

INSPECTION REPORT

LANGMOOR PRIMARY SCHOOL

Oadby

LEA area: Leicestershire

Unique reference number: 120064

Headteacher: Mrs K T Smith

Lead inspector: Mr D Marshall

Dates of inspection: 21st – 23rd February 2005

Inspection number: 267179

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 to 10
Gender of pupils:	Mixed
Number on roll:	141
School address:	Kenilworth Drive Oadby Leicestershire
Postcode:	LE2 5HS
Telephone number:	0116 2712776
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs A Johnson
Date of previous inspection:	March 2003

CHARACTERISTICS OF THE SCHOOL

Langmoor is a smaller than average size primary school with 141 pupils on roll – 69 boys and 72 girls full time. There are no part-time pupils. The school will celebrate its 50th anniversary during the summer term. Children start at Langmoor just after their fourth birthday and stay until the end of Year 5. The socio-economic background of the area is below the national average. The pupils' levels of attainment are below average on entry to the school. There has been an increase since the last inspection of children with special educational needs. There are 26 pupils identified by the school – 18.5 per cent – which is above the national average; the main needs are with language development and behaviour. There are three pupils with statements of specific need – again due to language difficulties. The school population has changed in recent years with an increasing number of pupils from different cultural heritages. English as an additional language is spoken by eight pupils, who are at an early stage of learning English.

There are large grounds which the school is in the process of developing. There is an Outdoor Learning Centre with a pond nature area and the school is aiming to achieve the status of 'ECO School'. The school building is also large, with good-sized classrooms and extra spaces for teaching small groups.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
27681	David Marshall	Lead inspector	English Music Religious education Information and communication technology Foundation Stage English as an additional language
13448	Dawn Lloyd	Lay inspector	
14976	Peter Dexter	Team inspector	Mathematics Physical education Art and design Design and technology Special educational needs
32827	Jacqueline Marshall	Team inspector	Science Geography History

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Langmoor is a good and improving school. It provides a good standard of education for its pupils. Pupils achieve well in their work and very well in their personal development. Teaching is good. Although standards in most subjects are below average levels for their age by the time pupils leave school, all pupils make good progress. The school is very well led by the headteacher. The school provides good value for money.

The school's main strengths and weaknesses are:

- Pupils are achieving well due to good teaching and the very good level of support.
- The headteacher provides very good leadership and is well supported by all staff.
- Governors make a very good contribution to school development.
- This is a caring school in which all pupils are included and made welcome and achieve very well in their personal development.
- The very good quality of provision in the Reception Year means that children make a good start to their education.
- Recent innovative changes in the curriculum now need to be built on further to meet the needs of all pupils in all subjects.
- The provision for pupils with special educational needs is good, and for those with English as an additional language, very good.

Since the school was last inspected in March 2003 the rate of improvement has been good. All the key issues from the last report have been addressed well and the school has continued to improve. The headteacher, staff and governors have worked very hard to move the school forward. Pupils' personal development is now very good; the provision for pupils' spiritual development has improved particularly well. Provision in the Reception Year, which was satisfactory, is now very good. No unsatisfactory teaching was observed during this inspection – a continued improvement. Pupils have clear targets in English, but there is still more the school could do in other subjects. The successful work of the headteacher and staff has maintained the good features noted at the time of the last inspection, and built on them well.

STANDARDS ACHIEVED

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

*Key: A - well above average; B – above average; C – average; D – below average; E – well below average
Similar schools are those with pupils claiming the same percentage of free school meals.*

Throughout the school most pupils are achieving well. Achievement is very good in the Reception Year and good throughout the rest of the school. Standards when children start in reception are below average in all areas of learning and particularly low in their language development and knowledge and understanding of the world. Children are very well taught but standards remain below average overall, but in line with their expected levels in their physical

development by the time they enter Year 1. Pupils work hard in Years 1 and 2 and achieve well. Although results in the Year 2 national tests in 2004 were well below average in reading and mathematics, and below average in writing, when compared to similar schools, they still represent good achievement for a cohort of pupils with an above average number with special educational needs. Standards in Year 5 this year have improved. They are now below average in English and average in mathematics and science. Standards in religious education, music and ICT are in line with those expected of pupils in Year 2 and in Year 5. No judgements were made on standards in other subjects. Pupils with special educational needs make good progress and many achieve standards in line with their peer group by the time they leave school. Pupils with English as an additional language achieve well.

Pupils' personal development, including their spiritual, moral, social and cultural development, is very good. As a result, pupils have very positive attitudes to school. They are encouraged to help one another and show consideration for others. Pupils' behaviour is good. They are enthusiastic and motivated and enjoy coming to school. Relationships between staff and pupils and between the pupils themselves are good. The rate of attendance is sound; it has been above the national average in the last six months.

QUALITY OF EDUCATION

The quality of education the school provides is good. The quality of teaching and learning is good. Teachers know and manage their pupils well. They insist on, and secure, high standards of behaviour and make sure all pupils are fully involved in all lessons. Careful questioning, appreciation of pupils' ideas and well-judged use of praise motivate pupils and carry learning forward very well, and promote a really pleasant atmosphere for learning. Teaching assistants work very effectively, valuably enhancing the quality of teaching and learning. The school has more pupils with special educational needs than in most schools. The school provides for these pupils well; it is committed to the inclusion of all pupils in every aspect of school life and everyone works very hard to make sure this happens. Assessment information about what pupils know, understand and can do is detailed in English, and used well to enable pupils to build on their previous learning. However, planning to make the work relevant to pupils' needs in other subjects is not always appropriate. The curriculum is broad, balanced and relevant and the school has begun a process of development of the curriculum in the afternoons that encourages pupils' creative skills and their personal and social skills through learning in mixed year groups and focusing on their individual needs. This example of very well managed innovation is a positive step towards the school's stated aim to extend creativity through the curriculum. There is the scope for the school to do more. The many extra-curricular and additional activities enrich the curriculum very well. For instance, the school has achieved the Eco Schools Silver Award in recognition of its efforts in such areas as recycling and energy conservation. The care and welfare of pupils and the support they are given are very good. The wide range of care arrangements offered by the school makes a significant difference to pupils' development and enables them all to progress well. Partnerships with parents are good. Parents are kept well informed of their children's progress.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good. The leadership of the head is very good and the school is well managed. The staff promote an ethos that supports and welcomes all pupils, work as a team and share a vision for future improvement. Governance is very good. The governors organise their work very well, ensure the school meets all statutory requirements and contribute to school improvement. They take the opportunity to monitor the school's performance and the outcomes of their decisions.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Almost all parents have a high regard for the school and the place it has in the local community. Pupils enjoy school, are proud of it and enjoy the very good support they receive.

IMPROVEMENTS NEEDED

In order to continue to improve further, the most important things for the school to do are:

- a) Continue to review the current medium and long-term plans in all subjects to improve further the way lessons are planned to meet the needs of all pupils;
- b) As in English, use the results of a full range of assessment procedures to provide a curriculum that is relevant to the needs of the school and the pupils within it.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Achievement is very good in the Foundation Stage and good throughout the rest of the school. Pupils from all ethnic groups, those with special educational needs and those with English as an additional language achieve equally well. From their low attainment on entry into school, children progress well in the Reception Year, and continue their good progress throughout the school. Standards in the current Year 5 are below average overall in English, but average in mathematics and science.

Main strengths and weaknesses

- Pupils progress well throughout the school. Overall achievement is good from reception to Year 5.
- Standards observed during the inspection show that by Year 5 pupils do better in reading, mathematics and science than in writing.
- Pupils with special educational needs achieve well.
- The achievement and progress of pupils with English as an additional language are good.

Commentary

1. Children start in the reception class with attainments that are low when compared to those for their age in all areas of learning, although there is considerable variation in children's ability from one cohort to another. They achieve very well in the reception year because the quality of teaching and learning is consistently good. Fewer than average children reach the expected goals by the start of Year 1 because of low standards in their learning when they start school. This is particularly noticeable in their communication, speaking and listening skills and this affects the standards they reach in all other areas of learning.

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

Standards in:	School results	National results
Reading	14.8 (15.1)	15.8 (15.7)
Writing	14.1 (14.8)	14.6 (14.6)
Mathematics	15.0 (15.2)	16.2 (16.3)

There were 19 pupils in the year group. Figures in brackets are for the previous year

2. Standards in the National Curriculum tests of 2004 for Year 2 pupils were low in reading and mathematics and below average in writing, but in line with the expectations of the school and the targets agreed with the local authority. When compared to results in similar schools, pupils' attainment in 2004 was also well below average in reading and mathematics, and below average in writing. The number of pupils reaching the higher levels was above average in writing. These pupils did particularly well. Higher attaining pupils did not do so well in mathematics. Achievement is good overall given the high proportion of pupils with special educational needs. Targets set by the governors in consultation with the local education authority are challenging, but realistic, given the inspection findings.

3. Standards in the current Year 5 are below average overall in English, but average in mathematics and science. Standards in speaking and listening rise from very low on entry to the school to average by the time pupils leave. Due to the self-assurance they acquire through the good teaching, pupils begin to speak more clearly and with confidence by the time they leave the school. Standards in reading in Year 5 are average due to the good teaching of basic reading skills. Writing progresses well but standards are currently below average in Year 5.
4. Standards in mathematics also rise well throughout the school from a low start. By the end of Year 2 they are still below average, but by Year 5 they are in line with expectations for their age. This good progress is because of the consistently good teaching. Achievement by the end of both Years 2 and 5 is good. Boys and girls do equally well in the various strands of the subject. Applying mathematics to problem solving is a weakness because pupils' language skills are poor. Opportunities are sometimes missed to develop numeracy skills in other subjects.
5. In science, pupils have made good progress in understanding basic scientific skills and principles so that standards match the national average in Year 2. Standards also match national expectations in Year 5. This represents an improvement since the national tests in May 2004, when standards were well below expectations in Year 2. There is no significant difference between the attainment of boys and girls. All pupils make good progress and achieve well, due to teaching which is at least good and, sometimes, very good.
6. Standards in religious education, music and information and communication technology (ICT) are in line with those expected of pupils in Year 2 and Year 5. Pupils of all abilities make good progress and achieve well. Most pupils are confident users of computers. Pupils' singing is of a good standard. All pupils, including those with special educational needs, make good progress in their knowledge and understanding of different faiths and religions.
7. The achievement of pupils with special educational needs is good in literacy and numeracy. They have good individual education plans, which set targets for improvements in learning and behaviour. They have extra help in the classroom, and in small withdrawal groups, from enthusiastic teaching assistants. The high and varying needs of many pupils are met well. They try very hard because they are happy at school; relationships are very good.
8. The achievement and progress of pupils with English as an additional language are good and never less than those of the school as a whole. These pupils make good progress when they start at the school and are enabled to achieve standards that are appropriate for their abilities. The pupils receive support appropriate to their needs, and with such consistent support make good progress overall. In particular, these pupils achieve standards in English that are generally in line with those of their peers. For pupils who are new arrivals and at the initial stages of English language acquisition, progress is very good and they are also on track to achieve standards in line with expectations for their age and ability.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes are very good and their behaviour is good. Personal development, including the spiritual, moral, social and cultural aspects, is very good, particularly the way

in which the school promotes morality. Attendance is now average and the systems for monitoring and improving attendance are good.

Main strengths and weaknesses

- There is a good and consistent approach to promoting good attitudes and behaviour.
- There is strong moral and social code throughout the school.

Commentary

9. This school has worked hard to develop very good attitudes amongst its pupils and has been successful in this. Interviews with pupils across the age ranges confirmed that they like their school. By Year 5 they are beginning to demonstrate increasing levels of common sense and maturity, particularly those who are members of the school council. In the many lessons where the teaching was good, pupils showed high levels of enthusiasm. Much of the reason for these good attitudes is the way in which teachers develop positive relationships with their pupils.
10. Behaviour in the school is also good. In the majority of lessons seen, behaviour was good and at break and lunchtime pupils behaved well, overseen by the headteacher and staff who were on hand to provide support. From the time children enter the school they are taught to share resources and to be courteous to one another. Evidence that this approach is working could be seen in the number of occasions that children held doors open for one another. In most lessons observed pupils demonstrated good collaboration and were encouraged in this by the class teachers' effective use of praise. There have been no exclusions in recent years.
11. The school is very effective in promoting the spiritual, moral, social and cultural development of its pupils. Pupils show a high level of respect for the values and beliefs of others. The provision for pupils' spiritual development is good and a significant improvement since the last inspection. This is evident in a number of lessons and particularly in assemblies, which provide appropriate opportunities for reflection. Local clergy provide valuable support by regularly leading assemblies and teaching religious education lessons. The school welcomes the diversity of its pupils and the local community, and pupils are introduced to the stories, beliefs, celebrations, food and clothing connected with the range of festivals celebrated by pupils and their families, and in the local area.
12. Provision for moral development is very good. It is very effectively promoted through assemblies, circle time and discussions within class. Pupils respect the school's code of conduct. They show evidence of their understanding of right and wrong in their daily actions, and are well aware of how their actions affect others. The school promotes fairness, honesty and tolerance, with time given for reflection and discussion in lessons. The good behaviour of most children in and around the school is a result of their developing self-discipline and consideration for others.
13. Social development is very good and results in constructive relationships between staff and pupils and amongst pupils themselves. This promotes a good working environment and has a positive effect on achievement. Pupils are keen to take responsibility, and conscientiously complete any tasks they are given. The school council engenders a good awareness of others and how it can meet the needs of pupils in the school. The older pupils are very caring of the younger ones. The school

very successfully develops pupils' sense of social responsibility, through its commitment to charitable fund-raising and relationships with the local community.

14. The provision for pupils' cultural development is good. It is developed through art, dance and music and with involvement in various local festivals and competitions. Pupils' cultural diversity is effectively promoted through a range of curriculum developments, projects such as a multi-cultural week, visits and visitors. The results of a recent, whole-school, project on India, were outstanding. As a result of these activities, pupils have a developing understanding of the multi-ethnic and diverse nature of society.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	6.8	School data	0.1
National data	5.1	National data	0.4

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

15. Although overall attendance in the last academic year was well below that found in most primary schools, this figure was badly distorted by the prolonged, long-term absence through illness of a small number of children. Most pupils have very good records of attendance and the figures for the first half of the current academic year are well above the national expectation. Monitoring systems are good, and parents understand and comply with the school's requirements for notifying reasons for absence. The weekly award to the class with the best attendance is effective in encouraging good attendance, but the majority of pupils attend well because they want to come to school. Most pupils arrive punctually, so that classes start on time.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided is good. Teaching and learning are good overall. Provision for pupils with special educational needs is good. There is very good provision for pupils with English as an additional language. There is very good provision overall for pupils' support, care and guidance.

Teaching and learning

Teaching and learning are good. Assessment is satisfactory overall.

Main strengths and weaknesses

- The basic skills in English, mathematics and ICT are well taught.
- Questioning is used very effectively to keep all pupils on task and interested.
- Teachers plan well, using a variety of teaching methods to motivate pupils and promote very good relationships and behaviour.
- Teaching assistants throughout the school work effectively as a team with the teachers and give very good support to pupils who need extra help.
- There are some very good procedures in place for assessment in English; these have not yet developed to the same standard in other subjects and so pupils' progress is more limited.

Commentary

Summary of teaching observed during the inspection in 30 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	12 (40%)	14 (47%)	4 (13%)	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.

16. Good standards of teaching and learning across the school are an improvement since the last inspection and result from the school's commitment to developing teaching through targeted support and training. Teachers demonstrate good subject knowledge and effectively vary activities in lessons so that pupils' attention and interest are maintained. The National Strategies for Literacy and Numeracy are well understood and incorporated into teaching, and where teaching is very effective these are adapted and moulded to fully meet the pupils' needs. Teaching has made good use of recent training to raise standards of expertise in using ICT; this has been particularly evident in Years 3, 4 and 5 where teachers make very effective use of the interactive whiteboards as a teaching tool to enhance pupils' learning. Pupils' learning benefits from building upon this firm foundation of the basic skills in English, mathematics and ICT. As a result pupils are confident to have a go and because the teaching methods used often make learning fun they are enthused, engaged and keen to do well.
17. Where teaching is at its best, lessons are very well planned with pupils' different abilities well catered for and different tasks planned which are pitched at just the right level to motivate all groups of pupils. Teachers give clear explanations so that pupils settle quickly and know what they have to do. Very good questioning extends pupils' understanding and prompts them to think more deeply, as in an ICT lesson for Year 3 pupils where they compared recording sound using a tape recorder and a computer

and explained clearly why they felt the computer was more effective. Teachers' planning ensures teaching assistants play a full part in the team. They provide very good support for all groups of pupils, particularly those with special educational needs and those with English as an additional language, and as a result these pupils make good progress. Through planning and discussion with teachers, teaching assistants are well briefed so that they know what they are doing and in Years 3, 4 and 5 this is particularly evident in those lessons which are led confidently by the teaching assistants themselves.

18. Assessment is used very well in the Foundation Stage, with activities planned to enable staff to make continuous day-to-day assessment of children's progress and plan what needs to be worked on next for different groups. Where assessment is most effective in the rest of the school, similar opportunities are planned and in lessons pupils check their understanding themselves. This approach has been particularly well developed in English; however, it is not yet used consistently in all areas. Where teaching is good and better, staff use this level of assessment in all lessons and marking is of a high quality. One example of very effective marking was seen in a Year 4 pupil's book. The teacher highlighted the WILF (What I'm Looking For) statement to remind the pupil that their target had been to give a clear explanation in their writing; in a subsequent piece of work the teacher acknowledged that the pupil had now made a 'good explanation'.

The curriculum

The school provides a good curriculum that is enriched by a wide range of activities, clubs, visits and visitors outside normal lessons. The accommodation is good and resources are satisfactory.

Main strengths and weaknesses

- The curriculum for children in the Foundation Stage is very good.
- The extra-curricular activities enrich pupils' learning opportunities well.
- The provision for pupils' personal, social and health education is very good.
- Pupils with special needs have good support from teaching assistants.
- The school needs to build on the good recent curriculum developments to meet the needs of all pupils in all subjects.

Commentary

19. Children have a very good beginning to their school life because of the rich opportunities they experience in the Foundation Stage. The curriculum in the rest of the school builds on this well with a strong focus on the core subjects of English, mathematics and science. Religious education meets the requirements of the locally agreed syllabus. The curriculum meets statutory requirements and the good balance to the school day maintains pupils' progress effectively.
20. Many children begin school with very little experience of the world beyond their home and family so every opportunity is taken to widen their experiences, and to challenge their thinking, through well-chosen visits and visitors. There is a wide range of popular after-school clubs and sporting activities to meet the needs and interests of pupils. The literacy and numeracy hours are well established and working well. The school has decided to reorganise all of the other subjects into a more coherent and linked format.

It has taken considerable rethinking and re-planning, but this new approach has now been in place for a term and a half. Pupils are very enthusiastic about the changes because they now have a deeper understanding of all subjects and the links between them. For example, in the recent topic about India pupils designed the facilities for a city (geography), created Batik designs using Indian motifs (art) and created a 'Bollywood' dance in physical education. There is a well-planned freshness in this approach which interests and engages pupils. The school now needs to build on this innovative development further to meet the needs of all pupils in all subjects.

21. Personal, social and health education is very good. There is a very strong emphasis on pupils' personal and social development to make sure they behave well, work hard, look after each other and share ideas and resources harmoniously. Most of this is done through everyday situations when teachers use a calm authority and a judicious mixture of praise and encouragement to help pupils mature. At other times they put pupils in situations to challenge them such as the school council. A very good example of how the school helps pupils become 'responsible citizens' is the way pupils were fully involved at all stages of design and completion of the very successful 'Eco Area'. Health education is an integral part of the science curriculum; there is further extra, well-organised specialist help from the health and education services about sex education and the misuse of drugs.
22. The school is sensitive to the needs of individual pupils and works hard to ensure that all pupils are included in every aspect of school life. Pupils' special educational needs are identified quickly. Each pupil with special educational needs has an individual education plan to make sure the small steps necessary for progress are clearly set out. Teaching assistants work effectively with individuals and small groups to give pupils the necessary extra help they need in lessons. This well-organised provision makes sure these pupils have full access to the curriculum. Very good leadership, including direct teaching, ensures that teaching assistants support pupils who are at an early stage of English language acquisition very well. These arrangements ensure that pupils with the greatest need receive effective support and so make good progress.
23. The school building is spacious and there are plenty of smaller spaces around the school for group teaching and storage. The colourful, attractive displays add to the learning ethos. Class sizes are smaller than in some primary schools, which means there are sufficient staff and resources to meet the requirements of the curriculum and the needs of the pupils. ICT is used effectively in lessons through the large class interactive whiteboards, and this valuable resource adds a new dimension to pupils' learning.

Care, guidance and support

Arrangements to ensure the welfare, health and safety of pupils are very good. Pupils receive good support and guidance, based on monitoring. Pupils are involved very effectively in the school's work and development.

Main strengths and weaknesses

- Pupils' views are actively sought and taken into account.
- Pupils are looked after well in a safe, caring environment.
- There are good arrangements to support pupils' personal and academic development.

Commentary

24. Pupils themselves play a significant role in making decisions about day-to-day matters that affect them directly, as well as in organising and taking part in special projects. The elected members of the school council take their responsibilities very seriously. They ensure that other pupils are equally involved in school developments by keeping them informed of issues under discussion and representing their views at the fortnightly council meetings. Pupils can see the positive outcomes of their work in practice: they have written the school prayer, agreed behaviour rules for the dining hall and are currently busy organising a fund-raising event for the Blue Peter appeal. Alongside the school council is the eco-committee, which uses the combined efforts of pupils, staff, governors and parents in raising awareness of environmental issues. The school has achieved the Eco Schools Silver Award in recognition of its efforts in such areas as recycling, composting and energy conservation. Its recent submission of a bid for funding to improve the school grounds involved an outstanding exercise in which all pupils took part. By acting as surveyors, health and safety inspectors and planners pupils learned about the complexities of a major project, as well as about the responsibilities of living in a community. Their hard work was rewarded by a grant towards their project from the sponsors of the Playground Partnership Competition. Because the school gives pupils such opportunities to be directly involved in its work, they are learning the basic principles of citizenship and developing organisational and social skills which enhance their personal development.
25. The school adheres strictly to the procedures laid down in its comprehensive health and safety policy. Regular checks of the building and equipment are carried out and any identified problems rectified immediately. Risk assessments are reviewed and updated, or prepared specially for activities or visits taking place for the first time. All staff are trained in first aid and in child protection procedures. Pupils are very well supervised at all times. Staff are particularly careful to remind pupils about safe practices in lessons, such as science, craft work and physical education, and are constantly vigilant, and there are strict rules about safe access to the Internet. Pupils learn how to keep themselves safe, at school, at home and when playing, both through specific personal, social and health education lessons, and with the help of specialist visitors such as the Road Safety team. Parents describe the school as having a 'family' feeling, and this is confirmed by the caring way that staff make sure that children are wrapped up well before they go out to play, by the unobtrusive comforting of a distressed child in a classroom and by the immediate telephone call to a parent when a boy was seen to be behaving uncharacteristically. Staff know the pupils very well and show genuine concern in responding to their needs.
26. Support for pupils' personal development is very effective. A special programme, R-Time, encourages pupils to develop good relationships, show respect and consideration for others and always to be polite. The principles are underlined in assemblies, where 'Thank You' cards are presented to pupils who have successfully resolved playground disputes and in class discussions, where pupils can describe, comfortably and without embarrassment, that they have behaved well and shown tolerance towards others. Support for academic development is also good. Specific targets for achievement are set and regularly reviewed with pupils, so that they know how to improve their work. However, effective use of these target setting procedures is not yet consistent in all classes and subject areas.

Partnership with parents, other schools and the community

The school works very effectively in partnership with parents and with other schools. Links with the local community are good.

Main strengths and weaknesses

- Parents are happy with all aspects of the school and many give significant practical support.
- The quality and range of information for parents are very good.
- Strong links with other schools have a positive impact on pupils' personal development and progress.

Commentary

27. The responses to the pre-inspection questionnaire, together with views expressed at the parents' meeting, indicate that most parents are very satisfied with the education that the school provides for their children. Almost all agree that pupils enjoy coming to school, are taught well and are making good progress. Many parents respond well to the school's invitations to become involved in pupils' learning, with good attendance at consultation evenings, Open Assemblies and other organised events. There are always willing parental helpers to accompany pupils on trips or to escort sports teams to matches at other schools, while groups that included parents and other relatives helped to clear the site in preparation for the Outdoor Learning Centre. Although work and family commitments prevent many parents from helping during the school day, many support their children's work at home by helping with homework projects, as can be seen from the impressive displays in the school's foyer. The Friends Association has raised substantial funds to purchase additional resources for the pupils, and, in conjunction with other parents, with teachers, governors and children, is currently working on ambitious and imaginative plans to celebrate the school's 50th anniversary. This practical help from parents helps to boost the community spirit that is clearly evident in the school.
28. In order to help parents play their part in the important home/school partnership, the school provides a very good range of high quality information for them. In addition to regular newsletters, parents receive termly curriculum bulletins, so that they know what pupils will be studying, and useful booklets to show how they can help with reading and with mathematics. The attractively presented website, which is easy to navigate, allows parents to gain up-to-the-minute information about school developments. Special days for mothers, fathers and grandparents to visit the school and see pupils at work have proved extremely popular. Formal parents' evenings give opportunities for parents to discuss pupils' progress with class teachers and the end of year written report gives a detailed picture of what pupils know, understand and can do. Strengths and weaknesses are clearly described and specific targets for improvement set in English and mathematics. Because the school is keen to respond to parents' needs, annual questionnaires are issued and the results carefully analysed. Parent governors and members of the Friends Association also provide feedback to the headteacher on what parents think. A number of changes have been made as a result, for example, improved communication and provision of more outdoor play equipment.
29. There are beneficial links with other schools of all types. Parents confirm that close links with local playgroups and nurseries help new children to settle quickly and easily when they begin to attend school. They are already familiar with the classroom environment and have met some of the older pupils, who will be paired with them as class buddies. The family of schools to which Langmoor belongs works closely together to ensure curriculum continuity and an easy transition from the primary to the

secondary phase. Joint activities enable the primary pupils to benefit from the specialist expertise available in the high schools, in terms of both teaching and access to resources and technical support. Other benefits derived from membership of the family of schools include joint training activities and collaboration on bids for additional funding to enable developments such as the Outdoor Learning Centre to be completed. As a result of these links, pupils are supported in their learning and helped to develop confidence when they encounter new situations.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The leadership by key staff is good, with the headteacher's leadership being very good. The school is managed well. Governance is very good.

Main strengths and weaknesses

- The leadership by the headteacher has been instrumental in raising standards both in teaching and learning. Her vision for the school is shared by the whole school community.
- Governors know the school very well and support the work of the headteacher and school very effectively.
- Good systems for checking how well the school is doing are in place, especially in English; however, these are not yet as well developed in all other subjects.

Commentary

30. The very effective leadership of the headteacher is a major factor in the school's overall effectiveness. Her vision, drive and understanding of the school's needs have led to her high aspirations and firm commitment to further improvement. She has developed a valuable system for monitoring the quality of teaching by all subject leaders as well as herself, which, in addition to the analysis of specific pupil data, is an essential part of identifying priorities for school improvement. Consultation with the senior management team, all staff and governors ensures all involved have an understanding of how the school can improve and their role within that. For example there is meticulous monitoring, tracking and checking of pupil progress in English by the headteacher and key staff. However, monitoring of science and the non-core subjects is not yet as rigorous. Through its self-evaluation and school improvement process the school has already identified this as a priority and has plans in place to resolve the issue. The special educational needs co-ordinator manages provision for pupils with special needs well. There have been good improvements since the last report because of this. For example, management and progress have improved from sound to good. Some of her very good work in management, identifying strengths and weaknesses and course for action, are to be used by the local authority in a future course 'Managing special educational needs: Gathering evidence and making judgements'.
31. The headteacher's own expertise has grown through her current training as an Ofsted inspector. As well as benefiting education at Langmoor, she is already supporting other schools in her role as a consultant headteacher. This is one example of the school's very effective continuing professional development for all staff, highlighting the headteacher's commitment that it should be a developing school in all senses, with staff development playing a key role. She has systematically developed key staff

through delegating responsibilities and ensuring they are fully involved in developing their subjects, one example being in science. The current subject leader shadowed the headteacher in the role prior to taking primary responsibility, receiving valuable 'on the job' training and enabling her during the inspection to demonstrate good leadership and management. Similarly rather than sending one member of staff to training to support pupils with English in an early stage of acquisition, the whole staff received the training. In this way the headteacher has ensured that all staff are able to respond to the needs of these pupils more effectively, a priority with increasing numbers joining the school. The success of this strategy was seen during the inspection with pupils with English in an early stage of acquisition making very good progress in acquiring the English language.

32. Governors are enthusiastic and committed, supporting and challenging the school very effectively. They know how well the school is doing and play an active role both in identifying what it needs to do to carry on improving and in checking to make sure these improvements have been made. They have close links with key staff and visit the school themselves to see how the school is doing, reporting back to relevant committees, as well as receiving regular reports from all the subject leaders.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	447713	Balance from previous year	12595
Total expenditure	463594	Balance carried forward to the next year	- 3286
Expenditure per pupil	3311		

33. Financial management is very good. The headteacher and governors monitor the budget effectively and have recently received a financial audit acknowledging that 'the school's financial management is well above the standard we measure it against'. Although the school's financial figures set out above indicate a deficit budget in 2003/04 the headteacher and governors have been successful in removing the deficit budget through careful financial management and actively seeking additional funding. An illustration of their creative use of the available funds is the deployment of an additional teacher in the mornings to teach mathematics and English, whilst employing teaching assistants to reduce class sizes in Years 3, 4 and 5 during the afternoons.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

34. Most children begin school with below average knowledge and skills for their age. Attainment is particularly low in language skills and children's knowledge and understanding of the world. All children, including those with special educational needs and those with English as an additional language, make good progress in the Reception Year. Most years children stay in the reception class for the whole of their first year. Occasionally, as in the present organisation, the older children move into a mixed reception/Year 1 class. Regardless of the class they are in the teaching is consistently very good and assessment is used effectively to identify children's needs and for tracking their progress. Teachers plan a great variety of directed and free choice activities according to the children's needs. Very good links are made between all areas of learning so that children are constantly practising the wide range of skills they need to develop academically and socially.
35. Children achieve well but most will not reach the goals expected in the areas of learning by the time they enter Year 1. However, children do particularly well to reach the expected standards in physical development at the end of the Reception Year because the provision is so good. Staff in the reception class, and in the class containing Year 1 and reception children, plan together very well and there is good continuity in what children are taught. There is a rigorous approach to monitoring children's progress on a regular basis. The strong dedicated leadership in these classes ensures that all staff members are well supported and work as an effective team. Leadership and management of the Foundation Stage are good. There is a clear view of what the Foundation Stage should be, with very strong support and teamwork of an experienced, knowledgeable and enthusiastic staff. The provision for children's learning is very good overall.

Personal, social and emotional development

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

Main strengths and weaknesses

- Children achieve well because of very good teaching and high expectations set by the staff.
- Very good opportunities are provided for children to develop personal and social skills.
- There are very good relationships with both adults and children.

Commentary

36. Children are happy and enjoy coming to school and find it easy to conform to the high standards of behaviour set by the staff. All children including those with learning difficulties make good progress and some achieve the goals set for them. The adults set clear boundaries and a good example. The aim to get their names on 'Our Sunshine Tree' by being kind, listening to instructions, being polite etc, is well established in the children's minds. As a result they are attentive and eager to learn. They work and play in harmony and show developing confidence in trying new activities, but many are slow to learn to work together. They know routines well, settle to tasks with a minimum of fuss and behave sensibly at all times. The staff create a supportive atmosphere where each child feels very special. During the inspection

children were purposefully engaged and showed consideration and respect for property and each other.

37. A good range of activities is planned to ensure that the children's curiosity is stimulated. They are given every opportunity to develop their initiative and manage tasks. Children select activities and work on them for a good length of time. The children are managed skilfully and kept purposefully occupied. Very good teaching successfully establishes trusting relationships. Children are taught to be responsible and caring. Their play and responses are supported and extended sensitively through good questioning.

Communication, language and literacy

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

Main strengths and weaknesses

- The development of language skills effectively pervades all learning activities.
- Children achieve well because of the good teaching of basic skills.
- The home reading system is well established.

Commentary

38. Children make good gains in learning because they are taught well but most will not achieve the expected levels for their age by the time they reach Year 1 due to the very low level of attainment of many on entry to the school. The staff show that they value children's efforts at communicating. Constant encouragement to develop talk at every step of learning ensures that all children achieve well. The well-planned curriculum provides interest, stimulation and challenge. The literacy lessons modified to suit the very young children effectively promote the development of early reading, writing and spelling skills. In most lessons, children talk with interest about their experiences and develop new vocabulary quickly in all aspects of their work, for example when engaged in activities in the home-corner and dressing up, or role-playing in the different play areas, such as the Chinese Restaurant. The development of language informs all activities and areas of learning.
39. Most children in the class are gaining sound control in developing early writing skills. They draw and paint with increasing control and most children write their own names unaided. Very good progress is made when adults work with small groups or on a one-to-one basis to give children individual attention, for example when working in their 'diaries' or writing and painting about the story of the 'Three Billy Goats Gruff'. Children handle books carefully and know how these are organised. Many children associate sounds with words and letters and all are encouraged to take books home to share with adults, which has a positive impact on how quickly and well the children learn to read. Teachers effectively familiarise children with written vocabulary through stimulating activities to focus on key words. Teachers make continuous assessments of children's progress and have a good understanding of individual strengths and weaknesses. Their regular evaluations of planned work help build on what has already been achieved.

Mathematical development

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Teachers provide very good opportunities for children to use numbers in a range of contexts.
- Teaching and learning are very good.
- Children show considerable interest in number activities.

Commentary

40. Children are taught very well, achieve well but will not reach the early learning goals by the start of Year 1. The available resources are used very well and this helps children to develop their mathematical understanding and vocabulary. Teachers plan well and use a good range of teaching methods. The use of number rhymes, games and songs is enjoyed by all and reinforces counting, recognition and understanding of numbers. Children are encouraged to apply what they know to practical problems, for example counting the number of children at registration. Some children correctly identify and put into order numbers up to 10 and can identify numbers that are one more than or one less than the given numbers. They recognise basic shapes and gain knowledge of capacity and weight from practical experiences with sand and water. Some more able children describe objects by position, shape, size, colour and quantity.
41. In a very good lesson, the variety of activities meant that children practised numbers in many ways. The laptop computers had appropriate number games; the play dough group had to 'Make the right number of Worms', the programmable toy, Roamer, could go up to eight, and children painting their numbers were encouraged to be neat and make the correct shapes. There is effective adult involvement in children's activities and useful timely assessments made of the individual children's progress.

Knowledge and understanding of the world

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

Main strengths and weaknesses

- Children are keen and eager to find out about the world around them.
- Good teaching ensures that children achieve well and have good attitudes to learning.

Commentary

42. Most children start school with well below average knowledge and understanding of the world. They achieve well because both teaching and learning are good. A few will reach the expected goals, although not as many as in most schools by the time they reach Year 1. Teachers plan activities that engage and sustain children's interest. Children go on their spring walks to note signs of spring. They plant beans and watch these grow. These activities are well led and children are fully focused on developing their knowledge, understanding and the use of related vocabulary. Children enjoy learning and remain totally absorbed in the range of activities inside and outside. Children's use of senses is very well developed to enhance their understanding of things around them.
43. There is effective adult intervention in activities and encouragement for children to explore new ideas. The guidance given by the teachers and support staff is good, as children are encouraged to work independently to put their own ideas into practice. They thoroughly enjoy the experiences of working with sand, water and malleable materials. They use paint, mix different colours and name basic colours correctly. They use different materials, such as paper, card and textiles, to develop cutting, joining, folding and building skills and are

encouraged to talk about their experiences. Children are progressing steadily in learning computer skills.

Physical development

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

Main strengths and weaknesses

- Teaching is very good and contributes to children making progress and achieving well.
- Children handle tools with care and control and respond very positively to the very good provision overall.
- There are good outdoor play facilities that are used well.

Commentary

44. Children achieve well due to the very good teaching and are on course to reach the early learning goals in this area. Most children have good opportunities to develop their skills in the outdoor play areas. Children are confident and well co-ordinated in their use of outdoor equipment. The available large and small outdoor resources are effectively used. Children move imaginatively, demonstrating developing body control and awareness of space. In the main school hall, the classes have regular opportunities for movement with music and use the available floor apparatus for climbing and jumping skills.
45. Children enjoy physical education lessons and respond very positively to the praise and encouragement that they are given. Teachers ensure that good opportunities are provided for children to improve their techniques. The children love to act out stories and, when playing outside, they choose games that suit the space and the context. Children all have good attitudes and behave sensibly. All children make good progress in manipulating small objects and tools such as scissors.

Creative development

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

Main strengths and weaknesses

- Children work in a well-ordered environment in which creativity and expressiveness are valued.
- Teaching is very good, providing many opportunities for children to develop their creative skills.

Commentary

46. Achievement is good. Children are well able to use a range of materials to produce attractive and interesting creative work, although most will not achieve the goals for their age by the time join Year 1. Teaching and learning are good. There is a range of interesting and stimulating learning settings. Children particularly enjoy their role-play in the well set-up imaginative areas where they interact confidently. Children have a very good repertoire of songs, which they sing enthusiastically.
47. Children are given good opportunities to explore colour, texture, shape and form, through working with a wide range of materials to create collage or paint patterns. The huge collage of 'Elmer the elephant' shows how well colours are explored. The

designing and making of shoes, inspired by the story of the 'Elves and the Shoemaker', was clearly enjoyed by them all. Self-portraits and 'independent creative work' as well as the many stimulating wall displays are very attractive and well finished.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Although their standards are below average overall when they leave the school at the end of Year 5, pupils are achieving well.
- Teachers check on their pupils' progress very well.
- Pupils are interested in their lessons.
- The leadership and management of English are good.

Commentary

48. Standards at the end of Year 2 are below the national average in speaking and listening and reading and writing. Although pupils in the current Year 2 are reaching below average standards, they have made good progress from when they started school, and from Year 1 when they were assessed as well below average. Although standards at the end of Year 5 are still below average in writing, they are in line with expectations for the age in reading and speaking and listening. Pupils achieve well overall when measured against their prior attainment. These improvements have successfully built on the position at the time of the last inspection. The very good start made by pupils with English as an additional language and the good support for pupils with special educational needs ensure that pupils build appropriately on their previous learning.
49. Teaching and learning are good and pupils make good progress in most aspects of the subject, because lessons are clearly focused. Pupils learn how to structure their writing because teachers give good guidance. They draw on examples from the text being studied and demonstrate ways of planning so that, by Year 2, pupils begin to develop an understanding of how to communicate their ideas appropriately through simple sentences. Their writing lacks description and weaknesses in their grasp of grammar and spelling hinder progress. By Year 5 pupils write more fluently and are beginning to use a wider range of vocabulary to add interest to what they say. However, standards in spelling and grammar are still weaker than in other skills. This is in part because some pupils' word-building skills are insecure and this is reflected in their lack of confidence when attempting to write unfamiliar words. They enjoy reading, and take their books home, so that a much-needed opportunity to practise and extend their comprehension skills is now used well. Handwriting is often clearly formed and legible, with pupils as early as Year 2 beginning to join letters accurately. Teachers are now giving good emphasis to the presentation of pupils' work, and this is improving well.
50. Pupils' listening skills are better than speaking skills, which are well below average when they start school. Teachers provide opportunities to develop pupils' speaking and listening skills in lessons through answering questions and talking about their work, and the development of pupils' speaking skills is now well structured. Teachers and

other adults frequently ask pupils to elaborate on their short phrase explanations or one-word answers to questions, and do not accept pupils' first responses too readily. The development of pupils' spoken language now contributes well to raising standards in writing.

51. Procedures for checking on pupils' standards are very good and the school has successfully implemented a tracking system to follow and record their progress. These procedures, using WILF (What I'm Looking For) sheets stuck in pupils' books, enable teachers and pupils to know how well pupils are doing and for this to be carefully monitored over time; any dip in progress can be identified early and support systems put in place to ensure progress is back on course. Pupils are involved in establishing their own individual targets for improvement and during the inspection, teachers consistently reminded pupils of targets during lessons so that pupils could work consciously towards these. Because teachers know their pupils well, they plan work to suit the needs of different groups. They set clear tasks for independent work, which are explained carefully so that pupils understand what to do.
52. Pupils' attitudes to learning are very good. Most listen and contribute well during whole-class sessions. This reflects the knowledge and understanding that teachers and teaching assistants have of pupils, the good relationships and the support provided. Pupils are mostly well behaved, and generally try hard.
53. Leadership and management of the subject are good. The subject leader is keen to raise standards and plays a crucial role in using the results of monitoring well to target areas for improvement and ways of supporting pupils more effectively; for example, the priority of the subject action plan is the provision for the development of pupils' writing skills.

Language and literacy across the curriculum

54. The use of literacy across the curriculum is good. Teachers give good emphasis to the teaching of vocabulary needed in other subjects, for example science. Other subjects are now being used well, particularly in the afternoons, to promote higher standards in writing. In many lessons pupils use ICT appropriately to support their learning. Teachers are adept in ensuring that pupils have very good opportunities to develop their speaking and listening skills in all lessons.

MATHEMATICS

The provision for mathematics is **good**.

Main strengths and weaknesses

- Planning is good, based securely on the National Numeracy Strategy.
- Teaching is good; classroom assistants are a valuable support to pupils.
- Relationships are very good so pupils are enthusiastic learners.
- The leadership and management of the subject are good.
- The use of ICT and problem solving could be developed further in the wider curriculum.

Commentary

55. Standards in mathematics are below those expected for Year 2 pupils nationally. By Year 5 attainments have improved and pupils are on course to reach standards that are broadly in line with national figures. This represents good achievement because many pupils begin school with below average mathematical knowledge and understanding. There has been good progress since the last inspection because teaching has improved. Pupils' progress is now consistently good in Years 3, 4 and 5 because assessment and target setting have developed well, particularly in these classes.
56. All pupils are taught in class groups with extra well-organised support for pupils with special needs from teaching assistants. Group work is set at three different levels to make sure all pupils have work which is matched to their abilities. This systematic organisation is effective in all classrooms. Pupils in Year 2 have a satisfactory understanding of numbers, shapes and measures and are sometimes able to use these skills in simple problems, in giving change from £1.00, or in beginning to estimate weights in kilograms. Pupils have made good progress by Year 5. They know the majority of their tables and use this to multiply numbers such as 348×29 , 18×15 , or 1.8×2 , depending which of the three ability groups they are in. They know the characteristics of shapes, and measures and they use these, and their number skills, to solve problems during their numeracy lessons. However, more could be done to deliberately plan to develop these problem-solving skills in the wider curriculum at other times in the school day.
57. Teaching in mathematics is good in Years 3 to 5 and satisfactory in Years 1 and 2. Planning is good throughout the school, based very securely on the National Numeracy Strategy. All teachers are calm and courteous in their approach so relationships are very good; they use questions and praise and encouragement well too, so pupils are always very keen to behave sensibly and work hard. Teaching assistants support groups and individuals confidently, and as a result the progress of pupils with special needs is good. In Years 3 to 5 ICT was used skilfully in the lessons seen to challenge pupils' thinking and engage their interest. For example, in a lively Year 4 lesson pupils enthusiastically tackled 'Countdown Questions', based on the television show, with questions generated by the computer. Lessons are taught at an energetic pace which maintains progress, but sometimes lower attaining pupils would benefit if a little more time was spent on explanation before group tasks begin, to make sure they know exactly what to do next.
58. Leadership and management of the subject are good. The co-ordinator is leading and managing the subject effectively. She is knowledgeable, enthusiastic and very well organised. She has established very good links with the secondary school to bring extra expertise into the school for older pupils and to ensure a smooth transition to pupils' next stage of education. Teaching continues to improve under her determined guidance.

Mathematics across the curriculum

59. Pupils have satisfactory opportunities to use mathematics across the curriculum in science and ICT, but in other subjects the times when it could be used are often missed. More could be done to plan mathematics systematically into the wider curriculum to give purpose to problem solving.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Pupils achieve well throughout the school as a result of good teaching.
- Leadership and management of the subject are good and have focused on important work to bring about improvement.
- Teachers' planning ensures good promotion of pupils' investigative skills and effective links with other subjects.
- The use of assessment to inform future planning and let pupils know how to improve is not as advanced as in English.

Commentary

60. There has been good improvement in the provision for science since the last inspection. Standards are average by the end of Year 2 which shows the good progress they make from reception year where their knowledge and understanding of the world are well below average. Pupils in Year 5 are currently in line to reach the national expectations by the end of Year 6. After a period where science was not always given equal focus as the other core subjects, this indicates that pupils are now making good progress. The school identified this area for development and revision blocks of work were effectively planned, particularly for the Year 5 pupils, in order to raise standards.
61. Throughout the school, teaching is good, ensuring that pupils learn well. Planning is thorough and identifies clearly where opportunities arise to promote both literacy and numeracy skills in science lessons. Pupils in Year 4 used time connectives well in a recount of how food passed through the digestive system as part of their work on the human body. Teachers' planning also ensures that well-matched work is provided for groups of pupils with differing ability, enabling all pupils, including those with special educational needs, to make good progress. Whilst all pupils make good progress some achieve even better as a result of teachers' effective marking. For example, in a Year 4 pupils' book the teacher made good use of the WILF target to remind the pupil to use a clear explanation; on the next opportunity the pupil gave a full explanation and was praised as a result by the teacher.
62. In the last inspection it was noted that the school did not provide sufficient opportunities for pupils to make scientific predictions. The school has focused on this area and work seen in pupils' books demonstrates an increase in investigative work. Where this has been particularly successful teachers have developed pupils' skills effectively by setting different expectations on the detail and depth of response required depending upon different pupils' ability. Some higher achieving pupils in Year 1 and 2 could make even greater progress if they were consistently extended in the

same way. Whilst all pupils' work is marked, some pupils are able to make even greater progress because the quality of marking is better for them than others.

63. The current subject leader has quickly gained a clear understanding of the strengths and areas for development as a result of detailed monitoring and the effective strategy used by the headteacher of jointly leading the subject for the past year. The subject has a well-informed action plan which has correctly identified the main priorities for development because the subject leader has effectively used the information from monitoring pupils' work, planning, teacher assessments, lessons and talking to pupils. One main area which is currently being developed is the use of assessment to track pupils' progress and set clear targets. The subject leader has identified the need for even more detail in teacher assessments and planned staff training to ensure the use of assessment in science is as well developed as in English, where it is very effective.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Standards are improving, and pupils are achieving well.
- There is good leadership of the subject.
- Teachers' good skills, knowledge and understanding in ICT are instrumental in promoting pupils' good achievement.

Commentary

64. Attainment matches expectations in Year 2 and Year 5. Pupils of all abilities make good progress and achieve well. There has been good improvement since the last inspection when standards were below national expectations in Year 2 and matched expectations in Year 5. There has been a marked improvement in resources, particularly with the computer suite and the installation of interactive whiteboards. Teachers are confident in their use, having participated in recent training. As a result of very good planning, pupils improve their knowledge, skills and understanding progressively, each year. Most pupils are confident users of computers. Teaching assistants play a valuable role in providing support for pupils who need it.
65. The quality of teaching observed was good. Year 3 pupils successfully learnt to alter font type, size and colour for emphasis and effect. An examination of pupils' past work suggests that teaching is good, overall. Examples of work include a survey carried out by pupils in Year 1 on how to improve the local area. They produced and printed a block graph and used it to answer questions and explain results. Pupils in Year 5 recently took photographs of one another, entered their own photograph on the computer and used a program to curl, twirl, circle, wave, ripple and pinch the picture. Year 5 pupils also designed posters to invite the local community into the school to celebrate its 50th anniversary.
66. Leadership and management of the subject are good. The subject leader has a very clear sense of educational direction and gives very good support to staff and pupils. She is a very good example to others and demonstrates a strong commitment to improving standards. She has overseen a significant improvement in staff confidence and subject knowledge and in the quality and use of resources since the last

inspection. Assessment of pupils' knowledge, skills and understanding is thorough and constructive. The next step is to involve pupils more in self-assessment, so that they develop a better understanding of the standard they have reached and know what they have to do to improve.

Information and communication technology across the curriculum

67. ICT is used well across the curriculum, but there is scope for further development. In lessons in the computer suite, teachers plan opportunities for pupils to use skills learnt in English and mathematics. ICT is used well, particularly in art. Pupils use computer-aided design to create work in the style of different artists. They use computer tools to explore colour, shape, line and tone, skilfully producing individual designs and portraits. Pupils create good multimedia presentations for geography and history. Interactive whiteboards are beginning to be used effectively in most areas of the curriculum.

HUMANITIES

During the inspection only one lesson was observed in **geography** and no lessons were observed in **history**, and as a result it is not possible to make an overall judgement about provision in these subjects.

Geography

68. The school has recently revised its long-term planning and arranges the teaching of geography in blocks of time throughout the school. This has been as a result both of the school's focus on a more creative curriculum and in order to ensure pupils in mixed age classes cover all aspects of the geography curriculum. Effective links to other subjects are made, enhancing the pupils' learning and understanding. For example, in the recent topic on India pupils in Years 3, 4 and 5 have linked their learning to art by designing patterns for saris and to design and technology, by evaluating different Indian foods and planning dishes to be prepared on the 'India Day'. Religious education is also covered, investigating the Hindu religion, English through devising Indian myths, and ICT, researching the country and presenting their findings in *PowerPoint* presentations. This approach has enabled the pupils to build up a real understanding of the country they are studying as well as being 'really good fun and interesting'. In addition to enriching the curriculum by planned events such as their recent 'India Day', the school uses the local area effectively to support pupils' learning. Through monitoring of pupils' work, teachers' planning and lesson observations the subject leader has gained a good understanding of how geography is taught through the school and is aware of the need to continue to develop links with other subjects and develop the assessment procedures to enable pupil progress to be checked.

History

69. Pupils talk with real enthusiasm about what they have learnt in their history lessons, and work in topic folders and around school reflects their obvious interest in the subject. Teachers' planning ensures a wide range of historical sources such as books, the Internet and visitors supports and enhances the pupils' learning and understanding. In a recent study of the Tudors the school hosted a Tudor day with pupils having the opportunity to experience the clothes, music and drama of the period, whilst for younger pupils a focus on toys enabled them to act as museum guides for their parents explaining all the exhibits in their own toy museum. Effective links are planned between history and other subjects. For example, some pupils used ICT to create a multi-media presentation on life in Tudor times, whilst others used their literacy skills designing and writing their own newspapers. The subject leader is enthusiastic and uses monitoring of planning, pupils' work and, increasingly, teaching to identify areas for further development such as guidance on the progression of skills and a more accurate assessment system. She has also been instrumental in organising the school's Golden Anniversary Celebrations this year, involving pupils, parents and the local community in discovering and commemorating the school's own history.

Religious education

Provision in religious education is **good**.

Main strengths and weaknesses

- Religious education contributes well to pupils' personal and social development and to their spiritual and moral development.
- Pupils have sound knowledge of different faiths.
- Teaching is good overall and this leads to good achievement.

Commentary

70. Standards have been maintained since the last inspection and are similar to those expected by the locally agreed syllabus. By the end of Year 2, pupils know a range of stories from the Bible. The pupils' learning is built up satisfactorily over time and so by Year 5 pupils have sufficient knowledge and understanding of the major faiths. Good monitoring of standards by the headteacher and co-ordinator in 2004 showed that only a small percentage of pupils in Years 2, 3 and 4 were below the expected levels for their age. The new Leicestershire Agreed Syllabus gives specific levels of attainment that the teachers find are a good guide to effective judgements and which are being used well.
71. Pupils in Year 2 talked about the life of Jesus and the miracles he performed. They linked these stories to their own feelings and opinions. Pupils in Year 5 talked enthusiastically of work they had covered. Two examples of this were Hinduism and sacred texts. There are significant links between religious education and personal, health and social education as well as other topic work taught in school. A good example of this was a whole-school assembly led by the headteacher. The idea that 'We all have a lot to teach and learn' was put across with great skill and sincerity – and a good lesson was learnt by all involved. Religious education also makes a significant contribution to the spiritual and moral development of the pupils.
72. Too few lessons were observed during the inspection to make an overall judgement on the quality of teaching. However, in the lessons seen teachers handled issues sensitively and this had a positive impact on the pupils' personal, social and moral development. The leadership and management of the subject are good. The co-ordinator offers help and advice to colleagues, and the high expectations of behaviour and care established by the headteacher are apparent throughout the school. She is aware that monitoring procedures need to be implemented but has had insufficient opportunity to do this.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design and Design and technology

73. Only one lesson was seen in design and technology and one in art and design. Consequently it is not possible to make the fullest judgements about provision in these subjects. A scrutiny of pupils' work, photographs, displays and school documentation shows design and technology and art and design are planned so that the National Curriculum is covered well in all classrooms now that the approach to these subjects has been re-evaluated.
74. They are now linked effectively to other curriculum areas, which gives pupils a better understanding of how they fit into everyday life, their cultural importance, the part technology can play and the pleasure these subjects give. Pupils have good opportunities to develop skills, to use their ideas and to work with a range of materials. Sometimes it is everyday materials such as a cardboard box decorated with wool,

straws, sequins, papers and paint, which Year 2 pupils used to create masks for the Chinese New Year. Sometimes it is natural materials such as willow which were used to make 'Dragonflies' (art), or large, freestanding sculptures in the 'Eco Area', as well as practical hurdle fencing (design and technology). It was a very good opportunity for pupils to use large-scale design. They modified their original designs for the area, after discussions with other pupils and consultants, to finally produce this very attractive outside classroom in the school grounds.

75. ICT is used well, particularly in art. Pupils use computer-aided design to create work in the style of Kadinsky and Picasso. They use computer tools to explore colour, shape, line and tone, skilfully producing individual designs and portraits. Pupils who described themselves as 'useless at art' were very proud of their achievements.
76. The co-ordinators are leading and managing their subjects effectively as the newly revised curriculum develops. They have a good understanding of the strengths and weaknesses of their subjects and have produced good action plans to build on previous developments. Both are knowledgeable; they work closely with other teachers to prepare plans and to organise resources.

Physical education

77. Only one gymnastics lesson was seen in Year 2 and one dance lesson in Year 3, so it is not possible to make fullest judgements about standards and teaching and learning. In the Year 3 lesson there was a very good well-planned link to a topic about India as pupils created a 'Bollywood' dance with considerable enthusiasm.
78. Planning shows all aspects of the subject are covered in a satisfactory way. Swimming is taught in Years 2 and 3 and pupils receive progress certificates. Parents of pupils who do not reach a distance of 25 metres are advised about further lessons. A residential week gives pupils a good opportunity to take part in outdoor activities in unfamiliar surroundings.
79. The co-ordinator has worked closely with other class teachers, and outside providers, to make sure there is a good range of well-resourced activities to enrich the everyday curriculum and to raise standards. All are popular. There has been good support from a nearby golf club, Leicester Cricket and Football clubs and Inter Sports who bring extra expertise into the school. As a result the school offers extra-curricular activities in football, cross-country running, mini leaders, rounders, golf, basketball, skipping, and athletics.
80. The co-ordinator knows the strengths and weaknesses of the subject and has designed an effective action plan to develop the subject further. She is leading and managing the subject well.

Music

Provision in music is **good**.

Main strengths and weaknesses

- Teaching and learning are good.
- Pupils are highly motivated and keen to learn.
- Singing is of a high standard.
- The curriculum is enriched by opportunities to perform.

Commentary

81. Standards in music are in line with those expected of pupils in Year 2 and in Year 5. All pupils make good progress against their prior attainment and achieve well. Pupils' singing is of a good standard. The active participation of pupils is encouraged on many occasions. The enthusiasm they show is matched by their ability and so they sing with feeling and care.
82. Teaching in music is good and leads to good learning for all pupils. The strengths of teaching are the teachers' good subject knowledge, their ability to engage and challenge pupils, their high expectations of work and behaviour and careful use of time. Strengths of learning are the progressive development of pupils' knowledge, skills and understanding, their application and productivity and their capacity to contribute independently and collaboratively. Pupils listen attentively and learn and recall sounds well. They combine pitch, dynamics, duration, tempo, texture and silence simply and expressively.

83. The curriculum is enriched through extra-curricular activities, such as the choir, which is well attended. Pupils sing at the local music festivals, individually or in groups. They perform at a local residential home and at the local church, particularly at Christmas and Easter. Individual tuition is available in a number of instruments, and a good number of pupils take advantage of this. Pupils perform at church services and school productions.
84. Leadership by the enthusiastic co-ordinator is good. She provides a good role model for other staff and pupils. There is a strong tradition of performance that is very much a part of school life, and enjoyment of music is evident throughout the school.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

85. During the inspection it was possible to observe only one personal, social and health education lesson and it is not therefore possible to make an overall judgement on provision. There is a good policy that is consistently well applied throughout the school. The positive care within classes and by teaching staff contributes very well to the security and welfare of all pupils and plays a strong part in their very positive attitudes to school and staff. All teachers are very aware of the needs of individual pupils and how they can all be a part of the school.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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