classrooms are underused. Computer-linked whiteboards are being used well by teachers to enhance presentation skills.

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

80. The use of ICT to support teaching and learning in other subjects is inconsistent but satisfactory overall. For example, pupils in Year 2 used a 'paint' program to design their Joseph's coat in design and technology. In a Year 4 English lesson, some pupils developing their skills in persuasive writing used ICT to produce a flyer advertising the school. They took digital photographs to complement their text. In a few lessons, ICT is not used at all, so good opportunities to enhance learning are missed.

## **HUMANITIES**

*Religious education, geography and history were all sampled, as it was not possible to see enough lessons to inspect the subjects in full.*

### **Religious education**

81. Three lessons of religious education were seen, in Years 2 and 3. A discussion was held with Year 6 pupils and their work was reviewed. A discussion was also held with the co-ordinator and documentation was studied. An effective talk given by a member of staff to Year 4 pupils on aspects of Hindu worship in the home was also observed. The curriculum, based on the Leicestershire Agreed Syllabus, focuses on Christianity. Pupils also study other world faiths, such as Hinduism, Judaism and Islam. Learning in the subject is enriched by regular visits to places of worship. Very good multicultural displays tell pupils more about religious symbols, stories and language. During the year, the school helps pupils learn more about key religious festivals, by inviting them to explore the customs and practices at first hand. For instance, Year 2 pupils made garlands endowed with messages of kindness towards others, to mark the significance of the Buddhist festival of Wesak. Standards could not be judged for Year 2, as not enough work was seen, but they are average in Year 6. In the good lessons seen, pupils were enabled to gain a secure understanding of key religious beliefs and teachings and to learn more about the lives of prominent faith leaders and figures. Teachers seek to make learning activities interesting for pupils and to enable them to derive personal meaning from what is being studied. Leadership and management of the subject are satisfactory. The co-ordinator ensures that her colleagues are given good informal support and advice.

### **History**

82. Two lessons were seen and discussions were held with pupils and staff. Pupils' work was also examined. Judging from this evidence, standards in Year 2 and Year 6 are average. Pupils in Year 2 studying the Great Fire of London know that the fire started in a baker's house in Pudding Lane in September 1666. Year 5 pupils write empathically about life in their school in the last century, making good use of early school logs to create newspaper headlines such as 'Diphtheria disaster in school' and 'Air raid Alert'. Year 6 pupils enhance their study of the Victorians with a visit to the Galleries of Justice in Nottingham. Some classes are beginning to make use of the Internet to research information, but the use of ICT to support teaching and learning is not yet consistently good. The development of pupils' writing skills in the subject is often restricted by an excessive use of worksheets. Resources are generally satisfactory, but the school has not built its own bank of artefacts to support the subject. There are well-planned links with other subjects, but teachers do not always plan sufficiently well to challenge higher attaining pupils in lessons.

### **Geography**

83. No geography lessons were seen during the inspection. Discussions were held with pupils and teachers and pupils' work was examined. On this evidence, the average standards identified by the previous inspection at the end of Year 2 and Year 6 have been maintained. Good use is made of the local environment and there are well-planned links with other subjects. This was seen in Year 2, where pupils drew maps with simple keys to illustrate their literacy work on Katie Morag and the Isle of Struay. Year 6 pupils have a

good understanding of four- and six-figure grid reference numbers and Ordnance Survey symbols. Pupils' map work remains a strength. The subject is well resourced and supported by high quality displays around the school. There is an over-reliance on worksheets, which restricts the development of extended and independent writing. Assessment is good and tracking of progress is beginning to be used to predict levels of attainment.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

*Art and design and design and technology were inspected in full and are reported on below. Music and physical education were sampled.*

### Music

84. Documents written by the music co-ordinator were studied and a school production rehearsal was observed during the week. The school clearly invests considerable effort into the creative side of the curriculum. Pupils receive regular music lessons, as well as having the opportunity to undertake peripatetic tuition in a range of instruments. Performance opportunities for pupils are good. Pupils are very much enjoying the staging of 'Joseph and his Amazing Technicolour Dreamcoat' and they sing with confidence and accuracy. The school choir regularly participates in local music events, such as the Coalville Festival of Music 2002, as well as in services for Christmas and Harvest Festival in the local community.

### Physical education

85. Two lessons of physical education were seen, one in Year 5 and in one in Year 6, but it was not possible to judge standards overall. A discussion was also held with the co-ordinator and documentation was studied. These lessons, one good and one satisfactory, both focused on outdoor and adventurous activities, with pupils engaged in orienteering. Where it was effective, the teaching ensured that pupils were able to work on their teamwork skills and find solutions to problems and challenges. The pupils are able to identify key issues regarding teamwork, such as the importance of communication and the efficient use of time and effort. However, in the lessons seen, more able pupils were not expected to work at the higher level, or to put into practice a range of solutions to challenges. The subject has been well led and managed. The curriculum is suitably broad and balanced. The school ensures that pupils experience a wide range of games, such as basketball, rugby and hockey. It has established good links with the community, in order to develop its out-of-hours learning programme beyond the school day. An strong association with Coalville Rugby Club, Leicester City Football Club and Leicester Riders helps to provide high quality coaching. Improvement in this subject since the last inspection has been good.

### Art and Design

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

### Main strengths and weaknesses

- Standards are above average by Year 6.
- A good range of work in different media is provided.
- The teaching and learning of art are good, so most pupils achieve well.
- The subject is enthusiastically led and well managed.
- There is a strong focus on displaying good quality work around the school.
- The subject strongly supports other areas of the curriculum.

## Commentary

86. Standards in art and design are average at the end of Year 2 and above average at the end of Year 6. Most pupils are achieving well across the school. These represent good improvement since the previous inspection, when standards were broadly average across the school and pupils' progress was satisfactory.
87. There are good links with other subjects, such as history, illustrated by the vivid red, orange black and yellow paintings of burning and exploding houses done by Year 2 pupils in their work on the Great Fire of London. In contrast, these same pupils had earlier painted in the style of Piet Mondrian. Year 4 pupils, working in pairs, design and decorate chairs for someone or something special, such as Michael Owen or a duck, making innovative use of a pair of rubber kitchen gloves for the duck's feet! Year 6 produce high quality, detailed work in the style of LS Lowry, shading, copying his work and producing their own originals in his style. They also create attractive, detailed landscapes, using pastels and water colours. The art work used to illustrate book reviews in a Year 6 class is above average standards.
88. The teaching of art and design is good overall. Teachers are confident with the subject and manage pupils very well, so that even in lessons where there is the potential to create mess and disorder, teachers' management skills and pupils' good attitudes ensure that learning is good. Art and design lessons provide good opportunities to develop pupils' personal and creative skills. Pupils spoken to showed good knowledge of artists such as Van Gogh, Lowry and William Morris. In Year 5, some particularly good panels of textile work: 'talking textiles', with which pupils were making quilts, were observed. Pupils are taught well how to sketch and design, adapt and finally evaluate their work. Assessment is developing well in Years 2 and 6.
89. The subject is well led by an experienced, enthusiastic co-ordinator. She has gathered good photographic records of pupils' work, and from her monitoring of the subject, has identified teachers' needs. She has provided training in the teaching of painting by writing a useful booklet: 'Painting Skills'. She has also provided guidance for teachers for other areas of uncertainty, such as the use of ICT in art and design lessons. Good provision for clay and three-dimensional work is exemplified by the tiles made by Year 2 pupils for a school mural. Pupils show good awareness of tone and good skills in observational drawing, such as the chairs in a Year 4 class, and in their portraits of each other. Those pupils spoken to showed a good understanding of colour mixing, for example that white and black make grey. There is a very strong focus on and awareness of art and design in displays, everywhere in the school. Resources for the subject are good and support the quality of the pupils' learning well. They are very well organised into topic boxes for each year group. Good provision for enhanced learning is made, for example, through a workshop with the Magic Lantern Company, where pupils make lanterns for a local event – the 'Picnic in the Park'. The subject supports pupils' personal and independent learning well.

## Design and technology

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

## Main strengths and weaknesses

- Standards are above average across the school.
- Teaching and learning are very good so pupils achieve very well.
- A varied and interesting curriculum is provided.
- Leadership and management are effective.

## **Commentary**

90. Standards are above average by Year 2 and Year 6 and pupils are achieving well in their development of designing, making and evaluating skills. Standards have improved since the last inspection, when they were reported as being average by Year 2 and Year 6.
91. The quality of teaching and learning is very good. This contributes significantly to the above average standards and the very good achievement. Lesson planning is very good and takes full account of the different attainment within a class. All pupils, including higher attainers and those with special educational needs, are appropriately challenged. In a very good Year 2 lesson, pupils were making Joseph's coat for different soft toys, such as teddy bears. They had already designed the coat in a previous lesson in the computer suite, using a 'paint' program. Designs were creative and colourful. Higher attainers skilfully produced complex designs. Using the symmetry option, pupils only had to paint one side of the coat. The teacher provided very good instructions and demonstrations on how to select the correct size paper pattern and use it to produce two identical pieces of fabric. Pupils showed very good concentration, while cutting the fabric and decorating the pieces. In a very good Year 6 lesson, pupils designed and constructed model shelters for the infant playground. The pupils worked collaboratively in groups of similar attainment and tasks and materials were well matched to different needs. Two pupils, supported by a learning support assistant, explored different kinds of shelters, using a programme created by the school for this unit. Higher attaining pupils used construction kits with precision, to clarify their ideas. Other groups constructed model shelters from art straws, wood or card.
92. The study of pupils' work shows that pupils in Year 5 and 6 in the Unit successfully design and make alien monsters which move using simple pneumatics. Pupils in Year 5 investigate and disassemble a range of string instruments. They design and make instruments of their own well, using a range of materials. In Year 6, pupils have designed, made and tested motorised vehicles. Higher attainers use different materials to streamline the body. They test, evaluate and adapt the product, to improve it. Local engineers have worked with Year 6 on 'challenge' projects using construction kits.
93. Leadership and management are good. The curriculum is well planned and implemented. Many pupils benefit from the good range of practical 'hands on' experiences. It is varied and involves a wide range of interesting projects, so pupils have good opportunities to work with a range of materials, tools and techniques. Resources are good, accessible and well organised. The school has made good improvement in this subject area since the last inspection.

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

94. This area was sampled, as too few lessons were observed to make judgements about provision and standards. This is an important subject for the school and all classes have weekly lessons, in the form of circle time. Teaching in the two lessons seen was good.

Teachers show good awareness of the need to develop pupils' speaking and listening skills in these lessons, and this is helping to raise language skills across the school. The subject strongly supports pupils' social and moral development. Pupils regularly discuss matters of concern, such as potential bullying, sharing and respect for one another and for property. They have a say in how the school is run, through presenting ideas for class representatives to take forward to school council meetings. Relationships in the school are very good; pupils spoken to were happy and positive.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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