

INSPECTION REPORT

THE PARKLAND PRIMARY SCHOOL

South Wigston

LEA area: Leicestershire

Unique reference number:120080

Headteacher: Miss. A. Kirk

Lead inspector: Mrs. V. Davies

Dates of inspection: 18th - 21st April 2005

Inspection number: 268086

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

© Crown copyright 2005

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school: Primary
School category: Community
Age range of pupils: 4 - 10
Gender of pupils: Boys and girls
Number on roll: 448

School address: St Thomas' Road
South Wigston
Wigston
Leicestershire

Postcode: LE18 4TA

Telephone number: 0116 2782142

Fax number: 0116 2783764

Appropriate authority: Governing body
Name of chair of Mr. Andrew Wright
governors:

Date of previous 14 June 1999
inspection:

CHARACTERISTICS OF THE SCHOOL

This is a bigger than average primary school for children between the ages of four and ten. The pupils transfer to local secondary schools at the end of Year 5. The school is just outside the City of Leicester. Most pupils live in South Wigston or Saxondale. There are also some pupils who travel to the school from within the city. Almost all pupils are of white British heritage. Pupils come from a broad range of socio-economic backgrounds and free school meals eligibility is average. The proportion of pupils with special educational needs is broadly in line with the national average. Attainment on entry to the reception class is below average. The school received achievement awards in 2001, 2002 and 2003.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20350	Vivien Davies	Lead inspector	English and music
9003	Bryan Findley	Lay inspector	Personal, social and health education
29989	Pauline Goodsell	Team inspector	Foundation Stage, physical education and religious education
33624	Anna Streather	Team inspector	Information and communication technology, geography and history
2818	Graham Warner	Team inspector	Mathematics, science, art and design and design and technology, special educational needs

The inspection contractor was:

Inspire Educational Ltd

The Coach House
132 Whitaker Road
Derby

DE23 6AP

Any concerns or complaints about the inspection or the report should be made initially to the inspection contractor. The procedures are set out in the leaflet '*Complaining about Ofsted Inspections*', which is available from Ofsted Publications Centre (telephone 07002 637833) or Ofsted's website (www.ofsted.gov.uk).

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	10
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	14
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES	16
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 and 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	30

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is an improving school, with some important strengths, which at present provides a sound education for its pupils and satisfactory value for money. The good teaching enables pupils to progress steadily in their learning, and high standards of behaviour and respect for individuals make this a good place to learn. Though school results are below national averages, most pupils achieve well overall. Leadership and management are satisfactory.

The school's main strength and weaknesses are:

- The headteacher is providing the school with a very clear and purposeful sense of direction; she is supported by staff and governors who share her commitment to improvement.
- Standards in mathematics, and speaking and listening are not high enough.
- Teaching is good overall and most lessons are interesting and well supported by classroom assistants so pupils achieve well overall.
- In a minority of lessons teachers have not thought through their plans carefully enough so some activities are not appropriate and pupils do not learn as fast as they should.
- Information from tests has not been used to judge whether pupils are making sufficient progress each year.
- Pupils behave very well even when not closely supervised; they are polite to each other and adults and they mix very well.
- Pupils' social, moral, spiritual and cultural development is good.
- The programme of lessons for personal, social, health education and citizenship is very good and so is the teaching.
- Extra-curricular opportunities for sports and musical clubs are very good.

Since the last inspection in 1999 the school has broadly maintained the standards of achievement and the quality of education it offers. Improvement has accelerated in the last year. The issues the last report identified for the school to address - raising standards in English, improving religious education, clearer learning objectives in lessons and an improvement in marking - have been addressed. However, the standards achieved in mathematics are still too low.

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2002	2003	2004	2004
Reading	D	D	D	B
Writing	D	D	D	C
Mathematics	C	D	E	D

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

Overall, pupils achieve well. When they start school in the reception many children have quite a bit of catching up to do. In the Foundation Stage children work hard and achieve well but not all reach the national (early learning) goals. The school's results in the 2004 national tests for Year 2 pupils were below the national average in reading and writing, and in mathematics and science they were well below expected levels. However, a fairer impression of the results the school is achieving is found by looking at the comparisons with the results of similar schools. Compared with such schools, Year 2 results were above average in reading and average in writing and below average in mathematics. In Year 5, although pupils do not take compulsory national tests, there is a similar picture, with most pupils doing better in English than in mathematics, though speaking and listening requires improvement throughout the school. Pupils make steady progress and achieve well overall

as they progress through the school. In some subjects the drive for improvement is already resulting in consistently good pupil achievement in lessons. This is the case in English, science, physical education and art and design. In mathematics however pupils' mental skills are not sharp enough so achievements are satisfactory. This includes pupils with special educational needs and more able pupils. The school is strongly committed to raising standards and is poised to make better use of test results to make sure that pupils of all abilities are achieving well in all subjects.

Pupils really enjoy school and their behaviour in the classroom and in the playground is very good. They develop very mature attitudes by the time they leave. They think about important issues and care about other people. Pupils are willing to take responsibility and contribute to the schools development through the schools council. **Overall, spiritual, moral, social and cultural development is good.**

QUALITY OF EDUCATION

Overall, the quality of education provided by the school is good and its work in partnership with parents, other schools and the community is good overall. **Teaching and learning are good.** Teachers are knowledgeable about the subjects taught. They present lessons in an interesting way. Teachers are very encouraging and help pupils to learn so pupils enjoy learning. Though teaching is good overall there is some satisfactory teaching. On these occasions, some parts of the lesson are not promoting efficient learning and so, for example, pupils are not acquiring good mental mathematical skills in the introductory warm up. Assessments are regularly made. However, until very recently the information was not put together so teachers could check on whether pupils had learnt as well as expected during the year. Except in English, the test information was not used to set targets for pupils to improve based on the strengths and weaknesses of their performance. Younger pupils are consistently well taught. Classroom assistants offer good support, particularly to those with special needs.

The school offers its pupils an interesting curriculum. School based work is enriched very well by residential visits and clubs. Pupils with special educational needs are offered good provision. There are very good links with the local secondary school. Partnerships with parents are very good. They are kept very well informed and make very good use of opportunities to talk to teachers informally and during parents' evenings. Links with the community are satisfactory.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are satisfactory overall. The headteacher offers good, strong leadership; her energies are well focussed on improving standards in the school. Subject co-ordinators are working well and have checked standards in their subjects by looking at pupils' books and teachers' plans. They are using this information to improve their subjects. The English co-ordinator has already made a good start in raising levels of achievement. In this large school, year leaders do not have a clear role. In consequence, teachers do not receive the support they need to interpret plans. The work of the year group is not checked regularly and support staff are not always deployed efficiently. The governing body has an appropriate knowledge of the school and is efficiently run.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The parents think very well of the school and recognise the good quality of the opportunities it offers. Pupils enjoy school and their friendships. They value the teachers and feel very well cared for. Communication is very good.

IMPROVEMENTS NEEDED

In order to improve further the school should now:

- Raise standards in mathematics and in speaking and listening;
- Clarify the year leader role so that teachers are supported in lesson preparation, year group performance is closely monitored and support staff are effectively deployed;
- Maximise the use and analysis of assessment data so that teachers
 - know whether individuals and year groups have made sufficient progress;
 - understand the strengths and weaknesses in the school's performance and
 - can use the information to set sharp targets for improvement.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Overall, pupils' achieve well except in mathematics where their achievement is satisfactory. In Years 2 and 5 standards are average in English and science but below average in mathematics.

Main strengths and weaknesses

- Standards in mathematics are not high enough.
- Standards in Year 2 in English and science have improved and are now in line with national expectations. Standards in speaking and listening require improvement.
- Children in the Foundation Stage achieve well but some will not achieve the early learning goals related to English and mathematics before starting Year 1.
- Pupils do well in art and design and physical education.

Commentary

1. When the children enter the school their attainment is below expected levels compared to national expectations. Speaking and listening skills are limited and many children have a restricted vocabulary. By the time the children move into Year 1 about a third will remain below the national expectations in the Early Learning Goals. However, they have made good, recent progress with speaking and listening. They know some sounds, read some words and are beginning to write. They are acquiring counting skills and are good at recognising shapes. They are enthusiastic, friendly and hardworking. Children with special educational needs are identified early and their needs are well met so that they make good progress and achieve well.
2. Standards in the 2004 national tests in Year 2 compared to national standards were below average in English. In the tests standards in mathematics were well below national standards. Whereas inspection evidence for the current Year 2 in English and science pointed to standards which are in line with national expectations, in mathematics standards were still below the expected level. Inspection evidence suggests that the depressed levels for mathematics are due to inefficient mental skills and slow recall of number facts. The improvement in English is mostly accounted for by the actions of the very effective co-ordinator who has increased teachers' confidence through training and used data effectively to identify strengths and weaknesses in the provision. The mathematics co-ordinator is poised to take similar action. Compared to similar schools standards attained are above average in reading, average in writing and below average in mathematics. In these subjects, more able pupils achieve inline with national figures. Pupils achieve well overall except in mathematics where achievements, due to inefficient mental skills, are satisfactory.

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

Standards in:	School results	National results
reading	15.5 (15.1)	15.8 (15.7)
writing	14.3 (13.8)	14.6 (14.6)
mathematics	15.0 (15.8)	16.2 (16.3)

There were 24 pupils in the year group. Figures in brackets are for the previous year

3. In Year 5 inspection evidence based on lesson observations and scrutiny of work showed that pupils were attaining standards broadly in line with national standards in English. However, standards in mathematics were below those expected. Based on the 2002 national test grades, when this year group was in year 2, pupils have made good progress in English and considerably slower progress in mathematics. Again, inefficient mental arithmetic skills appear to be at the heart of the problem. Pupils throughout the school, including those with special needs and the more able, overall achieve well in lessons because they are given good support by their teachers and teaching assistants.
4. In all other subjects standards are broadly in line with national expectations. Pupils achieve above average standards in physical education and art and design by the time they reach Year 5.
5. The below average results compared to the national average caused concern to the new headteacher. She made it an early priority to compile an historical data base of results, including those achieved in the non statutory tests in Years 3, 4 and 5. This has recently been completed and the teaching team are committed to a more stringent scrutiny of progress against previous results and identification of strengths and weaknesses as a basis for target setting. This is already having an impact in English where the co-ordinator started working on this initiative earlier. The mathematics co-ordinator is very clear about the actions needed to raise standards.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are very good. Pupils develop well during their time in school and provision for spiritual, moral, social and cultural development is good. Attendance is satisfactory.

Main strengths and weaknesses

- Relationships between pupils and with members of staff are very good.
- Pupils respond very well to the full range of school activities.
- Expectations of pupils' behaviour are very high.
- There is some scope for improvement in attendance.

Commentary

6. These aspects of pupils' development are strengths of the school and contribute greatly to learning and the way pupils mature. The school has established an ethos of trust and respect. Relationships are warm and supportive and the school is a calm environment for learning. Pupils respond very well to the absence of regimented procedures by going about their business in an orderly way. They organise themselves well and settle down very quickly to work at the start of the day. Attitudes to lessons are very good and pupils concentrate because activities are usually made interesting and teachers are helpful and friendly. This creates an environment in which pupils want to learn from their very first days at the school. Extra-curricular clubs are also very well supported.
7. The school promotes good behaviour very well and expectations and codes are made very clear. Pupils are enthusiastic about the school council and helped to form its rules. Pupils, in most classes, agree their own classroom rules at the start of the year. Most pupils require very little supervision and the level of mature independence they demonstrate adds much to the quality of life in the school. Older pupils take an

increasingly supportive role and by Year 5 are taking on significant areas of responsibility, such as supporting the play of younger pupils as 'Play leaders'. Measures for supporting pupils who do misbehave are successful at an early stage and reducing the need for exclusion from school. Parents agree that behaviour is very good and neither they nor the pupils have any serious concerns about bullying.

- Pupils develop well in school because the positive school ethos is enhanced by a very well organised programme in personal, social and health education, which is threaded through the whole school curriculum. Consequently, pupils are made very aware of moral and social issues linked to areas of learning and their day-to-day life. They are able to consider the importance of different faiths for communities, especially those within the nearby multi-ethnic city of Leicester. This was very ably demonstrated in a Year 2 lesson on the appreciation of diversity. Provision for spiritual development has improved since the last inspection, with more opportunities planned for pupils to reflect on their own thoughts and experiences, such as during assemblies and when on visits.

Attendance

Authorised absence 2004		Unauthorised absence 2004	
School data	5.4	School data	0.9
National data	5.1	National data	0.4

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

- Attendance rates stay consistently just below the rates usually found but most pupils have a good record of attendance. The largest single reason given for absences is medical, with no other reason featuring significantly. Unauthorised absence is high because of the school's strict insistence on valid authorisations in an attempt to discourage too many casual absences. Attendance information is analysed effectively and the school consults with the school welfare service each week.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

Overall the quality of education is good.

Teaching and learning

Teaching is good overall and pupils enjoy their learning and achieve well. Assessment is satisfactory.

Main strengths and weaknesses

- Teachers plan interesting lessons and they have a very positive attitude to their pupils, so pupils look forward to their lessons and like their teachers and achieve well.
- Assessment systems are well established, but until very recently data was not used to set targets and check progress. In the same way, outcomes were not monitored so strengths and weaknesses were not identified and acted upon.
- Experienced classroom assistants work well with teachers to give pupils with learning difficulties good support so pupils with special educational needs do well.
- There is inconsistency in teaching across the year groups because plans are not appropriately interpreted or activities always matched to the needs of pupils. This is particularly the case in the teaching of mathematics.

Commentary

10. Teaching is a good feature of this school and the quality has improved since the last inspection. There is variation. Taken over time, teaching in mathematics is only satisfactory because though pupils grasp key ideas like division because teachers explain well, they have not been taught mental skills well enough. This inhibits their ability to calculate efficiently. Subject knowledge overall, is strong because subject co-ordinators provide good guidance and give good support, so teachers are well prepared. In consequence, teachers can explain clearly because they understand the subject matter. Lessons are interesting, so pupils enjoy their work. Teachers understand the importance of thorough teaching of the basic skills, though in mathematics their approaches to teaching mental mathematics are not good enough to raise standards. Teachers include many opportunities for pupils to hear new basic subject vocabulary and focus well on explaining difficult vocabulary. However, there are not enough opportunities for pupils to use their new vocabulary in class or group discussions.
11. Teachers' expectations of pupils' behaviour are very good. They insist on pupils' full attention as they teach. They expect hard work from their pupils. As a result pupils behave well and concentrate on their work. In many lessons, particularly English and mathematics, teachers and good classroom assistants provide good additional support for pupils who find learning difficult.

Summary of teaching observed during the inspection in 67 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0 %)	7 (10%)	42 (63%)	16 (24%)	2 (3%)	0 (0%)	0 (0%)

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

12. Teaching in this school is good and is the main reason why pupils have such a positive attitude to their learning and mainly achieve well. However, there is some inconsistency across the school and a few unsatisfactory lessons. Often this is due to lack of forethought about the delivery of the lesson at the planning stage. Examples include:
- teachers spending too long talking to the class with not enough interaction with pupils to enable them to join the discussion and practise new terms.
 - activities selected not helping pupils to achieve their learning objectives, for example a mental mathematics activity does not involve all the pupils.
13. In the Foundation Stage teaching is good, so the children make a good start to school, enjoy their learning and achieve well. The teaching of basic skills is well planned and organised and results in the good achievement in learning to read, write and in number work. The emphasis by practitioners in developing speaking and listening skills is having an impact. They effectively support individual and group activities and make a significant contribution to helping the children to behave well and concentrate on the carefully planned and challenging learning tasks. The adults help the children to feel secure, gain confidence and communicate well with others.
14. Assessment systems are well established in the school. However, until very recently year group results were not recorded nor compared to previous performance. Consequently, teachers do not have secure data on which to judge progress or to

establish the strengths and weaknesses in the provision prior to setting sharp targets. The situation is better in English as the co-ordinator has started to use data analysis and target setting more rapidly. Marking is carried out regularly. Teachers often write encouraging remarks and point out possible improvements. However, at present there are insufficient links in most classes with targets set. There is regular homework.

The curriculum

There is an appropriate breadth of learning opportunities for all pupils in all subjects except mathematics. These are enriched by a very good range of sporting, musical and creative learning extra-curricular activities. Resources and accommodation are satisfactory overall.

Main strengths and weaknesses

- Children in the Foundation Stage classes are given a good start.
- Not enough opportunities are made for developing mental mathematical language and mental skills.
- Provision for meeting the special educational needs of pupils is very good.

Commentary

15. The school gives children in its Foundation Stage classes a good start. They develop into enthusiastic learners as they move through the school. The balance of subjects being taught in the main school is good. The national strategies for literacy and numeracy are established, though numeracy work still needs to be further developed. Planning of all subjects for the medium and short term is of a good quality and is matched to the knowledge and skills appropriate for each ability and age group, providing the pupils with a good range of learning experiences. All curriculum recommendations from the last inspection have been fully met.
16. The school makes very good provision for pupils with special educational needs. As a result they are well supported by their teachers and the support staff. The co-ordinator for special educational needs provides very effective support for her colleagues, ensuring that the pupils' individual education plans have small step targets that are achievable and clearly defined to meet the needs of the pupils effectively. Parents are involved in regular reviews.
17. The school provides very effectively for pupils' personal, social and health education, with appropriate arrangements for the teaching of sex education and drug awareness. Good links have been securely established with the high school which shares the school site and to which most pupils transfer.
18. The teachers organise many visitors, visits and extra-curricular activities to enrich the school's curriculum provision. Residential visits for older pupils are much valued. There is a very wide range of sporting and musical activities outside the normal lessons, including football, netball and rugby. The number of pupils learning musical instruments has jumped from under ten to well over seventy this year. Many pupils take part in musical activities, both vocal and instrumental, as well as taking the opportunity to make pots and or skipping club. The teachers and other adults work hard to provide such a

wide range of activities to meet the needs and interests of the pupils. This has a very positive impact on the pupils' personal and social development and enhances the well planned programme for this area of the curriculum.

19. Accommodation is satisfactory overall. There are some limitations; there are several open plan areas where pupils' learning is interrupted by noise from other classes or because their classroom is used as a corridor. The school hall is a very unusual shape which places limitations on its use. It is a fragmented site with four old temporary classrooms. The school benefits from its own heated swimming pool and a separate gymnasium based in an old building. Resources for most subjects are only adequate. There was a lack of subject funding, until the recently appointed headteacher altered the method so that different amounts were linked to school priorities.

Care, guidance and support

The school provides appropriately for the care, welfare and safety of pupils. Levels of support, advice and guidance for pupils are satisfactory overall as assessment information has not been sufficiently used to judge progress over time. The involvement of pupils in influencing school improvement is also satisfactory.

Main strengths and weaknesses

- Pupils have very high levels of trust in members of staff.
- Staff are well qualified in safety and welfare and care for the vulnerable is very good.
- Risk assessments in curriculum subjects are not up-to-date.
- The arrangements for children when they start school are good.

Commentary

20. Pupils develop trusting relationships with adults in the school because of the positive environment. Staff are approachable and pupils feel able to express any worries. The quality of personal support is good because adults are committed to pupils' well being and show they have time for them when it is wanted. More formally, this includes taking pupils' views into account through a recently introduced school council that is beginning to have an impact on school improvement, particularly facilities for outside play. It is increasingly valued by the pupils. Levels of support in the classroom are good and very good for those with particular needs. The quality of academic support is limited, because it is not sufficiently guided by information from assessment related to whether progress is good enough.
21. Most teachers have life saving qualifications which include basic first aid and most support staff have received first aid training. Some staff have acquired specialist training to cope with pupils with particular difficulties. Welfare arrangements are well managed and school procedures for the health and safety of pupils are effective. Child protection arrangements have been recently brought up-to-date but the assessment of risk in curriculum activities is incomplete.
22. Induction arrangements are good because of the close working links there are with all the local pre-school providers over transfer arrangements. There is also a programme of talks and visits with which parents are very pleased.

Partnership with parents, other schools and the community

The school promotes a very good partnership with parents. Links with the community are satisfactory and links with other schools are good.

Main strengths and weaknesses

- Parents think very well of the school.
- The school communicates very well and its information is useful and well presented.
- Consultation with parents over school improvement is good.
- Links with the high school are very good.

Commentary

23. The school has a good relationship with parents, who indicated a very high degree of satisfaction with what the school does and expressed no significant concerns during pre-inspection consultations.
24. The quality of information to parents is very good and broadly based. Routine information is timely, and includes weekly newsletters. Formal publications, such as the school prospectus, are detailed and well presented and interesting. Reports on pupils' progress are very detailed, especially in major subjects, where strengths and areas for improvement are indicated. Progress is also discussed with parents at termly consultations. The school also encourages parents to become involved in pupils' learning, through such initiatives as Family Learning at Parkland. This high quality of communication promotes good levels of support for school activities, either in the classroom or in support of school events. The school association of parents continues to be a focus for parental support and raises considerable funds for school improvement.
25. The school consults well with parents over school activities and has done so over a number of years. Parents have daily access to teachers and the headteacher leaves space at the beginning of each day to be available to discuss any concerns. All parents have the opportunity to express their views in an annual questionnaire that is tailored to current issues and linked to school development planning.
26. The school continues to work closely with the local high school, which has an adjoining site. The quality of liaison over the transfer of pupils is very good, so that by the time the pupils join their new school they are already familiar with their new circumstances. There are also good links over curriculum needs, such as the sharing of expertise in information communication technology and staff training in art and school management.

LEADERSHIP AND MANAGEMENT

Overall leadership and management are satisfactory and have shown considerable recent improvement. The newly appointed headteacher gives the school good leadership and she has a very strong focus on improvement. Other key staff, including co-ordinators, now share her high aspirations. Governors now have a good awareness of the school's strengths and weaknesses and are doing a sound job.

Main strengths and weaknesses

- The headteacher is very clear-sighted and she communicates very well with the school's partners.
- Subject co-ordinators, including the SENCO, are well organized and have achievable action plans. However, the team leader role is underdeveloped.
- The school has not used data from tests well enough to identify strengths and weaknesses in teaching or curricular provision or to analyse pupils' progress; new measures have yet to make an impact.

Commentary

27. The headteacher is very effectively harnessing the goodwill and considerable professional skills of her teaching staff to a collective focus on school improvement. The school's strategic plan is centred on four very appropriate priorities. She has had a considerable impact since her appointment. She has introduced a robust corporate approach to the collection and recording of data, so for the first time staff will be able to look at the present and past performance of their year group and use the information to judge progress. The very effective English co-ordinator has already started to use the same test data to identify areas of strength and weakness in pupils results so that she can improve teaching and curricular provision. This co-ordinator is working with some year group teams to set targets.
28. Typically, there are three classes in each year group with a number of attached support staff. Year group leaders at present do not have sufficient authority to lead these teams. As a consequence, there is a lack of monitoring and evaluation of outcomes at year group level, team planning is not as effective as it could be, there is some inconsistency in teaching and support staff are not always flexibly deployed. The school has plans to strengthen the year leader positions.
29. Subject leaders are working closely together to develop a strong, lively curriculum, though links between curriculum areas are at an early stage of development. Monitoring arrangements are beginning to work well and co-ordinators make good use of sampling pupils' work and teachers' plans to establish priorities in their subjects. Special educational needs and early years provision are well managed. The co-ordinators are working well together and are making an increasing contribution to the quality of education.
30. The governing body is appropriately involved in the work of the school and well aware of the school's academic weakness in mathematics. They are very committed to the drive for improvement and have received recent training in offering a more critical approach of the school's performance.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	1,073915
Total expenditure	1,002893
Expenditure per pupil	2,157

BALANCES (£)	
Balance from previous year	25,436
Balance carried forward to the next	6,423

31. The school manages its finances carefully. There is prudent financial planning and secure management and monitoring of budgets. The approach to spending by co-ordinators has been radically overhauled. Traditionally small sums of money were allocated to classes and co-ordinators. Now funding is matched to school priorities and costed. Decisions on spending and allocation of resources are made with a good appreciation for the principles of best value. The school's administrative officer provides good support.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

32. Provision for children in the Foundation Stage is good and has improved since the last inspection. All of the children come into the reception classes at the beginning of the autumn term. Attainment, overall, on entry is below that expected nationally, particularly in speaking and listening skills. There is considerable variation between cohorts of children, for example the present Year 1 pupils left the reception classes with attainment above the local education authority averages, while Year 4 pupils entered the school with very low attainment. The good provision in the reception classes enables the children to achieve well, make good progress and become keen learners. About two-thirds of the reception class are close to attaining the early learning goals in all areas of learning and a small number have already done so. The children like coming to school and engage with enthusiasm in the good range of activities provided for them. They quickly learn the routines on entering school, behave very well, and enjoy trying new experiences. Children with special educational needs are identified early and their needs are very well met so that they make good progress and achieve well.
33. The quality of teaching is good in all areas of learning. There is a good balance planned for adult directed and child chosen activities, which promotes the children's personal, social and emotional development. Resources are well prepared and a good variety of teaching methods and approaches are used throughout the classes. There are good arrangements to check what the children know, understand, and can do. The information gained is being increasingly used to plan the next steps children need to take in their learning. A particular strength is the emphasis put on strategies to develop the key learning skill of speaking and listening. This approach is having a positive impact on the children's progress and enabling them to communicate their ideas and opinions as well as gain knowledge and understanding.
34. There are good arrangements to liaise with the six nurseries attended by the children and relevant and helpful information is passed to the school regarding the children's progress and attainment. Parents and carers have good opportunities to discuss with staff any problems that arise on a day-to-day basis. Meetings with parents are held that give good information about the topics that the children will be covering and how the basic skills of reading will be taught together with ways that the parents can help their children at home. Before the children come into school they make several visits to the reception classes and this helps them to get to know the adults before they start on a formal basis. The Foundation Stage is well led and managed. The teacher in charge has a clear vision of how planning as a team can be further developed to promote the progress of the children and how standards can be further improved.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- The children develop a very good understanding of how to behave and look after themselves in school.
- Relationships are very well developed between the adults and the children and between the children themselves.
- Most pupils achieve the expected standards.

Commentary

35. The children settle happily when they come into school. The reception classes are warm and welcoming and exciting places to learn. The adults have very high expectations that the children will behave well and be thoughtful towards each other. They make sure that the children have a clear understanding of what is expected of them. The children's personal and social skills are developing well because they are provided with good opportunities to work and play together and to reflect on the effect of their actions on others. The children speak confidently to adults and to each other and play and work co-operatively. They share and take turns happily and will often organise themselves.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- From a low base the children achieve well in learning the basic skills of speaking and listening, reading and writing; however about a third will not achieve expected standards before reaching Year 1.
- Teaching is good so a very good range of opportunities are provided for the children to develop language and speaking skills.
- There are only satisfactory opportunities for children to write independently and without teacher direction from an early stage.

Commentary

36. Good teaching is focussed on developing the children's vocabulary and encouraging them to use it to consolidate and extend their learning. There is a good range of role-play opportunities for the children to use. Adults often make good quality interventions to promote the children's understanding and vocabulary in play scenarios such as the school office or acting out the story of the Bear Hunt; thus encouraging and developing confidence in speaking and listening.

37. The children's early reading skills are developed well because they are given good opportunities to respond to events in stories, share books and they receive very clear teaching of the sounds that letters make. By the end of the reception year a number of children read simple books and many are able to retell stories they have heard. There is an effective home -school reading partnership, which has a positive impact on the achievement of the children in learning to read.

38. Writing skills are taught systematically and carefully so that the children learn to form letters correctly as well as learning to write and spell a basic vocabulary of key words. A suitable range of writing opportunities is provided, such as letters to Santa and ordering and sequencing events in stories. The most able children write with confidence and enjoyment in their ability to build words for themselves; however, many of the children remain below national expectations in writing by the time they leave the reception class.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Children achieve well in learning the basic skills of counting, recognising and ordering numbers' though these skills are often less developed than spatial skills; most will achieve expected standards.
- Learning in this area is made interesting through the use of a good range of activities.
- Assessment is used well to group the children and match activities to their needs.

Commentary

39. The setting's strong emphasis on the development of speaking and listening as the key learning skill helps children to acquire and use purposefully new words related to number activities. By ensuring the purposeful use of this vocabulary teachers help children make good progress in gaining mathematical understanding. There is a wide range of attainment but the planned activities give all the children opportunities to learn at an appropriate rate and achieve well against their prior attainment, for example the most able children can recognise and order numbers up to a hundred. By the end of the reception year children are developing a good vocabulary to describe and make repeating and symmetrical patterns and to explain the properties and names of a range of two and three-dimensional shapes.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- The children achieve well although not all will achieve the expected standard.
- Teachers plan interesting and enjoyable learning activities.
- The children are making good progress in learning to use computers.

Commentary

40. The teachers plan well so there are good opportunities for the children to experience each of the strands within this area of learning, though some of the children lack breadth of experience outside school. The children use the computers confidently to support their learning and can point, click and drag items. They can, for example, locate the three bears and Goldilocks and move them to the correct part of the screen to complete a sequence. The children learn about the faith and customs of the Christian year and experience the traditions of Divali and Chinese New Year. The children order pictures showing their development from babyhood to the present and this fosters the good sense of their own identity as part of a family, class and a school. Great interest develops as the children use a 'doll's house' to discuss the family and which rooms they should sleep in and how many children there are in the family. They have good opportunities to use water and sand to develop different scenarios and explore the ways materials behave in different forms.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- The children have good opportunities to develop both fine and large movement skills through a range of activities and most reach the expected standards.
- The children make good progress in learning to swim.
- There is no suitable climbing apparatus in the outdoor area.

Commentary

41. The children develop good fine motor skills when using pencils, scissors and brushes. They use them with care and precision and have opportunities to develop fine manipulative control by completing jigsaws and using construction kits joining and manipulating pieces. The outdoor area provides them with facilities for clambering and crawling using wheeled toys that they drive and steer enthusiastically showing a good sense of space and control. There is a good range of small apparatus to use such as hoops and beanbags and the children enjoy hopping, skipping, running and jumping overall developing a good level of skill and quality of movement. Good use is made of the school hall and gym for indoor games and dance lessons but there is no climbing equipment outdoors and this limits the opportunities for the children to explore, climb and clamber independently. The children have regular lessons in the school swimming pool and are making good progress gaining confidence in moving in the water and in learning to swim.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Resources are well prepared and provide a good range of activities enabling the children to explore and use their imagination.
- good teaching helps children to achieve well and reach the expected standard.

Commentary

42. The children have good opportunities to use a wide range of media, and sand and water are available on a regular basis. The children greatly enjoy making collage pictures individually and they know a good range of colours - they are able to describe colours using words such as 'peachy orange' and 'purply red'. They join in singing with enjoyment, knowing a good range of songs to which they can add the actions. They particularly enjoy using the good range of musical instruments showing a good sense of rhythm as they play independently and in small groups. Good use is made of the role-play areas - at present 'school offices' to take and write messages, check the registers and take in dinner money etc. developing well, in this instance, the children's language and social skills through talk and related activities. Outdoors the children carefully and co-operatively pack up the picnic basket to go on a trip before finding a suitable place to unpack it again and enjoy the picnic. The teachers provide a range of creative activities in the outdoor area and both children and adults enjoy the sense of freedom as they run around outdoors creating a vibrant effect with their ribbons streaming and twisting in the wind.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Standards in work seen during the inspection in Year 2 and Year 5 are broadly in line with national expectations and pupils are achieving well.
- Pupils' progress in writing is good.
- Standards in speaking and listening are below average and require improvement.
- Standards in tests are improving though below average in national tests in Year 2 and non-statutory tests in Year 5.
- The subject is very well managed and all teachers are benefiting from recent training opportunities; most have a good knowledge of the subject and the way pupils learn so teaching is good.

Commentary

43. Inspection evidence and particularly the scrutiny of work indicates that standards this year are broadly in line with national expectations in Year 2 and that pupils are making good progress and achieving well in reading and writing. This is encouraging and suggests that the measures adopted to improve standards are working well. Pupils with special educational needs are achieving well and have made good progress because they are thoroughly taught and benefit from good levels of adult attention from teachers and classroom assistants. Last year's results were below the national average, though the number of pupils who attained higher levels in writing was in line. Compared to similar schools, results are above average in reading and average in writing. Boys achieve better than girls according to national data. However, there was no evidence of bias in the teaching or resources.
44. Standards seen during the inspection in Year 5 are broadly in line with national expectations. Overall pupils' achievement is good. The work sample indicates that pupils had made good progress with their writing since September. Inspection evidence confirms that, compared to prior attainment in Year 2, pupils are making steady progress. This includes pupils with special needs who make good progress and the more able pupils. Test results in Year 6, from the local high school indicate that pupils are achieving in line with their results at seven according to Fischer Family Trust data.
45. Throughout the school, teachers pay attention to speaking and listening skills by using and explaining unusual and technical vocabulary. However, there is not enough opportunity created for pupils to use this vocabulary purposefully in their own discussion with the class or their peers. Partner work and the use of individual whiteboards for the quick jotting of an opinion are underused. Written work in English books is fairly neatly set out but too many pupils do not use the cursive style practised in their separate handwriting books. There is clear progress in the spelling, punctuation and vocabulary enlargement over six months throughout the school. However, there are not enough

opportunities yet for pupils of all abilities to develop appropriate independent thinking skills. This is linked to the need to develop pupils' speaking and listening skills.

46. The basic skills of reading are well taught, so younger pupils, including slower readers, have good phonic skills and make use of context to help them when they are stuck. They are also expected to learn to read and spell essential words and acquire phonic skills list. Older pupils are thoughtful readers and show basic understanding of the text. However, they often need support to appreciate the full meaning as their vocabulary is often limited. A recent focus on improving guided reading is having a positive effect on pupils' ability to fully comprehend the text. All pupils are encouraged to take books home, though some are not keen readers. A recent investment in new reading materials has increased interest in reading. The new library, which was established in 2004 and is enthusiastically managed, further motivates pupils. A good number of parents support their children at home.
47. Teachers have good subject knowledge because of recent training. Teaching is usually imaginative and, particularly in the younger half of the school, texts are carefully chosen, so pupils really enjoy the subject and achieve well. Questioning skills are good, so pupils are helped to remember previous learning or draw conclusions from what they know. Sometimes, though lessons are well planned, not enough thought has been given to the delivery of the lessons. For example, there may be too many activities or too much time spent on the carpet.
48. Assessment is thorough in this subject and is well used to set targets and track pupils. Support programmes are well used to advance progress. Able pupils are identified and are usually offered suitable additional challenge in the class part of the lesson. Pupils with special educational needs are supported well. Those who are so identified receive good support alongside other low attaining pupils. Marking is satisfactory overall and good in Years 1, 2 and 3, and linked well to the targets in these classes.
49. The subject is very well managed. The co-ordinator has monitored and evaluated the subject very carefully. She has acted on her analysis and has clear targets for improvement. She works very successfully with selected year groups and has already raised the quality of teaching, learning and achievement. Resources are good. She successfully tackled the updating of the school's reading book stock. Since the last inspection standards overall have been maintained and have risen this year.

Language and literacy across the curriculum

50. Pupils make good use of English when recording in history, geography and science. In some instances, however, presentation is not as good as it should be and work is untidy. Speaking and listening skills are underdeveloped and pupils too often reply with one word answers and are reluctant to use new and unfamiliar technical vocabulary.

MATHEMATICS

Provision for mathematics is **satisfactory**.

Main strengths and weaknesses

- Standards are below average throughout the school.
- Progress and achievements are satisfactory as a result of improved teaching.

- Not enough attention is being given to developing mental and oral mathematical skills.
- Pupils are enthusiastic learners but there are no clear individual targets set.

Commentary

51. In the 2004 tests Year 2 pupils achieved standards that were well below national expectations indicating underachievement. However inspection evidence for the current Year 2 indicates that pupils are achieving broadly as expected. Compared to similar schools pupils' results were below national expectations. Pupils in the three Year 5 classes appear to be achieving broadly in line with national expectations; there is variation because one class contains most of the lower ability pupils and, in this class, standards are below average. Pupils with special educational needs, achieve well in lessons because they are well supported. In all classes pupils' oral responses were often slow indicating an insecure grasp of number facts.
52. Teaching overall is generally satisfactory throughout the school. However there is variation. In a Year 2 class, all pupils were helped to make a quick response to learning number facts because they were given number fans to display answers. In another class, however, the mental part of the lesson was too slow, pupils only did a few sums and only a small number of pupils gave the answers. In most classes teachers are good at teaching the main part of the lesson, which contains the new learning, but do not give pupils sufficient opportunity to use new, unfamiliar mathematical language for themselves. In a very good lesson in Year 5 pupils were set challenging money problems. The approaches chosen by the teacher helped them to learn well because they included good partner work so pupils had to talk the problem through and use appropriate vocabulary. Pupils were also given calculators so they could concentrate on the processes needed to solve the problem and were not inhibited by their slow mental mathematics. During group work pupils worked on appropriately graded work that which matched their ability and teachers and support staff gave good levels of support.
53. Assessment is systematic. However, it is only very recently that the outcomes for classes and year groups have been recorded. Co-ordinators have access to this information and, for the first time, can analyse the progress of pupils as they move through the school. The co-ordinator is using this information, alongside other monitoring, to set priorities for improvement. These are realistic, but there is insufficient focus on using assessment information to set improvement targets for pupils and year groups.
54. Some aspects of the subject are effectively monitored by the co-ordinator who looks at books, now analyses assessment information and has observed learning in some classrooms. However, he has not had enough influence across the school to make use of his skills as a leading mathematics teacher to improve the interactive teaching of mental mathematics. Overall leadership and management are satisfactory. Some teachers have recently received extra national training and are beginning to use a variety of interactive teaching activities and to improve pupils' understanding and increase their use of mathematical language. Resources are good. The co-ordinator has an action plan which addresses the school's disappointing performance in the subject; he is ready to put it into place. Since the last inspection improvement overall has been just satisfactory. Although standards in year 2 have dipped evidence from the inspection suggests that the teaching of key mathematical ideas is now good and needs underpinning with an improved approach to mental calculation to raise achievement consistently.

Mathematics across the curriculum

55. Mathematics is used in other subjects purposefully. Pupils make use of measurement skills in science, for example to measure the changes in the body in response to exercise. They also use data handling skills to record results. In geography pupils use fraction terminology to describe proportions of water compared to land.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Overall, the pupils achieve well in science because teaching and learning are good.
- assessment information is not analysed to establish the strengths and weaknesses in the provision; this is linked to a lack of monitoring.

Commentary

56. By the end of Year 2 pupils' standards in the 2004 tests were below those expected nationally. In Year 2 inspection evidence shows that pupils are broadly achieving national expectations, with some pupils doing better. Interesting lessons inspire pupils to become science detectives in Years 1 and 2. The principles of fair testing are clearly established. For example, in a Year 1 class pupils test the differences in being able to discern objects under differing levels of light. They are able to do this well because a room is well prepared and effective resources are provided. In Year 2 a good well focussed class discussion prepares pupils well for individual differentiated tasks.

57. In the junior classes, lessons seen and a work sample indicate that pupils achieve average standards. In Year 3, following an examination of plants, pupils made good contributions to class discussion using correct terminology. In Year 5 pupils demonstrated they understood the principles of fair testing as they carried out experiments on the effect of physical exercise on humans. They are also gaining knowledge of appropriate recording and consider tables, graphs etc.

58. Teaching in most classes is good. Lessons are usually interesting. Learning objectives are well developed and discussions are well led. Teachers plan well for pupils of different abilities, including those with special needs, so pupils achieve well. Special educational needs pupils are sometimes given modified tasks so that reading and writing demands are easier. In most classes but particularly in Year 3 more able pupils are given more challenging work. Though planning is thorough, sometimes teachers have not thought through the delivery of the lesson well enough; this often leads to inconsistent teaching across a year group and sometimes unsatisfactory teaching.

59. The co-ordinator is enthusiastic and is working well. She has only recently taken up the responsibility for developing the subject. She is about to receive management training. As yet, there is not enough sharpness in the approach to monitoring of the subject. The analysis of assessment is at an early stage of development and has yet to make an impact on standards.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Pupils make good progress in Years 3 to 5.
- Information and communication technology skills are systematically taught using national guidance with appropriate cross-curricular links being made.

Commentary

60. Average standards have been maintained since the previous inspection. Pupils with special needs are often given extra support so they make good progress. Pupils have regular access to an ICT suite. In Years 1 and 2, pupils demonstrate that they have the skills expected for their age and use a range of different programs. A Year 2 class successfully interrogated a binary tree and created their own binary tree to identify different animals and birds. Year 5 pupils studied a picture of the Snail by Matisse on the interactive whiteboard and then created their own versions as part of a unit of work comparing the capabilities of two types of software packages. Children in a Year 4 religious education lesson successfully used a search engine on the Internet to find information about Martin Luther King. However, in a Year 4 science lesson, where two children were using their word processing skills, the use of computers did not add to the overall achievement of the task, within the time limit they made a simple list and did not plan their experiment.
61. Teaching is satisfactory in Years 1 and 2 and good in Years 3 to 5. Teachers have sound subject knowledge. They teach the basic skills clearly, following the national guidance for the subject. Where staff have access to the interactive whiteboard, it is used successfully to aid learning, such as in a Year 5 mathematic lesson on rounding up and down. Some teachers make good use of projectors. In Year 2, for example, a story was considerably enhanced by the inclusion of beautiful Chinese pictures. Pupils' learning is supported through good teaching assistant support. Teaching and learning are best where the teachers are secure in their subject knowledge and have carefully matched the activities to the learners' needs. In a Year 4 class, for example, good progress was made by the pupils when a range of teaching styles enabled the children to 'feel' the turns made by an imaginary Roamer, in preparation for writing a program to steer an onscreen turtle along a route. Sensitive support provided by both teachers and support staff in this lesson enabled all pupils to make good progress. Teachers and support staff have had ICT training.
62. The subject co-ordinator has a secure understanding of the standards across the school and is enthusiastic and committed to raising standards. He has begun to address the issue of teacher assessment of pupils' capabilities. A limited amount of hardware resources means the use of ICT within the classroom to support other areas of the curriculum is limited. Where classroom computers are used to support the learning, careful consideration of their use was not always evident. There is a set of class laptops but these were not operational at the time of the inspection. There are currently three interactive whiteboards in school, one in each of the Year 5 classes. There are plans to increase this provision.

Information and communication technology across the curriculum

63. Opportunities for pupils to use ICT to support their learning in other subjects are developing well. Pupils use the research capability of the Internet to further their knowledge when studying subjects like history and geography. In mathematics, data handling capabilities are gradually developing. Word processing skills are well developed and most pupils are confident when using the computer for graphics work. Year 5 pupils have used data logging equipment in science to monitor the environment.

HUMANITIES

64. It is not possible to make secure judgements on the quality of overall provision in **history** as only one lesson was seen. However, from the scrutiny of work and displays as well as discussions with the co-ordinator, pupils appear to reach the expected national levels. Planning indicates satisfactory coverage of the subject. By the end of Year 2 pupils have a sound knowledge and understanding of aspects of the past beyond living memory and of some of the main events and people, such as Florence Nightingale and The Great Fire of London. Pupils in Year 1 could describe similarities and differences between life today and that experienced by people living in Beaumanor Hall as a result of their visit. Performance in Year 3 is stronger with imaginative work based on the Vikings and the Romans. Pupils in this year group make good progress, partly because the marking of the written work features useful annotations to help the pupils improve and move on. In their work on Victorians and Ancient Greeks, pupils in Year 5 demonstrated their ability to identify events and position them on timelines. They use a variety of sources of evidence for research purposes. They have sound understanding of life in these two periods and are aware of many of the differences between lives then and now. A programme of visits and workshops enriches the curriculum. The co-ordinator has good subject knowledge and has ensured that there are adequate resources available.

Geography

Provision in geography is **satisfactory**.

Main strengths and weaknesses

- Good use is made of the local area to support the teaching and learning of geography.
- The use of one book, in the younger classes, to record all foundation subjects and science, makes it hard for pupils to gain from previous learning or to have a sense of continuity about the topic they are studying.

COMMENTARY

65. By the end of Year 2 standards are average. Year 2 pupils recognise contrasts in the features of different localities, for example, in on The Isle of Struay. In a good Year 2 lesson, the children identified the possible consequences of changes in transport to the island. Pupils are given a good introduction to map making. The Year 2 class used 'modroc' to create their own three-dimensional version of the Isle of Struay. It enabled them to map the journeys of the characters they met within the Katie Morag stories. By the end of Year 5 pupils have awareness of their wider geographical location. This is highlighted in the Year 4 topic based on India, where pupils compare and contrast locations in India with similar sized locations in and around Leicester. Pupils including those with special educational needs make steady progress and achieve in line with their capabilities.

66. Teaching is satisfactory overall. Staff have secure subject knowledge. There are, however, variations in confidence across year groups, particularly in the standards set for the recording of work. There is satisfactory teaching of the skills, knowledge and understanding. Progression is ensured throughout the school through the use of the nationally devised programmes of work. Pupils make the best progress where the teaching is good, where the activities are clearly explained and are closely matched to the learners' needs, and where marking indicates what the children have to do to improve their work, for example, in Year 4 where specific questions focus the pupil's attention on whether a school in India was the same as theirs.
67. The good range of visits undertaken by the pupils does much to enhance the pupils' appreciation of their locality. Year 1 study Blaby Road; this is developed in Year 3 where a local issue is studied. The topic is built upon in Year 5 when the children conduct a high street survey. Year 5 also visit the local Cropston Water Treatment plant as part of their study of Water and Rivers.
68. The subject leader has a sound understanding of the standards across the school. However, she has not considered whether the present approach to recording is helping pupils to build on previous learning. She has monitored and evaluated the teaching and learning within the subject. She is building a portfolio to help staff in pupil assessment. Provision is similar to that found at the last inspection.

Religious education

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

Strengths and weaknesses

- Moral values and the caring ethos of the school are very strongly promoted through religious education.
- Provision has improved since the last inspection.

Commentary

69. Pupils' achievement is satisfactory overall and standards are broadly average and in line with the Locally Agreed Syllabus for religious education. Teaching and learning are sound and have improved since the last inspection when they were found to be unsatisfactory. The school has successfully addressed the key issue to improve the provision and standards in religious education by ensuring that adequate time is spent on the subject area and that planning reflects the requirements of the Locally Agreed Syllabus. Occasionally, the impetus of a lesson is lost because the time allocation is split, for example, between the morning and afternoon or even between days. The subject makes a strong contribution to the pupils' spiritual, moral, social and cultural education and personal development. All the pupils are taught the values of right and wrong and consider the need to establish and follow rules. They learn about individuals who have made significant contributions to the care of people and the development of human rights, for example Albert Schweitzer and Martin Luther King. There is an emphasis on being considerate, caring people throughout the school and often examples are drawn from figures from the major religions to illustrate how people can live such lives.

70. The quality of teaching and learning is satisfactory overall. It is particularly successful in Year 3 where the teachers plan cohesively together, work is varied and interesting and well recorded in the pupils' books. Overall, the teachers have gained confidence in planning to cover all of the requirements of the syllabus although sometimes the activities are not as appropriate as they could be. In a Year 4 lesson pupils misunderstood the purpose of the worksheet in a discussion and started to copy from the text. The resources for teaching the subject are adequate and good use is made of those that the school possesses. For example, Year 2 pupils watch an interesting video about a Jewish boy preparing for his Bar Mitzvah and the teacher is able to use a replica Torah to explain its importance to the pupils before they see one being used in the programme. Pupils with special educational needs are well supported and take a full part in the lessons and other activities enabling them to make good progress and achieve well.
71. Leadership and management of the subject are good. The co-ordinator has been able to make a secure start to monitoring and evaluating the provision of religious education by circulating the teachers with a questionnaire and improving the planning and resources. At present there is limited use of assessment to check pupils' attainment and progress in gaining knowledge and understanding of religions. There is good use of literacy skills in writing accounts and expressing opinions; and some use of information, communication, and technology skills as when pupils use the internet to research facts about the lives of prominent figures. A range of visits are planned to support learning in religious education for example to the Jain and Hindu temples and good use is made of local churches and ministers to enable pupils to learn about Christianity and the traditions of different churches.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

ART AND DESIGN

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

Main strengths and weaknesses

- Standards in art and design are above average by Year 5.
- Pupils achieve well and make good progress in developing skills and techniques.
- The use of sketch books and portfolios of work is not well developed.

Commentary

72. Although it was not possible to observe any lessons in Years 1 and 2 there are stimulating displays of work throughout the class areas. This shows that younger pupils achieve at least average standards. Effective use of different media including paints, crayons and materials supports pupils' understanding of colour and texture. The pupils are introduced to creating three dimensional work such as the carefully produced Noah's Ark in Year 1.
73. Three lessons were observed in Years 3, 4 and 5. Pupils in these years, including those with special educational need, continue to achieve well. Standards are generally above those expected. Good teaching ensures that skills are well developed using a wide range of materials and media, including computer imagery to create pictures in the

styles of different artists. More systematic use of sketchbooks and portfolios would contribute further to this.

74. Subject management is good. The co-ordinator has a clear sense of direction and good subject knowledge. He has compiled a useful action plan to improve the subject. There are good links with other subjects, for example in a good English lesson beautiful Chinese and Japanese print made a strong contribution to pupils understanding of setting. The subject makes a strong contribution to pupils' spiritual, moral, social and cultural development. Throughout this very large school colourful displays, which include a rich variety of art work make a strong contribution to the quality of the environment and the importance that teachers place on communicating that they value their pupils work. The quality of provision has improved since the last inspection as there are now wider cultural references and more focus on the development of appropriate vocabulary.

DESIGN AND TECHNOLOGY

The provision for design and technology is **satisfactory**.

Main strengths and weaknesses

- Pupils achieve well and make good progress throughout the school.
- Teachers plan a range of useful experiences and are well supported by the recently appointed co-ordinator.

Commentary

75. Only three lessons were seen, in Year 2 and Year 3. Standards in the lessons and in the work displayed around the school showed that pupils are achieving national expectations.
76. Teaching is good throughout the school, resulting in good progress in pupils' understanding. A practical hands-on approach is applied to teaching and learning, for example in an on-going study of structures using construction kits and a wide range of materials in Year 1. Discussion and mutual support amongst pupils is encouraged within this approach, for example, working in pairs during a project on packaging so all pupils including those with special educational needs make progress.
77. A recently appointed and enthusiastic co-ordinator has begun to audit pupils' work on the subject, creating a file that shows how improved progress can be achieved throughout the school. Beneficial in-service work supports all staff in developing their ideas and planning for the subject. The quality of the provision has been maintained since the last inspection.

MUSIC

Provision in music is **good**.

Main strengths and weaknesses

- Teaching in the two interesting lessons seen was good, so pupils made good progress.
- The co-ordinator is very committed and is dedicated to improving the subject.

Commentary

78. Only two lessons were seen, one in Year 2 and one in Year 4. In both lessons standards were in line with national expectations. In the younger class pupils successfully performed a sound poem playing good attention to dynamics, timbre and tempo. These pupils were able to perform in parts and improvise sounds using their body as an instrument. The teacher introduced and used some technical vocabulary but there are insufficient opportunities for pupils to use this for themselves. In Year 4, pupils enjoyed singing and analysing versions of the 'Gnu Song'. The teacher provided some useful key questions about descriptive sounds which successfully focussed group discussions. In both lessons pupils, including those with special educational needs, worked hard and made good progress.
79. Teaching in both lessons was good. The activities selected were fun and offered a good level of challenge to the pupils. Both teachers were well prepared and confident. In consequence, in both lessons pupils worked very hard to do their best.
80. The subject is well led by a very enthusiastic and knowledgeable co-ordinator. He has increased the numbers of pupils playing musical instruments from under ten to well over seventy. There are very good extra curricular opportunities including recorder, brass, woodwind, guitar, strings and orchestra. There are several concerts each year and pupils are encouraged to play in assembly. The school uses national guidance supplemented by a recently acquired commercial scheme to teach the subject and this has boosted staff confidence. In addition, opportunities to use and investigate music across the curriculum have been identified. The subject has improved since the last inspection

PHYSICAL EDUCATION

Provision for physical education (PE) is **good**.

Main strengths and weaknesses

- There is good provision for teaching and learning in swimming.
- The school provides a good range of activities in addition to lessons to extend its programme and enhance expertise including help from outside experts.
- There is good leadership and management and monitoring and evaluation is well used to improve provision.

Commentary

81. The pupils enter the school with broadly average standards of attainment in physical education, they make steady progress and by the time they leave the school standards are in line with those expected nationally with many pupils exceeding this level. Standards in swimming are above those expected - the vast majority of pupils swim confidently and with good style. The school has its own learner pool and makes good

use of it together with the expertise of the teachers who work there with the pupils. Parents, grandparents and carers provide very good support to the school helping to supervise and care for the pupils during the sessions. The overall provision for physical education has improved since the last inspection. The school uses its facilities effectively to teach all aspects of physical education. Pupils participate enthusiastically in a wide range of sports taking part in several competitions including football and netball.

82. Teaching and learning throughout the school are good. The teachers generally have good subject knowledge and use it enthusiastically to plan challenging and enjoyable lessons. All elements of lessons are present including warm-ups and downs, opportunities to practise skills and usually pupils have chances to assess their own or each others' performance and suggest improvements. In most lessons the pupils are very co-operative, they behave very well and enjoy the lessons. Very occasionally the pupils become noisy and over excited but this is usually quickly dealt with by calm and purposeful teachers. Pupils with special educational needs are well supported and enabled to take a full part in the lessons.
83. Leadership and management are good; the co-ordinator is experienced and hardworking. She supports her colleagues well and makes good use of opportunities for monitoring and evaluation to improve the quality of teaching and the range of resources. She has clear plans and strategies to further improve the provision of some aspects of the physical education curriculum such as dance. The very good range of sporting activities outside of lessons promotes the physical well-being of the pupils and development of their confidence and self esteem. Above all there is real enjoyment and pupils benefit from the simplest of physical activities such as lunchtime skipping and space-board hopping.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

The school's provision for personal, social and health education is **very good**.

Main strengths and weaknesses

- The subject is very well organised and managed.
- Very good use is made of cross-curriculum links.

Commentary

84. The school devotes good resources to this area of pupils' development and pupils achieve very well. A specialist teacher delivers a very good half day programme to each class roughly twice per term. Programmes of learning are very well supported by the pupils' experiences of life in school, such as the codes of conduct and pupils relationships with others in the school.
85. The school has a clear strategy for development, which includes making all the right links with other areas of the curriculum and with assemblies. The subject co-ordinator liaises very well with other co-ordinators. In consequence, there is a clear view of the links between this and the other subjects of the curriculum. Overlaps and gaps have been identified and a programme of specialist lessons in personal, social and health education designed, so that learning opportunities for pupils are progressively co-ordinated across all year groups. This programme takes full account of the

recommended curriculum for citizenship in primary schools. The programme is also in line with areas of learning for the Healthy Schools award, including drugs awareness and sex education.

86. The subject co-ordinator is approaching the completion of a course in the specialist teaching of the subject and this expertise was very apparent in a very good Year 2 lesson on the appreciation of diversity. This was an extended lesson planned with a variety of activities that captured the interest of pupils, who made very good progress and towards the end were already using terminology they had learned earlier.
87. The co-ordinator is very committed to the development of this subject and the very good standard of these lessons is an important contribution to all the school is doing in the personal development of pupils.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	4
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4

Overall standards achieved	3
Pupils' achievement	3

Pupils' attitudes, values and other personal qualities	2
Attendance	4
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3

The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	4
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	4
The school's links with other schools and colleges	3

The leadership and management of the school	4
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	4

The effectiveness of management

4

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