

INSPECTION REPORT

LAUNDE PRIMARY SCHOOL

Oadby, Leicester

LEA area: Leicestershire

Unique reference number: 120082

Headteacher: Miss Inderjit Sandhu

Lead inspector: Mrs Barbara E Doughty

Dates of inspection: 2nd – 5th February 2004

Inspection number: 256703

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

Crown copyright 2004

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 to 10
Gender of pupils:	Mixed
Number on roll:	539
School address:	New Street Oadby Leicester Leicestershire
Postcode:	LE2 4LJ
Telephone number:	0116 2713899
Fax number:	0116 2710024
Appropriate authority:	Governing body
Name of chair of governors:	Mr Dushyant Tanna
Date of previous inspection:	23 rd March 1998

CHARACTERISTICS OF THE SCHOOL

This is larger than average multicultural primary school with 539 pupils on roll aged from four to ten. Most of the pupils come from broadly average socio-economic backgrounds. More than half are from Indian backgrounds and the rest are from white, English-speaking families. A very high number, about 50 per cent of the pupils, speak English as an additional language. Children's attainment on entry is typical of that of most four year olds nationally. The percentage of pupils with special educational needs, which are mostly related to speech and language disorders and autism, is below average, but there is an average number with statements of specific need. The school gained a School Achievement Award in 1999 and again in 2003. It has had three different head teachers since 1999; the current head teacher was appointed in January 2002.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
22261	Mrs Barbara E Doughty	Lead inspector	The Foundation Stage curriculum Information and communication technology
14141	Mr Ernie Marshall	Lay inspector	
20404	Mr John Evans	Team inspector	Special educational needs English Art and design Design and technology
1678	Mr David Peckett	Team inspector	English as an additional language Mathematics Music Physical education
11901	Mrs Pat Lowe	Team inspector	Science Geography History Religious education

The inspection contractor was:

Peakschoolhaus Ltd
BPS Business Centre
Brake Lane
Boughton
Nr Newark
Nottinghamshire
NG22 9HQ

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	7
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	9
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	12
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	17
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	19
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	33

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **very good** school. Rich and exciting learning opportunities and very effective teaching mean that pupils learn within an atmosphere of high expectation. Excellent leadership and management by the head teacher means that high standards are pursued relentlessly and pupils achieve very well from starting in the Nursery class to leaving at the end of Year 5. Team spirit is excellent and morale is high. The school gives very good value for money.

The school's main strengths and weaknesses are:

- Pupils are expected to do their best at all times and because of this standards are well above average and achievement is very good.
- Learning opportunities are exciting and demands on pupils to do well are high because the work always demands just that little bit more than could reasonably be expected.
- Very good teaching inspires pupils to learn.
- The head teacher, senior managers, subject leaders and governors know the school very well and focus relentlessly on high standards; because of this everyone pulls in the same direction and morale is high.
- Inclusivity is seamless; all pupils whatever their ability, background or gender, are fully involved because of very effective support and the knowledge staff have of them.
- Pupils enjoy coming to this school, reflected in their good attendance, eagerness to learn and very good involvement in learning.
- Apart from English, mathematics and physical education where standards are very high, the time allocated and the length of lessons in other subjects are insufficient to match these standards.

The school has improved well since it was last inspected. Governors are now fully involved in long-term planning and have a good grasp of what is and is not working. Teaching is more effective and learning opportunities are more exciting; because of this standards have risen. The very good progress made by pupils with special educational needs and English as an additional language matches that of their schoolmates. Attendance has improved, reflecting pupils' eagerness to come to school. ICT resources are better than they were, but the teaching time in Years 3 to 5 has not increased and is still below the nationally recommended time.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2001	2002	2003	2003
Reading	C	B	B	B
Writing	C	B	B	B
Mathematics	C	A	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.*

The table shows the national test comparative data for Year 2 pupils; there is no comparative test data for Year 5. Achievement is **very good** and pupils do very well at this school to reach standards that are above average in reading, writing and mathematics by the end of Year 2 and well above average in English and mathematics and above average in science by the end of Year 5. Standards are well above the nationally expected level in physical education and above the expected level in information and communication technology (ICT), religious education and all other subjects. Children in the Nursery and Reception classes achieve well, and better than in most schools, with many

exceeding the goals they are expected to reach by the end of the Reception class in personal, social, emotional, communication, language, literacy and mathematics.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are **very good**. Pupils have very good attitudes to work; their behaviour is excellent. They enjoy extremely good relationships with each other and adults, take pride in what they do, and aspire to succeed.

QUALITY OF EDUCATION

The quality of education provided by the school is **very good**. Teaching is **very effective** in Years 1 to 5 and good in the Nursery and Reception classes. Pupils are always engrossed in their work and achieve considerably better than in most schools. This is because teaching is stimulating, enthusiastic and challenging, learning is very securely based on accurate assessments of previous learning, and work is tailored very well to meet the needs of the pupils. There are excellent relationships, built on trust and respect. Teaching methods are carefully and effectively chosen to motivate pupils to work hard. Links between subjects make use of every bit of time, but there is insufficient teaching time in Years 3 to 5 to teach all subjects in equal depth and the organisation of the school day in the Nursery to Year 2 means that the short sessions are not used as well as they might be to promote learning across all subjects. Personal, social and health education is embedded in all subjects and aspects of the school's work, and all pupils are fully included through very effective support arrangements and well-deployed and effective support staff. The curriculum is rich and exciting and learning opportunities are tailored very effectively to pupils' needs. The school cares for pupils well and makes them feel special by valuing what they have to say and acting on their suggestions.

LEADERSHIP AND MANAGEMENT

Leadership and management are **very good**. Statutory requirements are fully met. The head teacher has a sharp understanding of the school's strengths and weaknesses and the knowledge and skills to inspire and bring about improvements. She, the staff and governing body know the school very well. Governors are fully involved in strategic planning, and keep in touch with the school's work by working closely with subject leaders. Management reflects a school with ambition, and leadership is dedicated to promoting high standards and achievement. This school constantly thinks about what it is doing; teaching is very effective and staff seek to improve that which is not. Managers are fully committed to the relentless pursuit of high standards; achievement is tracked and managers are clear where and when the most and least progress is made.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents and pupils are both very happy with the work of this school. Parents are particularly pleased with the progress their children make and the fairness with which they are treated. Pupils enjoy the excellent relationships they have with staff and the help they get from them when they are stuck.

IMPROVEMENTS NEEDED

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

- Review the time allocated to teaching in Years 3 to 5 and reorganise the teaching time in the Nursery and Reception classes and Years 1 and 2 to enable staff to teach all subjects in sufficient depth.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Children do well in the Foundation Stage; they make good progress in Years 1 and 2, and again in Years 3 to 5. This means that their achievement over time is very good and from an average starting point on entry to the Nursery class, they reach standards that are well above those expected nationally in English and mathematics by the time they leave the school at the end of Year 5. Pupils do well in science, ICT, and religious education to reach standards that are above those expected nationally.

Main strengths and weaknesses

- Pupils do extremely well by the end of Year 5 to reach well above the nationally expected standards in English, mathematics and physical education.
- They do well to reach above the standards expected nationally in science, ICT, religious education, art and design, design and technology, geography and history.
- All pupils achieve as well as each other, including the most and least able, boys and girls, those from different ethnic backgrounds, and those with English as an additional language.

Commentary

1. There is a relentless pursuit of high standards at this school and because of this, standards exceed those expected nationally at the end of the Reception class; they are above average by the end of Year 2 and well above the nationally expected level by the end of Year 5. The only data that there is to compare how well this school does with other schools nationally is for the end of Year 2. This shows that at this school standards have risen at a greater rate than those nationally and for the last two years have been above the national average.

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

Standards in:	School results	National results
Reading	16.9 (16.7)	15.7 (15.8)
Writing	15.3 (15.3)	14.6 (14.4)
Mathematics	17.0 (17.8)	16.3 (16.5)

There were 92 pupils in the year group. Figures in brackets are for the previous year.

2. Pupils do extremely well by the end of Year 5 to reach well above the expected standards for pupils of their age in English, mathematics and physical education. In English, pupils structure their writing well and develop ideas effectively. They choose words and phrases accurately to create the desired impact on the reader and use punctuation effectively to add precision to their messages. In mathematics, pupils work confidently with high numbers and their mental calculations are particularly good. Standards in physical education are high because of the good emphasis placed on all aspects of pupils' physical development, including games, gymnastics and dance.
3. Pupils in Years 3 to 5 achieve well to reach above average standards in science, ICT and religious education. They succeed well in science because they are taught to think like scientists; they carry out investigations competently and write up and explain their conclusions in an easy to understand format. Achievement in ICT is good; pupils have a good range of skills, which they use well to support work in other subjects, and a very clear understanding about technology and its use in the wider world. Most of the Year 5 pupils have a good understanding

of the major world religions and the importance of the celebrations of other faiths. Achievement and standards are equally as good in art and design, design and technology, geography, history, and music mostly because, although the time allocated for teaching these subjects is shorter than that in most other schools and standards are affected by short lessons, teachers interweave, in single lessons, learning in several subjects and this brings about the good standards.

4. Achievement is good in Years 1 to 2. By the end of Year 2, pupils reach above average standards in reading, writing and mathematics. Standards in ICT are above those expected nationally, and in all other subjects they are broadly as expected nationally for children aged seven.
5. Children do well in the Nursery and Reception classes and standards are better than in most schools because many children exceed the goals expected for children of their age in personal, social, emotional, and mathematical development and communication, language and literacy by the time they leave the Reception class. Nursery and Reception class children are very secure and confident learners, because of the way in which their personal, social and emotional development is promoted, and are particularly good at writing and number work. They achieve satisfactorily to securely reach the expected goals in knowledge and understanding of the world, physical, and creative development. However, their learning in these areas is not built as systematically as it is in the others, nor is it tailored to their needs as well as it could be, and there is not as much time spent teaching them; hence progress, although good, is slower.
6. There is a wide range of pupils with different abilities and from different backgrounds. All of them achieve as well as each other because of the way in which the school tailors the work to suit their needs. There are some gifted and talented pupils in Years 3 to 5, whose learning is enhanced by suitably challenging work and attendance at after-school clubs. The least able pupils and those with special educational needs do well because they are effectively supported in lessons and are well aware of what they need to work on next in order to make progress. Pupils with English as an additional language are supported very well by the class teachers and education support staff, who check regularly on their understanding and make sure they know what is going on and what is expected of them. Although fewer pupils with English as an additional language than their English speaking classmates reach the higher level in reading, they all do well in comparison with most other pupils nationally and many of them reach or exceed the nationally expected level in all subjects.

Pupils' attitudes, values and other personal qualities

Pupils' attendance and punctuality are good. Attitudes are very good and behaviour and relationships are excellent. Personal development, including spiritual, moral, social and cultural aspects, is very good.

Main strengths and weaknesses

- Pupils' very good attitudes and excellent behaviour and relationships contribute to their very good achievement.
- The school provides a very good range of opportunities to encourage pupils to develop independence, initiative and responsibility.
- Very good support for individuals and different groups of pupils, such as those with English as an additional language and the least able pupils, minimises any barriers to learning.
- Planned opportunities for pupils' spiritual, moral, social and cultural development across all subjects contribute very effectively to pupils' personal development.

Commentary

7. The school stimulates in pupils a desire to learn, and most pupils demonstrate very high confidence and self-esteem. They take full advantage of the wide range of opportunities on offer

to them, both within the curriculum and through extra-curricular activities. Pupils willingly accept responsibility as school councillors and act as 'buddies' to new pupils and younger children. Pupils' behaviour is outstanding. Their friendliness and courtesy reflect the harmonious and inclusive attitudes that they encounter. There is no evidence of bullying or oppressive behaviour and there have been no exclusions.

8. Very good provision for pupils' spiritual, moral, social and cultural development contributes very effectively to their personal development. Opportunities to develop pupils' self-knowledge and spiritual awareness are built into daily assemblies and the curriculum. Provision for moral development is very good, and pupils' understanding of right and wrong is strongly reflected in their openness and self-discipline. Pupils devise their own class rules and are fully aware of the way that their actions affect other people. Opportunities for social development are incorporated whenever possible into lessons and this leads to very constructive relationships. Pupils are given responsibility from an early age and they conscientiously complete the tasks that they are given. This promotes a very good working atmosphere and has a significant impact on how well pupils do. The school's sensitivity to the many cultures and religious beliefs of its pupils is evident in the respect that staff and pupils show towards each other. Teachers encourage pupils to reflect on the expectations of other cultures, in addition to those of their own culture. This means that they are very well prepared for life in a multi-ethnic, multi-faith society.
9. Pupils' attendance is good; it is above the national average for all schools and reflects pupils' enjoyment of school and their eagerness to learn. The school has effective systems in place to monitor and promote good attendance, and almost all of the pupils attend school regularly and arrive on time.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	4.5
National data	5.4

Unauthorised absence	
School data	0.0
National data	0.4

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

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	169	0	0
White – Irish	1	0	0
White – any other White background	8	0	0
Mixed – White and Black Caribbean	9	0	0
Mixed – White and Asian	9	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British – Indian	216	0	0
Asian or Asian British – Pakistani	16	0	0
Asian or Asian British – any other Asian background	18	0	0
Black or Black British – African	3	0	0
Chinese	1	0	0
Any other ethnic group	4	0	0
No ethnic group recorded	5	0	0

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is very good. Learning opportunities are exciting and promote high standards very well because they are matched to pupils' needs. Pupils enjoy coming to school and all of them, whatever their background or ability, are fully included and learn as effectively as each other.

Teaching and learning

The quality of teaching and learning is very good; they are very good in Years 1 to 5 and good in the Nursery and Reception classes. This is because the assessment of pupils' work is very good and teachers use the information extremely well to tailor the work to the children's needs. The teachers in the Nursery and Reception classes use it very well to plan work in communication, language, literacy and mathematics but not in the other areas of learning where sometimes the work is not as accurately matched to children's needs.

Main strengths and weaknesses

- Pupils are taught in an atmosphere of high expectation and success; in most lessons assessment is used very well so that all pupils are challenged to achieve much more than could reasonably be expected.
- All pupils are fully involved; those with English as an additional language and those with special educational needs are highly motivated and supported extremely well.
- Children get off to a very good start in personal, social and emotional development, communication, language, literacy and mathematics in the Nursery and Reception classes but their learning in the other areas of learning is not as systematically developed and the work is not tailored as well as it could be to their needs.
- Very good teamwork between teachers in the same year groups and teachers and support staff in the same class sets an excellent example to pupils of how to get along with others.
- The teaching of subjects through other subjects is embedded in the school's work and contributes significantly to high standards.
- Lessons are very well prepared and move at a swift pace, with no time lost. They start promptly and teachers' very good subject knowledge means that explanations are sharp and pupils know what to do and how to do it. By changing teaching styles, teachers hold pupils' interest and make learning enjoyable.
- Personal development is taught well. Attractive displays value pupils' achievements and celebrate their success. Excellent relationships are well established through mutual respect and consideration.

Commentary

Summary of teaching observed during the inspection in 61 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3 (5%)	25 (41%)	28 (46%)	5 (8%)	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.

10. Teaching is more effective than it was at the time of the last inspection, with much teaching that is very good or excellent. This is because the head teacher sets goals for teachers to aspire to and challenges all teachers to move pupils on, not just those in Years 2 and 5. These goals are nearly always achieved and often exceeded because in Years 1 to 5, and in communication, language, literacy and mathematics in the Nursery and Reception classes, teachers constantly check on how much pupils have learnt and then use the information to set pupils challenging work. Teachers discuss with pupils what they are good at and need to learn next and what they

are not so good at and need to practise more. This means that pupils' personal targets are clear and sharply focused and give pupils a goal at which to aim.

11. Pupils enjoy learning because teachers make it fun by changing the way they teach to match the age and interests of the pupils. For example, much of the work in the Nursery and Reception classes is based on children learning through observation and exploration, and in the older classes pupils use and apply the skills they have learnt in other subjects, such as writing in English, to help with their learning in history and geography. This weaving of subjects means that, although teaching time is short for subjects other than English, mathematics and physical education where pupils' learning is most successful, pupils nevertheless learn well.
12. Teachers celebrate pupils' success by displaying their work attractively and they show that they care by listening to pupils and responding to their views. Teachers in the same year groups work together extremely well to ensure pupils of the same age, but in different classes, have the same learning opportunities and the chance to progress at the same rate and achieve at the same level. Teachers and support staff in the same class get on extremely well together, giving pupils excellent examples on which they can base their own relationships with others. This means that all pupils, including those in the Reception and Nursery classes, do well in personal, social, and emotional development.
13. Reception and Nursery class children also learn very well in communication, language, literacy and mathematics because good emphasis is put on these two areas of learning and teachers set work that constantly challenges children to do better. They use the national teaching guidance well to build children's learning step by step and consequently children progress well. Short sessions before lunch and playtime are spent practising communication, language, literacy and mathematical skills, enhancing learning further. Children's achievement in other areas of learning is satisfactory and teaching is sound overall but they do not do as well in these areas of learning as they do in personal, social and emotional development, communication, language, literacy and mathematics because teachers do not make sufficient use of the national teaching guidance to build children's learning step by step. Nor do they measure children's progress sufficiently or use the information well enough to tailor the work or to direct children to particular activities.
14. Inclusion is excellent. Support staff for pupils with special needs and those with English as an additional language are very effective in their work and all pupils succeed as well as each other with no one group doing better than any other in lessons. Lessons nearly always run smoothly because staff prepare for them very well. Explanations are always clear and focused because teachers are aware of what they want pupils to learn and this means that pupils know what to do and, most importantly, how to do it. Staff insist on high standards of behaviour and pupils oblige by working hard and industriously. This is because they see the point in what they are doing, are highly motivated, and fully involved.

The curriculum

The quality of the curriculum is very good and includes a very good range of activities outside normal school time that enhances the quality of pupils' education. Resources and accommodation are good.

Main strengths and weaknesses

- The curriculum is imaginatively planned and taught with excitement.
- The way that lessons are planned and learning opportunities are matched to the pupils' needs ensures that all pupils are fully included, means that the curriculum is relevant, and brings a real sense of purpose to pupils' learning.
- There are very good opportunities within the curriculum and through extra-curricular activities for pupils to participate in the arts and sport, and the provision for pupils' personal, social and health education is very good.

- The teaching time in Years 3 to 5 is below the government's minimum recommended time. Whilst there are good links between subjects, resulting in above average standards in subjects other than English, mathematics and physical education, the lack of time allocated to these subjects prevents very high standards being reached.
- The structure and organisation of the teaching time in the Foundation Stage and Years 1 and 2 restrict the learning in some areas of the curriculum.

Commentary

15. The curriculum is rich, exciting and planned imaginatively so that pupils approach their lessons enthusiastically and achieve very well. Teachers use their very good subject expertise when planning the wide range of work that covers the National Curriculum subjects and religious education. Statutory requirements are met fully, and pupils are prepared very well for the next stage of their education. The links between subjects are developed creatively to make the best use of time and to bring a real sense of purpose to the pupils' learning. In mathematics, English and physical education, standards are very good because of the quality of the teaching and because those subjects have more than sufficient time allocated to them. However, the overall teaching time in Years 3 to 5 is below the minimum recommended so other subjects are not taught in the same depth to enable the pupils to achieve the same very high standards.
16. Similarly the curriculum for children in the Foundation Stage and in Years 1 and 2 is very good. It is exciting and based appropriately on children learning through observation and exploration, making work relevant and meaningful and learning long lasting. However, the school day is organised in such a way that there are often short sessions lasting 10 to 15 minutes, just before lunch or playtime, and teachers tend to use these to practise more English or mathematics skills. This lessens further the time spent on other subjects and in comparison pupils do not do as well in these as they do in English and mathematics.
17. The school has a very inclusive approach and ethos. As a result all the learning opportunities are fully accessible to all pupils. All groups in classes or in the out-of-school activities are a complete mix of the pupil population. Provision is very good for all pupils including those with special educational needs and English as an additional language. This is because these aspects of school life have high priority and provision is led and managed very well. Classroom assistants play an important part in supporting pupils to do as well as they can, especially in literacy and numeracy lessons. The teachers for those pupils learning the English language know the pupils very well and as a result they plan the work very carefully to help the pupils learn and make very good progress. Pupils who are gifted and talented achieve well because of the school's determination to make sure that the learning is planned to provide real challenges for them to respond to.
18. During the year, the very good range of clubs and activities outside the school day is well attended by pupils and makes a very important contribution to pupils' learning and to the standards they achieve. Pupils enjoy a very good programme of sport and involvement in the arts and take part in both cultural and residential visits. The provision for sex education and drugs' misuse awareness are organised very well and contribute to the personal, social and health education curriculum.
19. The accommodation is spacious and generally well maintained. The classrooms and other areas are well organised and present an exciting and stimulating learning environment. There has been a significant improvement in the library provision since the last inspection. It is now well organised and very accessible to support learning. The nature of the site and the many different buildings are managed very well so the extensive grounds are an important resource. The school makes the very best of the whole site but there is some time wasted when the pupils have to move around to the different buildings, for instance to go to the library or school assembly. The outdoor learning area for the Foundation Stage is good but it is not easily accessible for one of the classes. Resources are of a good quality. They are well organised, readily available and used well to support both teaching and learning.

Care, guidance and support

The school takes good care of pupils' welfare, health and safety. The support, advice and guidance staff give pupils, based on the monitoring of their progress, are very good. The school very effectively seeks and acts on pupils' views on how to improve school routines and procedures.

Main strengths and weaknesses

- Pupils readily relate to an adult in school if worried or in need of advice. The excellent relationships between staff and pupils ensure pupils feel valued and secure.
- Pupils of all abilities and backgrounds are very well supported and guided as they progress through the school.
- The very well planned and implemented induction arrangements help new children to settle quickly and to gain trust and confidence in the staff.
- The school provides very good opportunities for pupils to give their views on improving the work of the school and contribute to bringing about developments.
- The staff and the governing body together ensure pupils work in a safe environment that is conducive to learning.

Commentary

20. Relationships between pupils and staff are excellent and this encourages pupils to approach an adult in school without hesitation if and when they are in need of help or advice. Pupils say that staff listen sympathetically and help them if they are in personal difficulty. Teachers and classroom assistants alike readily re-explain work or task requirements and show pupils how they can make their work better. Staff know all pupils as individuals and show sincere care. The academic progress pupils make is carefully checked on and their achievements are recorded by the staff. Staff of classes in the same year group meet and compare this assessment information to ensure a consistent approach is made and that pupils' future targets are appropriate and ensure they make good progress.
21. Pupils' needs are carefully assessed and individual learning plans prepared. The parents of those pupils with special educational needs are consulted about the provision to be made for their children and the individual targets they have been set. The school arranges additional specialist support when needed to ensure these pupils are able to join in all activities and make good progress. Staff assess and record pupils' personal development as they progress through each year and transfer the records on to their next class to provide continuity.
22. Very effective induction procedures ensure that children new to school settle in with confidence and get a good start to their education. The Nursery class staff have regular contact with the local playgroup, allowing the children to recognise them. The school's home-school liaison officer carries out home visits, when required, prior to children starting in the Nursery class in order to gain information on any particular need or problem the children may have. She is also the bilingual support assistant and because of this is able to converse with parents and children with English as an additional language. Before starting in the Nursery, children visit and join in the activities and become familiar with the adults. At this meeting parents are given full information on what their children are to be taught and details of the facilities offered. A detailed induction pack containing useful hints on how parents can help their children at home is distributed.
23. The school has recently set up a school council, the purpose of which is to seek the views of pupils on matters of concern or suggestions for improvement of the school's routines. The council collate information from their classmates and prepare an agenda for discussion. Already, improvements to reduce lunchtime noise by appointing monitors have been achieved; three council members now run a popular new lunchtime dance club for Year 2 and Year 3 pupils; and the 'Playground Pals' scheme for befriending sad or worried pupils has been set up.

The current project being organised by the council is the planning and preparation of a school newspaper. Membership of the council is prized and pupils agree that the achievements have made worthwhile improvements.

24. The staff and governing body have a responsible attitude to health and safety matters. Appropriate risk assessments on all school activities on and off-site are prepared and implemented. Statutory testing of equipment is carried out and first aid arrangements are good. Child protection arrangements, including Internet security screening, are properly implemented.

Partnership with parents, other schools and the community

The school's links with parents are good. Links with the community are very good and links with other schools and colleges are effective.

Main strengths and weaknesses

- Parents are very well informed of their children's progress and what they are learning.
- Links with the community are very well developed and enable the school to make better provision for learning.
- The school seeks parents' views regularly and acts upon them to bring about improvement.
- Links with other schools and colleges provide good support in classrooms and support for parents.

Commentary

25. The school provides very good information for parents and the bilingual home-school liaison officer meets their different language needs through interpretation. The prospectus and governing body's annual report are comprehensive and newsletters are regular. The staff of each year group provide parents with detailed information about what their children will be taught each term and include advice on how they can help. Parent consultation evenings are arranged each term and are well attended; parents can inspect their children's work and discuss progress and targets with the teachers. Governors make themselves available at these occasions to discuss any other matters parents may wish to raise. Pupils' annual progress reports cover all subjects of the curriculum and give good information on progress and standards achieved. Parents are welcome to approach the head teacher or other staff if they have any concerns over their children's education or welfare.
26. The school has established very good links with the local community. Local businesses, through the 'Parent Group', have given sponsorship for improvements to the premises. Other businesses have helped the school to purchase resources and have provided reading mentors to help the pupils improve standards. Personnel from the local police and fire service visit the school to instruct pupils on personal safety matters. The local area health service staff give pupils advice on good diet and health. The school's links with members of the church and other religions provide pupils with a good insight into their own and other faiths.
27. The school sends out a questionnaire each year to obtain parents' views across a wide range of topics. The responses are analysed and action is taken to secure improvement where possible. The detailed curriculum information now sent to parents each term is a good example of the school's action. The declining rate of concerns is also a good indicator that the school's action is effective.
28. Links with the local college enable the school to offer parents weekly sessions of family learning support for literacy and numeracy. Links with the local secondary schools enable the school to provide up to 20 work experience placements each year for the secondary school pupils to help in the classrooms. This contact also helps greatly with the smooth transfer of the Year 5 leavers. The school works closely with the local cluster of schools and this enables the head teacher and other key staff to meet regularly to discuss matters of joint concern and to develop

improvement programmes for raising pupils' standards. The school works closely with a local university and provides six placements for student teachers to come into classrooms and gain practical experience. The pupils benefit from the additional adult support and the knowledge the students bring.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are both very good. The governance of the school is very good and the governing body meets its statutory duties fully.

Main strengths and weaknesses

- The leadership of the head teacher is excellent.
- The leadership of other key staff is very good.
- The governing body carries out its duties very well.
- Management is very effective.
- Planning is highly effective in bringing to life the school's aims and values.
- In all aspects of its work, the school successfully promotes inclusion and equality of opportunity.

Commentary

29. The head teacher provides leadership of the highest quality. The work of the school reflects her ambitions for it to provide the very best possible education for its pupils, and her strong sense of purpose. The head teacher has drawn together and inspired a very effective team who share her unswerving commitment to high standards. Planning for improvement is excellent. The head teacher's clear overall vision is supported by concise, up-to-the-minute detail drawn from rigorous monitoring and careful analysis of results. Her approach is innovative and constructively self-critical. This and her skill in inspiring improvement have enabled the school to build further on its already good standards.
30. A very effective deputy head and senior management team support her unreservedly in her work, contributing ideas and working hard to help to bring about improvements. Subject leaders work very well together as a team and are united in their commitment to sustained improvement. They manage their subjects very well. Very good management arrangements, such as frequent opportunities to monitor lessons, enable subject leaders to stay closely informed about pupils' progress and to share good practice. The effectiveness of subject management is reflected in the high standards that pupils achieve, in the consistently high quality of teaching and in pupils' exceptional enthusiasm for learning.
31. The governing body is now fully involved in shaping the vision and direction of the school. It carries out its statutory duties very well. Governors are very well informed, through subject and class links and frequent contact with the senior staff, about all aspects of the school's work. They have a clear, accurate understanding of the school's strengths and areas for improvement. Drawing on a wide range of expertise, governors support the school and its staff very well in their work, combining support with constructive challenge. They share fully in the school's commitment to high standards and are rightly proud of its achievements.
32. The school's shared vision and purpose are successfully brought to life by means of very effective management. The arrangements for self-evaluation are rigorous and detailed. Governors and school staff draw on full, concise, up-to-date information about pupils' attainment, for example in literacy and numeracy, to track progress and identify areas for improvement. They respond purposefully and effectively. Teachers recently targeted the quality and range of pupils' writing. As a result of carefully planned action, standards in writing are now well above average and the use of writing across the curriculum is a particular strength. Procedures for the professional development of staff are very good and closely linked with agreed priorities for improvement. Strong teamwork and professional support are key strengths

of the school. The high quality of teaching and learning, the excellent quality of relationships and positive ethos enable the school to make a very valuable contribution to teacher training. Very detailed and secure financial management underpins the school's very good planning for improvement.

33. The school's success in bringing about inclusion and equality of opportunity is a major strength. Pupils with special educational needs are enabled, by means of the very good provision, to share in the achievement of all pupils. Pupils from different ethnic backgrounds interact seamlessly as members of a single school family, supporting one another and taking pleasure in each other's achievements. This reflects the school's complete commitment to inclusion and the skill of teachers, support staff and governors in achieving it.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	1,150,778
Total expenditure	1,887,279
Expenditure per pupil	2,109

Balances (£)	
Balance from previous year	69,255
Balance carried forward to the next	20,000

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

34. Two fully trained nursery nurses teach in the Nursery and a teacher and a nursery nurse teach in each of the three Reception classes; two of the Reception teachers are new to teaching children of this age and the other is new to teaching. They have had a lot to do and are starting to work well together under the good direction of the Foundation Stage leader, who gives valuable advice and support to colleagues and has created an effective team.
35. Similar to at the time of the school's last inspection, children get off to a good start in the Nursery and Reception classes because of good teaching overall. Almost all of them reach the goals that they are expected to reach nationally by the end of the Reception class in knowledge and understanding of the world and physical and creative development; many exceed them in personal, social and emotional development, communication, language and literacy and mathematics, and standards are better than in most schools. Children with English as an additional language and those with special educational needs are supported very effectively and do as well as their classmates.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children are confident and secure learners and have high self-esteem.
- Adults work well together and this gives children a model on which they can base their own relationships with others.

Commentary

36. Achievement in this area of learning is very good. Most of the Reception class children are already reaching the goals expected for their age at the end of the Reception class and are well on their way to exceeding them by the time they start in Year 1. Teaching is very good. This is mainly because the development of pupils' personal, social and emotional well-being is embedded throughout the school and is an aspect of the school's work that is extremely successful. In the Foundation Stage, as elsewhere in the school, children are made to feel special and, because of this and the excellent relationships already established with class teachers and nursery nurses throughout the Foundation Stage, they develop high self-esteem.
37. The adults in the Nursery and Reception classes get on extremely well together, talking and laughing with the children and each other. This example to children about how to get on with others is very effective and children willingly help each other such as when working on computers or changing for physical education sessions. They get on well together and come to school very happily. They concentrate very well in lessons and patiently wait their turn to speak in class discussions. This is because they are eager to do the activities set up in both the Nursery and Reception classes. They behave excellently and understand right from wrong.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Writing is developed well from the beginning of Nursery to the end of the Reception classes.
- Book areas are inviting and children are encouraged to look at books and to use their good knowledge of letter sounds to read unknown words.
- Teachers' comments in children's books set the work in context to help teachers plan the next stage of learning.
- Teachers and nursery nurses value talk and encourage children to speak and listen.

Commentary

38. Many of the children achieve very well to exceed the goals they are expected to reach by the end of the Reception class. Very good teaching means that children's writing is developed effectively and by the end of the Reception class most children write in well-constructed sentences. Already they spell words in a phonetically plausible way such as 'grbs' for 'grabs' and 'teyul' for 'tail'. They recognise a range of words on sight, such as 'and', 'the' and 'in'. They use picture clues to work out what is going on in a story and build up words they do not know by saying the letter sounds. This is because reading and writing are promoted well through adults looking at books with children and attractive book displays that make children want to learn to read. Teachers encourage children to write at least the first letter of a word before helping them to write the rest. A writing table in each class, although small, invites children to write throughout the day and they were often seen writing messages to friends, mummies and daddies.
39. Teachers talk constantly to children, and those with English as an additional language are often spoken to in a mixture of English and their mother tongue to make sure that they understand what is going on and what they are expected to do. As a result children make their thoughts and feelings known and are confident speakers.
40. The success of teaching in this area of learning is mainly due to the teachers' good use of the national teaching guidelines and the use they make of their assessments of how well children are doing to plan the next step of their learning. This means that they tailor work well to children's needs and because of this learning is very good. Those children who are ready move on quickly to the next stage, and those that are not get more practice.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **very good**.

Main strengths and weaknesses

- The teaching of numbers for counting and calculation is very good.
- There is good guidance for parents of children with English as an additional language about how they can help their children at home with the mathematics work.
- ICT is used well to support learning in mathematics.
- Work is tailored well to children's needs and their learning is built successfully in small steps.

Commentary

41. Achievement is very good in this area of learning because of very good teaching; children do well and many of them exceed the goals they are expected to reach by the end of the Reception class. This is because much time is spent, both in discrete mathematics lessons

and also during shorter sessions during the day, practising counting, adding, and taking away. In addition, as in communication, language and literacy, the work is matched well to children's needs and their learning is built on in small steps. This is because teaching makes effective use of the national teaching guidance.

42. Most of the Reception class children already add and take away numbers up to 10 and work confidently comparing objects of different lengths. They measure things that are 'heavier' and 'lighter' and use positional language in their play, for example describing objects as being 'behind' or 'next to' others. Teachers and children make good use of computers to play number games and use a special program so that the more able children make more rapid progress.
43. As in all of the other areas of learning, children with English as an additional language are supported very well. The support teachers give parents good guidance about how they can help their children with mathematics at home, such as by asking them to bring them a given number of objects, or counting things around the home with them.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Children do well in ICT and particularly well on computers.
- Most of the work is based on children learning through observation and exploration, but there are too few things around the rooms for children to look at and touch.
- Children in all three Reception classes get the same learning opportunities, but the work is not always tailored as well as it could be to the needs of individual children, and teaching makes insufficient use of the national teaching guidance to build children's learning in small steps.

Commentary

44. Teaching is sound in this area of learning and because of this most children reach the goals they are expected to reach by the end of the Reception class. They do particularly well in ICT. They use computers confidently, for example to draw, write, and practise number recognition and to match objects. They use the 'mouse' well to guide the cursor around the screen, for example to fill sections of their pictures with different colours and print their work.
45. Achievement is satisfactory and children do well enough in this area of learning from starting in the Nursery to leaving the Reception class. They learn about weather patterns for example, through doing the daily weather chart and know about features of Oadby village by looking at a map. They know that, "We live on an island" from their work on a book character who lived on an island. However, with the exception of a magnet table in the Nursery class, there are few things around the rooms for children to explore independently or that generate interest or curiosity, such as plants growing or things to look at through magnifying glasses.
46. Children in all three Reception classes get similar learning opportunities and mostly the same work to do because the teachers plan together well. However, insufficient use is made of the teaching guidelines to build children's learning over time and teachers do not use assessment information well enough to tailor work for differently attaining children, hence slowing progress.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- The teaching of dance is good and children do well in this aspect of physical development.
- There are many opportunities for pupils to practise working with small equipment, such as paintbrushes, scissors and glue spreaders.
- Work is not tailored well enough to children's needs and insufficient use is made of the national teaching guidelines.

Commentary

47. Teaching is sound and achievement is satisfactory; because of this most children reach the goals they are expected to reach by the end of the Reception class. The teaching of dance is good. Teachers encourage children to listen to music and move imaginatively to it. For example, Reception class children hopped about to jerky music and itched like a flea before gliding and swooping like an owl to reflect the changing mood of the music.
48. Children get many opportunities in class lessons to practise controlling small equipment, such as when painting pictures and using sticky tape to fix paper together. However, the work is usually the same for all children regardless of what they can already do and need to learn next. Activities are not chosen to develop the skills of individuals and children are not steered towards particular activities based on what they need to learn next.

CREATIVE DEVELOPMENT

Provision in creative development is **satisfactory**.

Main strengths and weaknesses

- There is a good range of opportunities for children to create and use their imagination but some of these lack specific focus.
- Children are free to choose activities but these are not tailored to meet individual needs.

Commentary

49. Most children reach the goals they are expected to reach by the end of the Reception class because of sound teaching in both the Nursery and Reception classes. Learning opportunities are plentiful and during creative afternoons, classrooms are abuzz with excitement. Children get to experience a range of worthwhile activities such as painting and collage work. In one sessions they made shakers, which they then moved in time to the gently rolling sound of waves playing on the tape recorder. Small-world play fires their imagination, such as when two boys were playing in the water tray steering boats around the central island. However, although these activities are designed to meet the needs of most children in the class, there are some children who need a specific challenge in order to take their learning onto the next step and some who need steering towards particular activities in order to acquire a particular skill.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

The provision for English is **very good**.

Main strengths and weaknesses

- Pupils achieve very well so that standards are well above average by time they leave.
- The quality of teaching and learning is very good.
- Pupils' attitudes to learning are very good.
- Very good subject leadership has sustained high standards and brought about good improvement since the previous inspection.
- The use of writing in subjects other than English is very good.

Commentary

50. Infant and junior pupils achieve very well in English. By the end of Year 2, standards are above average; by the end of Year 5, they are well above. This consistently strong progress results from the high quality of planning, teaching and leadership.
51. Standards in speaking and listening are in line with the expected levels for pupils in Years 1 and 2, despite the fact that a high proportion of them were at an early stage in learning English when they started school. By the time they leave at the end of Year 5, most pupils reach above average standards in speaking and listening. Pupils listen and converse confidently and show very good consideration for the listener. Standards in reading are above average by the end of Years 2 and 5 and pupils' progress through the school is good. Pupils read with good fluency, accuracy and understanding for their age. They are systematic in their approach to unfamiliar words and improving in their capacity to discover the shades of meaning in a text. This results from effective teaching and the planned emphasis teachers have recently given to refining pupils' grasp of meaning. Standards in writing are above average by the end of Year 2 and well above average by the time pupils leave the school. Most pupils write fluently in a good range of forms. They have a clear and developing sense of structure, use punctuation very accurately for their age and, by the end of Year 5, present their work very well in a clear, well-formed hand.
52. The uninterrupted progress and very good achievement in English result from the high quality of provision and pupils' very good commitment to learning. All the teaching seen during the inspection was good or better and most of it was very good. Teachers manage pupils with respect and consideration for their individual needs. Relationships are warm and purposeful. Tasks are carefully chosen to challenge pupils at the right levels and provide satisfaction in learning. Teachers' expectations are consistently high and pupils are successfully engaged in sharing them. Lessons are strongly inclusive and fully reflect the school's commitment to equality for all pupils. The very good provision for pupils with special educational needs enables these pupils to share in the overall very good achievement. Pupils with English as an additional language are supported very effectively by a trained teacher and support worker. These adults work with groups of pupils in the classrooms and with individuals and small groups outside the classrooms. They focus on teaching these pupils to understand and be able to speak the English language and because they focus on the skills and ideas being taught in the lessons, these pupils are able to join in and achieve as well as their schoolmates because they understand what is going on and what is expected of them.
53. The strengths in teaching are mirrored in pupils' very good attitudes to learning. Pupils' behaviour and commitment to learning are excellent. In lessons and conversation, pupils are good humoured and very enthusiastic about their work, taking great pride in its quality. Regardless of differences in attainment, ethnicity or background, all pupils work very well

together and are appreciative of each other's achievements. This reflects both the quality of teaching and the school's success in implementing its policies for inclusion.

54. Leadership and management are very good. Encouraged by the head teacher and senior managers, the subject leaders are well informed, set very high standards and are very effective in bringing about improvement. Systematic monitoring, detailed tracking of pupils' progress and careful analysis of results provide very secure information about what is working well in the subject and what needs to be improved. The school uses this information very well to build on strengths and target areas for improvement. This has raised standards, for example, in the range and quality of pupils' writing.

Language and literacy across the curriculum

55. The promotion of language in English and in other subjects is very good, especially to enable those with English as an additional language to develop their competence and confidence as English speakers. Infant and junior pupils use writing very well in subjects other than English, for example to present a science investigation or to describe events in history. The quality of this aspect of pupils' work is high, reflecting very good planning and consistently high expectations. Pupils in Years 3 to 5, especially, maintain a high standard of presentation, expression and accuracy in all their written work, taking obvious pride in its quality. Sound use is made of ICT in English.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Learning is consistently very good throughout Years 1 to 5 because of the very good teaching.
- Teachers have very good subject knowledge and make the lessons interesting and varied.
- Achievement is very good and because of this standards are above national expectations by the end of Year 2 and well above by the end of Year 5.
- The pupils' response is excellent in mathematics lessons. They work hard and achievement is high.
- Subject leaders have a very good knowledge of the subject and how to improve the provision.
- The assessment and tracking of pupils' progress are very good.

Commentary

56. There has been a significant improvement in standards throughout the school since the last inspection. The number of pupils exceeding the standards expected for their age is now above average by Year 2 and many pupils reach above the nationally expected level by Year 5, bringing standards to well above average. This is because the school has successfully implemented the National Numeracy Strategy and uses the ideas to plan lessons that engage, motivate and inspire the pupils. As a result, the pupils are enthusiastic, enjoy learning and make good progress in lessons. They are very confident at calculating and manipulating numbers both mentally and in written methods.
57. Lessons are carefully structured and make very good use of the time. They begin briskly and teachers use ideas, resources and different ways of learning to quickly engage all the pupils. Teachers explain carefully what the pupils are going to learn and use each part of the lesson to skilfully develop the pupils' learning. Teachers are particularly skilled at asking questions that encourage pupils to explain their thinking and how they have solved a problem. Lessons are carefully planned so that different abilities have work that is challenging. Teachers have a good knowledge of mathematics and this shows in the way they make the learning interesting and exciting. Small groups with special educational needs or those for whom English is an

additional language have work that is equally interesting and challenging. The skilled support given by teaching assistants ensures that these pupils make very good progress.

58. Towards the end of lessons, teachers check the pupils' understanding and reinforce their learning. The questioning takes on a greater depth as teachers ask supplementary questions of "How...?" or "Why...?" so that pupils have to think clearly to explain their method and understanding, for instance, "How do you know a particular fraction is greater or less than a half?" Work is marked regularly to check the accuracy of the pupils' work and the progress they are making. There is some very good practice where the teachers' comments help pupils to understand their progress, related to the planned learning, or how to improve their work. The teachers assess the pupils' understanding and often change the planning to ensure they meet the pupils' needs. As a result of this very thorough assessment, pupils have learning targets that are challenging. The targets are reviewed regularly and achievement and progress is checked on. Consequently the pupils have a very good understanding of their progress and what they have to learn next.
59. Leadership of the subject is very good. The subject leaders have analysed the results of tests throughout the school, and have monitored teaching and learning and the level and quality of the resources. Their very good subject knowledge and very effective self-evaluation mean that their plans for improvement focus on raising the standards. Consequently, there has been very good progress since the last inspection. Standards have risen in all age groups; the achievement of pupils is much higher and particularly high by the end of Year 5. The level of work they undertake consistently challenges the more able pupils and this has helped to make standards higher.

Mathematics across the curriculum

60. Mathematical skills are used effectively in other subjects. The progression of skills is good as younger pupils can use simple tallying to record information as a chart and older pupils can represent information on charts and line graphs, such as the daily recording of the temperature. They use computers very effectively as a regular part of their independent learning of mathematical skills. In science, geography and design and technology the pupils' high level of skills helps them to estimate, measure, record and calculate to support their learning, for instance when reading from scales or charts or presenting information in different forms.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- The quality of teaching is good and leads to good learning and achievement.
- The use of an established format for recording results ensures consistency.
- The increased emphasis on investigative and experimental science is beginning to raise standards.
- Assessment and tracking systems are being developed, but information is not yet sufficiently accessible to enable teachers to respond to individual needs.

Commentary

61. Standards match national expectations in Year 2 and are above expectations in Year 5. The achievement of all pupils, including pupils with special educational needs and those for whom English is an additional language, is satisfactory in Years 1 and 2 and good in Years 3 to 5. In the 2003 national tests, standards in Year 2 matched those expected nationally with a significant proportion of pupils, 34 per cent, obtaining the higher Level 3. Indications are that pupils in the current Year 2 could exceed national expectations if the recent rise in standards,

following the introduction of new teaching guidelines and greater emphasis on investigative and experimental science, is maintained.

62. Pupils' work during the year shows developing competence in carrying out investigations, predicting what will happen and recording evidence scientifically. Most pupils understand the concept of a fair test. During the inspection, pupils in Year 2 measured hand spans, and recorded the results on a block graph. Pupils in Year 4 increased their knowledge and understanding of air resistance, through devising a fair test to find out how long it would take for two parachutes of different surface areas to fall from the same height. Year 5 pupils competently investigated the volume of air in different soils and how porous they each were.
63. Teaching and learning are good, overall, with some very good features. The strengths of teaching are teachers' good subject knowledge, very good planning, encouragement and engagement of pupils, insistence on high standards of behaviour and the promotion of equal opportunities. Pupils apply themselves very well to their work. They are encouraged to think and reason in scientific terms, to observe, predict, carry out scientific experiments and draw conclusions from the evidence. Literacy skills are used in discussions, research, recording and the use of scientific vocabulary. Mathematical skills are developed through the use of measurements, diagrams, pictograms, tables and graphs. Pupils develop their computer skills as they carry out research and record their results. The curriculum is enriched through visits and workshops. Resources are very good and are used well to promote learning.
64. Leadership and management are good. The two subject leaders have a clear vision for the future development of the subject and work hard to maintain and improve standards, despite the barely sufficient time available for science. They are aware of the need to further develop assessment and tracking procedures, in order to raise standards to match those in English and mathematics. Improvement since the last inspection is good, in relation to teaching, pupils' progress and achievement, and the curriculum.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Pupils achieve well to reach above nationally expected standards by the end of Years 2 and 5 because of good teaching.
- Teachers know what to teach and how to build pupils' skills systematically over time because of the school's good subject teaching guidelines.
- Pupils have a good understanding of technology in the wider world and the use and advantages of communicating using technology.
- The subject successfully promotes pupils' personal development and includes all pupils fully.
- The subject leaders know what is happening and have brought about improvements to resources, teaching and learning.
- There are examples of ICT being used very well to promote learning in other subjects, but this is in its infancy and not yet fully developed in all subjects and classes.

Commentary

65. Standards are above national expectations by the end of Years 2 and 5. Although they are not as high as was reported at the time of the last inspection, requirements have changed and much more is demanded of pupils to enable them to reach the expected level. Pupils have good understanding, in particular, of the use of technology outside school and the purpose it serves. For example, Year 2 pupils know that washing machines have to be programmed and that videos can be set on automatic timer. Year 5 pupils talked knowledgeably about the advantages of using technology for communication such as through text messaging,

videophone and e-mail. They are aware of the dangers of using the Internet and the safety features of e-mailing. They know that producers interpret scripts in their own way and that newspaper articles can be written in both an unbiased and biased way.

66. Since the last inspection, resources have improved substantially. There are now two computer suites, which teachers and pupils use effectively. The quality of teaching is good. Teachers know what to teach and when to teach it, and use the interactive whiteboards in the computer suites well to demonstrate skills and show pupils how programs can be used to support learning. Lessons are well prepared and little time is lost. Pupils enjoy using the computers and this drives them on to work hard. They share machines well, contributing effectively to their personal development. All pupils make the same good progress, regardless of their ability, gender or background because of effective support from teachers and support staff. Other newly purchased equipment such as the digital and video cameras and a computer-linked microscope have not yet been used frequently, however, but the school plans to deal with this in due course.
67. Leadership and management of ICT are very good. The subject leaders have a good grasp of what is happening across the school and of how well pupils learn through talking with them and their teachers, and collecting work from each year group. The two subject leaders have worked hard to write and put in place teaching guidelines that ensure teachers build pupils' ICT skills systematically over time. This is already bringing about improvements to standards in Years 1 to 4 where it has had the most positive impact on achievement. Standards are rising and Year 3 pupils already have the skills that Year 5 are currently being taught. This is because of gaps in the teaching and learning of the current Year 5 pupils prior to the guidelines being implemented.

Information and communication technology across the curriculum

68. The implementation of effective teaching guidelines that promote a skills-based ICT curriculum has brought about improved skills teaching. This in turn has led to good learning and the ability by teachers and pupils to use ICT skills increasingly well to support learning in other subjects. Many examples of this skills-based teaching were seen in lessons during the inspection and in pupils' books, but this is a fairly new idea that is being developed well throughout the school and rapidly increasing in practice. Teachers and pupils make some good use of ICT, such as when Year 5 pupils used computers to search databases in geography, and in physical education, when a teacher videoed the pupils' gymnastic sequences, which the pupils later looked at to evaluate their work and bring about improvements to it.

HUMANITIES

69. In **history**, it is not possible to make an overall judgement on the provision, as only one lesson was observed. Good subject guidelines, based on national guidance, provide for the teaching of history and the progressive development of pupils' knowledge, skills and understanding. Work in pupils' notebooks and on display is of a good standard, and suggests pupils achieve well over time. Pupils in Year 2 have a sound knowledge of aspects of everyday life and changes experienced in the past, and make comparisons with aspects of life today. Older pupils show understanding of the importance of historical sources when researching how early settlers, in particular, have left their mark on Leicester and Oadby. They have a developing knowledge of life in Tudor and Victorian times, particularly in the local area. Pupils are taught to assess what they know, identify what they want to find out, form historical questions and seek answers. Links with literacy are made through imaginative writing, and chronological and non-chronological reports. Pupils' understanding of chronology develops through the use of time lines. Good use is made of the Internet and CD-ROMs to develop pupils' historical enquiry skills. The subject leader has a clear vision for the future development of the subject. The curriculum is enriched by visits to the Black Country Museum, two residential visits, and studies of the local area.

Geography

Provision in geography is **good**.

Main strengths and weaknesses

- The curriculum is enriched by visits and visitors.
- Geographical enquiry skills and mapping skills are taught well.
- The limited amount of time devoted to geography makes it difficult to raise standards further.

Commentary

70. Standards in Year 2 and Year 5 are above national expectations. All pupils, including those with special educational needs and English as an additional language, make good progress and achieve well in Years 1 and 2. Pupils in Years 3 to 5 maintain these good standards and achieve satisfactorily; their progress is slower in these years because insufficient time is spent teaching geography. By the end of Year 2, pupils have a good knowledge of the local area and of a contrasting area in Scotland. Year 5 pupils have a developing understanding of local and world weather patterns, countries in Europe, and countries that are less economically developed. They have a good understanding of how human factors can impact on the environment.
71. The quality of teaching is good and leads to good learning. The strengths of teaching are very good planning, teachers' good subject knowledge, their ability to engage and retain pupils' interest, and their insistence on high standards of behaviour. They set differentiated tasks that challenge pupils of all abilities. Strengths of learning are pupils' interest and application to their work. The curriculum is enriched by planned links with other areas of the curriculum, and studies of the local area. Residential visits, such as those by pupils in Years 4 and 5, provide opportunities for them to learn about two further contrasting areas of the United Kingdom and to develop their mapping and research skills. Links are made with literacy through discussion, stories and facts about other countries, and the use of questionnaires. Pupils use their mathematical skills when working on map co-ordinates and direction. The Internet is used well for research.
72. Leadership and management are good. The two subject leaders are keen to raise standards further and are aware of the need to review the use of time in Years 3 to 5. Improvement since the last inspection is good, in relation to teaching, leadership and management, progress and pupils' attitudes.

Religious education

Provision in religious education is **good**.

Main strengths and weaknesses

- Teaching is good and leads to good learning.
- Visits and visitors are used effectively to enhance the curriculum.
- The limited amount of time given to religious education makes it difficult to raise standards further.

Commentary

73. Standards of pupils in Year 2 and Year 5 are above those expected by the locally agreed syllabus. All pupils, including pupils with special educational needs or with English as an additional language, make good progress and achieve well in Years 1 and 2. Good standards are maintained in Years 3 to 5, and achievement is satisfactory, but as in geography, pupils

make slower progress in these years because of the insufficient time teachers have to teach the subject in depth. Pupils in Year 2 have a developing awareness of the importance of key figures, customs and worship in Christianity, Judaism, Sikhism and Hinduism. Year 5 pupils can name the sacred places and special books of the major world religions. They recognise the many similarities in religious beliefs.

74. Teaching is good and leads to good learning for all pupils. The strengths of teaching are teachers' very good planning, good subject knowledge, engagement of pupils and high expectations. Pupils are encouraged to express their own experiences and thoughts. They show a high level of respect for the feelings, values and beliefs of others. The curriculum builds upon pupils' own experiences and cultural identities. Stories from different religions and cultures are read and discussed in literacy. Links are made with mathematics through patterns and symbols associated with religion. ICT is used for research. The curriculum is enriched through visits to the local church, mosques and temples and visitors from some of the major faiths. Pupils' spiritual development is enhanced through daily assemblies and planned opportunities for reflection. Very good resources support pupils' learning.
75. Leadership and management are good. The subject leader has effectively introduced the new locally agreed syllabus and provides valuable guidance for teachers. Priorities for development, to review the use of time in Years 3 to 5 and to develop assessment, are appropriate. Improvement since the last inspection is good in relation to teaching, pupils' progress and achievement, and the curriculum.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

76. Art and design and design and technology were not inspected in depth and too few lessons were seen to allow a judgement on the effectiveness of provision. Scrutiny of pupils' work and discussions with pupils suggest that standards in both subjects are in line with the expected levels by the end of Year 2 and above the age-related levels by the time pupils leave the school. Pupils interviewed were exceptionally enthusiastic about their work. Pupils of all abilities show great enthusiasm for and pride in their work. They support each other very well, taking pleasure in each other's achievements as well as their own.
77. In **art and design**, Year 2 pupils cover a satisfactory range of work. They use a suitable variety of media to work in two and three dimensions and to explore and share visual ideas. Pupils have some knowledge of well-known artists, particularly Miro, whose work they have recently studied. They respond to some features of his style and begin to emulate them in their own work. Year 5 pupils have a sound knowledge of different artists, including William Morris and Picasso. Many pupils show good insight when discussing some features of different artists' work and the methods they used and when justifying their own preferences. The most able pupils explain the pleasure they find in art, the opportunities it provides for experiment and using imagination, and the satisfaction they gain from seeing the quality of their work improve. Year 5 pupils' displayed artwork includes a good range of two and three-dimensional work and is often of a good standard.
78. In **design and technology**, pupils gain sound experience of designing and making. For example, Year 2 pupils recently built land yachts with fixed axles using a range of shaping and fixing methods, and tested them, suggesting ways in which they might be improved. Year 5 pupils make careful, detailed designs and show a good level of skill in construction. A recent project involving the design and making of 'novelty sharpeners' challenged pupils well to produce originality in their designs, to work carefully with a range of making techniques and to evaluate their product for effectiveness and visual impact. In this project, pupils used ICT well in the presentation of their work.

Music

The provision for music is **good**.

Main strengths and weaknesses

- Teaching is very good and standards are above average.
- The school gives a high priority to music and the arts within the whole curriculum, but the time allocated for the teaching of music does not enable pupils to study to a greater depth and reach higher standards.
- The subject leader is knowledgeable and enthusiastic.
- There is very good inclusion so everyone has an instrument and a good range of experiences.
- The extra-curricular orchestra, choir, dance clubs and specialist tuition contribute well to the standards achieved.

Commentary

79. Insufficient lessons were seen to make a confident judgement about teaching throughout the school, but those observed were very good. Teachers are confident and have good subject knowledge; as a result lessons are planned well and develop at a very good pace and pupils work well together. There is good inclusion so everyone has an instrument and is able to compose and perform as they explore pulse, patterns and develop a sequence. What will be learned is carefully explained and the work is very challenging; this motivates the pupils and they respond with real and obvious enjoyment. Standards are above average and achievement is good because of the quality of the teaching, but would be higher with more time for lessons.
80. Leadership and management are good. The subject leader is knowledgeable and enthusiastic and this encourages all teachers to plan effectively, using the carefully organised subject guidance. There is good provision for learning musical instruments and over 50 pupils are currently learning woodwind, brass or strings. Specialist teachers provide the tuition; the high level of expertise of these teachers is important in the way the beginners develop early skills and confidence. The choir and orchestra meet outside lesson time and add greatly to the opportunities for pupils to develop their musical education. The very strong relationships between the pupils and the teachers ensure that pupils enjoy singing and playing to extend their knowledge and love of music as well as performing to a good standard. Singing in assemblies is tuneful and enthusiastic. Music is also used to support the weekly themes for collective worship and this extends the opportunities to listen to a whole range of music, including music from across the world. In dance lessons and clubs the pupils listen to and respond to a whole range of music. Such a wide range of experiences helps to maintain the standards.
81. Since the last inspection there have been significant changes in the staff and the school reports that for a time they found it difficult to maintain the good provision. The school has now organised a new scheme of work that provides support for the teachers and structure to the learning. The provision is good because music, the arts and creativity are so important to the school's aims and philosophy.

Physical education

Provision in physical education is **very good**.

Main strengths and weaknesses

- Teaching is consistently very good throughout Years 1 to 5 because of the teachers' good subject knowledge, enthusiasm and high expectations.
- Standards are well above expectations by the end of Year 2 and by the end of Year 5.
- The pupils' response is excellent in lessons. They work hard and achievement is high.

- Subject leaders have a very good knowledge and have developed a very good scheme of work covering all aspects of the subject.
- Extra-curricular provision outside the school is excellent.

Commentary

82. Standards in dance, gymnastics and games are very good. In dance the pupils' self-confidence, imagination, skills and understanding are quite exceptional. The school values the physical aspects of the curriculum and has very strong tradition in developing the pupils' achievements in dance in lessons, clubs and performances both in and out of school. In gymnastics the same high achievement shows in the pupils' control, balance and movement as a result of the consistent approach and the quality of teaching. In games the pupils demonstrate very good skills in ball control – stopping, striking, changing direction, the use of the space and anticipation within a game.
83. The quality of teaching and learning in physical education is very good. The teachers plan their lessons well, providing a good variety of activities that keep pupils highly motivated and busy. The teachers help pupils to learn by demonstrating new techniques themselves or by getting them to watch other pupils. They manage their classes very well, achieving high standards of behaviour and very good co-operation from the pupils. In a very good lesson in Year 5, for example, groups of pupils worked together very well, helping each other develop hockey skills. In similar ways, many physical education lessons contribute well to pupils' social development as they discuss, develop ideas and comment on skills and how to improve.
84. The pupils' response in physical education lessons is excellent. They all change into the expected kit, leave their clothes tidy and move to lessons very quickly. Once they arrive in the hall or outside they are ready to learn and begin immediately. They participate with enthusiasm, behave very well and collaborate well with a partner or other members of a group. The foundations for such good behaviour are laid in the Reception classes and developed right through school. In every lesson seen, the pupils worked very quietly, often silently, and showed long periods of concentration. The combination of very good teaching, very good discipline and pupils who listened well and tried hard, resulted in very good learning.
85. Pupils with special educational needs or those with English as an additional language participate fully in their physical education lessons. They make the same very good progress that all pupils make and are fully involved in every aspect of the subject.
86. All pupils participate in the warm-up activities, and even the youngest pupils understand the effects that exercise can have on the body. The staff have a good awareness of health and safety issues and remind the pupils of the need for safety in the use of resources. A very good proportion of pupils participate in extra-curricular activities and represent the school in athletics, cross-country, football, cricket and dance. The school teams achieve a good degree of success in competitions with other schools. The school's arrangements for swimming are good. All pupils have swimming lessons in Year 5 and a large majority of pupils achieve the expected standard. Older pupils also have the opportunity to engage in outdoor and adventurous activities during their residential visit.
87. The leadership and management of physical education are very good and are supported by the head teacher and senior staff who facilitate the work of the subject leaders to enable them to bring about improvements. The subject benefits from two particularly enthusiastic leaders who play a significant part in providing the planning and organisation of the curriculum so all teachers are supported in planning their lessons. In addition they help to provide an excellent range of extra-curricular activities that extends the pupils' experiences and contribute to the high standards and achievement. The overall curriculum provides a very good balance between the various aspects of physical education. Assessment procedures are good and help teachers plan for the different groups. Resources for physical education are good with the use of two halls, a large field and several hard surface areas.

88. Since the last inspection the school has maintained the high quality of teaching and learning and introduced a more structured scheme of work. Improvement is good because the planning is now better because the subject guidance is linked to the regular assessment of pupils' progress so that achievement is higher.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

89. No lessons were seen to make a secure judgement about provision, but enough evidence was gathered from other sources to give an overall picture about the promotion of pupils' personal, social, health, and citizenship education.
90. Pupils of all ages value and respect others. This promotes a very good working atmosphere and results in excellent relationships between staff and pupils. Pupils have a very good perception of how to get long with others, following the excellent example set them by staff working together effectively. Social skills' development is promoted extremely well by pupils working together, such as on computers and when taking part in inter-school sports events. They feel free to express opinions because they know others will listen to them and respond to their suggestions and remarks.
91. The idea of citizenship is explored well through participation on the school council and discussions in class and because of this pupils have a very good understanding of the advantages of and pleasure in living in harmony with others, and show respect for their values and beliefs. Nevertheless, they understand the need to have rules to maintain order and help to devise the school and classroom rules. They know, through discussions in class, how their actions can affect others. Assemblies explore, very successfully, the notion of how to get on with others and pupils showed great sensitivity after listening to the story of 'The prodigal son', when they remarked that it is wrong to feel jealous.
92. Visitors to school develop pupils' awareness of different cultures and studies of the local area give pupils an idea of the local culture and history. There is a strong recognition of pupils' personal needs. Assemblies provide appropriate opportunity for personal reflection. Themes, such as caring, take account of and embrace all beliefs and religions. The inspection fell during Eid and staff and pupils were respectful of the feelings and beliefs of those who were celebrating this festival. This feeling of consideration and care for others is embedded in everything that this school does.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	2
How inclusive the school is	1
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	2

Overall standards achieved	2
Pupils' achievement	2

Pupils' attitudes, values and other personal qualities	2
Attendance	3
Attitudes	2
Behaviour, including the extent of exclusions	1
Pupils' spiritual, moral, social and cultural development	2

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

The leadership and management of the school	2
The governance of the school	2
The leadership of the head teacher	1
The leadership of other key staff	2
The effectiveness of management	2

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