

INSPECTION REPORT

Springfield Primary School

Spondon, Derby

LEA area: City of Derby

Unique Reference Number: 112762

School Inspection number: 182667

Headteacher: Mr. R Wardle

Reporting inspector: Mr. P. A. Rayers
17851

Dates of inspection: 29th November – 2nd December 1999

Under OFSTED contract number: 707176

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
Type of control:	LEA
Age range of pupils:	4-11
Gender of pupils:	Mixed
School address:	West Road Spondon Derby DE21 7AB
Telephone number:	01332 673846
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr. A. Tinley
Date of previous inspection:	February 1995

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Mr. P Rayers, Registered Inspector	Mathematics, history, art, geography	Characteristics of the school; Attainment and progress; Teaching; Leadership and management
Mr. T Mastin, Lay Inspector		Attitudes, behaviour and personal development; Attendance; Support, guidance and pupils' welfare; Partnership with parents and the community.
Mr. M Bucktin, Team Inspector	Science; design and technology; information and communication technology; physical education; Equal opportunities and Special educational needs	The efficiency of the school; Staffing, accommodation and learning resources
Mrs. E. Randall, Team Inspector	English; religious education; music; Under fives	The curriculum and assessment; Pupils' spiritual, moral, social and cultural development

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MAIN FINDINGS

What the school does well

Develops children's understanding of right and wrong
Encourages very good relationships between children, staff, parents and governors
Promotes pupils' good standards of behaviour
Provides well for children under five and in the reception year
Makes good provision for information and communication technology.
Has good schemes of work in science, information and communication technology, religious education and history to help teachers plan their lessons
Encourages pupils' moral development
Maintains consistently high levels of attendance
Provides a good range of extra curricular activities
Has established good links with parents

Where the school has weaknesses

Assessment and recording procedures are not consistent. There are few continuing records of pupils' progress in skills, knowledge and understanding to help teachers plan
The development plan fails to provide a clear strategic structure for the school over the medium term
Accommodation restricts the full range of learning opportunities in science, design and technology and especially physical education where standards have fallen since the last inspection
The library is not appropriately organised, stocked or used to support pupils' learning

The school's strengths outweigh its weaknesses. The weaknesses will form the basis of the governors' action plan, which will be sent to the parents or guardians of pupils at the school.

How the school has improved since the last inspection

The school has made satisfactory improvements since the previous inspection and has addressed all of the issues identified in the previous report. The most effective improvement has been in English, mathematics and science in Key Stage 2 where pupils' standards of attainment have been raised. Much has been done to develop the work in religious education and history. Educational provision is satisfactory throughout the school with significant improvements for pupils with special educational needs. Children under five and Key Stage 1 pupils have many planned opportunities to develop their learning through imaginative and structured play activities. Management roles and responsibilities are clearly understood. Due to the illness of the headteacher, the deputy headteacher effectively took on the duties of acting head at very short notice during the inspection, demonstrating the improvement in delegation since the last inspection. The subject co-ordinators now monitor and support their colleagues' planning and teaching but they do not consistently monitor the recording of pupils' progress, which is unsatisfactory. Major spending decisions are evaluated and resources are satisfactory except for the library. All statutory requirements for collective worship and child protection are now met. The school is well placed to improve further.

Standards in subjects

The table shows the standards achieved by 11 year olds in 1999 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools
English	B	B
Mathematics	C	C
Science	C	C

Key	
<i>well above average</i>	A
<i>above average</i>	B
<i>average</i>	C
<i>below average</i>	D
<i>well below average</i>	E

Children's attainment on entry is in line with what is normally expected. Children under five make good progress in all the areas of learning. By the time they are five, most children are achieving levels expected for their age in their personal and social skills, language and literacy, mathematics, knowledge and understanding of the world, creative and physical development. The 1999 National Curriculum assessments show pupils attain levels in English above both the national average and those of similar schools. Standards in mathematics and science are in line with the national average and similar schools. There are no significant weaknesses in any aspect of these subjects. There is no significant difference in performance of boys and girls. Inspection findings show that the majority of pupils in Year 6 attain standards in line with national expectation and matched to their abilities. Standards in information technology are in line with the levels expected of 11 year olds. In religious education standards at the end of Key Stage 2 have improved and are in line with the expectations in the local agreed syllabus. Progress in history, art, music, geography and design and technology are satisfactory. Progress in gymnastics and some games skills within physical education is unsatisfactory. Pupils with special educational needs receive well-focused support and make good progress. Progress is most rapid in the Under Fives/Reception class and Year 6 where pupils are very well supported and actively involved in challenging activities.

Quality of teaching

Teaching in:	Under 5	5 – 7 years	7 - 11 years
English	Good	Satisfactory	Satisfactory
Mathematics	Good	Satisfactory	Satisfactory
Science		Satisfactory	Satisfactory
Information technology		Satisfactory	Satisfactory
Religious education		Satisfactory	Satisfactory
Other subjects	Good	Satisfactory	Satisfactory

The quality of teaching is satisfactory across the school. 94% of teaching is satisfactory or better. 6 % is unsatisfactory, 27% is good 15% is very good or excellent. Teaching is most effective in the under fives and Year 6 classes. There are some shortcomings in the teaching of gymnastics, as subject knowledge and teaching skills are not sufficiently developed. In physical education, science and design and technology, the accommodation restricts the teaching of the full range of learning activities.

Other aspects of the school

Aspect	Comment
Behaviour	Good. Pupils understand the school rules and respond well to them
Attendance	The school has maintained the good levels of attendance since the last inspection
Ethos	Good. Pupils have very good relationships with each other, teachers and other adults and show care for others well being
Leadership and management	Satisfactory, although the school does not have a strategic approach to development planning
Curriculum	Satisfactory, however, procedures for assessing and recording pupils' progress are unsatisfactory in the majority of subjects
Pupils with special educational needs	Good. They are well supported in the classroom and work is matched to their needs. This is an improvement since the last inspection
Spiritual, moral, social & cultural development	Provision for moral education is good and satisfactory in the other aspects
Staffing, resources and accommodation	Staffing and resources are satisfactory but the accommodation does not allow some aspects of the curriculum to be taught effectively. Library provision is unsatisfactory and not used for extending research skills
Value for money	The school provides satisfactory value for money

The parents' views of the school

What most parents like about the School	What some parents are not Happy about
<ul style="list-style-type: none">• They find it easy to approach the school with questions or problems to do with their children• The school achieves good standards of behaviour• The children enjoy coming to school• They are satisfied with the work children do at home• The extra- curricular activities the school provides	

Parents did not raise any substantial issues of concern and expressed a high degree of satisfaction with the school. The inspection evidence confirms the aspects they most appreciated.

KEY ISSUES FOR ACTION

In order to make further improvements to the education the school provides, staff and governors should:

1. Introduce the systematic recording of pupils progress and use the information in teachers' planning by:
 - Teachers being consistently clear in their marking about pupil's strengths and weaknesses; and
 - Implementing agreed procedures for recording continuing teacher assessments; and
 - using records of pupils' progress to help teachers' planning.

Ref. Paragraph(43)

1. Ensure the Development Plan provides a clear strategic structure for the school over time by:
 - extending the current development planning process over three years, linking this to staffing costs and income projections; and
 - incorporating medium-term targets into the one year plan; and
 - ensuring that agreed evaluation criteria are clear and measurable

Ref. Paragraph(61)

1. Improve standards in physical education by:
 - providing and training programme to support teaching skills in gymnastics and games
- Ref. Paragraph(151)
4. Provide a full range of learning opportunities in science, design technology and physical education by:
 - exploring the opportunities for improving the present facilities; and

- improving the use of the present facilities to meet these opportunities
- Ref. Paragraph (66 & 67)

1. Ensure the library supports learning by:

- Auditing provision and removing of books that are out dated or in poor condition; and
- identifying any gaps; and
- setting up a purchasing programme; and
- developing a straight forward procedure for children and staff to access books, ensuring that the library is available at appropriate times of the day for this purpose.

Ref. Paragraph(68, 69 & 100)

In addition to these key issues, the governors should also consider the following as part of their action plan:

Improve the school's procedures for monitoring potential health and safety issues by putting into place a more rigorous risk assessment procedure, ensuring all aspects are regularly monitored and dealt with.

Ref. Paragraph(52)

INTRODUCTION

Characteristics of the school

1. Springfield Primary is an average sized school situated on the western side of Spondon on the outskirts of the City of Derby. It serves a residential area of mainly private housing and also has a large number of pupils who attend from outside of the catchment area. This includes privately owned and local authority housing. After recent refurbishment, the main school building accommodates all the pupils.
2. There are 191 boys and girls on roll and this has declined since the last inspection when it was 225. Children start school in the year in which they are five. In the reception class there are 9 under the age of five with an intake of 9 in the spring term. Most children have had some form of pre-school experience with a wide range of pre-school providers. Pupils begin school with a wide variety of starting points and the overall attainment on entry is broadly in line with what is expected nationally. Sixteen percent of pupils are entitled to free school meals which is in line with the national average and an increase of three percent from the last inspection. There are 25 pupils on the school's register of special educational needs. Two pupils have a statement of educational need. Six percent of pupils are from ethnic minority backgrounds and two percent have English as an additional language.
3. The school has the following aims:
 - developing lively and enquiring minds and good work habits
 - children acquiring the knowledge and skills that will equip them for the future
 - developing an understanding of today's multi-cultural society and a respect for the beliefs of others
 - acquiring an understanding of the modern world and our dependence on it
 - appreciating human achievements in the arts, science and physical pursuits
 - developing a sense of self-respect and independence
 - developing a concern for the welfare of others and a caring attitude towards the environment.
4. The school's ethos is focused on the "Three S's", security, significance and success.
5. Staff and governors have agreed the following end of Key Stage 2 targets in English and mathematics for the year 2002:

English	74%
Mathematics	74%

Interim targets agreed with the local education authority for the end of 1999 were 75% in both subjects. The 1999 results were:

English	83%
Mathematics	73%

Therefore the school has improved on its targets for English and was just below in mathematics.

The school has set targets in English and mathematics for 2000 and 2001, which reflect the prior attainment of the different groups of pupils.

2000 targets:

English	68%
Mathematics	66%

2001 targets:

English 81%
 Mathematics 74%

Key Indicators

6. Attainment at Key Stage 1¹

Number of registered pupils in final year of Key Stage 1
 for latest reporting year:

Year	Boys	Girls	Total
1999	19	21	40

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils At NC Level 2 or above	Boys	13	11	15
	Girls	17	18	20
	Total	30	29	35
Percentage at NC Level 2 or above	School	75(76)	73 (95)	88 (91)
	National	82 (77)	83 (81)	87 (84)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or Above	Boys	13	14	14
	Girls	17	18	19
	Total	30	32	33
Percentage at NC Level 2 or above	School	75 (84)	80 (92)	83(89)
	National	82 (81)	80 (85)	86 (86)

¹

Percentages in parentheses refer to the year before the latest reporting year

7. Attainment at Key Stage 2²

Number of registered pupils in final year of Key Stage 2
For latest reporting year:

Year	Boys	Girls	Total
1999	13	17	30

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	10	10	11
	Girls	15	12	14
	Total	25	22	25
Percentage at NC Level 4 or above	School	83 (69)	73 (58)	83 (77)
	National	70 (64)	69 (58)	78 (69)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or Above	Boys	7	9	11
	Girls	14	12	14
	Total	21	21	25
Percentage at NC Level 4 or above	School	70 (58)	70 (62)	83 (85)
	National	68(64)	69(64)	75(70)

8. Attendance

Percentage of half days (sessions)

Missed through absence for the latest complete reporting year

		%
Authorised Absence	School	4.8
	National comparative data	5.7
Unauthorised Absence	School	0
	National comparative data	0.5

9. Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year:

	Number
Fixed period	0
Permanent	0

10. Quality of teaching

Percentage of teaching observed which is :

	%
Very good or better	15
Satisfactory or better	94
Less than satisfactory	6

PART A: ASPECTS OF THE SCHOOL

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and progress

Children under five.

11. Children's attainment on entry is broadly in line with what is normally expected. By the time they are five most are achieving the desirable learning outcomes for their age in all aspects of development and are working within the early levels of the National Curriculum. Children with special educational needs make good progress. Most children listen carefully to their teacher, other adults and each other. They recognise letter sounds, shapes and familiar words and can use the early books of the reading scheme. They write simple sentences by tracing, copying and through independent writing and many are gaining confidence in spelling and handwriting skills. They have an understanding of basic number and can count on and back with improving accuracy. Most can compare objects by size and many can recognise and name two and three-dimensional shapes. Most have developed social skills and work and play well together. Their physical and creative development is good.

Key Stage 1

12. In the 1999 end of key stage tests for English, pupils' attainment was below average for reading and well below for writing. When compared to similar schools, the results for reading and writing were well below average. From 1996 to 1998, the trend in pupils' attainment in reading was above the national average by 0.12 levels while the trend in their writing, although close to the national average was 0.02 levels below. The school has analysed results over the last two years and identified writing as a priority area for development. The literacy hour has given teachers a systematic structure of learning objectives in reading and writing which has been successfully implemented into the recommended lesson structure. This is having a positive effect on what pupils achieve and places particular emphasis on improving pupils' writing skills. The inspection findings are that most pupils in the current Year 2 achieve the national expectation for reading and writing. Pupils are reading simple texts with understanding and using phonic and contextual clues with increasing confidence. Their writing is showing a growing awareness of the reader and simple words are spelt correctly. Most pupils make satisfactory progress in English. There is no significant difference in boys' and girls' performance over time. Although there is a variation in attainment of different classes it matches their abilities and progress is satisfactory. Standards of literacy are satisfactory.
13. In the 1999 end of key stages tests for mathematics and science, the school's results were in line with the national average and those of similar schools. From 1996 to 1998, the trend of pupils' attainment in mathematics was well above the national average. Inspection findings are that in mathematics and science, most pupils in the current Year 2 attain the national expectation. In mathematics, a minority attains a higher level and in science a substantial minority do so. Teachers have been implementing the draft national numeracy framework for a year and are now confidently using the new framework to support their planning. This has already had a positive impact on standards. In mathematics pupils count on and back from different points on a 100 number line using 2's 5's and 10's and can record on an analog clock units of time in half and quarter hours. In science they make simple observations and discuss whether it is in line with their predictions. Pupils make satisfactory progress in mathematics and science, although there is a variation in attainment between classes in line with pupils' abilities. There is no significant variation in the progress of boys and girls. Standards of numeracy are satisfactory.

Key Stage 2

14. In 1999 end of key stage tests for English, pupils' attainment was above both the national

average in comparison with similar schools. From 1996 to 1998, the trend in pupils' attainment although close to the national average fell below by 0.01 levels. The school has analysed the latest results and when implementing the literacy hour, focused attention on improving writing skills to raise attainment in line with reading standards. The inspection findings are that most pupils in the current Year 6 attain the national expectation and a small minority attains a higher level, especially in higher order reading skills. This means that pupils' levels of attainment since the last inspection have improved in Key Stage 2. This improvement is mainly due to the improved teaching of aspects of English, consistently across the key stage. Most pupils make satisfactory progress and higher attaining pupils in Year 6 making good progress in reading and writing where they can extend their skills within challenging activities. There is no significant variation in the progress of boys and girls. By the age of eleven, most pupils speak with confidence in small groups and to the whole class, listening carefully to others' views within discussions. In reading they show an understanding of significant ideas, themes and characters and can use deduction from autobiographical and biographical text to explain their views. In writing they are using a wider range of skills to write for different audiences and purposes, such as in note taking for research purposes in the history topics of Georgians and Tudors. They are beginning to use grammatically complex sentences.

15. In the 1999 end of key stage tests for mathematics, the school's results were in line with the national average and those of similar schools. From 1996-1998, pupils' levels of attainment matched the national trend of improvement. Inspection findings are that most pupils in the current Year 6 attain the national expectation in mathematics with a minority achieving more highly. Throughout the key stage, pupils reach satisfactory standards of numeracy, sharpened by regular daily practice. This sustained level of improvement is due to the systematic development of learning objectives started last year when implementing the draft National Numeracy Framework. Through good subject leadership this is being consolidated this year. Pupils make satisfactory progress across the key stage and good progress in Year 6. There is no significant variation in the progress of boys and girls. In mathematics by the age of eleven, most pupils have a good grasp of place value and can solve increasingly complex number problems quickly and accurately using both mental strategies and algorithms.
16. In 1999 end of key stage tests in science, pupils attained levels in line both with the national average and when compared with those of similar schools. From 1996-1998, the trend in pupils' levels of attainment in science was better than the national trend. Inspection findings are that most pupils in the current Year 6 attain the national expectation and a substantial minority attains the higher level. This is mainly due to effective subject leadership and the systematic teaching of investigative skills. Pupils make satisfactory progress across the key stage and there is no significant variation in the progress of boys and girls or within different classes. By the age of eleven, most pupils have a good understanding of a fair test and approach tasks methodically. They can test different properties of materials, such as paper towels and use the evidence to decide to what purposes they would be most suited.
17. The school has improved on its interim targets set with the local authority for English and was just below it in mathematics. The school is making satisfactory progress towards the literacy and numeracy targets set for 2002.
18. In information and communication technology, most pupils attain nationally expected standards at the end of Key Stage 2. The focused support given by the education care officer in the computer suite is consolidated by work in the classrooms. Good subject leadership further enhances teachers' confidence and competence in the use of information and communication technology across the curriculum.
19. In religious education, by the end of Key Stage 2, most pupils attain standards expected in the Locally Agreed Syllabus and make satisfactory progress. They can examine, compare and discuss the use of symbolism in different faiths and they are learning to recognise features of

leadership and the concept of responsibility. Most understand the importance of the Christian place of worship and are developing an understanding of other faiths such as Judaism and Islam. This is an improvement on the findings of the last inspection report

20. By the end of Key Stages 1 and 2, pupils are working at levels appropriate for their age and are making satisfactory progress in all foundation subjects except for physical education. In art, pupils use a range of techniques and materials to create interesting compositions of colour and texture based on leaves. In design and technology pupils evaluate their work and to identify where improvements or modifications are required. Pupils extract relevant information from a range of sources to compare with their own environments in geography. Pupils have a good factual knowledge of periods in history and can compare similarities and differences of aspects of life then and now. This is an improvement in history in Key Stage 2 since the last inspection due to teachers implementing a clear scheme of work and the support of the subject leader. In music, many pupils are learning to create their own accompaniments to songs and poems.
21. In physical education, pupils make good progress in swimming. In gymnastics older pupils are unable to put together more complex sequences of movement varying speed and direction and progress is unsatisfactory.
22. Pupils with special needs make good progress in relation to the targets in their individual education plans. They are well supported within the classroom and work is matched to their needs. Pupils with statements of special educational needs also make good progress. This improvement since the last inspection is due to the good provision for these pupils and the effective monitoring of their progress.

Attitudes, behaviour and personal development

23. Since the last inspection the standards of behaviour, which apart from a few inconsistencies were very good, are now consistently good across the school. Relationships, which were good are now very good between pupils, teachers and other adults. Pupils' attitudes to learning are good. Most children under five approach their learning with enthusiasm and confidence. They listen attentively, confidently follow teachers' instructions and are well behaved. The positive way in which children settle in quickly, is a major factor in the good progress they make. All pupils respond well to teachers and show an interest in their work. They concentrate well in lessons and many older pupils can work confidently without the teacher's supervision. Pupils are interested in the values and beliefs of others and are sensitive to their needs.
24. Behaviour in and around the school is consistently good, which confirms the views expressed by parents. They are polite and welcoming to visitors and most move around the school in an orderly manner. They work and play together well. Children have confidence in the school's procedures for eliminating bullying and no evidence of it was seen during the inspection. There have been no exclusions in the past year.
25. Pupils have very good relationships with each other and show care for others' well being. Respect is shown at all times and this is particularly so in the playground and in movement around the school. Pupils form very good relationships with teachers and all members of staff. They are respectful, patient and interested. Pupils respond well to the high expectations placed upon them by the ethos of the school.
26. Pupils' personal development is good. They are prepared to take the initiative and responsibility in the daily life of the school. Pupils develop increasing self-confidence by, helping younger children in their playground and setting out tables and equipment. During the inspection, they consistently opened doors for adults and brought in other children's coats from the playground without being asked. Pupils raise funds for charity and the choir entertains the elderly, making a contribution to the wider community.

Attendance

27. The school has maintained its good levels of attendance since the last inspection. Pupils are consistently punctual and registers are taken promptly. All lessons now start on time, which is an improvement on the last report. The school has appropriate and effective procedures for monitoring attendance. This has a positive effect on learning.

QUALITY OF EDUCATION PROVIDED

Teaching

28. The last inspection report described teaching as satisfactory overall but with considerable variation in lower Key Stage 2, which slowed progress across the school and within subjects. The standard has improved, although there are still some weaknesses in a minority of lessons. Pupils' progress in all subjects apart from physical education is satisfactory. Since the last inspection, the school has made some changes to teaching to improve its quality. For instance, planning is more sharply focused on schemes of work and is regularly monitored. A training and mentoring programme supports teachers' organisation and classroom management. Teachers work well as a team sharing ideas and resolving difficulties.
29. Throughout the school, the quality of teaching is satisfactory or better in 94% of lessons. Six percent of lessons are unsatisfactory, 52% are satisfactory, 27% are good, 12% are very good and 3% are excellent. Teaching of all children in the reception class, including the under fives is good. In both Key Stage 1 and Key Stage 2 teaching is satisfactory and it is often very good in Year 6.
30. Teaching of children in the reception class, including the under fives is well matched to their learning needs. The curriculum is well planned across the areas of experience for children of this age and allows them to make good progress. Very good use is made of available space and materials, and the different learning activities are well organised. Expectations are high, what children are to learn is clear in the planning and the teacher makes accurate assessments of pupils' progress. Relationships are very good with high expectations encouraged within a reassuring, calm and purposeful atmosphere. Targeted questioning linked to learning objectives at the beginning and end of lessons ensures good progress in children's knowledge.
31. Key Stage 1 teachers have a secure understanding of the learning needs of younger children and plan an interesting curriculum that meets the needs of all pupils and helps them make satisfactory progress. Overlong and complex introductions and the management of children's behaviour hinders the pace of a minority of lessons. Learning is well organised so that teachers have enough time to teach the whole class effectively, as well as working with smaller groups arranged by level of attainment, as in the literacy and numeracy hours. Teachers use resources well and the curriculum is well supported by the use of information and communication technology. The structure and pace of the lesson along with the expertise of the specialist music teacher ensured high levels of learning. Assessment of what pupils have learned is satisfactory, but recording of their progress to inform teaching plans is unsatisfactory in a majority of subjects.
32. In Key Stage 2, teachers have satisfactory subject knowledge and use this appropriately within their planning teams. This planning clearly sets out what pupils are to learn and is closely linked to the National Curriculum programmes of study and the school's schemes of work. Lessons have a clear structure and whole class introductions and reviews are supplemented by well-focused work with smaller groups. Teachers share the learning objectives with pupils. Most use challenging questions to confirm previous knowledge, make pupils think more deeply and encourage them to judge the quality of their work and to make improvements and extend

learning. In a minority of lessons the pace does not match the ability of children and this hinders their progress. Teachers use resources well as in the history projects of the Tudors and Georgians where pupils are encouraged to develop their own lines of research. Information and communication technology is used to support the curriculum. In most lessons teachers use assessments of what pupils have previously learned and classroom assessment is generally sound. However, recording of pupils' progress is unsatisfactory and this restricts teachers' ability to match work appropriately over the medium term. Teachers generally expect a lot of their pupils and their management and control of pupils is satisfactory.

33. The teaching of design and technology is good and where pupils are systematically introduced to the key skills of designing and making. In both key stages, with the exception of gymnastics where teaching is unsatisfactory, all teaching of the remaining subjects is satisfactory. This is an improvement since the last inspection in religious education and history. In both key stages teachers plan well, manage pupils appropriately and generally have high expectations.
34. The teaching of pupils with special educational needs is good and they are well supported to make good progress. Provision for pupils with special educational needs has improved since the last inspection. Pupils have access to specialist teaching, from within the school and the Local Education Authority, as necessary and their work is fully integrated into the life of the school. If pupils are withdrawn from lessons, they are fully prepared for returning. Teachers and support staff have a good understanding of pupils' needs and are careful to reflect this in their planning. Relationships between staff and pupils are very good and children are challenged to do their best. There is good liaison between staff, parents and outside agencies and pupils benefit as a consequence.
35. Teachers set homework satisfactorily, mostly in English and mathematics. Reading books are regularly taken home and the recent use of support activities in "Zippy Bags" linked to objectives in mathematics and followed up in lessons, consolidates pupils' knowledge and understanding.
36. The school has made a good start on implementing the National Literacy Strategy by introducing effectively all elements of the four-part lesson. They have developed guided reading, the modelling of reading strategies and are now focusing on improving writing skills. The school has made a very good start on implementing the National Numeracy Strategy, after piloting the draft framework last year. Teachers introduce mathematics lessons with oral mental work and after small group activities, end the lesson by discussing with pupils what they have learnt. There is a strong focus on number skills. The inspection confirms that these strategies are having a positive effect on the progress of pupils and their levels of attainment.

• **The curriculum and assessment**

37. The school has made satisfactory progress in improving curriculum provision since the last inspection. The changes include appropriate opportunities for pupils to make choices in their learning and for younger pupils to take part in structured and imaginative play. Curriculum planning is good. There are schemes of work in every subject, which are being reviewed and updated using the guidance from the Qualifications and Curriculum Authority. Those in science, information and communication technology, religious education and history are providing a particularly helpful basis for teachers' planning. In the two mixed age classes teachers effectively plan within teams, using the four-year topic plans to avoid repetition. Along with the headteacher, most co-ordinators have satisfactorily monitored these to ensure they match the schemes of work.
38. The curriculum overall is broad, balanced and relevant. Staff ensure all pupils have access to the curriculum and pupils with special educational needs receive good support. The school has begun to monitor progress by gender and teachers are using this information to plan opportunities for all groups of pupils. The school meets the requirements of the National

Curriculum. Appropriate emphasis is given to English, mathematics and science and to developing the key skills of literacy and numeracy. The provision for religious education is satisfactory and in information and communication technology it is good. The school gives sufficient weight to the foundation subjects. Provision for pupils' health and sex education within a personal and social education programme is satisfactory.

39. Curriculum provision for children under five is good. Planning for the Areas of Learning and the early levels of the National Curriculum effectively provides all children with a good basis for future development. Long term planning is good in science, information and communication technology and religious education and satisfactory in all other subjects. This provides a clear sequence of learning which builds on knowledge, skills and understanding as pupils move through the school. The introduction of the National Literacy and Numeracy Strategies has been well managed and planning is clear and caters for pupils' differing needs. This has improved since the last inspection. Where there are mixed age classes, teachers plan together, ensuring that pupils receive the same learning opportunities. Weekly plans identify what pupils are to learn ensuring that activities are appropriately matched to the maturity of the pupils. Daily plans give clear detail about what specific learning is intended.
40. The school meets the Code of Practice for pupils with special educational needs. Individual education plans accurately reflect identified needs, are regularly assessed and parents are appropriately involved. Teaching support is well integrated and effective.
41. A wide range of extra curricular activities enriches the curriculum. These include choir, recorders, French, line dancing, guitar, chess, Tops club, information and communication technology and gymnastics. The school offers good opportunities for pupils to take part in competitive games such as netball and football. All members of staff volunteer their support and approximately 88% of pupils take part, with some attending more than one activity. Visits to external places of interest enhance the curriculum. During the week of the inspection, two classes visited Wollaton Hall to experience a Tudor Christmas. This provided a very good opportunity for drama, art, music and English work.
42. There are satisfactory systems for statutory assessment of pupils' attainment on entry and at the end of both key stages. Teachers follow the correct administrative procedures and look at examples of work together to make accurate judgements. The school also administers a standardised assessment for reading. Records are passed on to the next teacher, which give adequate information on individual pupil attainment at the end of each year. The school is beginning to monitor the outcomes of these assessments and use this information to deploy resources and respond to trends in attainment over time.
43. There is systematic assessment and recording of pupil progress in mathematics, information and communication technology and for children under five. In all other subjects the quality and use of teachers' day to day assessment and the recording of pupils' progress, is unsatisfactory in both key stages. Progress since the last inspection has been unsatisfactory. The assessment and marking policies give useful guidance but practice is inconsistent. Teachers know their pupils well and some use this information effectively to match work to pupils' needs. Very few records of pupils' progress are kept and there is too little recording of acquisition of skills, knowledge and understanding. This hinders teachers' ability to plan for pupils' future learning needs within and across year groups and adversely affects pupils' progress.

Pupils' spiritual, moral, social and cultural development

44. The school makes satisfactory provision for pupils' spiritual, social and cultural development. Good provision is made for moral development. The day to day life of the school, the example set by adults and positive relationships all help to promote their overall development.

45. Pupils enjoy assemblies and the daily act of collective worship, which effectively support their spiritual, moral, social and cultural development. Pupils are encouraged to reflect quietly and join in prayers. Poetry, literature religious education, music and art contribute effectively and pupils have opportunities to consider their own feelings and experiences in relation to others around them.
46. Provision for pupils' moral development is good. Assemblies and religious education make a strong contribution to this. Adults have high expectations of behaviour and provide good role models. The implementation of the school's anti bullying policy by all staff is effective. Good behaviour is actively promoted through school policies and rewards systems. The school successfully places great emphasis on teaching principles that separate right from wrong and pupils are developing an understanding of self-discipline. Members of staff encourage pupils to be honest and work hard. Pupils respond very well to the teaching of such values as fairness, honesty, respect for truth and the rights of others. Good relationships reflect the values the school fosters.
47. Pupils have satisfactory opportunities to learn the importance of responsibilities towards others and they are courteous and helpful. They are taught to work and play together in a variety of social groups and in this way they learn to show respect for each other and the efforts of others. Teachers give pupils the opportunities to undertake routine tasks. Older pupils respond well when given the opportunity to help with younger pupils such as at playtimes and during sports days. Social development is further enhanced by opportunities to take part in activities outside school such as sport, music, drama and a range of clubs. Pupils are encouraged to raise funds for good causes and this contributes to their awareness of what it means to be a good citizen. Visitors to the school together with day visits enrich learning and personal development.
48. Pupils have a satisfactory range of opportunities to develop their cultural awareness. Through religious education, English, music, dance, history and art, pupils are gaining a sound understanding of their own and others' heritage and culture. Celebrations and knowledge of festivals such as Diwali and Hanukkah extend their understanding of cultural traditions.

Support, guidance and pupils' welfare

49. Since the last report the school has sustained good standards of pastoral care and support. Lessons now start promptly, child protection procedures are effectively in place and there is a more targeted approach to sex education in Year 6. The school is well supported in this overall provision by governors who are regularly in school.
50. The school is an orderly, supportive community in which pupils feel valued and happy. Staff use assemblies and extra curricular activities to reinforce the school ethos and promote positive attitudes and behaviour. Staff expect high standards of behaviour and provide good role models. Very good relationships exist between pupils, staff and other adults. Lunchtime assistants supervise the pupils well and enjoy good relationships with them. The calm and pleasant atmosphere in the canteen exemplifies this. Pupils learn in a secure environment and are well cared for.
51. The school has very effective measures for monitoring pupils' attendance and punctuality. Registers are marked correctly and attendance levels are good. Pupils new to the school receive sensitive and caring support to ensure that they start school confidently. There is a lack of consistency in teachers' systematic recording of pupils' progress and personal development and it is unsatisfactory. The provision for pupils with special educational needs is well matched to their needs and helps them make good progress.
1. The school has a policy for Health & Safety but risk assessment lacks sufficient rigour to ensure the school is regularly monitored and issues dealt with quickly. The school has close

links with secondary schools, ensures that pupils receive induction days and meet teachers from Year 7. These arrangements allow pupils to move into their next level of education confidently. The school now has effective Child Protection procedures and staff receive appropriate levels of information.

52. Partnership with parents and the community

53. The school has improved links with parents from satisfactory in the last inspection to good. Links with the local community remain satisfactory. Parents are well informed about their children's progress at parents' evenings each term and more informally as the need arises. The school provides satisfactory information to parents through newsletters, formal meetings including the Literacy Evening and informal discussions. Parents are confident in approaching the school with questions or problems relating to their children. Parents are generally given information about what topics are taught each term. The annual pupils' report informs them of their child's progress, attainment and attitudes to learning over the year. These channels of communication help parents to monitor the progress of their child and for the school to fulfil statutory requirements.
54. Parents support the school and its ethos. They are actively involved in the classroom and also on school visits. These contacts make a valuable contribution to pupils' learning. The school has good links with local playgroups and visits to local places of worship. Pupils gain a deeper understanding of life in past times through visits to places of historical interest. Parents work with their children at home listening to them read and helping them with mathematical activities. This makes a positive contribution to pupils' progress. Parents of pupils with special educational needs are involved in their learning and kept informed of progress. They are invited to statement reviews and are consulted regularly. This has a positive impact on their progress. Parents are also encouraged to support their children's learning through fund raising events for such charities as Rainbows and for the people in Kosovo.
55. The school has satisfactory links with the community including local shops and a residential home. The school nurse has appropriate involvement, including assisting with the sex education programme with Year 6. During a recent arts initiative, a local artist worked alongside pupils when making sections of a stained glass window. School resources are occasionally supplemented through these contacts, for example globes provided for each class by a local supermarket. The school was also recently successful in a design competition held by a local newspaper, in which a child won first prize of a thousand pounds towards school resources.
56. At the pre- inspection meeting and through the questionnaire returns, parents generally expressed strong support for the school and did not raise any significant concerns. The inspection findings support their views: that the school is approachable; homework is satisfactory; the extra-curricular activities have a positive effect on learning; there are good standards of behaviour and children like school.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

52. Leadership and management

57. The school's leadership and management are satisfactory. Several improvements have been made since the last inspection, raising standards and providing a good basis for these to be maintained. There is an effective management structure for school and curriculum leadership, which is improving standards of attainment and classroom teaching. Co-ordination of key stages is effective and senior staff and governors regularly monitor major spending decisions for their effect on standards. The action taken to improve the consistency of the quality of teaching and the standards achieved in religious education and history has raised standards. There is an effective management structure in place for special educational needs provision.

Procedures are well established and support is regularly monitored. During the inspection week, the headteacher was absent through illness. The deputy headteacher managed the school effectively during this time and this shows that the school has good systems of delegation.

58. The Headteacher provides clear educational direction for the school and is now regularly monitoring teachers' planning and teaching, which is having a positive effect on the quality of provision. Due to the recent staffing changes, the headteacher has taken on additional responsibilities as a temporary measure. This position is under review and aspects of the school management are now being delegated to other senior staff. The senior management team works well together and manages aspects of the school, particularly curriculum development satisfactorily. All staff work well together as a team and teachers play an influential part in the school's decision making. This helps build a strong sense of joint purpose and staff commitment. The governors are very committed to the school and support it very well. They maintain a regular presence in the school playground at the beginning and end of the day and in school events. Many are frequent visitors and know it well. They are well organised through the committee structure, where issues are discussed, investigated and further action planned with the headteacher before feeding into full governors' meetings. In the recent past governors relied heavily on the headteacher for information but they are now taking a more active role in monitoring and collecting information to support their decision making.
59. The school has implemented a system of curriculum support and monitoring. The headteacher works alongside the curriculum co-ordinators reviewing the curriculum. Although issues are discussed with individual staff or within a whole staff meeting, too heavy a reliance is placed on informal procedures and consequent actions cannot properly be monitored. The co-ordinators provide good leadership through schemes of work and staff training. Many have benefited from training and this has improved the quality of teaching and learning. Most curriculum co-ordinators also routinely oversee planning and provide guidance where necessary. The school has the capacity to maintain its improvements in English, mathematics, science and information technology and has provided a basis to consolidate standards in religious education and history.
60. The school has a useful set of aims that are regularly monitored by staff and governors. They are appropriately communicated to pupils and parents and underpin its values, policies and practice. The school is broadly successful in meeting its aims.
61. There is a useful system of development planning to guide the school's annual progress. During the consultation process involving staff and governors, school needs are identified and plans drawn up. Although the development plan contains an evaluation of the previous year's progress and summarises the next steps this is not enough detail to inform longer term planning effectively. The co-ordinators' action plans detail how the improvements will be made, who will carry them out and the resources needed. As costs are not always specifically targeted, this hinders the management of the plans. There are also measures to show the degrees of success although these are sometimes a little vague and prevent effective monitoring of outcomes and limit progress. The development plan plays an important part in the school's development over the one year. It does not, however, contain enough detail to sustain the school's improvement beyond this. At present, planning does not yet have a strong strategic dimension to plan for forward funding where it is important. This includes long-term investment in resources, in particular the library and the possible effects of falling numbers.
62. The school has a very positive ethos in which pupils feel supported and confident to respond to fresh challenges. The school encourages pupils to do as well as they can and generally gives them a range of opportunities to support this. There are inadequacies in most Key Stage 2 classrooms and the hall. They prevent teachers from providing a full range of learning

opportunities and hinder pupils' progress in gymnastics, science and design and technology. However, the staff effectively makes the best use of the space and resources available to them and improve the learning environment with attractive displays of pupils' work. Relationships are very good. Staff know their pupils well and provide good role models.

63. All elements of collective worship are successfully implemented and the school meets its statutory requirements well. This meets the action targeted within the last inspection report. Teacher appraisal is in place and the school prospectus and governors' annual report to parents meets requirements.

52. **Staffing, accommodation and learning resources**

64. There is an appropriate number of teachers employed at the school with qualifications, experience and expertise to meet the demands of the curriculum. Curriculum management responsibilities are better matched to teachers' training and experience than reported in the last inspection. The Education Care Officers play an effective part in supporting pupils' learning. This is particularly so in information and communication technology. Special educational needs support staff, have a clear understanding of the needs of their pupils and enable them to make good progress.
65. There are satisfactory arrangements for the professional development of staff. There is a clear annual plan for training and development that is linked to both school and national priority areas. Recent training has concentrated on the national strategies for Literacy and Numeracy and both have been effectively introduced and implemented. Staff who co-ordinate other subjects, regularly attend local training and support colleagues in implementing current developments. For example when making appropriate alterations to current schemes of work in line with revised National Curriculum guidelines. Newly qualified teachers have an effective induction programme, which includes in-school training and visits to other schools. Other staff new to the school are also effectively supported in becoming familiar with the policies and procedures of the school and quickly settle in. Teacher appraisal makes a sound contribution to the school's professional development programme.
66. The school has extensive grounds, including a very large playing field and sufficient hard play areas for the number of pupils at the school. The school buildings are a mix of older accommodation to which later extensions have been added. Most recently, toilets and cloakrooms for older pupils have been re-furbished and are now adequate. Classrooms for the younger pupils afford adequate space for the number of pupils together with storage for equipment and resources. However, for the older pupils where class sizes are larger, the space in classrooms is not adequate. Pupils work in close proximity to each other leaving little room for movement around the classroom. This limits some pupils' progress in extending their knowledge and skills by exercising choice and initiative in practical subjects such as science, design technology and art. With space being restricted, teachers cannot easily move around the class, inhibiting them assessing pupils and providing support as they are working. Additional adults working in the class further contribute to the pressure on space. There are no small teaching spaces adjacent or close to classrooms where they can work with the pupils they support without actually withdrawing them from the classroom and this is not always appropriate. There is insufficient space for storage of essential resources and classroom materials.
67. The school hall is formed from two classrooms with a dividing screen pulled back to create a long but narrow space. This just accommodates the whole school for assemblies but is inadequate for indoor physical education. The shape does not enable games skills to be effectively practised or refined. Nor does it allow older pupils to develop the required sequences of gymnastic movement. The lack of a storage area for portable apparatus adds to the problem. The school is currently in negotiation with the local education authority and is

consulting on three options for improving the hall accommodation.

68. As well as storing books, the library is also used for the direct teaching of information and communication technology skills, for some individual teaching of pupils with special educational needs and for the central storage of resources. These factors mean that space is reduced and books are crammed on shelves making them difficult to locate.
69. The school has improved levels of resources since the last inspection. Resources are mostly adequate in all subjects. Although there are good quality resources for art, these are not always used effectively to support activities. There is a good range of computers and software that enables the full range of information and communication technology applications to be taught. There are a lot of books in the library which are out-dated, in poor condition and not easily accessible. Few opportunities are planned for pupils to use the facility and this hinders progress in independent study skills.
52. **The efficiency of the school**
70. Since the last inspection, the governing body and headteacher have continued to maintain a close oversight within a clear financial policy. They recognise that budgetary decisions need to support and enhance pupils' learning and focus on these matters in their meetings. Although the school improvement plan identifies appropriate priorities, resulting action plans vary in the extent to which they identify resource and budget implications. This hinders subject co-ordinators' ability to manage their plans by making the best use of any non-contact time and school resources to be appropriately focussed.
71. Strategic issues such as the reduced number of pupils attending the school have been carefully considered in relation to their impact on the budget and a full response made to the new Local Education Authority's proposals for local management. Funds for supporting pupils with special educational needs are used effectively and pupils make good progress. A capital grant for re-furbishing toilet and cloakroom accommodation has improved these areas.
72. Teachers are appropriately allocated to classes in line with their training and qualifications. Class sizes for infants are within recommendations. All teachers have designated areas of responsibility, defined in job descriptions, and their particular skills and expertise are appropriately used. Funds for staff training and development have been effectively used; for example, staff have extended their knowledge and understanding of teaching and learning in literacy and numeracy. Subject co-ordinators have taken greater responsibility in line with the recommendations in the previous inspection, particularly in identifying resources and in monitoring and evaluating pupils' work. This has resulted in more effective guidance for teachers' medium term planning. Classroom support staff, known as Education Care Officers also have clear job descriptions and have attended relevant training for their roles. They give good support to pupils with special educational needs, those who need additional literacy support and the development of specific skills in information and communication technology.
73. The use of learning resources is satisfactory overall and the available accommodation is used to its best effect given the constraints on space in junior classrooms and the inadequate size and shape of the hall. However, the library is used for too many activities and not for its prime purpose. This results in low standards in pupils' research skills.
74. Financial control is confident and precise, ensuring that the vast majority of the budget is utilised with a small amount carried forward. A recent audit confirmed that all systems and procedures meet requirements. The secretary exercises close control of the budget, providing clear reports and projections that enable the headteacher and finance committee to monitor the progress of the budget through the year. Other routines and procedures are efficient and unobtrusive, enabling the school to run very smoothly on a day-to day basis.

75. Taking into account factors relating to pupils' attainment on entry and their backgrounds, their attainment and progress through the school, their good attitudes and behaviour, the satisfactory quality of education balanced against relatively low costs, the school provides satisfactory value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

76. Children start school in the year in which they are five. Attainment is broadly in line with what is normally expected. By the time they are five most are achieving the desirable learning outcomes for their age in all aspects of development and many are working within the early levels of the National Curriculum. Children with special educational needs make good progress
77. The teacher creates a warm, stimulating and secure environment, in which the children feel valued. Relationships are good and children's introduction to school is carefully planned. Initial assessments of pupils are used very effectively to establish starting points and plan a range of challenging activities. Observations and records enable these to be sustained and ensure good progress. At the time of the inspection there were nine children under five in a class of twelve children. The following sections refer to those children under five.
52. **Personal and social development**
78. All children make good progress towards achieving the desirable outcomes in this area of development. The children learn to understand how others think and feel and to express their own thoughts and feelings through well planned activities such as class discussion, story telling and learning about themselves and their environment. They are included in, and respond well to the religious and cultural events in school life.
79. They quickly develop confidence, have good relations with other children and adults and concentrate on tasks when working alone or in part of a group. They work and play together well, take turns and share resources. They look after their work, equipment and materials, choose between some activities and soon contribute to classroom routines such as tidying away.
80. The quality of teaching is good and contributes directly to the quality of the children's personal and social development. It is well planned and classroom management and organisation help children to take responsibility and become independent.

Language and literacy

81. Children enter the class with a wide variety of starting points in their language and literacy development. They make good progress in speaking and listening, reading and writing. They listen carefully to their teacher, other adults and each other. They respond very enthusiastically and ask and answer questions appropriately. The children also learn to enjoy books and to write for a range of purposes.
82. The quality of teaching is consistently good. It is well planned and offers a balance of class lessons, group activities, independent work and informal and imaginative role play. There is an appropriate emphasis on learning through talk.
83. Books and print are also a prominent feature of the classroom and the teacher draws children's attention to the written word, including their own writing. Children are effectively taught to recognise letter sounds, shapes and familiar words and quickly use the early books of the reading scheme as well as choosing their own from the class book corner. They are encouraged to think about the meaning of text through talking about characters and main events. This helps them to understand what books are about.
1. The teacher carefully plans regular opportunities for writing. For instance, children create notes

and invitations in role play, write their own name on work or record familiar events. Children are constantly encouraged to write simple sentences by tracing, copying and through independent writing. They soon become confident in their ability to write and develop the skills of spelling and handwriting.

Mathematics

85. The children make good progress towards achieving the desirable learning outcomes for mathematics with some working within the early levels of the National Curriculum. Most can confidently use and recognise numbers to ten and many can count backwards from ten. Some can count and recognise numbers to twenty. They learn to understand simple forms of addition and subtraction and can quickly give correct answers to “one more than and one less than” questions. They can relate this to structured play situations, such as when they buy at their class shop, which has a sale with “1p off all goods”. Most can identify relationships between objects and can sort them to given criteria. They develop skills of comparing size and learn to recognise shapes such as squares, triangles, rectangles and cubes. They learn to record their work in a variety of ways, using numerals, diagrams and pictures.
86. The quality of teaching is good. There is a strong emphasis on practical applications, discussion and using apparatus. A broad and interesting range of mathematical experiences is provided through direct teaching and well planned activities. The teacher constantly encourages children to talk about their work and explain what they have done.

Knowledge and understanding of the world

87. Children make good progress in developing their knowledge and understanding of the world and attain in line with national expectations. Each area is taught discretely within a coherent theme. Effective teaching reflects good knowledge of subjects and the way in which young children learn. For example the children talked about Diwali, painted patterns and made lamps in clay. The theme of “My Home” was the basis of much work during the inspection. Children learned about building materials, talked about rough and smooth and tested examples before deciding what would be best to build certain parts of a house with. The children also learn the passage of time by remembering and talking to each other about events in their lives. They learn about living things, focusing on similarities and differences. They can talk about themselves, name some parts of the body correctly and say which characteristics distinguish them from their friends. Making a little book and modelling their face in clay were good examples of their learning within a coherent framework. They use the computer appropriately for a range of areas and can use the mouse to click on to select answers and to drag images into place.

Physical development

88. Pupils make good progress in their physical development. Teaching is well planned and includes regular opportunities for children to develop their co-ordination and control of tools, equipment and materials. There are regular physical education lessons when small and larger apparatus are used in the hall. Good control of hands and feet is developed through catching, throwing and ball skills practice. However, there is no outdoor apparatus to develop a wider range of co-ordination skills.

Creative development

89. Children make good progress in their creative development. They quickly learn a range of skills and take part with great enthusiasm. This aspect of provision is enhanced by skilful teaching,

particularly in art and design technology. Children quickly learn to: draw, paint, print, make models, listen to stories poems and rhymes and take part in role play. They also enjoy singing, listening to music and making their own music.

ENGLISH, MATHEMATICS AND SCIENCE

English

90. In the 1999 Key Stage 1 National Curriculum tests, pupils' attainment was below the national average in both reading and writing. When compared with similar schools these results were well below average. The percentage of pupils attaining higher than expected levels was below average in reading and in line with the national average in writing. There is little difference in the performance of boys and girls, although girls do perform slightly better than boys in both reading and writing. Attainment in writing shows a steady rising trend. Attainment in reading shows a rise from 1996 to 1997 with a downward trend from 1998 to 1999 in line with pupils' abilities.
91. At Key Stage 2 the 1999 results were above the national average with the percentage of pupils attaining higher than expected also above. When compared with similar schools results are above average. This represents an improvement against similar schools since 1998. There is a steady rising trend in attainment in this Key Stage. The inspection findings are that attainment of most pupils in Year 2 and Year 6 at this stage in the school year is in line with national expectations. This represents an improvement in Key Stage 1 and a drop in Key Stage 2 from last year. In both classes pupils' are attaining to their abilities.
92. Progress is satisfactory in both Key Stages. Overall the rate of progress increases in Year 6 with higher attaining pupils making good progress in reading and writing. This is because of challenging teaching within the structure of the literacy hour, which motivates and enthuses pupils.
93. In both key stages pupils make satisfactory progress in speaking and listening. Attainment is in line with national expectations. Most pupils listen attentively in small and large groups and follow instructions carefully. They sustain their listening skills and develop ideas with growing confidence as part of discussion. From the time they start school, pupils learn to listen to others and make appropriate comments. Pupils in Year 6 can give opinions, describe events and take part in discussions on a range of topics. Drama and role-play are used appropriately in some classes and for school performances, although classroom accommodation restricts opportunities for the older pupils fully to develop these skills. Good use is made of visits and visitors to enhance the curriculum whenever possible. A good example of this was seen during the week of the inspection when pupils visited Wollaton Hall to take part in drama activities based on Tudor times. However, there are too few opportunities systematically to develop the skills of speaking and listening in wider contexts through the school and this limits some pupils progress.
94. Overall, pupils' attainment in reading is in line with national expectations at both key stages and they make satisfactory progress. In Key Stage 1 most pupils read accurately and with some expression using phonic, picture and contextual cues. In a Year 1 class pupils were observed discussing onset and rime and applying this very well to construct, spell and read new words. Most can talk about what they have read. Some lower attaining pupils struggle when meeting new words and are not yet able to use phonic cues. In Key Stage 2 pupils continue to develop as competent readers. They read a range of texts and show understanding of events and

characters. Older pupils can identify an author's devices to convey setting and characters. For example, a Year 6 class explored an extract from Roald Dahl's "Boy" and talked freely about the form of writing compared with other texts they had read. They drew conclusions and referred to the text to support their opinions. Higher attaining pupils read challenging texts and offer mature and sensitive opinions. They are beginning to use inference to explore meaning. Many pupils can use number references to locate books and know how to use index and content pages. The limited planned opportunities to use the library for independent study means that skills of extracting and using information are underdeveloped.

95. Pupils' attainment in writing is in line with national expectations at both key stages and pupils make sound progress. Pupils in Year 6 make good progress as they are clear how to improve their skills within a variety of challenging activities. In Key Stage 1, pupils understand simple story structure and can write in a range of forms using appropriate vocabulary. One example of this was seen in a Year 2 class where pupils had written instructions for making a star, labelled their science work and had produced profiles of themselves with written information. They know about capital letters and full stops and most can use them in their writing. In Key Stage 2, pupils write more freely using a wider vocabulary. Writing often engages the reader and pupils convey meaning in different forms. They write well across the curriculum and this is helping to improve standards. Examples of imaginative writing, poetry, accounts, reports, and descriptions are evident in history, science, geography and religious education. One very good example of this was seen where Year 6 pupils wrote about their feelings after a quiet period of reflection outdoors. The poetry and descriptive writing produced showed a mature sensitivity and good use of vocabulary to convey emotions. Pupils practise spellings in school and at home, which helps with their writing. The majority can use dictionaries and wordbooks and are aware of some strategies for learning unfamiliar words. Pupils in both key stages make good progress in grammar and punctuation. Handwriting is usually well formed and legible and pupils in Key Stage 2 develop a joined and fluent style. Written work is usually well presented.
96. The school has implemented the literacy hour. All classes have a designated time when reading and writing skills are systematically taught. Teachers use the objectives from the Literacy Strategy and classroom practice is focused and having a positive effect on learning. Sessions are carefully structured and teachers are using questioning techniques with increasing effect to extend pupils responses. A good range of texts is used to integrate the teaching of reading and writing enabling the pupils to make sound progress.
97. Most pupils enjoy their English lessons, especially the literacy hour. Overall, they are well motivated. They concentrate and work well, with and without direct supervision. The majority respond with enthusiasm to what is expected of them.
98. Teaching is satisfactory overall with some good and very good teaching in Year 6, where the teachers' expertise is used to plan a variety of exciting activities. Lessons provide appropriate challenge for most pupils. Teachers have clear objectives for what pupils are to learn and lessons are well structured with appropriate pace. Some teachers make notes of pupils' learning on their plans which help them to match work to what is needed. However, practice is inconsistent and there is little systematic recording of acquisition of skills. Reading records do not indicate progress and marking of work does not tell pupils what to do to improve. This hinders the rate of progress in a minority of classes because work set does not always move pupils on progressively or quickly enough in reading and writing. Good use is made of support staff who provide additional adult help to small groups of pupils. This enables lower attaining pupils and those with special educational needs to make good progress.
99. The co-ordinator has managed the introduction of the literacy hour effectively. She has a good overview of the subject and a clear action plan for what needs to be done. Monitoring of teaching has led to support, encouragement and suggestions for improving teaching. Boys' writing has been identified as a focus for improvement and strategies are being introduced to identify weaknesses in order to address these.

100. There is an adequate supply of good quality resources, including attractive “big books”, large-scale poster texts and group readers which enthuse pupils and promote learning. The school uses a core reading scheme supplemented by a range of other books, which enables more systematic development of reading. This has improved since the last inspection. Library provision is unsatisfactory and is not well used for extending research skills. Many books are old and unattractive and in need of replacement.

84. **Mathematics**

101. In the 1999 end of Key Stage 1 tests, the school’s results were in line with the national average and with similar schools. Although these results were lower than 1998 end of Key Stage 1 tests, which were well above the national average and well above compared with those of similar schools, they matched pupils’ abilities. However, from 1996-1998, the trend of pupils’ attainment was well above the national average. In 1999 end of Key Stage 2 tests, the school’s results were in line with the national average and compared with those of similar schools. From 1996-1998, pupils’ level of attainment was close to the national average. There has been little difference in the performance of boys and girls in both key stages. At the time of the last inspection, pupils’ attainment at both key stages was broadly average with a small proportion achieving below the national average in Key Stage 1

102. Inspection findings are that at the end of both key stages, most pupils attain the national expectation with a growing minority achieving more highly. This improvement is due to the systematic development of learning objectives and daily practice of number skills. This means that since the last inspection pupils’ levels of attainment have been improved at Key stage 1 and maintained at Key Stage 2. Throughout the school, pupils are improving their standard of numeracy through regular daily practice. The school was only just below the 1999 Key Stage 2 mathematics targets it set with the local authority. The early implementation of the National Numeracy framework and lesson organisation, the enthusiasm of the pupils and staff for it and the good leadership of the new co-ordinator have helped improve results and place the school in a good position for further improvements.

103. Most pupils in both key stages make satisfactory progress in using and applying mathematics, number and shape and space. Information and communication technology supports data handling in both key stages and progress is satisfactory. Pupils with special educational needs make satisfactory progress because they are appropriately supported and work is matched to their needs.

104. By the end of Key Stage 1, most pupils use mathematical language such as more/ less than, same as and least to explain their answers. Many use a variety of mental strategies accurately and correctly, such as counting on or back in 2’s, 5’s and 10’s. They recognise doubles of numbers up to 10. They recognise halves and quarters when giving times of the day. They can match names to two-dimensional shapes. A minority can recall number facts of the 2,3,4 and 5 times table and are developing ways of adding and subtracting mentally. A few measure in centimetres and record their answers correctly. They construct simple block graphs and a minority interpret information from them. By the end of Key Stage 2, a minority of pupils are developing their own problem-solving strategies. Most present their work clearly to ensure accuracy. They explain their ideas well and many check their ideas for reasonableness. By the end of the key stage they are used to looking for patterns and sequences as with the nine square matrix. Most construct and analyse information from bar and line graphs and use appropriate mathematical language to explain their findings.

105. Pupils have good attitudes to mathematics, are gaining confidence in approaching problem solving and this helps to improve standards. They enjoy and sustain a high level of motivation during mental and oral work and maintain their concentration through the different sections of

the numeracy hour. When given the opportunity they work well together. Older pupils listen to the explanations of others and offer their ideas and look for solutions together. Younger pupils share equipment well and take turns. Relationships are very good and pupils have a very caring attitude towards others. Generally pupils behave well and the majority of older pupils work on their own without close supervision. All pupils are eager to solve problems correctly and take a pride in how their work is presented.

106. All mathematics teaching is satisfactory or better and is very good at the end of Key Stage 2. Teachers have good subject knowledge and are teaching with growing confidence giving clear explanations and demonstrations. They generally have high expectations of their pupils and use questioning well to confirm and extend their understanding. Planning is good with weekly details of what pupils are expected to learn, clearly stated. The school has been implementing the numeracy three-part lesson for over a year now and teachers are generally using each section well. This is particularly true of the mental mathematics practice and of their approach to asking pupils to explain their working out. In a few instances, the ineffective management of time meant that planned revision of learning objectives at the end of a lesson was rushed. Lessons generally have a brisk pace and most pupils respond by completing their work on time. Teachers assess what pupils understand through questioning, marking and reviewing outcomes at the end of lessons. Most record the information in the draft numeracy framework grids and use it to plan future lessons. Teachers are setting homework through the recently introduced "Zippy Bags". Work is matched to the week's learning objectives and is helping to improve pupils' progress.
107. Since the last inspection the school relies less on the published scheme and is gaining confidence in using the National Numeracy Framework to guide planning. This has been linked to Local Education Authority training both in the school and within cluster groups so that work is consistent. Teachers regularly test pupils, using external mathematics tests and they analyse overall results to set target predictions. Day to day assessment is generally used to refine planning.
108. The subject has recently had a change of co-ordinator. The new co-ordinator has been on the National Numeracy training and has a clear understanding of the needs of the school. Good support and guidance is offered to staff with regular review of planning and resource needs. The subject action plan is a useful document for making continued improvements in provision. There is a programme in place for monitoring class teaching this term by the headteacher and next term by the co-ordinator. At present the outcomes of the monitoring are not sufficiently informing practice. Resources are adequate and plans are in place to further increase resources and support the school's planning. The school's early implementation of the national numeracy strategy is having a good effect on raising standards and improving provision.

84. **Science**

109. In 1999 end of Key Stage 1 National Curriculum tests, the proportion of pupils attaining standards expected of typical seven year olds is in line with the national average and the average achieved by similar schools. Around a third of pupils attained more highly which is above the national average and the average for similar schools. Results in science at Key Stage 1 have been matching those achieved nationally for a number of years. Inspection evidence shows that most pupils in Year 2 are attaining levels in line national expectations. Pupils know that animals and humans require particular conditions to survive and grow. They can classify according to the texture and appearance of particular objects and sort accordingly using a Venn Diagram. Pupils use magnifying glasses to make simple observations, noting the differences in the surfaces of various building materials. They make sensible predictions, for example, what will happen to a bar of chocolate when subject to different conditions and record

the results of a test in a simple table.

110. In 1999 end of Key Stage 2 National Curriculum tests, the proportion of pupils attaining standards expected of 11 year olds is in line with the national average and the average for similar schools. Over a third of pupils attained more highly which is above the national average and the average for similar schools. Inspection evidence shows that the majority of pupils in Year 6 attain levels expected nationally. There has been a steady trend of improvement since 1996. Pupils in Year 6 have a secure understanding of a fair test and approach practical work in a methodical way, devising appropriate ways of testing, for example, the strength of a number of paper towels. They can use keys to identify insects and birds and understand scientific vocabulary, evaporation being an example. Pupils' scientific knowledge is good, with many pupils attaining highly. Pupils' attainment is less secure in using practical and experimental skills, as opportunities to exercise initiative and responsibility in selecting appropriate equipment and independently carrying out tests is limited by the space available in classrooms.
111. Pupils in both key stages make satisfactory progress in scientific knowledge and understanding. The limited opportunity to apply their knowledge practically restricts progress in research and analysis skills. Pupils gain and consolidate the key skills of observing and recording as they progress through the school. They are productive in lessons; handling equipment sensibly and working in a methodical way with due regard to scientific rigour.
112. Pupils' attitudes to science are good. Most enjoy the opportunity to work practically and take delight in using equipment and apparatus. They readily discuss their findings and the older, higher attaining pupils in Key Stage 2 use these discussions in a mature way to determine, as a group, how they are going to proceed with a test. They remain positive and well focused even when working in tight spaces with little room to gather round as a group.
113. The quality of teaching is satisfactory in both key stages. This is an improvement from the previous inspection when it was unsatisfactory in Key Stage 2. Teachers have secure subject knowledge and do their best to minimise the restrictions of the accommodation by planning lessons that integrate practical work and the acquisition of scientific knowledge. Instructions and explanations are clear and enable pupils to know what is to be done and what is required of them. Appropriate methods are selected and opportunities for using literacy and numeracy skills are taken. For example, writing up an experiment in the form of a report and using a Venn Diagram to classify particular materials. However, worksheets are sometimes used too extensively in Key Stage 1 and do not demand enough of pupils writing and recording skills. Resources are managed well, for example the collection of building materials helped the Year 1 class to appreciate the wide variety used in the construction of a house.
114. The co-ordinator for science has made a number of useful improvements since the last inspection. A good scheme of work is in place from which teachers can plan and guidance for non-specialists has been extended. Whilst the scheme of work provides guidance on assessment and identifies what pupils are to learn, there is not yet a framework for recording pupils' progress in science. Resources for learning are adequate. Science is identified a school priority in the next academic year and outline plans are in place to develop the subject further.

OTHER SUBJECTS OR COURSES

Art

115. The previous report found that standards across the school were satisfactory or better when compared with national expectations and only varied where the quality of teaching was unsatisfactory. Progress was made in the majority of classes but not always between year groups. Due to the improvement in teaching, standards of attainment and progress over time

are satisfactory across the school.

116. Pupils in Key Stage 1 record ideas, with increasing ability to represent what they can see. Younger pupils confidently experiment with colour mixing. They can select appropriate tilers to print textures on their houses. They are beginning to use artists' window frames to identify parts of the landscape they wish to sketch. Use of line and shading is being progressively developed within sketching activities. They use simple sewing to make three-dimensional models of houses in felt. They also generate pictures using the computer and print these off.
 117. In Key Stage 2, three-dimensional work is often linked to other subjects. Pupils design, make and decorate musical instruments and moving models in science and ships and houses in their Tudor history topic. Paintings are well developed using colour and techniques of artists such as Van Gough and Manet. Drawing of shells show that pupils have good observational skills. Teachers give pupils opportunities combine different mediums such as, felt tip pen, pastels and paint in spiral patterns and landscape silhouettes.
 118. Pupils have positive attitudes to art and there are a few good examples of work made in collaboration with others. The whole school's recent involvement in the Local Education Authority Millennium Arts Week, enabled them to use the services of a local artist. Pupils created stained glass windows depicting different faiths. They made a textile wall hanging reflecting the local community's history. These make impressive displays in the school hall and pupils speak of them with pride.
 119. Teaching is at least satisfactory in both key stages and it has a positive impact on pupils' rates of progress. Art is often taught to complement a theme of study in other subjects, but planning based on the elements of painting, drawing, printmaking, textiles and three-dimensional work ensures there is a progression of skills. There is a good range and balance of work across the key stages and it is appropriately matched to pupils' ability. Work of other artists is used well to help pupils to appreciate different styles and techniques. Teachers' displays of pupils' work are good and contribute to the school's ethos of learning.
 120. The subject is well-led and teachers and pupils are given lots of support and encouragement. The co-ordinator along with the Local Education Authority advisor and staff has produced a good scheme of work, which supports planning and progression across the school. There is a list of skills, which is not yet used consistently to record and monitor progress. Art portfolios are in place and further development is planned to use them to help teachers have a clear idea of the progress pupils should make from year to year. Resources are good and well maintained although not all teachers make best use of them. The co-ordinator has not had a recent opportunity to monitor provision in classrooms but monitoring is included in the planning for art and design when it is a school priority in 2000/2001.
84. **Design and technology**
121. Pupils make satisfactory progress in both key stages. By the end of Key Stage 1 pupils have used a variety of tools, materials and techniques to assemble products, some of which are working models, simple toys for example, and others like footwear are constructed with fitness for purpose in mind. They are aware that a step-by-step sequence of instructions must be followed, in cooking for example. Through Key Stage 2, the quality and finish of what pupils make reflects their growing control and maturity. Pupils evaluate their work and identify where improvements or modifications are required. They work to design briefs and generate a number of ideas from which to select a final design. A pupil in Year 6 recently won first prize in a design competition run by a local newspaper.
 122. Pupils interested in their work. The youngest pupils take turns when using tools and are keen to follow instructions and work safely. They are proud of their finished products and the efforts they make in completing the tasks. The majority of older pupils work intently and concentrate

well. They readily evaluate their work and offer constructive comments when working as part of a group.

123. The quality of teaching is good in both key stages. Instructions and explanations are clear, resources are well organised and pupils are systematically introduced to the key skills of designing and making. In Key Stage 2, the cramped space in classrooms is well managed but occasionally pupils' progress is hindered by the limited opportunities for them to exercise choice in selecting materials and resources.
124. There is a good scheme of work and the co-ordinator has supported the development of design and technology across the school. A useful portfolio exemplifies standards in each key stage and resources are adequate. They are safely stored and labelled for ease of access by teachers. A number of other teachers have expertise and qualifications in design and technology and this creates a positive ethos for the subject right across the school.

Geography

125. Little geography teaching was seen during the inspection. Other evidence shows that pupils in both key stages consolidate knowledge, skills and understanding and make satisfactory progress. Pupils with special educational needs are working successfully on key skills within their individual educational programmes linked to geography and make satisfactory progress.
126. In Key Stage 1, pupils learn about maps atlases and globes linked to their themes, such as the Winter Festivals topic which included work on Israel. They discuss routes and maps when considering road safety and on visits to the local Derby Museum and within the village of Spondon. They contrast the different areas to promote pupils' geographical understanding of location outside their own district. Pupils' geographical vocabulary is enhanced by discussions about plans, photographs and written material before expressing this in their own writing, model making and painting. Pupils also record their findings on simple maps and understand keys and symbols.
127. Key Stage 2 pupils apply specific skills of observation, prediction, analysis and recording to their work. Pupils compare places such as their local village and with countries such as Australia and on local visits to Wollaton Hall for instance. They gain knowledge of the countryside and land use through direct observation using the local environment. They reach accurate conclusions about the effects of human habitation on the landscape. Pupils' progress in geography is reinforced by good links with other subjects such as English, art, design and technology, science, mathematics and history.
128. Pupils respond positively to geography and their attitudes and behaviour are good. They tackle quite complex situations confidently, using clues to help them, such as when Year 2 children found Israel on the globe by looking for the United Kingdom first and moving across to Jordan which was familiar to some of them. They become involved in personal research and also enjoy working together to discover more about the environment.
129. Teaching is satisfactory across both key stages. Teachers plan their work together and this promotes good ideas and more effective teaching strategies. The scheme of work identifies a progression of geographical skills which teachers use to ensure progression within the rolling programme of themes. They encourage well-presented work and make good use of resources.
130. Planning guidance is satisfactory and promotes the progressive development of knowledge, skills and understanding. Geography is taught as a topic within a cycle of themes and is matched to the National Curriculum programmes of study. The school policy and scheme of work are in the process of being revised in line with the national guidance. However, although teachers ensure the progress of knowledge through their topic planning, there is little recording

of pupils' progress in geographical skills and this limits progress.

131. Co-ordination of the subject is satisfactory and improving. The recently-appointed co-ordinator is working closely with the co-ordinator for history to implement the joint action plan focusing on the two subjects. Both are well-supported by the headteacher. Resources for geography are adequate although there are gaps in some areas such as atlases suitable for Key Stage 1.

History

132. In the last inspection report, pupils' attainment and progress at Key Stage 1 were satisfactory but in Key Stage 2 they were unsatisfactory. The inspection findings are that the school has made improvements in planning and the quality of teaching and standards and progress in both key stages are satisfactory. Key Stage 1 pupils develop a sense of chronology, recognising the differences between recent and distant past. After a visit to the Derby Museum, they compared differences in everyday life in a Victorian house and their own. They extracted information from their visit and from posters and artefacts. They discovered through observation and questioning, aspects to do with electricity, plumbing, toys, utensils and clothes. Key Stage 2 pupils have a good factual knowledge of periods they have studied. They compare different aspects of life within an era such as the Georgians, and many can see how the past can be represented in different ways through research into buildings, industrial practices and social expectations. Pupils with special educational needs make satisfactory progress with appropriate support in researching information, making presentations and responding to questions.
133. Pupils' attitudes and behaviour are good and their enthusiasm for the subject is encouraged by the attempts to make history come alive through visits and drama presentations by professional groups. They concentrate well in all aspects of their history work. This was apparent during the many and varied activities undertaken by pupils on their visit to Wollaton hall as part of their Tudor topic. Pupils work well together in small groups, sharing resources, researching information and answering key questions.
134. The quality of teaching is satisfactory with some very good examples of well planned opportunities for pupils to be actively involved in their learning. Teachers generally have good subject knowledge and many take a keen personal interest in the subject and research information to support pupils. Every opportunity is taken to help pupils to experience history first hand, through lively presentations using artefacts, going on visits and seeing interactive drama presentations. They pose well-informed, open ended questions with confidence and this extends pupils' thinking. Introductions are generally lively and are well linked to previous work. Occasionally these are overlong, too much information is given and this causes some pupils to lose interest and behave unsatisfactorily. Planning is good and links closely with the recently revised scheme of work. Preparations for visits are good and enable the pupils to make the best use of the experience. Pupils are appropriately grouped to tackle activities and share their own personal skills such as reading for the benefit of others. There is guidance in the scheme of work on the progression of historical skills, knowledge and understanding. It is not used consistently by teachers to inform their planning and this hinders pupils' progress in historical skills.
135. The four-year topic planning cycle is linked well to the national curriculum and pupils experience an appropriate range of history throughout the school. The recently revised policy and scheme of work takes into account the new national guidelines and provides a sound basis for teachers' planning. Teaching makes a good contribution to literacy when specialist language is carefully taught. Pupils' work is usually satisfactorily assessed at the end of each topic. The co-ordinator is aware of the need to assess and record more consistently pupils' progress through the key elements and not just the development of knowledge.
136. The co-ordination of the subject has recently changed and the good work of the previous co-

ordinator, has been built on. The co-ordinator uses her depth of knowledge and enthusiasm to support colleagues and ensure history has a high profile in the school. History and geography are school priorities this year and a joint action plan has been drawn up. This has enabled the two new co-ordinators to work closely together and they are well supported by the headteacher. Procedures for monitoring the subject are at an early stage and are not yet having an impact on classroom practice. At present the headteacher monitors teachers' planning but the limited discussion of issues with the co-ordinator hinders her ability to support colleagues effectively. The school makes good use of the local library service to supplement resources and teachers bring in many artefacts and resource materials themselves. School resources are adequate and are being audited and updated over the next year, matched to the new scheme of work.

Information and communication technology

137. Pupils' attainment in information and communication technology is in line with national expectations at the end of both key stages. Pupils in Key Stage 1 make satisfactory progress and can use simple word processing to create and amend text. They can assemble pictures by using the mouse to "drag" and "click" images into position. They are aware of the basic procedures relating to loading and saving. Pupils continue to make satisfactory progress through Key Stage 2. The oldest pupils in the school use a variety of applications. They can control the operation of a model street and traffic lights to a pre determined pattern, being aware of sensors and their use in initiating and ending particular sequences. They use computers to aid the design process in design technology and use simulations to look at cause and effect in decision making. The use of information and communication technology has a positive effect on the progress of pupils with special educational needs. A teacher from the Local Education Authority's support service has developed programs, which are significantly improving the reading skills of the pupils with whom he works.
138. Pupils have very positive attitudes to information and communication technology. They look forward to working on the computer and use the equipment sensibly. When working in pairs or as a group, they readily discuss their work and use the computer support their work in other subjects, design and technology being a good example. An E-mail link has been established with a partner school and pupils are exchanging messages so developing literacy as well as information and communication technology skills.
139. The quality of teaching is satisfactory in both key stages. All classrooms have a computer and teachers provide appropriate access so that pupils can practise and consolidate their skills. However, the cramped space in some classes causes this to be done in quite restricted conditions. This means that teachers and other adults have difficulty in seeing what pupils are doing and providing appropriate support to them, hindering their attainment and progress. A feature of the teaching programme is the specific teaching of skills to small groups of pupils by an Education Care Officer. She has good subject knowledge and the sessions are taught to a high standard with pupils acquiring key skills and competencies.
140. Provision for information and communication technology is good. The subject co-ordinator provides good leadership across the school and has completed much of the development work outlined in the last inspection report. A good scheme of work has been drawn up which is linked to the topic cycle in both key stages and provides clear guidance for teachers using information technology to support pupils' learning across the curriculum. A framework for assessing and recording pupils' progress has also been developed which is useful in enabling the Education Care Officer and teachers to track progress. The numbers of computers and their specifications have been upgraded and older computers still used where they can run appropriate software. The co-ordinator has drawn up a detailed development plan which incorporates the national developments in equipment and staff training.

Music

141. Little music teaching was seen during the inspection, other evidence shows that a broadly balanced music curriculum is in place and pupils make satisfactory progress.
142. In Key Stage 1 pupils sing a variety of songs with a sense of rhythm and pitch and can recognise and respond to notation indicating simple rhythms. They recognise changes within musical elements and can sing high and low and fast and slow in response to a conductor. In Year 2 pupils sing simple tunes using doh, me, soh, la correctly.
143. In Key Stage 2 pupils learn to sing more difficult songs with increasing control. They learn to create their own accompaniments to songs and poems and play these with awareness of pulse and structure. They rehearse and present their work showing awareness of others and of a conductor. One Year 3 class makes music to rap poems with good understanding of ostinato to accompany other performers. Pupils in Year 6 successfully used their own symbols to create music to accompany their own poems. The majority recognise elements of pitch, rhythm and tempo and combine resources to good effect. Pupils are given limited opportunity in both key stages to make appropriate comments about the music they listen to and this restricts their ability to extend their knowledge and apply it to their own compositions.
144. Pupils enjoy their music lessons, try hard and make suggestions to help each other. Great enthusiasm was evident in Year 2 during a creative music and movement lesson.
145. Teaching is satisfactory overall with some excellent teaching seen in Year 2. All plans show clear objectives and appropriate activities. Where teaching excels the structure and pace of the lesson together with teacher expertise and enthusiasm creates exciting opportunities and ensures a high level of learning. However, there are too few planned opportunities for pupils listen to and extend their understanding different types of music, linking this with their own and other composer's music.
1. There is an adequate number of resources which are well used. However, some need replacing and the range of resources to reflect different cultures is narrow. The specialist teacher who is currently working with Key Stage 1 pupils is greatly enhancing the teaching and learning for those pupils. Good use is made of educational broadcasts and the scheme of work is satisfactory. The co-ordinator has a clear idea of what needs to be done and supports colleagues satisfactorily.
147. Extra curricular activities such as choir, recorders and guitar enhance the curriculum.

Physical education

148. During the inspection, lessons were observed in games at Key Stage 1 and swimming and gymnastics at Key Stage 2.
149. Pupils make good progress in swimming and a majority of pupils swim confidently using a variety of strokes. In gymnastics, progress is unsatisfactory. The oldest pupils cannot put together more complex sequences of movement in which speed and direction is varied and changed. Games' skills of pupils in Key Stage 1 start well but, by the end of the key stage, have not progressed sufficiently and pupils' skills in sending and receiving a ball are weak. Standards in physical education have fallen from the position described in the last inspection.
150. Pupils have satisfactory attitudes to physical education. Younger pupils recognise they become hotter during physical exercise and breathe faster as a result. Older pupils listen to, and follow instructions, observing the safety requirements in the swimming pool. Most pupils follow the coaching points given by the instructor and try to put them into practise. Even when the hall places constraints on their work, pupils still try to do well and do not allow their frustration to turn into misbehaviour.

151. The quality of teaching is unsatisfactory although it varies from very good to unsatisfactory. It is satisfactory in swimming where an outside instructor takes lessons. It is very good for the very youngest pupils but is unsatisfactory in the two other lessons observed. The best teaching is characterised by clear objectives, a steady build-up in the level of challenge resources being quickly distributed and precise coaching and practise of skills. Shortcomings occur when a suitable pace is not established, pupils are inactive for too long and demonstrations do not provide the correct model for sending or receiving a ball.
152. Whilst there are ample outdoor facilities and the swimming pool at the nearby secondary school is used, indoor facilities are inadequate. The hall is too small for the range of primary school physical education. It is too narrow to provide enough distance for pupils to practise throwing and catching skills. Nor is there enough space for older pupils to develop effectively the expected range of gymnastic movements. Storage of portable apparatus around the perimeter of the hall further reduces the space available and poses a safety risk. Getting out and putting away mats in the understage space is time consuming and hinders progress.
153. The school takes part in an appropriate range of extra-curricular sport including competitive matches against other local school in major summer and winter games. The school recognises that physical education is in need of improvement. It is identified as a major school priority for the future and both the scheme of work and the skills of teachers need further development to improve standards and quality.
146. **Religious Education**
154. Standards in religious education have improved since the last inspection and now meet the expected levels set by the locally Agreed Syllabus. All pupils make satisfactory progress in their learning.
155. Pupils in Key Stage1 know some important stories from the Bible and that other major religions have their own special books and celebrations. They can talk about festivals such as Easter, Christmas and Diwali. They can describe their feelings and know that others might feel differently from themselves and are showing a growing awareness of what is right and wrong. For example, one Year 2 class discussed a story they had listened to and talked about selfishness and greed and how this could relate to their own lives. In Key Stage 2 pupils deepen their knowledge and understanding. They examine and compare the use of symbolism in different faiths and talk about what this means to different people. For instance, when learning about Christingle, pupils compared the symbol of light in Christianity and Hinduism. They know about major leaders such as Guru Nanak, Mohammed and Jesus and compare values taught by these. From this they are learning to recognise some features of leadership and understand the concept of responsibility.
156. The majority of pupils listen well and take part enthusiastically in discussions during lessons. They readily answer questions and make pertinent comments when asked for opinions. Older pupils show a willingness to share ideas and feelings about moral and social issues.
157. Teaching is satisfactory. Teachers are gaining confidence using the very good scheme of work, which has appropriate time allocations and clear guidance for planning. Objectives are clear. This has improved since the last inspection. Teaching generally involves all pupils appropriately but occasionally teachers talk for too long causing a minority of pupils to lose interest. Where artefacts are available these are used to good effect.
158. The school has taken advice since the last inspection and the scheme of work now gives very good guidance. The school is now in a secure position to make further progress. Resources and artefacts have been purchased and the school uses loan materials to supplement these.

There are some useful books for teacher guidance.

159. The co-ordinator has monitored the implementation of the new scheme of work and has a clear overview of the subject.

PART C: INSPECTION DATA

160. SUMMARY OF INSPECTION EVIDENCE

- 86 lessons or parts of lessons including assemblies, extra curricular activities, break and lunchtime arrangements were observed.
- 13 parents attended a meeting and expressed their views on the school.
- 27 questionnaire returns were analysed.
- Informal discussions were held with pupils during lessons to determine the extent of their knowledge and understanding.
- A representative sample of pupils from each year group was heard to read.
- A representative sample of pupils' work from each year group was scrutinised.
- Discussions were held with staff with curriculum or management responsibilities, the headteacher, the deputy headteacher(acting headteacher during the week of the inspection), the governing body, a member of an outside agency(special needs support) and selected members of the support staff.
- A wide range of documents relating to the curriculum and management of the school were analysed.

161. DATA AND INDICATORS

Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y6	191	2	25	30

Teachers and classes

162. Qualified teachers (YR - Y6)

Total number of qualified teachers (full-time equivalent)	8.3
Number of pupils per qualified teacher	23

163. Education support staff (Y> - Y>)

Total number of education support staff	3
Total aggregate hours worked each week	51

1. Financial data

Financial year:

1998/99

	£
Total Income	300,208
Total Expenditure	307,511
Expenditure per pupil	1,309
Balance brought forward from previous year	11,622
Balance carried forward to next year	4,339

165. PARENTAL SURVEY

Number of questionnaires sent out:	189
Number of questionnaires returned:	26

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	19.2	57.7	19.2	3.8	
I would find it easy to approach the school with questions or problems to do with my child(ren)	46.2	42.3	3.8	7.7	
The school handles complaints from parents well	21.7	34.8	43.5		
The school gives me a clear understanding of what is taught	7.7	76.9	3.8	7.7	3.8
The school keeps me well informed about my child(ren)'s progress	26.9	61.5	7.7	3.8	
The school enables my child(ren) to achieve a good standard of work	23.1	69.2	7.7		
The school encourages children to get involved in more than just their daily lessons	15.4	69.2	11.5	3.8	
I am satisfied with the work that my child(ren) is/are expected to do at home	34.6	46.2	19.2		
The school's values and attitudes have a positive effect on my child(ren)	38.5	46.2	15.4		
The school achieves high standards of good behaviour	11.5	69.2	15.4	3.8	
My child(ren) like(s) school	65.4	26.9	3.8	3.8	