

# INSPECTION REPORT

**SCARGILL C of E VOLUNTARY AIDED PRIMARY SCHOOL**

West Hallam

LEA area: Derbyshire

Unique reference number: 112895

Headteacher: Mr M P Clayton

Reporting inspector: Kari Manning  
20267

Dates of inspection: 19<sup>th</sup> – 23<sup>rd</sup> June 2000

Inspection number: 187128

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Voluntary Aided

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: Beech Lane  
West Hallam  
Ilkeston  
Derbyshire

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Appropriate authority: Governing body

Name of chair of governors: Mr R Brooks

Date of previous inspection: 26<sup>th</sup> February – 1<sup>st</sup> March 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
K Manning	Registered inspector	Information technology History	The characteristics and effectiveness of the school The school's results and pupils' achievements. Teaching and learning. Leadership and management.
L Buller	Lay inspector	Equal opportunities	Quality and range of opportunities for learning. Pupils' welfare, health and safety. Partnership with parents and carers.
G Halliday	Team inspector	Mathematics Geography	
A Welch	Team inspector	English as an additional language English Art	
C Taylor	Team inspector	Under fives Special educational needs Music Physical education	
P Tuttle	Team inspector	Science Design and technology	Pupils' attitudes, values and personal development.

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

This is a large primary school, with 244 boys and 246 girls in classes from reception to Year 6. It is a voluntary aided, community school set in the pleasant village of West Hallam. Almost all pupils are of white ethnic origin and everyone speaks English. Pupils come from a variety of backgrounds though far fewer pupils than in other schools are entitled to free school meals. The percentage of pupils who need help to overcome physical, emotional and learning difficulties is lower than most other schools. Forty-two children are on the school's special educational needs register and one has a statement of special educational needs. When they start school in the reception classes, many four-year-olds speak English well. They have begun to read and write and they know how to count.

### **HOW GOOD THE SCHOOL IS**

This is an effective school. It is led and managed well and most of the teaching is good or very good. By the time they leave the school, pupils achieve as well as they can in English and mathematics. There is still some work to do in order to raise the attainment of the brightest pupils in Key Stage 2 in science. Pupils are keen to learn and behave well. The school receives a below average-sized income and gives good value for money.

#### **What the school does well**

- Pupils get a good start in Key Stage 1 and achieve high standards in English, mathematics and science.
- Good teaching of the basic skills of literacy and numeracy leads to standards that are well above average in English and mathematics by the end of Key Stage 2.
- Good provision for pupils' personal development is evident in their enthusiasm for school, good behaviour and positive attitudes to learning.
- The school's provision for spiritual, moral, social and cultural development is good.
- The school makes good provision for pupils with special educational needs and as a result they make marked progress, particularly in English and mathematics.
- The headteacher, governors and senior teachers provide strong leadership for its work.

#### **What could be improved**

- The work that the school gives the brightest pupils in Key Stage 2 in science.
- The way teachers record and track pupils' achievements in science and information technology.

*The areas for improvement will form the basis of the governors' action plan.*

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school has done as much as it could to tackle the issues identified in its previous inspection in 1996. Finances are managed efficiently. The headteacher has monitored the effects of spending reductions carefully and with advice from governors was able to make changes that give better value for money. Governors are fully involved in setting targets for development. With the headteacher, they keep a close check on standards and the results of national tests. The school has been so successful in improving the provision for pupils with special educational needs that it is now good. Pupils in Key Stage 2 are taught in groups of similar ability for English and mathematics. This works well and is a factor in why standards are well above average. Subject leaders now provide clear guidance that is improving teaching and learning. They see the importance of watching their colleagues teach and of sharing what works best. Planning for English and mathematics is more detailed than previously and ensures that pupils progress at a brisk enough pace. The school recognises that there is still

some work to be done in science and information technology. Teachers are careful to include personal and social education in subjects such as science. Similarly, greater emphasis is given to learning about a wider diversity of cultures and traditions through stories and assemblies as well as in subjects such as history and geography. Finally, there is less vandalism than at the time of the previous inspection.

## STANDARDS

The table shows the standards achieved by eleven-year-olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	A	A	A	B
Mathematics	A	A	A	B
Science	B	B	C	D

**Key**

*well above average*    A

*above average*        B

*average*                    C

*below average*         D

*well below average*    E

Standards are well above average in English and mathematics. Although more pupils than in most other schools achieve the expected level in science, the brightest pupils in Key Stage 2 do not make the progress they should. The school has already recognised this as a key issue for development. The school exceeded the targets it had set for raising standards in both English and mathematics in 1999 and has set realistic targets for this year. Over the last four years, the school's results in national tests have increased at a similar rate to most other schools.

Standards are high enough in all other subjects. By the time they leave the school, pupils' attainments in information technology, art, geography and history are in line with national expectations for eleven-year-olds. Standards are above expectations in design and technology, music and physical education.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have good, positive attitudes to learning and they enjoy school.
Behaviour, in and out of classrooms	Behaviour is generally good. Pupils act sensibly and are polite to one another and to adults.
Personal development and relationships	Personal development is good. Pupils are willing to take on responsibility. They have very good relationships with staff and are friendly towards one another.
Attendance	Pupils enjoy coming to school and as a result attendance is above average.

In a small number of lessons, pupils' behaviour is not as good as it should be. This happens when the strategies teachers have for keeping discipline are not effective.

### TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Good	Good

*Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.*

Most of the teaching is good or better. Four per cent is excellent, 11 per cent is very good and 42 per cent is good. A further 39 per cent is satisfactory and four per cent is unsatisfactory. There is good teaching in every key stage and there is more good teaching than at the time of the previous inspection.

Teachers are good at teaching the basics of literacy and numeracy. Effective use of language is echoed in pupils' widening technical vocabulary in both subjects. Interesting activities and first-hand experiences motivate pupils and help them learn. Pupils with special educational needs make good progress as a result of well-focused work and additional support.

In science, teachers do not plan challenging enough work for the most capable pupils. Procedures for assessing and recording pupils' attainment in science and information technology lack rigour and are not being used to plan work at the right level. In a small number of lessons, where teaching is otherwise satisfactory, the strategies teachers use for maintaining good behaviour are not effective.

### OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a curriculum that is broad and balanced and extends it with the addition of a reasonable range of extra-curricular activities. Children under five are provided with a wide enough curriculum.
Provision for pupils with special educational needs	Pupils are supported well, particularly in English and mathematics. As a result they make good progress in literacy and numeracy.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Pupils' spiritual, moral, social and cultural development is promoted well through lessons and assemblies and in the day-to-day work of the school.
How well the school cares for its pupils	Teachers know their pupils well and take care that they are happy in school. Procedures for assessing pupils' attainments in English and mathematics are good. They are not so good in other subjects. Teachers work in close partnership with parents.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides good leadership for the work of the school. The leadership and management of senior teachers are good.
How well the governors fulfil their responsibilities	Governors work hard for the benefit of the school and fulfil their responsibilities well.
The school's evaluation of its performance	The school has a clear view of what needs to be done to improve its performance.
The strategic use of resources	There are sufficient teachers and support staff to teach the full curriculum. Accommodation and resources are satisfactory and are used to good effect to improve teaching and learning.

Governors and teachers compare pupils' performance in tests with local, similar and all other schools. Governors and the senior management team try to ensure that they get the best possible value for money and that pupils have good quality resources to help them learn. Parents' views about the school are sought on matters such as homework.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Parents believe that their children are making good progress in school.</li> <li>• They feel that the teaching is good.</li> <li>• Parents think that pupils behave well in school.</li> <li>• Their children are expected to work hard and do their best.</li> <li>• Parents think that teachers help their children to become mature and responsible.</li> <li>• They find it easy to approach the school with questions or problems about their children.</li> </ul>	<ul style="list-style-type: none"> <li>• They would like more homework for their children.</li> <li>• Some parents would like more information about how their children are getting on in school.</li> <li>• Several parents would like the school to work more closely with them.</li> <li>• They feel that there are not enough after-school clubs or activities for their children.</li> </ul>

The inspection team agrees with the positive views of parents about the school. Inspection findings are that there is a wide enough range of after-school clubs and activities. Homework is provided at a satisfactory level and is sufficient to extend pupils' learning in school. The school provides parents with the right sort of information about school events. However, annual reports to parents do not give them enough information about what their children can do in subjects other than English, mathematics and science. If parents would like to work more closely with the school, there are plenty of opportunities to become involved in its work.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and achievements**

- 1 When children start school, their early achievements in language, literacy and mathematics are above those of most four-year-olds. Children make steady progress in personal and social development and quickly gain confidence in school routines. In spoken English, reading, writing and in mathematics children make appropriate progress and achieve standards that are above average by the time they are five. Children extend their knowledge and understanding of the world and by the time they are five attainment is above expectations for their age. Similarly, standards in creative and physical development are higher than those expected of five-year-olds because of the good progress children make in both areas of learning.
- 2 The results of National Curriculum tests for seven-year-olds in 1999 showed that standards of reading, and writing were well above average and that more pupils than in most other schools reached the higher level<sup>1</sup> in both subjects. In mathematics, standards were also well above average. All pupils achieved the expected level, which means that those with special educational needs did very well. In addition, more pupils than in most other schools reached the higher level. Teachers' assessments showed that standards in science were very high. All pupils achieved the expected level and far more than in most other schools reached the higher level.
- 3 Standards have been above average for the last four years, with pupils performing almost two terms ahead in reading and writing and more than a term ahead in mathematics. Girls have outperformed boys in both reading and writing for each of the last four years. The school has analysed results of tests but can find no apparent reason why this should be so, other than it is a similar picture nationally. There is no trend to performance in mathematics tests. In some years girls do better than boys and in others boys do better than girls. When compared with similar schools, pupils' results were above average in reading and well above average in writing and mathematics.
- 4 The results of National Curriculum tests for eleven-year-olds in 1999 showed that standards in English and mathematics were well above average. A third of pupils reached the higher level in English and almost a third reached the higher level in mathematics. Standards in science were broadly in line with the national average. Although more pupils than in most other schools achieved the expected level only a fifth reached the higher level and this is what brought standards down overall. The school has identified the need to push brighter children more as a key issue for development if pupils are to achieve their full potential in science and do as well as they do in English and mathematics.
- 5 Over the last four years, standards in English and mathematics have been well above average, with pupils working more than two terms ahead for their age. This is not the case in science, where not enough work is taught at the higher level. In English, results have risen in each of the last three years. Results in mathematics and science have fluctuated. Taking all three subjects together, the school's test results are increasing at a similar pace to the national picture. Differences in attainment between boys and girls no longer exist by the end of Key Stage 2; in some years boys do better than girls and in others, girls outperform boys. When compared with similar schools, pupils' results are above average in English and mathematics but below average in science.

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<sup>1</sup> In Key Stage 1 the higher level is level 3. In Key Stage 2 the higher level is level 5.

- 6 The school set realistic targets for 1999 and exceeded them in both English and mathematics. The targets they have set for 2000 are slightly below the previous year, reflecting the school's predictions that fewer pupils will achieve the expected and higher levels.

### **Inspection findings**

- 7 Inspection findings show a similar picture to the results of tests. Standards are high enough in all subjects except science by the time pupils leave the school. Brighter pupils do not achieve the levels of which they are capable in science.
- 8 Children make steady progress in their first year in school. By the time they are five, most achieve standards that are above expectations in personal and social development, in language and literacy, mathematical, creative and physical development and in their knowledge and understanding of the world.
- 9 During Key Stage 1, pupils make good progress in English, mathematics and science. This is a result of much of the teaching in Key Stage 1 being good, and the fact that all teachers have a thorough knowledge of how to teach the first stages of reading, writing and mathematics. Good provision is made for pupils with special educational needs, who are given additional support from classroom assistants in many lessons. Brighter pupils are challenged by their work and expected to achieve the higher levels. Consequently, by the time they move into Key Stage 2, pupils' attainments are well above expectations for their age. This is evident in the fluency with which pupils read and the expressive language they use in stories and poems. It is also apparent in the number of pupils who solve mathematical problems easily and are quick to spot patterns in number. In science, pupils use a widening scientific vocabulary in their explanations of experiments.
- 10 Pupils continue to make steady progress in English and mathematics throughout Key Stage 2 and by the time they leave the school standards are well above expectations for eleven-year-olds. As with Key Stage 1, this is because the methods used to teach both literacy and numeracy are effective. In addition, teachers plan many opportunities for pupils to practise skills in reading and writing in subjects such as history and geography and opportunities to use mathematical skills in information technology and design and technology. The grouping of pupils into classes of similar ability works well and ensures the brightest pupils are challenged and slower learners get the extra attention they need to make progress.
- 11 In science this is not the case. While most pupils achieve the level expected for eleven-year-olds, not enough reach the higher level. This is because the brightest pupils are not being pushed to do better and because not enough work at the higher level is taught. This is a key issue for the school because it shows that these pupils are not achieving as well as they could.
- 12 Pupils with special educational needs make good progress in both key stages. This is an improvement on the last inspection when progress varied from sound to unsatisfactory. This is borne out, for example, by the 1999 National Curriculum test results at the end of Key Stage 1 when all pupils gained the nationally expected standard in mathematics and in science and only two pupils achieved standards below those expected in English.
- 13 Standards in information technology are typical of seven and eleven-year-olds by the end of Year 2 and Year 6. They are not as high as they were at the last inspection because, while pupils use information technology competently, there are some gaps in their knowledge and they are less aware of the potential of computers for communicating information.

- 14 Good teaching has ensured that standards in design and technology, music and physical education are above expectations by the time pupils leave the school. In history, pupils achieve good standards by the end of Key Stage 1 but do not continue to make good progress and, by the end of Key Stage 2, standards are typical of eleven-year-olds. In art and geography pupils make steady progress in acquiring skills and knowledge; standards have been maintained and remain typical of eleven-year-olds by the end of Key Stage 2.

### **Pupils' attitudes, values and personal development**

- 15 Pupils have good and positive attitudes to work. This is a similar picture to that at the time of the previous inspection. Pupils' keenness to come to school results in attendance that is well above average. Children under five are very keen to learn. They co-operate when working in pairs or in small groups and play together well. They choose their own activities and remain with a task until it is completed. Pupils in Key Stage 1 and Key Stage 2 are equally eager to learn. They listen attentively to the teachers during introductions to lessons and are confident to ask questions. They value each other's contributions and ideas during discussions. Pupils readily enjoy activities of a practical nature, such as designing a model car with a braking system, investigating how to change the shape of an object in order to make it float, or modifying their pinhole cameras to improve their function. They apply themselves extremely well, enjoy explaining their ideas and are keen to display the results of their achievements. Pupils with special needs have good attitudes to learning. They enjoy the extra attention they get from working in groups of similar ability for English and mathematics and try hard to do their best.
- 16 Pupils' behaviour in and around school is generally good and has been maintained since the time of the last inspection. Most pupils are aware of what is expected of them and the rewards that are to be gained from good behaviour. As a result, the majority of pupils behave well and this has a positive effect on the standards attained. On the few occasions when teachers are not firm enough, pupils do not listen carefully, or call out answers in discussions and fail to get on with their work in a sensible way. This prevents other pupils from completing their work. Behaviour in assemblies is good. The majority of pupils are sociable and friendly at playtimes and lunchtime. No incidents of bullying were seen during the inspection and pupils are confident that if any incidents do occur they will be dealt with quickly. There have been no exclusions from the school in the last academic year.
- 17 Pupils' personal development remains good. As they get older, pupils take on more responsibility for a range of voluntary duties, including overseeing playground games and activities, helping in the dining hall and assisting younger pupils. During discussion, pupils show respect, tolerance and consideration for other points of view. Relationships between pupils are good and with pupils and adults relationships are very good. When the time comes for pupils to leave school, they are confident, articulate young people, who are well- equipped to meet the challenges of the next stage of their education.

### **HOW WELL ARE PUPILS TAUGHT?**

- 18 Most of the teaching is good or better. Four per cent is excellent, 11 per cent is very good and 42 per cent is good. A further 39 per cent is satisfactory and four per cent is unsatisfactory. There is good teaching in every key stage and there is more good teaching than at the time of the previous inspection.
- 19 Teachers' knowledge of the curriculum has increased. As a result, weaknesses in how the school promotes pupils' personal and social education and the provision for pupils with special educational needs have improved since the previous inspection. Class

teachers provide work that is well-suited to the requirements of pupils with special needs and helps them to meet the targets in their individual education plans. They benefit from additional support from classroom assistants and from working in groups of similar ability in English and mathematics. The improvement in provision means that pupils with special educational needs make better progress than at the time of the previous report.

- 20 A strength of the teaching for children under-five, which underlies the steady progress they make, is the thorough knowledge that teachers have of how to develop the early skills of reading, writing and mathematics and ensure that activities planned for children under five are practical and interesting. As a result, children are often absorbed in their work, particularly when activities are of a practical nature, such as painting a picture in the style of Monet using fingers instead of brushes. Teachers' planning is effective and guides each half-term's work. Subjects of the National Curriculum are linked together in planning. This works successfully and helps the pupils to make sense of what they are taught. For example, they understand the need to read scales and measure out quantities when baking. Where teaching is very good, children are very well-managed, and discipline is very good. Where teaching could be improved, discipline is not effective enough and strategies for gaining pupils' full attention need developing further.
- 21 In Key Stages 1 and 2, teachers' knowledge of the National Curriculum is evident in the technical language they use in subjects such as English and mathematics and in the clear explanations they give to pupils about their work. As a result, it is not uncommon to hear pupils in Year 6 classes using ambitious language such as *subordinate clause* in a literacy lesson or *tetrahedron* in mathematics. Teachers are familiar with the National Literacy and Numeracy Strategies and use the guidelines well to plan work that is challenging for higher attaining pupils and appropriate for those with special educational needs linked to difficulties in reading, writing or mathematics. In addition, the system of setting pupils into groups of similar prior attainment for English and mathematics works well and is one of the reasons why standards in these subjects are well above average.
- 22 Teachers have higher expectations of what pupils can do than at the time of the previous inspection. In most subjects, this is reflected in their planning. Teachers' planning for literacy and numeracy lessons is detailed. *Booster* classes in mathematics and English, for pupils in Year 6, help slower learners make progress. Similarly, closer attention to writing in Year 2 provides higher attaining pupils with a better challenge than at the time of the last inspection. Similarly, in a class in Year 4, the teacher encouraged pupils at lower levels of attainment to explain their strategies for finding odd and even numbers. Her high expectations gave all pupils the confidence to share their ideas and also ensured that pupils were highly motivated and enjoyed their mathematics. However, this is not the case in science where there is not enough work at the higher level to challenge the brightest pupils in Key Stage 2. Consequently, few of the pupils who achieve the higher level in English and mathematics do so in science.
- 23 Teachers use a good range of methods to raise standards in different subjects. In an excellent lesson in Year 6, the teacher used personal experience of visiting the ship HMS Victory to bring a history lesson alive for pupils and gain their rapt attention. Similarly, in a science lesson in Year 2, pupils were asked to predict what would happen in their mouths when they ate a biscuit. The first-hand experience of eating biscuits ensured that all pupils understood about saliva.
- 24 The use teachers make of information from assessments of pupils' work to plan the next stage of learning is better in English and mathematics than in other subjects. Since the previous inspection, considerably more value has been gained from the way in which teachers use the information from the results of National Curriculum and other regular tests in English and mathematics. By recording pupils' achievements, teachers track their progress effectively. In this way they can judge if pupils are doing their best, or are underachieving in the light of their past attainments. Teachers recognise the need to use

similar strategies to record progress and plan work in science and information technology. At present, teachers are not using what they learn from assessments in science to match work to pupils' ability. In information technology, there is no structured system for recording what pupils know and teachers are not helped to plan what skills they need to assess or when to move on by the scheme of work. This slows progress and is one of the reasons why standards are not higher.

- 25 The introduction of homework in the reception class is helpful in that it establishes the school's partnership with parents. Reading at home has a strong effect on pupils' interest in books. Pupils' spelling and multiplication improve when they are practised at home. Although some parents are concerned about the amount of homework their children receive, with few exceptions, homework is provided at a satisfactory level and is sufficient to extend pupils' learning in school.

## **HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?**

- 26 The school's curriculum remains broad and effectively promotes pupils' intellectual, physical and moral development. Health education, drugs awareness and sex education are now taught through a planned programme of personal, health and social education as well as through other subjects of the curriculum, for example science. Children under five receive a curriculum based on the six areas of learning recommended in national guidelines. A detailed scheme of work ensures that children learn new skills in a logical progression. The curriculum for children under five guides them successfully into the National Curriculum.
- 27 The basic skills of literacy and numeracy are successfully taught through the introduction of the National Literacy and Numeracy Strategies. This is having a positive impact on the standards attained in reading, writing and mathematics in both key stages.
- 28 Provision for pupils with special educational needs has improved since the last inspection and is now good. Individual education plans are much more precise and have realistic and measurable objectives to guide teachers when planning. Pupils are helped to make good progress by working in a class of pupils of similar capability and through the extra support they get from teachers and other adults.
- 29 The curriculum is enriched by the school's involvement in the local and wider community and through a number of extra curricular activities. These alter according to the time of year, but currently include drama, recorders, netball, cricket and country dancing. The activities taking place outside of normal school hours continue to be available mainly for those pupils in Key Stage 2. The curriculum is further enriched by educational visits to place of interest both locally and further afield. For example, pupils in reception classes visit Elvaston Castle to help them understand life in Victorian times. Those in classes in Year 3 visit the town of Chesterfield enabling them to compare Chesterfield with their own village of West Hallam. Pupils in classes in Year 6 have the opportunity to visit a residential centre and this supports social development as well their historical and geographical knowledge of a different environment.
- 30 There are good links between the school and the pre-school group, which are having a positive benefit as pupils move from one stage of their education to another. The use of the school library by pre-school children and their parents contributes to this transition, as well as contributing to the early development of reading skills. Links with the local comprehensive school are also effective. Pupils in Year 6 visit the school and teachers pass on records about pupils' attainments. The close links between the two schools have been maintained since the time of the previous inspection.

- 31 The school's mission statement places great importance on pupils' personal development and provision for this is good. This adds to the positive ethos of the school and reflects the findings of the previous report.
- 32 Provision for pupils' spiritual development is good. Pupils develop their spiritual awareness in assemblies, which are mainly of a Christian character. They have a chance for personal reflection as they pray at the end of assemblies and in preparation for their dinner-breaks. It was evident when a class in Year 3 reflected on a child's prayer, read by their teacher as they prepared for dinner. This was also evident during the inspection when pupils listened to and then sang a song composed by a parent. The school is taking part in a training programme within the community on extending spiritual awareness. This puts the school in a good position to further add to the quality of provision at the school.
- 33 Provision for pupils' moral development is good. The school cultivates a good moral code that teaches pupils right from wrong and also teaches good citizenship. The behaviour of pupils in lessons and around the school is generally good, showing the effectiveness of this moral code. Pupils learn about moral issues, such as concern for the environment when they study effective ways of recycling materials.
- 34 The social development of pupils is also good and is reflected in the friendly relationships between pupils and adults. Co-operation between pupils is good and they work well together. For instance, pupils in a class in Year 2 worked well in small groups when selecting items for a lunchbox that contained healthy food. A noticeable feature of classroom behaviour is the way in which all pupils listen with respect to others and appreciate their point of view. Pupils in a class in Year 6 worked with friends, and shared ideas and equipment as they tested the braking system on a model vehicle they had made in a design and technology lesson. Further opportunities for social development are provided for pupils when they represent their school at the district sports' event. Very good social opportunities are provided for pupils in Year 6 pupils who visit the Isle of Wight in the summer term.
- 35 The school continues to promote pupils' cultural development well. Through lessons in history, pupils learn about their grandparents and the customs and traditions of our country in those times. Good provision is made for pupils to develop an awareness of the richness of Greek, Egyptian and Indian cultures in history lessons. In religious education lessons, pupils learn about the customs and traditions of Hinduism, Sikhism and Buddhism and this makes a positive contribution to their cultural understanding of these different people's faiths. In some lessons, pupils learn about European composers and their music, while others are acquainted with jazz from America. The development of this work on other cultures and their customs and traditions is a positive response to a need identified in the previous inspection.

## **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

- 36 The procedures for promoting pupils' health, safety, welfare and the arrangements for child protection remain satisfactory. Pupils are confident that they will be well cared for and are aware of the routines to follow if they have an accident or are feeling unwell. The school meets the legal requirement to have a health and safety policy although procedures for assessing possible risks are not yet fully in place. Arrangements for child protection comply with the local education authority guidelines and teachers have received the necessary training and guidance. Fire safety, first aid and medical arrangements are satisfactory.
- 37 The school has very good levels of attendance, class teachers and the headteacher keep a careful check on absence, and any concerns are followed up with parents and, when

appropriate, referred to the education welfare officer. The school has a range of effective systems to monitor and promote good behaviour. The school's behaviour policy and guidance on bullying are known by all staff and are operated consistently.

- 38 Teachers know their pupils well, and offer support and guidance informally as a result of that understanding. The information recorded through the monitoring of pupils' academic progress is used in reporting to parents and enables the setting of targets for further progress in the subjects of English and mathematics. The support provided for pupils through the marking of their work is variable with opportunities to provide guidance to pupils in order to raise their achievements occasionally missed.
- 39 The welfare of pupils with special education needs is well catered for. Effective support from class teachers and educational care officers ensures that pupils with special needs make good progress towards the targets in their individual education plans. There is very good liaison with visiting professionals to ensure that pupils receive appropriate high quality support. Pupils with special educational needs are assessed regularly to check progress towards the targets in their individual education plans. The level of support across the school is good.
- 40 Assessment has been reviewed since the last inspection and is now good in English and mathematics. Teachers carry out regular tests of spelling and multiplication tables, which provide good on-the-spot information about what pupils know. They make good use of these tests to change the content of mental mathematics lessons and to set levels of difficulty of spelling homework. A strength of the assessment in English and mathematics is that information from tests carried out at the end of each year help teachers group pupils according to prior attainment. After completing assessments in February, pupils are set targets to achieve in the summer tests. This effective system has not been extended to other subjects, most importantly, information technology and science. In information technology, teachers have their own systems for assessing and recording what pupils can do. This lack of consistency in approach is one of the reasons why work is sometimes too difficult for pupils and at other times too easy. In science, pupils are not tested regularly and, as with information technology, there are as yet no agreed, formal systems for assessing and recording pupils' achievements. Without these, teachers cannot be certain what pupils know or when to move them on to the next level of work.
- 41 Senior staff carry out an analysis of National Curriculum test results in order to identify areas in need of further development. They compare the standards achieved by pupils at the end of Key Stage 2 with those gained at the end of Key Stage 1, and identify groups of pupils who have not made as much progress as expected, for example, in science. This has helped teachers recognise that not enough pupils reach the higher level in science tests. The school also makes good use of tests carried out shortly after pupils start reception classes, to fix a starting point for planning activities in the reception classes. They are also used to set realistic targets for attainment in English and mathematics by the end of Key Stage 1.

## **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

- 42 Good relationships between school and parents have been maintained since the time of the previous inspection. Through the parents' questionnaire and meeting, and discussions during the inspection, most parents expressed the view that they find the school approachable. On the whole, parents are satisfied with the standards achieved, although some parents at the meeting expressed the view that the brightest pupils are not always challenged sufficiently by their work. Inspection findings support parents' views that the most capable pupils in Key Stage 2 are not always given more demanding work in science.



- 43 Through the parents' questionnaire, 24 per cent of parents expressed their dissatisfaction with the information they receive regarding their children's progress. Inspection findings are that overall, the information provided by the school, including the governors' annual report to parents, is satisfactory. Parents are kept well-informed about school events through regular newsletters. Reports to parents provide satisfactory information regarding what pupils can do in English, mathematics, and science and set targets for their children's future learning. They are not always so detailed or informative about other subjects. Information about what pupils can do is not always stated specifically under subject headings and sometimes written in the general progress section of the report. As a consequence parents do not get an overall view of how well their children are doing. The home-school booklet, used as a means of communication with parents of pupils in the reception and Year 1 classes, is a very effective means of sharing information. Teachers use this dialogue to set targets for pupils, particularly in reading, for which parents then provide good support at home.
- 44 Parents are welcomed into school and several provide valued support in classrooms. They are briefed well by teachers and their efforts have a positive effect on pupils' learning. For example, the involvement of the parent with music in the reception classes has had a significant impact not only on pupils' music skills but also on other areas of the curriculum, and on pupils' spiritual and social development. Pupils' learning is further enhanced by the involvement of the Parents' and Teachers' Association, which raises money to provide resources for the school. Parents are encouraged to support their children's work at home, particularly in reading, and many do so. Twenty-one per cent of parents responding to the questionnaire expressed concern about the amount of homework given to pupils. The inspection finds that the quantity and quality of homework are satisfactory and homework is used well by teachers to support work in school. Links with parents of pupils with special educational needs are well established and they are fully involved in reviews of their children's progress.

## **HOW WELL IS THE SCHOOL LED AND MANAGED?**

- 45 The headteacher continues to provide strong leadership for the work of the school. Very definite ideas of how the school needs to develop ensure that it continues to improve and raise standards. With the support of the deputy headteacher and members of the senior management team, steady progress has been made in tackling the issues identified in the previous report. Teachers have delegated responsibility for the curriculum and all aspects of the life of the school. This established leadership places the school in a good position to maintain and improve many of the qualities seen during the inspection.
- 46 Staff with leadership and managerial roles have a good understanding of their responsibilities and contribute to the effective management of the school. Each subject is led by two teachers, one from each key stage. This works particularly well and means that they have a good overall view of the subject and pupils' attainment. Subject co-ordinators provide informal advice for colleagues and more formal training in their subjects during training days. As a result, there is a strong sense of shared purpose and teamwork in the school, which is evident in the support teachers give to one another and their willingness to work hard to continue to raise standards. In addition, subject co-ordinators now monitor the curriculum more closely through looking at teachers' planning. They analyse the results of National Curriculum tests in English, mathematics and science and are involved in consultations about setting targets and identifying gaps in teaching or learning. Co-ordinators have not yet begun to monitor the quality of teaching in a systematic way in some subjects and this is seen as a priority for development.
- 47 The headteacher and governors know the strengths and weaknesses of the school. An efficient system for planning and evaluating realistic and achievable targets for

development has enabled them to identify the same issues for development as this report. Governors support the life and work of the school well. Members of the governing body have continued to increase their involvement with the school since the previous inspection. They are fully involved in determining policy and in monitoring the curriculum and have looked carefully at how well the school has met the goals of the action plan drawn up after the last inspection. There are trained governors for literacy and numeracy and the chair of governors works in close partnership with the headteacher to manage spending. Governors are responsible for setting targets for the work of the headteacher and are involved in setting ambitious targets for raising standards in English and mathematics in National Curriculum tests.

- 48 Financial planning and control continue to be efficient. The finance committee examines and discusses budget proposals before the full governing body approves and sets the final budget. Because the budget is so tight, the committee works with the headteacher to make regular checks on spending. Governors ensure that all additional funding is used for its intended purpose. Funds for training teachers is used effectively to increase their knowledge, evident in the improved provision for pupils with special educational needs. The appropriate use of funds to provide *booster classes* has helped raise standards in mathematics. Administrative systems are computerised and the day-to-day running of the school is carried out efficiently by the school's secretary. Governors, the headteacher and senior staff regularly apply the principles of best value and always try to make the best use of finances.
- 49 There is a satisfactory match between the numbers, experience and qualifications of teachers and education support staff and the needs of the planned curriculum. Appropriate procedures are in place to introduce new and supply teachers to the school so that pupils' learning is not disturbed. A staff handbook provides them with valuable information about the school's routines and procedures and two newly qualified teachers have settled quickly into the team of teachers.
- 50 A good record of staff training has been maintained to make sure that teachers are competent to teach the National Literacy and Numeracy Strategies. The school has continued to appraise the work of teachers. This takes place in the form of discussions after the quality of teaching and learning has been observed by senior teachers or the headteacher.
- 51 The school's accommodation is suitable for the effective teaching of the curriculum. Improvements have been made since the previous inspection. The junior boys' toilets have been refurbished and funding is expected to be available soon to refurbish the junior girls' toilets. Security fencing has been erected, which has helped prevent the vandalism that was a key issue in the previous report. The temporary accommodation blocks are now in an unsatisfactory condition. The school is pursuing plans for their replacement. However, the infant teaching block for reception and Year 1 classes is spacious and attractive, and includes classroom areas, a library and television area, and a shared area for creative and craft activities. Attractive and informative wall displays help to create an effective working environment. There is a good range of high quality resources, to which children aged under five have easy access. The accommodation takes into account the requirements of pupils with special needs. All classrooms are accessible by ramps and there are suitable toilet facilities for disabled pupils. Class teachers and support staff generally use the accommodation and resources well, although the computer room is not used for almost a third of the week.
- 52 The school's provision of learning resources is not as good as it was in the last inspection. It is, however, adequate. For physical education, information technology and the under-fives the provision of resources is good.



## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

Governors, headteacher and staff should<sup>2</sup> :

**(1) Make it possible for more of the brightest pupils to reach the higher level in science by the end of Key Stage 2 by**

- assessing how well pupils have achieved the learning objectives for each lesson and topic,
- recording attainment systematically and frequently,
- tracking pupils' progress in order to determine when they need to be moved on in their work
- using information from assessments to plan work that challenges the most able and includes tasks at the higher level

*(paragraphs 78 - 84 of the main report)*

**(2) Improve the procedures for assessing and recording pupils' attainments in information technology by**

- ensuring that assessment is based on learning objectives that build on what pupils already know
- extending systems for recording attainment and tracking progress currently used in English and mathematics to information technology,
- agreeing a format for recording what pupils know and can do.

*(paragraphs 40 and 89 of the main report)*

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<sup>2</sup> Governors, and the senior management team have already identified the first issue as an area for improvement. Co-ordinators have identified the second issue as one that will help to raise standards in information technology in both key stages.

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	75
Number of discussions with staff, governors, other adults and pupils	13

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
4	11	42	39	4	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		490
Number of full-time pupils eligible for free school meals		8

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		1
Number of pupils on the school's special educational needs register		43

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	9
Pupils who left the school other than at the usual time of leaving	3

### Attendance

Authorised absence	%
School data	3.8
National comparative data	5.7

Unauthorised absence	%
School data	0.1
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	38	38	76

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	34	36	38
	Girls	37	38	38
	Total	71	74	76
Percentage of pupils at NC level 2 or above	School	93 (87)	97 (93)	100 (96)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	36	38	38
	Girls	38	38	38
	Total	74	76	76
Percentage of pupils at NC level 2 or above	School	97 (94)	100 (99)	100 (99)
	National	82 (81)	86 (85)	87 (86)

Percentages in brackets refer to the year before the latest reporting year.

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	25	42	67

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	23	20	20
	Girls	42	40	40
	Total	65	60	60
Percentage of pupils at NC level 4 or above	School	97 (91)	90 (79)	90 (86)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	22	19	21
	Girls	42	40	41
	Total	64	59	62
Percentage of pupils at NC level 4 or above	School	96 (89)	88 (85)	93 (89)
	National	68 (65)	69 (65)	75 (71)

Percentages in brackets refer to the year before the latest reporting year.

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	3
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	412
Any other minority ethnic group	0

*This table refers to pupils of compulsory school age only.*

### ***Teachers and classes***

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	17.4
Number of pupils per qualified teacher	28.2
Average class size	30.6

#### **Education support staff: YR – Y6**

Total number of education support staff	5
Total aggregate hours worked per week	101

### ***Exclusions in the last school year***

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

*This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.*

### ***Financial information***

Financial year	1998/99
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	£
Total income	653336
Total expenditure	649417
Expenditure per pupil	1334
Balance brought forward from previous year	9
Balance carried forward to next year	3928

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	490
Number of questionnaires returned	87 (17.8%)

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	60	36	5	0	0
My child is making good progress in school.	59	36	3	1	1
Behaviour in the school is good.	46	48	3	1	1
My child gets the right amount of work to do at home.	28	45	18	6	3
The teaching is good.	56	36	6	1	1
I am kept well informed about how my child is getting on.	29	45	22	5	0
I would feel comfortable about approaching the school with questions or a problem.	55	36	7	2	0
The school expects my child to work hard and achieve his or her best.	67	28	5	1	0
The school works closely with parents.	33	44	20	3	0
The school is well led and managed.	47	38	7	3	5
The school is helping my child become mature and responsible.	45	47	1	2	5
The school provides an interesting range of activities outside lessons.	26	38	15	10	10



## PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

### AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

- 53 The school's provision for children under-five continues to be good. The quality of teaching has been maintained since the previous inspection with almost three-quarters of it being good or very good. It helps prepare children well for the move to Key Stage 1 and their work in the National Curriculum. Only one lesson was observed where teaching was unsatisfactory. This was because the strategies used by the teacher to maintain discipline were ineffective and work was not interesting enough to hold children's attention.
- 54 When they start school, most children speak clearly and confidently, they know about books and reading and have begun to write and can count and recognise numbers. During the inspection, 15 children in the reception classes were aged under five. Assessments carried out shortly after they start school show that the attainments of most are above average for four-year-olds.
- 55 A good feature of teaching lies in developing children's personal and social skills. Children are encouraged to be independent and quickly learn to get ready for physical education without help and to tidy equipment away after they have completed their work. Class teachers and support staff are patient and understanding. They explain instructions clearly so that children know exactly what is expected of them and as a result, there is usually a calm working atmosphere in the reception classes. Children are encouraged to work together and soon make friends. They are helpful to others and share resources and games good-naturedly. As a result of all this, children are confident and outgoing by the time they are five years old.
- 56 In reading, writing and in spoken English, the children learn well and achieve standards at the age of five that are above average. This is principally a result of very good teaching, salient features of which are the teachers' good knowledge of effective methods and their skill at questioning the children. Teachers promote the development of language in everything children do. Children are keen to talk about their work and use well-constructed sentences and a growing vocabulary when doing so. In most lessons, they listen attentively to what adults say, particularly to stories or activities such as copying rhythms made by percussion instruments. Teachers ensure that there are plenty of opportunities for children to read and write each day. As a result, children recognise a growing number of words and read simple sentences. They happily join in the telling of stories they know well and re-tell a story by referring to the pictures. By the time they are five, the majority of pupils write their own name and a few simple words independently and make good attempts at copying the writing of adults.
- 57 By the time they are five most children achieve standards in mathematics that are above average. Carefully planned activities and daily opportunities to count and use mathematical language help children make good progress in understanding number. As a result, most children count to twenty and some can also count backwards from twenty. They read and write numbers and faster learners are proud that they know *big numbers* and can count *nearly to 100*. Practical activities, such as feeling the corners and sides of objects, help children identify common shapes such as *square* and *cube* and learn the difference between *empty* and *full* or *short* and *long*. Teachers make learning mathematics fun. Enjoyable activities, such as singing and performing the actions to number rhymes give children an understanding of adding and taking away.
- 58 Teachers place great emphasis on widening children's knowledge and understanding of the world. By the time they are five, most children attain standards that are above those expected for their age. The strength of teaching lies in the way topics are used to bring

together and extend early concepts in geography, history, science and information technology. For example, a topic about travelling abroad involved learning about the destinations children had visited and building models of ferries, aeroplanes and Channel Tunnel trains. From this, children gain knowledge about Holland and France and recognise landmarks such as windmills and the Eiffel Tower. Teachers ensure that children use computers regularly. Children quickly learn to do this easily and write by choosing words from a list and create colourful pictures on computers. Teachers also emphasise the importance of asking questions, such as *what makes the flowers grow?* In this way, children's natural inquisitiveness is encouraged and they take delight in predicting and exploring why things happen as they do.

- 59 Teachers plan a wide range of interesting creative activities where children can explore colour, texture shape and music. As a result of many opportunities to paint, make models, sing and play musical instruments, children make good progress and by the time they are five, most children reach standards that are above those expected. Children enjoy being creative and concentrate very hard on their work; this was evident when they painted a French tricolour flag. A good feature of the teaching is the way teachers promote children's cultural development as they teach them about techniques in art and famous artists. For example, children looked at a painting of a woman holding a parasol by the French artist Monet before they painted a picture in the same style, except they got the effect by painting with their fingers. Teachers ensure that children have opportunities to listen to music from different countries. They enjoy singing simple songs, recognise high and low notes and play a range of percussion instruments. They clap the rhythm of their name correctly, and hit or shake their instruments in time with a spoken rhythmic pattern. Children's work is valued and is displayed very effectively in the reception classes.
- 60 Good teaching of physical development ensures that children gain confidence and agility in sports, games and play and become adept at using pencils, paintbrushes, and scissors. By the time they are five, most children reach standards that are above those expected. Teachers plan plenty of opportunities of children to work with coloured play-dough or clay, which they roll, squeeze, push and kneed into shape when making figures or models, such as sticks of French bread. Children show good constructional skills when they build sailing boats from polystyrene and cocktail sticks. In physical education activities, children have lots of stamina and enjoy running, jumping and skipping. Demonstrations by teachers help them make different shapes with their bodies and improve their co-ordination and balance.

## ENGLISH

- 61 Standards in English at Key Stage 1 and 2 have been maintained since the previous inspection and are above those expected for eleven-year-olds. Because all teachers have a firm understanding of how to teach the basic skills of reading and writing, the number of pupils reaching the expected level has risen steadily for the last four years.
- 62 Standards in English remain above the expected level in the current Year 6. One reason for this is that the system of grouping pupils according to prior attainment is working well. The good support teachers give to less capable pupils, together with the additional support provided through *booster* classes in the second part of the spring term, is also having a positive effect on standards. The number of pupils reaching the higher level is good enough in national terms but is fewer than in previous years. However, a fifth of the pupils who were expected to achieve the higher level left the school during the key stage. The attainments of most pupils in the current Year 2 are well above expectations for seven-year-olds in both reading and writing. This rise in standards since the last inspection is mainly due to the use of the National Literacy Strategy and to improvements in teaching, which is now good.

- 63 A strength of teaching comes from well-planned opportunities for speaking and listening. As a result, by the time they are in Year 6, all pupils listen attentively and talk very confidently in a range of situations. When they address others in assemblies or performances, their speaking catches the listeners' attention; they are very eloquent and speak fluently. Excellent relationships between pupils and their teacher in Year 6 gave them the confidence to explore the meaning of a Chinese fable. They used interesting vocabulary as they talked about its special features and interpreted the story. Teachers' high expectations of behaviour ensure that by the time they reach Year 2, pupils listen attentively to instructions and take turns when speaking. They continually encourage pupils to use more adventurous vocabulary when describing the main points of a story or poem or in their descriptions of personal experiences. Pupils give clear explanations of the plots of favourite stories, explain their choice and talk confidently about illustrations and characters.
- 64 Pupils in the reception classes get a good start in learning to read unfamiliar words by building up the sounds of letters. Teachers urge them to look at the letters and think carefully about the words they are reading. They particularly enjoyed reading the tongue twister *she sells sea shells on the seashore* as they explored the sounds of *s* and *h*. In classes in Years 1 and 2, pupils widen the range of strategies they have for reading. They make very good progress because of the regular opportunities they have to read to teachers and because they have very positive attitudes towards reading and books.
- 65 Direct class teaching during the literacy hour has a very good effect on pupils' reading in both key stages. Teachers organise activities well and this ensures that lessons move at a brisk pace and that pupils sustain good levels of concentration. In Key Stage 2, teachers place great emphasis on comprehension and this has a very positive effect on pupils' understanding of literature. Their pertinent questions encourage pupils to look for deeper meaning in texts rather than accept simpler, superficial meanings. As a result, standards are above those expected in Year 6. The brightest pupils in Year 6 read expressively and with good levels of understanding and most of the least capable pupils read at the expected levels.
- 66 Standards in writing at Key Stage 1 have improved since the last inspection. Teachers understand how to teach writing and provide more opportunities for pupils to write independently. Ideas are fully explored and great emphasis is placed on the use of adventurous vocabulary. Pupils in Year 2 used adjectives such as *ferocious*, *boisterous* and *completely black* to describe the dog in their story. Because of the importance given to grammar and punctuation, most pupils use capital letters and full stops. More capable pupils are beginning to use speech marks in their writing.
- 67 A strength of pupils' writing in Years 4, 5 and 6 lies in the good opportunities their teachers provide to produce interesting writing for a variety of purposes. By sharing ideas and vocabulary, pupils use expressive language in stories and poems. The imaginative use of language is particularly evident in poetry. Pupils in Year 5, in their poems *Behind My Head.....* used phrases such as *lies a cavern of dreams...*, *a whirlpool of life...*, *memories I will never forget*.
- 68 Teachers provide good opportunities for pupils to develop reading and writing in other subjects. Pupils' skills in researching information allow them to work independently in history, geography and science. They write clear reports about experiments and investigations and make good use of technical language. Although information technology was not used routinely for work during the literacy hour, good practice was seen when pupils in Year 4 used computers to draft a description of a character from a play script linked to work in the literacy hour.

- 69 Pupils with special educational needs make good progress towards the targets on their individual educational plans. Their teachers provide tasks matched to their needs in literacy lessons and they respond well when working with them and other adults. Because of their teachers' very caring attitudes and good support when reading and writing in small groups, they read a range of simple texts and produce written work that, though often short, is completed.
- 70 The co-ordinators manage the subject well. The regular checking of teaching by the co-ordinator and the senior management team during the introduction of the literacy strategy, helped to improve the quality of teaching and learning. Teachers' planning, and use of information gained from testing pupils, place the school in a good position to raise standards even further. Resources for English are reasonable overall, although many books show signs of regular use or are old and out of date.

## MATHEMATICS

- 71 Standards in mathematics have risen since the last inspection and are now well above expectations for seven-year-olds and above expectations for eleven-year-olds.
- 72 The arrangement of setting pupils in classes of similar ability from Year 2 onwards makes a positive contribution to high standards. It enables teachers to give most pupils the right challenge and move them on at a good pace. Thus, even though the current Year 6 is not as strong at mathematics as the previous Year 6, most pupils have made impressive progress since they were in Year 2. Less able pupils and those with special educational needs have the advantage of smaller set sizes so that teachers can pay closer attention to their individual needs. As a result of this and the extra support they get from teachers and other adults, pupils with special educational needs make good progress. Teachers move the more able pupils along at a faster pace at work set at a higher level. For instance, in Year 6 all pupils re-order strings of numbers mentally to simplify and speed addition. Pupils particularly enjoy the challenge of this type of activity. More able pupils calculate quickly in three figures, first linking 130 with 170 before adding 106 when they add 130, 106 and 170. Less able pupils similarly add tens and units and try hard with their work.
- 73 The quality of teaching seen during the inspection varied from unsatisfactory to excellent. However, a particular strength that is evident in all lessons is that teachers have a thorough knowledge of how to teach the basic skills of numeracy. It is this feature of teaching, which has led to such an improvement in pupils' attainment since the last inspection. All teachers follow the National Numeracy Strategy in content and method. There is a good balance between whole-class teaching, practical activities and discussion. Brisk and purposeful daily mental sessions develop pupils' understanding and recall of basic facts. Teachers concentrate on developing pupils' skills in using number in addition, subtraction, multiplication and division. They balance this well, however, by teaching pupils to use and apply mathematics in practical tasks and real-life problems, and by teaching shape, space and measures and in handling data.
- 74 Another good feature of teaching is the way teachers use their knowledge of the subject to develop pupils' numeracy skills well. They ask pupils questions, which make them think, and they require them to explain their strategies. Pupils in Year 3 had to find different answers to the same questions and as a result tried hard to come up with ways of making £2.05. In encouraging pupils to look at problems in different ways, teachers enable them to gain a better understanding. Pupils in Year 4 were able to find relationships in numbers, recognising that 10, 20, 30 follows a similar pattern to 100, 200, 300. A strength of the teaching is the way teachers encourage pupils to use a wide range of mathematical language. In the reception class, pupils use the terms *triangular prism*, *sphere*, *cone*, *cube* and *cuboid* and describe them in terms of *flat*, *pointed*, *curved*

or *round*. In Year 6, the teacher built on pupils' knowledge of vocabulary such as *isosceles triangle* and the prefixes *mono* and *tetra* to help them gain understanding of more complex two-dimensional shapes. Teachers pick up on pupils' mistakes to use as illustrative teaching points. On spotting a place value error the teacher in a Year 2 lesson asked the class, *Why do you not write 40 in the tens column?* This cleared up the pupils' misconception and underpinned the class's understanding. Teachers are careful not to embarrass pupils in discussing such mistakes, but use them in a sympathetic and positive way which does not discourage pupils from *having a go*.

- 75 Teachers use methods of teaching which enable pupils to learn effectively. Most give informative lesson introductions. They tell pupils the aims of the lesson so they know what they are going to learn and do. They give constant support during activities so pupils remain motivated and on task. Occasionally, teachers get the balance of support wrong, giving strong and lengthy support to some, while missing others making a series of unchecked mistakes. Positive teaching in a Year 1 lesson showed pupils to be confident with clock time in hours. However, the teacher subsequently missed the opportunity to develop a fundamental understanding of *half past*. Thus they could not verbalise the why and how of *half past*. The best lessons have a brisk pace and pupils learn well. Thus more able pupils in Year 2 made very good progress extending their understanding of place value into three figures. More able pupils in Year 6 made excellent progress in transforming two-dimensional shapes by translation. Where the pace is slow, the rate of pupils' learning slows. Pupils in a Year 5 lesson were given too long to work out answers during the initial whole-class work. Consequently, the most able pupils sat waiting for others to finish and became restless. Teachers give pupils work which, for most, is suitably challenging. However, in one lesson in Year 4 pupils completed one sum after another, multiplying tens and units by units to make hundreds, tens and units. This was repetitive; pupils needed no further practice and consequently learned nothing new during the lesson.
- 76 Teachers generally have high expectations of behaviour and performance of pupils. This results in pupils' good behaviour and work done to the best of their ability in most lessons. Pupils take care with their work and present it well. Teachers have good relationships with pupils and this helps create a pleasant, positive and productive working atmosphere in class. The teacher in a Year 4 lesson not only challenged pupils to do well, but gave emphasis to *enjoying our maths. If we don't concentrate, we don't think*. Thus pupils are interested in their work and are well-motivated when teachers recognise their success. From the time they are in the reception class teachers encourage co-operative attitudes. When a teacher asked her young pupils, *What does that mean, working as a team?* they replied in unison, *Working together*. Most pupils are willing to take their turn in answering questions and listen carefully to their teacher and other pupils. However, some teachers are not as rigorous as others in ensuring this. In some lessons pupils call out and may, or may not be, reprimanded. In one lesson pupils, chatted during the teacher's introduction and cheered at their correct answers, even though being told not to. The teacher was not able to make the lesson objectives and instructions clear to pupils because of the fuss and they consequently carried out the task badly. Only a minority of pupils could estimate the length of lines up to 20 cm realistically and use a ruler to measure. Sometimes pupils do not listen to instructions and time is wasted while they ask individually what they have to do. On the other hand, in a Year 5 lesson, the teacher gave instructions only when she was sure all were listening.
- 77 The management of the subject is good. The school has moved forward since the last inspection and has taken positive steps to raise standards. Teachers now give pupils more opportunities to apply their skills in other subjects. For instance, they tabulate results in science investigations and draw graphs. In geography, they plot co-ordinates and use grid references. These are good links and help pupils understand the usefulness of mathematics. Teachers provide pupils with more opportunities to work

together on solving problems and carrying out investigations, for instance, converting foreign currency into sterling in Year 6. However, the school has not come to terms with using computers in numeracy lessons and needs to do so. Assessment procedures are good and information gained is used well to form teaching sets by attainment and to plan future learning. The high standard of management gives the school the capacity to continue to improve standards.

## SCIENCE

- 78 The results of National Curriculum science tests for eleven-year-olds in 1999 show that more pupils than in most other schools reached the expected level but that the brightest pupils are not making quick enough progress. Their attainment is not high enough and the school is right to have identified this as a key area for improvement. Standards are not as high in Key Stage 2 as at the time of the previous inspection. There are two reasons for this; firstly, teachers are not teaching enough work at the higher level and secondly, the current system for assessing pupils' attainment does not help teachers keep a track of pupils' progress from one year to the next. These problems have arisen because the school has not had a co-ordinator for science for some time and with the emphasis given to English and mathematics, science has not been given sufficient attention. Standards in Year 2 are above expectations for seven-year-olds.
- 79 The teaching in Key Stage 1 is always at least good and in one lesson observed it was excellent. This ensures that pupils make good progress in all of their work in science. One of the strengths of teaching is the way teachers ensure that pupils learn about science in a practical way, by experimenting and investigating. This meant that in a good lesson in a class in Year 1, pupils quickly grasped the idea that a heavy object did not necessarily sink, provided it had air in it. Similarly, in an excellent lesson in a class in Year 2, pupils learned about saliva by eating biscuits. Pupils not only enjoyed this lesson very much but also made the link between what they were learning and how science is relevant to everyday life.
- 80 In Key Stage 2, teaching is good in a third of lessons and satisfactory in the remaining two thirds. A strength of the teaching is the good use teachers make of questions to deepen pupils' understanding. In a good lesson in a class in Year 3, the teacher challenged pupils to predict which materials the sound waves from a tuning fork would travel through. With gentle hints and suggestions they were able to predict far more accurately as they began to realise how sound travels.
- 81 In all lessons, teachers' thorough knowledge of the subject was evident in the technical language they used to give clear explanations about science. The vocabulary used by teachers was echoed by pupils in a class in Year 4 who used words such as *transparent*, *opaque* and *translucent* in their explanations of light passing through objects.
- 82 Teachers in Key Stage 1 plan more work at the higher level than those in Key Stage 2. As a result, by the time they are in Year 2 higher attaining pupils know how to make tests fair, record their observations in a variety of ways, sometimes using information technology to chart results and have a good understanding of living things, materials and physical processes. They talk knowledgeably about the human digestive system and of the importance of vitamins and a balanced diet in order to stay healthy. In Key Stage 2, the work planned by teachers does not always stretch the brightest pupils. For example, all pupils in a class in Year 4 followed the same experiment to test whether light can travel around corners. Similarly, in a class in Year 5 all pupils carried out the same tests on samples of soil in order to identify its composition.

- 83 The procedures currently being used to assess and record pupils' attainment are not effective enough. In Key Stage 1 it has less of an impact on standards because there is not so much work to cover. At present, they do not provide teachers in Key Stage 2 with the information they need to plan more challenging work for the brightest pupils. However, the school is intent on using a similar system as in English and mathematics to ensure that teachers can track pupils' progress more easily. One of the ways they intend to do this is by linking assessment more closely with the objectives for learning. When combined with proposed adjustments to the time spent on science in each year group the school will be in a good position to make the improvements necessary to increase the number of pupils who reach the higher level in Key Stage 2.
- 84 The two science co-ordinators have made a good start at managing the subject. A thorough review of the school's provision revealed weaknesses in planning, assessment, recording and teaching. Since then co-ordinators have drawn up a comprehensive plan of action and adopted a good quality scheme of work, which will ensure progression in what is taught and that teachers know how to extend the work of the brightest pupils.

## **INFORMATION TECHNOLOGY**

- 85 The attainments of most pupils are in line with expectations for their age by the end of Key Stages 1 and 2. Pupils with special educational needs are as capable in using information technology as others but make less use of word processing and mathematical software, because of their difficulties with literacy and numeracy. Standards are not as high as at the time of the previous inspection. This is because pupils have a good enough understanding of how to use information technology but do not see its potential or have clear views about why they would use computers instead of other methods of communicating information.
- 86 There are several strengths to the teaching, which help pupils gain familiarity with computer programs and make steady progress in learning to use printers, scanners, digital cameras and the Internet. The most significant is that every class has one lesson a week in the computer room. This means that pupils get regular opportunities to practise their skills and, most importantly, they do not have to wait a long time for their turn on computers. However, the room is not used for almost a third of the week and co-ordinators recognise that in order to quicken pupils' progress it needs to be used more often.
- 87 Teachers make good use of lessons in the computer room to support pupils' learning in other subjects. For example, pupils in classes in Year 2 worked hard on a tiling program, which also helped them understand tessellation and symmetry in mathematics. Similarly, pupils in a class in Year 4 used word processing to write a playscript or description of a friend. Teachers do not use the computers in classrooms in the same way to support lessons in literacy and numeracy and in some lessons they are not used at all. Once again, the co-ordinators are aware of this being a gap in teachers' planning and have identified it as a priority for development. This is one of the reasons why standards are not as high as they could be.
- 88 Teachers in both key stages are good at teaching the basic skills of how to use computers and other information technology. They have a thorough knowledge of the programs they teach and are also able to deal with the regular occasions when computers go wrong or fail to respond to instructions. As a result, pupils are keen to learn and, by the end of Year 2, they use word processing to draft and make best copies of their work. They use a simple database to record facts about their classmates and are proud of the lively pictures they create using simple paint programs. All pupils retrieve and store work from their discs, although some need a little help to do this. They are confident in using keyboard and mouse and know how to print work. Pupils in Key Stage

1 know how to programme a robot to move in a sequence and those in Key Stage 2 build on these skills to create a set of instructions to control working models of fairground carousels using construction kits. Similarly, by the end of Year 6, pupils have extended their knowledge of how to use menus and icons in their work. They know how to access the Internet and use electronic mail and how to load and use CD-ROMs. In discussions, they all say that they enjoy working with computers, which is evident from the way they collaborate and help one another when they get stuck. There are some gaps to pupils' learning in Key Stage 2. They have a limited understanding of the purpose of spreadsheets as a means of communicating information. In discussions, most said that they used spreadsheets because it allowed them to make use of columns and rows. None recognised its use as a means of calculating data.

- 89 The only weaknesses in the teaching arise from the programme of study and lack of systematic procedures for assessing and recording what pupils can do. The yearly plan does not ensure that skills are taught in sequence. This means that in some years, teachers plan work that is too difficult and in others the skills that pupils are taught are too easy. An example of this is that saving work to a floppy disk is planned to be taught in Key Stage 2 but in reality pupils are doing this by the end of Key Stage 1. However, the co-ordinators intend to use a better programme of work from September onwards and this should no longer happen. The proposed scheme also puts the school in a good position to improve the quality of assessment. At present there are no systematic procedures for assessing or recording what pupils can do; this is a key area for development. It has already been identified by co-ordinators who intend to make use of the scheme of work to devise a system that records the skills pupils have learned alongside their experiences in using information technology.

## ART

- 90 Standards in art are high enough and the attainments of most seven and eleven-year-olds are typical for their age. As a result of teachers working through a broad programme of work in art, all pupils are introduced to a suitably wide range of experiences in different dimensions, techniques, tools and materials. Teachers work together closely to ensure that pupils make steady progress in all aspects of the subject. This represents an improvement in the consistency of teaching in different classes and year groups since the previous inspection.
- 91 Teachers establish a good balance between, on the one hand, the use of art to develop pupils' understanding of other subjects and, on the other hand, work to increase their creativity, technical skills and knowledge of art itself. Good links between art and history were evident in Year 6 when pupils used their understanding of life on board *H.M.S. Victory* to influence their clay models of the *rough and ready* sailors aboard. To support their work in music, pupils in reception classes produced impressive paintings of musical instruments and made realistic pictures of their ears using collage techniques and from their knowledge of the ear's structure.
- 92 A strength of the teaching lies in the way teachers emphasis the importance of looking carefully at shape, form and shadow when drawing and sketching objects. This was evident from the work of pupils in a Year 3 class who had paid good attention to detail in their sketches of various of textiles. While they worked, their teacher maintained an informative dialogue with them, constantly encouraging and advising them how to reach high standards. A good strategy that improved pupils' efforts was the teacher's use of the best work to celebrate their achievements.
- 93 The study of famous artists is now evident throughout the school. Pupils' displayed work provides an attractive background for learning. It shows good knowledge of artists like Van Gogh, in Year 2, and a high standard of work in the style of Seurat in Year 4. Pupils



in Year 3 effectively capture the surrealist style in their pictures as they study the work of René Magritte. Close observation of the work of the Austrian artist Hundertwasser, ensures that pupils in Year 5 produce accurate *snap shots* of his abstract patterns.

- 94 Most pupils put considerable effort into their work. They are interested in art and enjoy sharing their finished work with others. Pupils in Year 5, worked in small groups and pairs to complete a collage with a tactile emphasis because it was for a blind person. The co-operation spread beyond the classroom as each pupil accepted responsibility for the collection, at home, of materials used in the collage.
- 95 The co-ordinators, one of whom has recently been appointed, provide adequate support for the subject. They give helpful advice and practical assistance to other teachers. There are sufficient resources for art and, since consumable materials are such an expensive part of the school's budget, the co-ordinators ensure that resources provide the best value for money. Competent leadership and a new programme of work planned for the autumn term will ensure that standards in art are maintained.

## DESIGN AND TECHNOLOGY

- 96 Pupils' attainments are above national expectations for their age by the age of seven and eleven. The rates of learning for all pupils, including those with special educational needs, are good and standards have been maintained since the time of the previous inspection.
- 97 As a result of good teaching, by the end of Key Stage 1 pupils have a clear understanding of processes for designing and making. The musical instruments that pupils make as part of their work on the topic of sound shows that they are competent at cutting and joining material such as card, paper and textiles. Finished models look like the original designs and pupils pay attention to adding finishing touches that make their models more attractive. This attention to detail was also evident in the castles made by pupils in Year 1 and in the well-constructed hand puppets that pupils made in a class in Year 2. When asked to talk about their models, pupils' responses revealed real enthusiasm for the subject and they talked excitedly about how to make the wings of owls move.
- 98 Teachers in Key Stage 2 successfully build on these early skills as they plan lessons where design and technology is incorporated into other subjects. A strength of the teaching is the way teachers in Key Stage 2, plan design and technology lessons as part of topics. This means that pupils understand the importance of designing models that fit a purpose. For example, pupils in Year 5 were asked to design and build fairground models that used control technology to make them move. Not only did the task improve pupils' skills in designing and making, it also linked aspects of science and information technology in a purposeful task.
- 99 Because teachers plan interesting activities, pupils are very keen to learn new skills and apply ones they have already mastered. This was evident in a lesson in Year 4 when pupils could hardly wait to get on with the task of making colour spinners or posters advertising a sale of plants.
- 100 A strength of the teaching in lessons is the way that teachers explain each of the processes of design, make and evaluate. As a result, pupils evaluated how well their pinhole cameras worked and modified them in order to produce good working models. The good relationships that pupils have with their teachers ensures that they are not afraid to ask for help. Pupils in Year 6 discussed ideas for making a model car then tested their models against set criteria for distance travelled and effectiveness of braking systems, using a test ramp.

- 101 Teachers' planning shows good coverage of food technology in this area of study. Pupils study the changes of food in cooking, they learn about the importance of hygiene and food preservation. Older pupils learn about diet and plan a healthy meal. This is an improvement on the previous inspection, when it was reported that attention should be given to providing more opportunities for food technology across the whole of Key Stage 2.
- 102 The two co-ordinators are very enthusiastic and work hard to organise the subject efficiently. There is some monitoring of pupils' finished work and discussions with staff. However, there are no formal procedures in place for assessment and recording of pupils' work and teaching is not monitored; these are areas that co-ordinators have highlighted for development. The school has an adequate supply of resources and is prepared well for the introduction of the National Curriculum from September 2000.

## **GEOGRAPHY**

- 103 Standards in geography have been maintained since the last inspection and remain typical for pupils' ages in both key stages.
- 104 The quality of teaching is satisfactory. This enables pupils, including those with special educational needs, to make suitable gains in the acquisition of geographical skills, knowledge and understanding. By the time they are eleven, pupils use an atlas effectively, name cities in the United Kingdom and Europe and know the continents of the world. They use an information technology package to research and suggest routes, schedules and transport for a journey round the world in eighty days. They study the geography and geology of the Isle of Wight during the school's annual residential visit.
- 105 Teachers in Years 1 and 2 introduce pupils to geography at first hand from what they know and see in the locality. Pupils draw routes and plans and draw weather symbols each day for a period. For instance, in Year 1 they look at photographs of objects from above to gain an understanding of a plan. They then plan the layout of furniture for a bedroom with worksheet cut-outs. As pupils move into Year 3 and beyond they learn of the wider world, of contrasting localities at home and abroad.
- 106 A good feature of the teaching is the way teachers use visits to develop pupils' skills and knowledge. For instance, pupils in Years 3 and 4 study how settlements differ and change and compare other localities with West Hallam. Teachers prepare pupils well for their field study visits to the Dales and Chesterfield, so that time is used effectively on site at the centres.
- 107 Interesting lesson introductions are a positive feature where teachers have a good level of knowledge of the subject. In a Year 2 lesson a clear explanation of *grids* for *grid references* interested pupils. The teacher's good choice of resources captured their imagination. The provision of challenging activities at three different levels of difficulty led to a high level of concentration and consequent good progress. However, a teacher's good knowledge of the subject does not always lead to positive learning. A Year 4 lesson comparing West Hallam with an isolated village in the Dales began well. The teacher's good questioning and use of pupils' own knowledge led them to see how their village is well positioned for commuting between two cities. However, the teacher continued the discussion while pupils began their task instead of supporting them at that. Pupils tried to balance the two, but were unable to work effectively. Time ran out with the task unfinished.

- 108 The school has taken sufficient action to develop the subject since the last inspection. Standards have been maintained and teachers now provide more opportunities for pupils to work co-operatively.

## HISTORY

- 109 Standards in history have been maintained since the previous inspection. They are above expectations at the end of Key Stage 1, where pupils gain a good understanding of the passing of time because of the emphasis given to topics such as *grandparents*. By the age of eleven, most pupils, including those with special educational needs, have a sound understanding of the periods and people they study. Attainment is not higher because not all of the topics planned have been taught in sufficient depth.
- 110 In Key Stage 1, the teaching is good and teachers' high expectations of what pupils can achieve leads to good learning. Teachers choose topics that are interesting to pupils and ensure that there is a wide range of resources to help them learn. The best example of this is the way that grandparents are invited into school to talk about their memories of childhood and school days. Pupils' enjoyment of finding out from this first-hand experience is evident in their choice of language, for example, one child wrote that grandparents were *born many years ago*. A second reason why teaching is good in Key Stage 1 is the way that teachers help pupils understand that not every historical account is accurate or true. This is done well by comparing stories like *George and the Dragon*, which are fictional, with written accounts of major events such as the first landing on the moon. This type of comparison helps pupils realise that not everything they read is true.
- 111 One of the strengths of teaching in Key Stage 2 is how well the residential visit to the Isle of Wight is used as the focus for a history topic for pupils in classes in Year 6. As a result, pupils are fascinated by the navy at the time of Lord Nelson. The proof of their enthusiasm was evident in discussions when they recalled many little details about life in the navy and the harsh punishments given to men in service. One aspect of teaching that co-ordinators feel is in need of review is that not all of the topics in the programme of teaching are taught in sufficient detail. This restricts the progress pupils make in the acquisition of knowledge and leads to some gaps in learning. For example, while pupils in Years 3 and 4 know many facts about the ancient Greeks, they are not able to talk about the other periods they have studied in such great detail. The best teaching focuses clearly on the events or circumstances that brought about changes, for example, pupils in Year 6 classes wrote about how Victorian society became ashamed of the way they put children to work.
- 112 Pupils in both key stages are keen to learn about history. They particularly enjoy researching by looking at objects and books. Sometimes their opportunities of doing this are limited to working from photocopied sheets, which is one of the reasons that co-ordinators intend to extend the school's resources. Older pupils search for information on the Internet or CD-ROMs. In this way teachers ensure that skills in information technology are developed in history lessons. They also ensure that pupils' social and cultural development is promoted through the subject as they look at the beliefs and traditions of past societies.
- 113 With two enthusiastic co-ordinators and an improved scheme of work, the school is in a good position to be able to continue to raise standards. The co-ordinators have made a determined start at deciding what needs to be done in order to improve provision and meet the requirements of the National Curriculum from September 2000. They also recognise the need to check the quality of teaching and planning more closely in order to ensure that there are no gaps to pupils' learning and a clear progression in what is taught from one year to the next.

## MUSIC

- 114 Standards have been maintained since the previous inspection. As a result of good teaching pupils' attainments are above expectations by the end of Key Stage 1 and 2.
- 115 Teachers ensure that pupils have more opportunities to listen to and appraise music than they had at the time of the previous report. Pupils of all ages have plenty of opportunity to appreciate music during school assemblies and appropriate music is used well to create a suitable atmosphere for collective worship. Pupils regularly enter assemblies to a variety of recorded music, and the school recorder groups play to a high standard on some occasions. The composer and the title of the music are displayed at the front of the hall, and opportunities are taken to discuss the mood conveyed by the music at the beginning of the week and on subsequent days. Pupils sing a variety of modern worship songs enthusiastically, with good diction, accurate rhythms and some variation in dynamics. At Key Stage 2, pupils develop their musical appreciation by listening to different styles of music. They study the origin of North American blues, ragtime and jazz music and compose their own accompaniment to a blues song to represent a train journey. They recognise the sounds made by different instruments and appreciate that contrasting dynamics are used to convey different moods. They read and perform rhythms written in standard musical notation, and compose their own rhythmic patterns. Pupils in Year 5, for instance, composed and performed different two-beat patterns on a variety of percussion instruments to accompany a poem. They sing simple songs with two parts and effectively vary the dynamics.
- 116 The standard of teaching is good at both key stages. Class teachers' knowledge and understanding are generally sound, though individual teachers' musical expertise varies greatly and some teachers have very good expertise. Teachers plan their work well and individual lessons have clear learning objectives. Teachers use a variety of teaching methods and make good use of rhythm games and a wide range of tuned and untuned percussion instruments. Pupils are usually well-managed and good use is made of informal day-to-day assessment to evaluate pupils' work and to improve standards. Where teaching could be improved further, discipline is sometimes not effective enough, instructions are not entirely clear, or conducting could be more decisive and easier to follow.
- 117 As a result of enthusiastic teaching, pupils have good attitudes to music at both key stages and enjoy their lessons and hymn singing. They are well-motivated and join in enthusiastically. Pupils listen carefully to their teachers and behave well when singing or listening to music.
- 118 The music co-ordinators provide good leadership of the subject. Good use is made of the musical expertise of the Key Stage 2 co-ordinator to accompany the singing on the piano during assemblies and to teach creative music-making to all classes in Years 5 and 6 on a rotational basis. The co-ordinators monitor teachers' planning but do not observe teaching systematically in other classes. They hear pupils singing during school assemblies and concerts. The policy document and scheme of work help to ensure that pupils develop musical skills in a logical progression. No formal assessment of musical skills takes place.
- 119 The school has a fair selection of recorded music and a good range of percussion instruments, which are easily accessible on trolleys. Good use is made of recorded radio programmes and accompanying booklets. Some use is made of information technology to assist musical composition at Key Stage 1, but the lack of a MIDI keyboard prevents the recording and analysis of more advanced compositions at Key Stage 2. A number of pupils receive violin lessons from a visiting teacher and further lessons in brass and woodwind are currently being arranged. A parent helper composes songs for the children to sing and plays the guitar, while a visiting concert pianist performed a variety of pieces

and explained to younger pupils how a piano works. Music makes a good contribution to extra-curricular activities. Pupils sing and dance at a variety of school concerts and three recorder groups rehearse regularly. Pupils sing carols and perform for the elderly at Christmas time, and the recorder groups play at the West Hallam well dressing ceremony.

## PHYSICAL EDUCATION

- 120 Standards in gymnastics, games and athletics are above national expectations at the end of both key stages. Nearly all pupils swim 25 metres confidently by the end of Year 4. This is a similar picture to the previous inspection.
- 121 The quality of teaching is good at both key stages. A feature of the teaching is the knowledge teachers have of how to teach gymnastics and games. Pupils are shown the right way to perform moves such as forward rolls in Key Stage 1 so that by the time they are in Key Stage 2 they perform sequences of movements gracefully and in time to music. Pupils in Year 6, for example, devised their own elaborate sequences of symmetrical body movements using the floor and a variety of equipment. Pupils are taught the skills required to play a wide range of games in a logical way. In Key Stage 1 pupils learn to throw, catch and bat balls. Through the regular opportunities they have in lessons, play and after-school sports clubs they develop considerable control and accuracy when running, dodging and changing direction in games such as football, netball and cricket by the end of Key Stage 2.
- 122 In games and athletics, teachers ensure that pupils know the rules and understand the importance of working as a team. Through this, pupils gain a sense of fair play and competitive spirit. They have positive attitudes towards physical education and enjoy exercise. They behave well, and concentrate hard on the tasks set. Teachers' enthusiasm for sports ensures that pupils learn the rules and skills required for a variety of games including football, netball, cricket and short tennis. Pupils in Year 5, for example, confidently mastered cricket ball throwing and catching skills, and batted and bowled effectively.
- 123 Teachers give clear demonstrations of how to perform movements or skills in games. By watching and listening carefully to teachers' explanations, pupils are able to improve their own performance in gymnastics and games. This was evident when pupils in a class in Year 2 learned a sequence of country-dance steps easily.
- 124 Lessons are planned well and include warm-up activities and time to cool down. As a consequence of the emphasis teachers give to being healthy, pupils understand the importance of these times and of the effects of exercise on their bodies. The very good relationships that pupils have with their teachers ensures that pupils behave sensibly when getting out equipment, performing on apparatus and using bats and balls.
- 125 Appropriate time is given to athletics and during the summer term, pupils in Key Stage 2 develop their running, jumping and throwing techniques. They work towards improving their individual standards for the *Ten Steps Award*. Pupils in Year 3, for example, refined their long jump and three-spring jump skills, while others practised their short tennis skills. Pupils in Year 3 also experience a range of outdoor pursuits such as orienteering on a day visit to an outdoor activity centre. All pupils in the infant classes take part in an annual sports day.
- 126 Teachers dress appropriately for physical education lessons, and have high expectations of pupils' behaviour and attainment. The pace of lessons is brisk, and appropriate resources are used well. Good use is made of pupils' expertise to demonstrate good practice. In the best lessons, teachers are very enthusiastic, expectations are

communicated to pupils very clearly, and teachers have very good relationships with pupils.

- 127 The subject is led well by the co-ordinators, who monitor teachers' planning and observe pupils' skills during extra-curricular games sessions, but have not yet been given time to monitor teaching in the subject. Both co-ordinators have recently undertaken further training. The subject policy has recently been updated to reflect changes in the National Curriculum. Time allocated to physical education is generous at both key stages and the subject is given a high profile. A variety of games, gymnastics, dance, swimming and athletic activities ensures that all aspects of the National Curriculum are covered. The subject makes a good contribution to pupils' social development. Boys and girls mix socially during physical education lessons, and learn principles of co-operation and fair play. Both girls and boys have access to all extra-curricular sports activities. A mixed basketball team, for example, plays in a local league, while two girls recently played in a district cricket tournament. Good use is made of informal day-to-day assessment, and more formal assessment of pupils' athletic skills takes place during the summer term.
- 128 Resources are good and are easily accessible. The hall is large enough for gymnastics and dance, and the wall-mounted equipment is suitable for older pupils. The playing field is used for team games. Football, netball and cricket teams practice after school, and short tennis is run as an extra-curricular activity for pupils in Year 4. Pupils compete against teams from other schools in football, netball, basketball and cricket, and pupils at Key Stage 2 take part in district sports competitions, swimming galas and a fun run. Professional players visit the school to offer coaching skills in football and cricket. The good range of sporting activities provided by the school helps to develop the confidence, ability and self-esteem of pupils at all levels of attainment.