

INSPECTION REPORT

Dale Primary School
Derby

LEA area : Derby City

Unique Reference Number : 112720

Headteacher : Mrs J Waterhouse

Reporting inspector : Mrs J Platt
11565

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

Under OFSTED contract number: 707171

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

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INFORMATION ABOUT THE SCHOOL

Type of school :	Junior and Infant
Type of control :	County
Age range of pupils :	5 - 11
Gender of pupils :	Mixed
School address :	Porter Road Derby DE23 6NL
Telephone number :	01332 760070
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Appropriate authority :	Governing Body
Name of chair of governors :	Dr S Buller
Date of previous inspection :	January 1996

INFORMATION ABOUT THE INSPECTION TEAM

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Mrs J Platt, Registered Inspector	Under fives	Attainment and progress
	Physical education	Teaching
Mr K Schofield, Lay Inspector		Attendance Support, guidance and pupils' welfare Partnership with parents and the community
Mr J Collins, Team Inspector	English as an additional language Mathematics Information technology	Attitudes, behaviour and personal development
Mr A Wilson, Team Inspector	Special educational needs History Geography	Pupils' spiritual, moral, social and cultural development Leadership and management
Mr P Byron, Team Inspector	Equal opportunities English Art	Efficiency of the school
Mr P Tuttle, Team Inspector	Science Design and technology	Curriculum and assessment
Mrs B Rogers, Team Inspector	Music Religious education	Staffing, accommodation and learning resources

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MAIN FINDINGS

What the school does well

Children of all abilities are enabled to make good progress in the school.

- There is a high proportion of good and very good teaching throughout the school and all teaching seen was satisfactory and better. Support for pupils with English as an additional language and special educational needs is very good.
- The headteacher provides excellent leadership. She is well supported by governors, the deputy headteacher and staff and together they have a clear aim to raise standards.
- Encourages pupils throughout the school to display good attitudes to work and form very good relationships with each other and teachers. Support and guidance is very good and contributes to pupils' very good personal development and good behaviour.
- Provision for spiritual, moral, social and cultural development is very good. This is enhanced by the excellent provision for extra-curricular activities.
- The school has very strong links with parents and the community.

Where the school has weaknesses

- I. In providing continuity of learning for children under five and in Key Stage 1 as the school adjusts to the impact of children starting school at three separate times.
- II. The present accommodation and resources for children under five restrict provision for their creative and physical development.

The school's few weaknesses are considerably outweighed by its many strengths. They will, however, form the basis of the governors' action plan, a copy of which will be sent to all parents or guardians of pupils in the school.

How the school has improved since the last inspection

Good overall improvement has taken place since the previous inspection, and the school is very well placed to make further improvements. Attainment has steadily risen and is now average or better in all subjects by the time pupils leave school. Teaching has improved and no lessons seen were less than satisfactory. The action plan from the previous inspection has been followed rigorously. Funds for staff supporting pupils with English as an additional language are managed well and staff make a significant contribution to pupils' learning. Their support ensures all pupils are working at an appropriate level and are enabled to make good progress. Good quality schemes of work for all subjects have been produced. Systems to monitor the curriculum and pupils' progress are very good and have led to the improvement in standards. The role of curriculum co-ordinator has been strengthened. They are involved with checking that budgets are used efficiently and the school now exercises greater control over spending. Accommodation still has some weaknesses but the heating in the upper-Key Stage 2 classrooms has been improved. The school has plans to provide new facilities for the under-fives in the near future. Whilst not ideal the accommodation has some good features and teachers work hard to provide a stimulating working atmosphere.

Standards in subjects

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

Performance in	Compared with all schools	Compared with similar schools	<i>Key</i>	
English	D	B	<i>well above average</i>	A
Mathematics	C	A	<i>above average</i>	B
Science	D	A	<i>average</i>	C
			<i>below average</i>	D
			<i>well below average</i>	E

This information shows that standards in English are below the national average but are above average when compared with similar schools. Attainment in mathematics and science is very high when compared with schools with similar intakes and the proportion of pupils attaining the national target level is now generally in line with the national figure. The proportion of pupils exceeding this level is also gradually increasing. However, in English and science this number is still below the national average. The school has improved planning and assessment procedures and take prompt action to resolve any identified weaknesses. This has had a significant impact on the improvement in standards as pupils leave school. Inspection evidence indicates that by the age of eleven attainment is in line with the national average in English, mathematics and science.

Although pupils make good progress in the reception class and in Key Stage 1 attainment by the age of seven is below average in reading, writing and science. However, the pupils have received a good foundation in these subjects and this prepares them well for Key Stage 2. Attainment in mathematics has steadily improved and is now in line with the national average. Attainment in information technology is average at the end of Key Stage 1 and is above average when pupils leave school. Religious education is above average at the end of both key stages. Physical education is a strength in the school and many pupils benefit from the excellent opportunities to take part in school teams and clubs and their standard is very good. The standard of work seen in other subjects was wholly satisfactory and often good.

QUALITY OF TEACHING

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

The quality of teaching was satisfactory or better in all lessons observed. In 70 per cent of lessons teaching was good or better, and in 21 per cent very good or better. The overall quality of teaching was good and was evident in all classes and all subjects. This consistency in teaching has a significant impact on the good progress pupils make.

A positive feature of all lessons is the enthusiasm teachers have and their commitment to providing the best for their pupils.

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

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
Behaviour	Good. Lessons are well ordered and any minor incidents of misbehaviour are dealt with promptly and do not disturb the learning of other pupils.
Attendance	Satisfactory. Attendance is below average, but the school is taking all reasonable steps to improve the situation.
Ethos*	Very good. A clear sense of direction founded on a caring ethos and the school's aims to raise the attainment of all pupils to the full extent of their capabilities.
Leadership and management	Very good. The school benefits from the excellent leadership of the headteacher and the commitment and hard work of all staff and the governing body. Very good systems are in place to move the school forward.
Curriculum	Good. It meets all national requirements and gives appropriate emphasis to numeracy and literacy and to developing pupils' social skills. Continuity of planning is disturbed in Key Stage 1 as the school has to adjust the curriculum to provide for children starting school at three different times of the year. Provision for extra-curricular activities is excellent.
Pupils with special educational needs	Very good. The staff have considerable expertise in providing for the needs of pupils with learning difficulties and tasks are carefully matched to meet their needs.
Spiritual, moral, social & cultural development	Very good. Spiritual development is promoted in many lessons when pupils are encouraged to reflect on their own experiences. Very good provision for pupils' moral development reflects the school's commitment to a caring and compassionate ethos. Relationships are very good. The school provides a secure atmosphere which celebrates the rich cultural diversity of the school community.
Staffing, resources and accommodation	Good overall. Sufficient staff with appropriate experiences and qualifications to teach all subjects for this age range. Support for pupils with English as an additional language is very effective. The school has been successful in building up good stocks of books, materials and equipment. Resources for creative and physical development for children under five are limited. The building is not ideal and a new building programme is due to start shortly to improve facilities, particularly for the children under five.
Value for money	Very good.

* *Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

THE PARENTS' VIEWS OF THE SCHOOL

What most parents like about the school	What some parents are not happy about
III. Children are happy in school. IV. The good progress their children make. V. The caring atmosphere in the school and the values and attitudes teachers promote. VI. The way that parents are made welcome and can approach staff with any concerns. VII. The sensitive way the school manages and responds to complaints.	VIII. Information about the work children are to do

Most responses from the questionnaire, written comments and contributions made at the Parents' Meeting were positive. The inspection team agreed with these. Provision for homework is satisfactory for pupils of this age but there are occasions when parents could receive clearer information about these tasks. The school has tried to resolve parents' concerns about what is being taught by providing workshops for parents to try out the activities pupils are doing in school.

KEY ISSUES FOR ACTION

To further improve the quality of education the headteacher, staff and governors should:

IX. raise attainment for the children under five and by the end of Key Stage 1 by:

seeking ways to avoid disrupting the continuity of learning as the school provides for the new intake of children after Christmas and Easter.

(see paragraph numbers 7, 30, 43, 82)

X. improve facilities for outdoor play and creative development of children under five (the school has plans for new buildings to resolve this problem in the near future)

(see paragraph numbers 8, 27, 38, 83, 89, 90)

In addition to the key issue above the following less important weaknesses should be considered for inclusion in the action plan:

XI. fulfil statutory requirements regarding information about the provision for special educational needs in the Governors' Annual Report to Parents

(see paragraph numbers 67)

INTRODUCTION

Characteristics of the school

- 1 Dale Primary School was built in 1908 and is situated in Derby. The surrounding area is residential and the latest available census data indicates that social and economic circumstances are less favourable than found elsewhere in the country. The attainment of children on entry to the school is well below that found in most schools.
- 2 The school is much bigger than other primary schools having 486 boys and girls on roll. Pupils are taught in 17 classes. The proportion of pupils eligible for free school meals (31 per cent) is above the national average. The number of pupils coming from homes where English is not the first language has risen steadily since the previous inspection. At present, there are about 322 (66 per cent) pupils speaking English as an additional language and this is very high. Currently, 81 pupils are identified on the school's register of special educational needs of whom nine pupils have formal statements of need. These figures are above the national average.
- 3 The school's aims focus on preparing children for life by developing their self-awareness, confidence and self-esteem. Other aims include providing a broad and balanced curriculum to enable pupils to acquire and use knowledge relevant to their needs and to combat discrimination and inequality in all forms. The school reaches out to link the school with the local community.
- 4 The current priorities for the school include:
 - continuing to improve links with parents;
 - continuing to improve the quality of teaching and learning through increased teacher competency;
 - to maximise the effective use of space and resources with regard to internal reorganisation and external building programmes;
 - to continue to develop information technology across the curriculum;
 - to develop self-awareness through personal, social and health education and citizenship initiatives;
 - to extend target setting through the use of assessment and other related data.

Key Indicators

Attainment at Key Stage 1¹

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

Year	Boys	Girls	Total
1999	43	33	76

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils At NC Level 2 or above	Boys	21	22	29
	Girls	18	20	22
	Total	39	42	51
Percentage at NC Level 2 or above	School	51(47)	58(45)	67(74)
	National	82(80)	83(81)	87(84)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	23	30	25
	Girls	19	20	23
	Total	42	50	48
Percentage at NC Level 2 or above	School	55(47)	65(77)	63(53)
	National	82(80)	86(85)	87(86)

¹

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

Attainment at Key Stage 2²

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

Year	Boys	Girls	Total
1999	40	18	58

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	26	29	31
	Girls	14	12	16
	Total	40	41	47
Percentage at NC Level 4 or above	School	69(54)	71(55)	81(54)
	National	70(65)	69(59)	78(69)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	19	21	24
	Girls	12	11	14
	Total	31	32	38
Percentage at NC Level 4 or above	School	69(40)	71(55)	81(60)
	National	62(64)	69(64)	75(70)

Attendance

Percentage of half days (sessions)
missed through absence for the
latest complete reporting year

		%
Authorised Absence	School	7
	National comparative data	5.7
Unauthorised Absence	School	1
	National comparative data	0.5

Exclusions

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

	Number
Fixed period	4
Permanent	0

Quality of teaching

Percentage of teaching observed which is :

	%
Very good or better	21
Satisfactory or better	100
Less than satisfactory	0

PART A: ASPECTS OF THE SCHOOL

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and progress

- 1 Almost 66 per cent of pupils in the school come from homes where English is not the first language. Most children enter the school with little English and the results of the school's assessment indicates levels of attainment are well below average for their age. Although they make good progress the pupils' results in national tests for seven-year olds are well below the national average in reading, writing and mathematics. In 1998 and 1999 results were well below average when compared to all schools and those of similar intake in reading, writing and mathematics. These figures have been low since the previous inspection. There has been a slight improvement in writing in 1999 in the proportion of pupils attaining the national target level. In mathematics in 1999 the proportion of pupils attaining the national average remained similar to 1998 but there was an increase in the number of pupils exceeding this level. Inspection evidence reflects the statutory results in reading and writing. The successful implementation of the Numeracy Project has led to an improvement in mathematics and attainment is in line with the national average. However, it is recognised that in Key Stage 1 pupils receive a firm foundation for learning in all basic skills and this enables them to make good progress in Key Stage 2.

- 2 In the national tests for eleven-year olds in 1999, the pupils were in line with the national average in mathematics and slightly below in English and science. However, when compared with similar schools there is evidence of significant improvement. In English, attainment is above average and in science and mathematics attainment is well above average. There has been a marked increase in the number of pupils attaining the national target level. In all subjects the proportion of pupils attaining this level (level 4) is generally in line with the national figure. In mathematics there has been an increase of 20% of pupils exceeding the national average. In science the proportion of pupils achieving the national average rose from 54 per cent in 1998 to 81 per cent in 1999. This improvement is in response to many initiatives put in place by the school. The school effectively monitors individual pupils' progress and provides support where required. Analysis of results is detailed and has identified a translation problem in science in Key Stage 2 and this problem has been promptly resolved. The school has established systems to group pupils according to ability and teachers make very effective use of assessment information to plan tasks carefully to pupils' needs. The school has successfully implemented both the National Literacy Hour and the Numeracy Project and the structure of these initiatives is also having a positive impact on attainment. Evidence from the inspection, including scrutiny of books, discussion with pupils and lesson observations, reflects these improvements and attainment at the end of Key Stage 2 is in line with the national average in English, mathematics and science. This identifies similar attainment as identified in the previous inspection. The consistently good teaching and close monitoring of performance indicates a good capacity for sustaining this improvement and the school is well placed to achieve the targets set for the school by the local authority.

3 Bearing in mind the well below average attainment on entry to the school, the average attainment achieved by many pupils as they leave school at the age of eleven, the pupils make good progress throughout the school in English, mathematics and science. Progress in Key Stage 1 is good but is inconsistent as learning is disturbed to accommodate the children starting school after Christmas and at Easter. The school provides extra teaching for numeracy and literacy but in other subjects pupils are mixed with other classes and this disrupts the continuity of learning particularly their competence in using English. Progress picks up considerably in Key Stage 2 as pupils become increasingly confident both socially and in their written and spoken use of English. Pupils with English as an additional language are supported well throughout the school. Records of their progress are diligently maintained and support allocated to identified need. Teachers and support staff work together extremely well and translation and support in small groups is unobtrusive and very effective. This ensures these pupils have full access to the curriculum and make similar progress to other pupils. Many of these pupils have made very good progress as they have entered school well below average and reached average or even exceeded this level when they leave school at the age of eleven. Similarly, pupils with special educational needs are supported well in all areas of the curriculum and make good progress in relation to the targets identified in their individual education plans. The results of statutory tests indicated boys were making better progress than girls in Key Stage 2 and the school has analysed these results carefully. In some classes girls are outnumbered by boys and in one class this is in the proportion of two-thirds boys to one-third girls. Although teachers endeavour to ensure the girls have full access to the curriculum the make-up of the class will inevitably affect the outcome. During the inspection there was no evidence of girls receiving less attention.

7 Attainment and progress of children under five

4 Children make good progress in language and literacy, mathematics, personal and social development and knowledge and understanding of the world. Satisfactory progress is made in creative and physical development. Children have limited skills particularly in speaking English and literacy when they start school and by the age of five the vast majority have not yet attained average standards. Pupils enjoy sharing books and listen carefully to stories although they have limited knowledge of letters and sounds. Many count to ten and are beginning to recognise numbers and put them in order. Progress in physical and creative skills are restricted by resources and accommodation. The school's building programme is intended to resolve this weakness in the near future.

8 Attainment and progress of pupils in Key Stages 1 and 2

5 The National Literacy Hour has been introduced successfully and is having a positive impact on attainment in English. Teachers provide many opportunities for pupils to listen and extend their vocabulary. At the end of Key Stage 1 pupils have made good progress but responses in English remain brief and vocabulary is limited. These communication skills are extended throughout Key Stage 2 as pupils develop in confidence. By the time they leave school attainment is average and pupils respond in sentences and vocabulary has extended to include technical language in a range of subjects. Many pupils have limited knowledge of letters and sounds when they enter school and they make good progress in acquiring early reading skills. Although they do not achieve the national average many enjoy sharing stories and recognise that print carries meaning. These skills are further developed by good progress in Key Stage 2 so that when pupils leave school attainment in reading is average. Pupils begin to have favourite authors and check their reading for meaning. They use non-fiction books to locate information. Writing skills develop slowly in Key Stage 1 as pupils begin to recognise that letters make sounds. They attempt new words using this knowledge but have not attained the national average at the end of Key Stage 1. Good progress in Key Stage 2 develops pupils' confidence to write independently and they understand writing changes to match the purpose and the audience.

6 At both key stages teachers ensure pupils have opportunities to practise their literacy skills. In Key Stage 1 pupils label diagrams and write statements about the models they have made in design and technology. As skills develop in Key Stage 2 they have a more positive impact on progress in other subjects. In science pupils have researched information on bacteria and in geography have written brochures to attract visitors to Derby.

7 Pupils make good progress in mathematics in Key Stage 1 and attainment at the end of the key stage is in line with the national average. Pupils count correctly forward and backwards and use their increasing confidence to solve simple problems. Good progress is made in using number in Key Stage 2 and pupils carry out

calculations in their head. By the end of the key stage they use various types of graphs to record data.

- 8 Pupils at both key stages use their numeracy skills in other subjects. In science results are recorded using graphs and in geography pupils use co-ordinates to locate places. Following the school's 'huff and puff' fitness programme pupils test their pulse rates and measure their performances.
- 9 Teacher assessment in science at the end of Key Stage 1 shows overall attainment to be well below the national average. Inspection evidence indicates that although pupils make good progress the attainment of the vast majority is below the national average at the end of the key stage. Pupils know the names of the parts of the body and in Year 2 have a good knowledge of different light sources. Pupils' limited skills in spoken English restrict prediction and investigative skills but with adult support these are now improving. These skills are further developed in Key Stage 2 and attainment as pupils leave school is in line with the national average. Teachers present more investigative activities and in Year 6 pupils predict substances which will dissolve and record their findings in graphs and tables.
- 10 In information technology attainment is average at the end of Key Stage 1 and is above average at the age of eleven. Pupils make good progress throughout the school. In Key Stage 1 pupils use computers to draw patterns and as their literacy skills improve they copy simple sentences including the correct punctuation. At Key Stage 2, pupils make good progress in word processing skills and use these skills across the curriculum. Data handling skills are extended and pupils know how to program a robot to draw a shape on the screen.
- 11 Standards in religious education have improved since the previous inspection and now exceed the requirements of the Locally Agreed Syllabus at the end of both key stages. Good progress is made throughout the school and pupils have a wide knowledge of the various faiths represented in the school. Pupils in Key Stage 1 reflect upon their own experiences and appreciate the beauty of the world. These experiences are built on in Key Stage 2 and pupils contrast Christian beliefs with other faiths. They appreciate that all faiths have different celebrations and recognise that these are special occasions to each faith group and culture.
- 12 In the foundation subjects of design and technology, geography, history, art, and music pupils make good progress through both key stages. Physical education remains a strength in the school and good progress is made in Key Stage 1 and very good progress in Key Stage 2. Teachers place great emphasis on using physical education to develop self-esteem as well as physical fitness. The subject successfully promotes the overall aims of the school to prepare children for life by developing their self-awareness and confidence.

16 **Attitudes, behaviour and personal development**

- 13 Children who are under five make good progress in developing their social and personal skills. They learn to cooperate with each other as they work and play. They have settled well to the routines of the school day.
- 14 Pupils' attitudes to learning are generally good through out the school. They listen attentively to their teachers and to other adults and are quick to respond to questions. They settle quickly to their work and the majority persevere in their tasks. They work well together, supporting those who made need help with the vocabulary or who find a task more difficult. Pupils of all ages take pride in what they are doing and are pleased to show their knowledge and understanding. These good attitudes have a positive impact on the good progress that most pupils make. Most opportunities for pupils to take responsibility for their own work are restricted to achieving the targets set for them in numeracy and literacy.
- 15 There are high expectations of behaviour and the majority of all pupils behave well in class. They understand what is expected of them and respond to these expectations in a positive manner. Most are polite to their teachers and each other. Their movement around the school is generally orderly and, while playground behaviour is sometimes boisterous, there were no incidents of bullying observed during the inspection period. When behaviour deteriorates this is dealt with effectively by the class teacher and is usually confined to those pupils who have been identified as having behaviour difficulties. There have been four exclusions for misbehaviour in the last year. There was no evidence to support the concern of some parents about the standards of behaviour and supervision at lunchtimes.

- 16 The relationships between pupils and teachers and other adults are very good and a strength of the school. Pupils and teachers respect each other and teachers and support staff provide good role models for their pupils. Teachers listen to their pupils and value their contributions to learning. Relationships between the different ethnic groups in the school are very good and pupils show tolerance and understanding of each others points of view and beliefs. They show pride in their own cultures and respect for others. Pupils with special educational needs and those for whom English is a second language are fully integrated into all classes and take a full part in all aspects of school life.
- 17 When given opportunities in lessons, pupils use their initiative and organise themselves into groups. They support each other well, as was seen when a pupil in a science lesson translated spontaneously for a newly arrived pupil who had little English language skills. Pupils have been involved in the drawing up of class and school rules and there are class monitors throughout the school. The school is involved in the local community with the school choir visiting a local day centre. They recently won an award in a 'Healthy Schools Competition' and have taken part in a number of initiatives such as a sponsored skip for the Heart Foundation.
- 18 In the previous report behaviour was described as a strength of the school. That position has been maintained and the very good teacher-pupil relationships are having a positive impact on the learning and attainment of the overwhelming majority of pupils in the school. This is particularly the case for those pupils with special educational needs and those pupils for whom English is an additional language.

22 **Attendance**

- 19 Attendance and absence levels are satisfactory. Records show that attendance levels are below the national average and the rate of unauthorised absence is above the national average. The attendance levels are not significantly different from those at the time of the last report.
- 20 In the last year, the staff and governors have worked with the community to heighten the awareness that attendance levels have on educational standards. Since the last report, the school has promoted a scheme for improving attendance, especially among families who take extended holidays during term time.
- 21 During the inspection, it was observed that lessons start promptly. A small number of pupils arrive after the start of the morning registration

25 **QUALITY OF EDUCATION PROVIDED**

25 **Teaching**

- 22 The overall quality of teaching is good. Teaching was satisfactory or better in all lessons seen and this shows an improvement since the previous inspection. During the inspection teaching was good or better in 70 per cent of lessons and very good or excellent in 21 per cent of these lessons. Good teaching was seen in all year groups and in all subjects. Teaching is good for the children under five. In 80 per cent of lessons seen teaching was good or better and in 20 per cent of these teaching was very good. This ensures children receive a good introduction to school. In the lessons seen in Key Stage 1, teaching was good or better in 69 per cent of lessons and 17 per cent were very good. One lesson in Year 1 was excellent, with the teacher having very high expectations of pupils' attainment and this resulted in very good progress and in one example of independent writing outstanding progress. The strength of the teaching impacts strongly on the good progress pupils make in Key Stage 1. Teaching observed in Key Stage 2 was good or better in 70 per cent of lessons and in 23 per cent of these lessons teaching was very good. Teaching throughout the school is strengthened considerably by the support of EMA (ethnic minority achievement) funded staff. Translations are provided appropriately and unobtrusively and adults take over parts of the lessons to ensure full understanding.
- 23 Teaching for the under fives is firmly based on the learning outcomes recommended nationally for children of this age. All staff working with these children have a good understanding of their needs and support is sensitive and caring. Management is positive and overall organisation ensures a happy atmosphere is established in lessons. The balance between teacher directed activities and free choice is usually appropriate. However, limited space often restricts the range of activities to promote creative and physical development.
- 24 Teachers at Key Stages 1 and 2 effectively build on the skills acquired in the early years. Teachers have a good subject knowledge and offer accurate advice to extend learning. They are effective in using correct terminology to increase pupils' vocabulary. In mathematics, questions and quick mental calculations are a feature of lessons and teachers are confident explaining and clarifying any misunderstandings. This is already having a positive impact on pupils' numeracy skills.
- 25 The school groups pupils according to their ability in English and mathematics and teachers plan carefully to meet the needs of the pupils in their groups. Lower attaining pupils are challenged to improve and transition between groups is based on effective use of assessment information. Teachers also have high expectations of attainment of higher attaining pupils and some tasks set are appropriately difficult for these pupils. During the inspection this was evident in science in Key Stage 2 when investigations encouraged pupils to think carefully and analyse their evidence. Throughout the school teachers have high expectations of behaviour and attitudes to work and all lessons are conducted in a busy but orderly atmosphere.
- 26 Teachers' planning is good. The previous inspection identified a lack of continuity in Key Stage 2 and this has now been resolved and all subjects have schemes of work. In Key Stage 1 the continuity of learning is disrupted for some pupils as the teachers have to adjust to the influx of new pupils after Christmas and Easter. Lessons have clear learning objectives and the vast majority of teachers explain these to pupils at the start of lessons and evaluate their progress at the end of lessons. Teachers are particularly good at adapting work to the needs of pupils. Group activities are pitched at the correct level and appropriate support made available. This is very effective for pupils with special educational needs and pupils who have English as an additional language. They are encouraged to be included in discussions and when required translation and advice is available. Teachers and support staff plan together so that all have a clear understanding about their role in the lesson and this ensure pupils have full access to the curriculum.

- 27 Classroom organisation is very good and lessons are structured well with ample opportunities for whole class, group and individual work. Teachers recognise the value of practical activities to extend language skills and these are a feature of most lessons. Questions are directed to specific pupils to challenge their thinking and teachers extend vocabulary by constantly revising sentence structure and checking on appropriate responses. Time is allocated to discussion and in the excellent lesson in Year 1 pupils were requested to talk to their partner for a minute about their activities. Group collaboration is included in many lessons and was particularly good in Key Stage 2 when pupils worked together to design a small sequence of movements as part of a whole class dance drama. Organisation is effective in the Literacy Hour and numeracy lessons and provides teachers with time to interact positively with small groups and extend their learning in a specific task.
- 28 Management of pupils is good and is based on the very good relationships throughout the school. Teachers use the school's reward system effectively and are patient dealing with any difficult behaviour.
- 29 Time and resources are used well throughout the school. Most lessons are conducted at a lively pace with good introductions that ensure pupils are clear about what they are doing. Time is allocated to sharing achievements at the end of lessons and pupils are given opportunities to extend their confidence in language by talking about their activities to the whole class. In physical education some time is wasted as pupils wait for a turn or too long is taken organising activities. However, this is mainly in Key Stage 1 as teachers are establishing the routine in these lessons. Resources are used well. Computers are used in many subjects to support learning. Teachers work hard to make their classrooms stimulating for their pupils. Historical artefacts and role play corners are evident in many classes. Teachers display pupils' work attractively and value all achievements.
- 30 The quality of day-to-day assessment is very good and teachers keep both formal and informal records to remind them of identified strengths and weaknesses. This information is used when planning the following week's activities. Teachers are very good at offering advice as pupils work. Marking in books is up-to-date and as pupils' literacy skills improve teachers write comments to suggest improvements to work.
- 31 Teachers are aware of the commitments many pupils have after school. Appropriate amounts of homework are set to reinforce learning with more work being given as pupils get older.
- 32 Teaching is a significant strength in the school and a feature of all lessons is the enthusiasm teachers have and the commitment to providing the best for their pupils. This has a major impact on the good progress pupils make throughout the school.

36 **The curriculum and assessment**

- 33 The curriculum provided by the school is good. It is broad and generally balanced, accessible to all pupils regardless of race, creed, gender or ability. It promotes the intellectual, physical and personal development of pupils well and prepares for them appropriately for the next stage of education. The school places an added emphasis on the development of physical skills, the promotion of good health awareness and the raising of pupils' self-esteem. Statutory requirements to teach the National Curriculum, the areas of learning for the children under five and religious education are met. There is an appropriate policy for sex education, and a drug education policy, which provides pupils with the opportunities to acquire knowledge and understanding about the dangers of drug abuse. These two policies form an integral part of the personal and health education programme.
- 34 Since the last inspection the curriculum for children under five has been adjusted and is now closely linked to the nationally agreed learning experiences for this age group. It has an appropriate emphasis on language and literacy, numeracy and personal and social development. Provision for creative and physical development is restricted by limited space and lack of outdoor facilities.

- 35 The school offers an excellent range of extra-curricular sports and activities; this is a real strength of the school. Sporting activities commence an hour before school and are well supported by almost 30 pupils every day. An information technology club is held every day across the dinner break and 50 pupils attend this club through the week. Bhangra Dancing, recorders and netball practice take place each week and provide chances for another 50 pupils. These activities are supervised by an enthusiastic and committed staff and nine staff organise them on a regular basis. In the pursuance of the wide range of sporting activities the school make good use of links with the Derby sports clubs. The extra-curricular activities have a positive impact on the quality of the curriculum and the progress pupils make in developing additional skills. Visits to places of educational interest enrich the curriculum and also contribute to pupils' social development.
- 36 The school is very successful in ensuring that pupils with special educational needs have a full entitlement to the curriculum. The school also has very effective support for pupils with English as an additional language and the school is very successful in providing equal opportunities to the curriculum for all its pupils.
- 37 A key issue in the last inspection, that the school should continue to develop the curriculum framework, putting emphasis on the development of schemes of work, has been resolved. Schemes of work are in place and provide clear guidance for teachers. The curriculum for literacy and numeracy follows closely the two national strategies. The school ensures a significant part of every day is allocated developing literacy and numeracy skills. The curriculum for science and most foundation subjects is organised around complementary topics in each subject and provides a sound basis for teaching the National Curriculum. Where the need arises, subjects are given fuller attention as for example, science in Year 6.
- 38 Another key issue of the previous inspection was that; the school should continue to develop the programme for monitoring the curriculum, putting particular emphasis on standards achieved and the quality of education provided. This coupled with the key issue; to review the role and improve the opportunities offered for co-ordinators to manage their subjects, has been addressed well. There is a good monitoring programme for the present academic year. The main focus is on the monitoring of the three core subjects of English, mathematics and science and the use of non-fiction in the library. This monitoring has been effective in improving provision. For example, more time has been allocated to extended writing and ensuring sufficient EMAG support is available in science. A programme of 'Curriculum responsibility tasks' for curriculum co-ordinators is in place. This provides them with the opportunity to monitor and manage their areas of curriculum responsibly.
- 39 Curriculum planning is good and it ensures all requirements are met. There is a clear long- term plan for the under-fives, Key Stage 1 and Key Stage 2 pupils. These plans lead well into half-termly plans then into weekly ones. More detailed weekly plans are produced to address the requirements of literacy and numeracy. Clear objectives are included in planning and these are usually shared with the pupils in their lessons. In teachers' topic plans, opportunities are available for them to record any cross-curricular links, particularly where links can be made with science. This is used well to ensure a balance is maintained in the curriculum. These systems have been effective in improving attainment as teachers build carefully on prior learning. The children start school at three different times of the year and this causes some disturbance to the continuity of learning for the under fives and pupils in Key Stage 1. Currently pupils change classes and are occasionally mixed with pupils of other ages and this means some learning time is lost as pupils settle to a new situation.

- 40 In the past inspection, assessment was judged to be good. From the findings of this inspection assessment procedures have improved and are very good. Assessment is on-going during lessons, this leads to clarity of learning objectives as well as providing valuable information for future planning. Teachers mark children's work in accordance with the school's policy and give supportive verbal feedback during lessons. Numeracy and literacy assessments are regularly recorded and updated. Science assessments are made at the end of each topic. Assessments for these three core areas are made at the end of each academic year; these are linked to the levels of achievement in each separate subject. This information is transferred as pupils change class and provides very useful data for the teacher. This is an improvement since the last inspection where a lack of linking assessments to the National Curriculum was reported. The school also carries out a range of formal assessments as pupils' progress through the school. These include the use of baseline assessments for the under-fives, National Curriculum assessments at the end of each key stage, as well as non-statutory National Curriculum tests in Key Stage 2. The information gained from the assessment on entry to the school is used to plan appropriate work for the children. In Key Stages 1 and 2 results from tests are used effectively to identify strengths and weaknesses and to set targets for future action.
- 41 As a result of assessments, early identification of pupils having special educational needs are made. The needs of these pupils are carefully fostered throughout the school. Individual educational plans are reviewed regularly. The targets set for pupils are well matched to their particular needs and are achievable in the short term. Their progress is assessed regularly, and appropriate new targets set. The progress of pupils with English as an additional language is also carefully monitored and annual assessments carried out to check on pupils' English speaking skills. This information is used very effectively to provide additional support to match the needs of these pupils.
- 42 Overall, assessment and the following action taken make a valuable contribution to pupils' attainment and progress.

46 **Pupils' spiritual, moral, social and cultural development**

- 43 The school has built successfully on the good basis for spiritual, moral, social and cultural development noted in the last inspection. The provision overall is now very good.
- 44 The provision for pupils' spiritual development is very good. The school is exempt from providing wholly or mainly Christian acts of worship. Regular opportunities are provided across the curriculum and in assemblies for pupils to reflect on their own experience and beliefs. The themes of assemblies are planned well and linked closely to the school's scheme for personal and social education. Individuals are encouraged to consider the issues which shape their daily lives and the influences which affect them. In one assembly seen, for example, Year 6 pupils challenged their audience to examine their own conscience and reflect on the effects on the environment caused by dropping litter. Other themes exploring issues such as special people and dependability, are included as a means of building pupils' self esteem. One assembly each week is devoted to the celebration of pupils' success in all aspects of school life. These occasions generate a very tangible sense of the school as a community where the contributions of all adults and pupils are valued. In religious education, pupils gain insight into the nature of religious beliefs by studying major world faiths. They are asked to examine the complex nature of creation as explained in the Hindu and Christian versions of the story. Teachers look for opportunities whenever possible to promote pupils' enjoyment and appreciation of the arts and the natural world through learning. For example, during the week of the inspection, the news spread quickly around the school that newly born fish had hatched in the fish tank. All pupils were fascinated by the event and the enjoyment was shared by everyone.

- 45 Very good provision is made for pupils' moral development and there is strong commitment to a caring and compassionate ethos. Teachers provide very good role models and treat pupils with fairness and respect. In return they expect and achieve good standards of behaviour. The introduction of a code of behaviour since the last inspection has been successful and is appreciated by pupils and adults. The rules of the school are displayed in every classroom and are expressed clearly. When incidents of inappropriate behaviour arise, pupils are given the opportunity to consider the consequences of not complying with the rules and the effect which their actions have on others. This is reinforced by personal and social education lessons when teachers promote the virtues of truthfulness and individual responsibility. The school is orderly, raised voices and unsociable behaviour are infrequent and pupils are very clear about their moral obligations to the school community.
- 46 Provision for social development is very good and this reflects good improvement since the last inspection. Relationships between teachers and pupils and between pupils themselves are very good. A strong sense of team spirit is engendered by teachers and support staff who work closely together. Their example is followed very closely by pupils in many lessons when they are given opportunities to collaborate. Further opportunities for social development are provided through the excellent range of extra-curricular activities which teachers provide in their own time. Pupils interact socially with pupils in other schools through competitive sport. These activities are very well attended and make a significant contribution to their social development. Pupils in Years 5 and 6 are invited to attend a residential activities week each year and learn to live in harmony with each other. Teachers exploit fully any opportunities to develop social skills. This is seen clearly during snack times in Key Stage 1. These are sociable occasions where politeness and good manners are encouraged. The school provides opportunities for pupils to carry out duties and take responsibility, for example by tidying classrooms and putting away equipment at the end of lessons. Such opportunities are limited and more could be provided. There is very good provision to develop the notion of citizenship and to prepare pupils to take up their place in the wider community. This is achieved through the Healthy Schools initiative which challenges pupils to make informed decisions for themselves on a range of issues including healthy eating, drug abuse and cultural awareness. Pupils throughout the school have been encouraged to show compassion for those less fortunate than themselves by raising funds for charitable concerns such as The Heart Foundation and National Children's Homes.
- 47 There is very good provision for pupils' cultural development. The school contains pupils from an unusually wide range of social, cultural and ethnic backgrounds. Staff and governors of the school have acted very successfully to provide a background for learning which reflects positively the rich cultural diversity of all members of the school community as well as the world at large. They have implemented a very effective action plan to raise the cultural awareness of staff, parents and pupils, eradicate the potential for conflict and promote tolerance and appreciation of differing cultures. This has been achieved partly through the Healthy Schools initiative. The school community has taken part in workshops embracing the celebration of religious festivals as diverse as Vaisakhi and Christmas. Parents from various cultural backgrounds, for example a Muslim mother and her baby, have been invited into school to share and explain their family traditions. These events have been supported by visits to places such as the Mandela Centre to which parents were invited. Ancient and modern cultures, lifestyles and religions around the world are explored in history, geography and religious education lessons. Appreciation of pupils' British and ethnic cultural heritage is fostered well through visits to museums, art galleries and places of interest in connection with their studies in many subjects. Good use is made of visiting theatre groups to promote their appreciation of dramatic tradition and their understanding of historical events such as the Viking invasions. In music lessons pupils are given opportunities to listen to music and sing songs originating from western and non-European countries. The curriculum for art, drama and ex-curricular clubs such as dance make a good contribution to pupils' cultural development. Pupils are not made sufficiently aware of the names, talents and contributions of individuals from non-European societies to the arts and science in the modern world and this aspect of provision could be better. There has been good improvement in the provision for cultural development overall since the last inspection.

Support, guidance and pupils' welfare

- 48 The school makes very good provision for the support, guidance and personal development of the pupils.
- 49 The school's arrangements for young children when they start school are effective. Children are invited to attend the reception class and take part in activities for two afternoons in the half-term before they start school. A useful booklet provides parents with information about school procedures and this is supported with a meeting to clarify any concerns.
- 50 Procedures for monitoring progress and personal development are very good. Teachers and support staff know their pupils well. Consequently, pupils receive good advice and guidance on an informal, day-to-day basis. The school maintains effective records of work and has very good methods for academic assessment which are used to monitor pupils' long term development. The support given to pupils who have English as an additional language and those who have special educational needs is good and all staff are sensitive to their needs. Bilingual support is used swiftly if a pupil is upset and unable to explain his or her problem. This provision ensures these pupils settle well in school and make good progress.
- 51 The school has very good procedures for monitoring and promoting discipline and good behaviour. Since the last inspection the school has implemented clear and effective policies for eliminating bullying and other forms of inappropriate behaviour which are universally accepted as fair and equitable. On-going training for all staff has been put in place to promote consistent application of the code of behaviour. Pupils have created their own rules for classroom behaviour. They clearly understand the school's system for rewards and sanctions. During the inspection there was no evidence of bullying. Discussions with pupils indicated that they knew the school's procedures to deal with any concerns. Pupils are happy in school. This was confirmed by parents, who made many complimentary statements about the caring ethos of the school.
- 52 The school has very good procedures for monitoring and promoting attendance. Care has been taken to monitor and control cases of late arrival and unnecessary authorised absence. Learning packages have been developed for families to take with them on holiday and programmes are being developed to fill the educational gaps after their return.
- 53 Procedures for child protection and promoting pupils' welfare and health and safety are good and based on a model from the Local Education Authority. Arrangements for childcare are good and the procedures have proved to be effective. There is on-going training, including a training plan for lunchtime supervisors.
- 54 There are good procedures for health and safety and the welfare of pupils is given due attention. There is a health and safety policy, which includes a professional approach to managing potential risks. The school is in the process of updating the procedure to ensure that it includes more detailed information. The school ensures parents are fully informed of procedures and provide translated guidance if required.

58 Partnership with parents and the community

- 55 The partnership between school and parents continues to be effective. Greater parental consultation has taken place through a survey of parents' concerns and additional meetings. The school has continued to sustain good links with the community.

- 56 The quality of information to parents is very good. When children start school parents receive a useful booklet on procedures and are invited to visit the school. Parents appreciate the fact they can go in class with their children at the start of the day and collect them as school finishes. Regular newsletters are distributed with important documents translated to assist parents, whose first language is not English. The annual report to parents on the progress of their children is well written, reflecting the good knowledge teachers have of their pupils. It gives a clear picture of the progress pupils make and identifies areas for improvement. Parents and pupils perceive that teachers are approachable. A home-school agreement is in place. Parents are well informed about the curriculum but would like to have more information about homework, so that they can give more help to their children. Parents of pupils with special educational needs are kept well informed about the progress their children are making. Complaints are managed carefully by recording and analysing parents' written concerns. During the last year, there has been a good response to a questionnaire about parents' perceptions of the school. Although almost every question received a positive reply, action has been taken to institute changes where parents believed there could be an improvement.
- 57 Parental involvement is very good. On a day-by-day basis, a small number of parents regularly volunteer to help with curriculum matters, such as helping with reading and bringing artefacts into classes for religious education and history. One parent has an on-going project to work with pupils and a teacher enhancing a pond in the environmental area. Many parents help with school visits and provide support for extra curricular activities. For example, a group of parents are helping to make storybags with useful items linked to a story. This resource is used effectively both within school and at home.
- 58 The school takes advantage of its multi-cultural population. An extensive record is maintained on one of the school's computers, showing the involvement of parents and pupils in celebrations of Vaisakhi, Eid, Diwali and Christmas.
- 59 The parent teacher association has a small core of organisers. Many parents support fund raising activities which has enabled the refurbishment in the library by improving shelves, re-decoration and providing soft furnishings. The association has also funded pupils' projects.
- 60 The contribution that the school's links with the community make to pupils' attainment and personal development is very good. The school arranges many visits that contribute to the quality of learning, including several museums, theatres, a zoo, farms and the local newspaper, as well as places of commercial and industrial interest. The school has been successful in acquiring sponsorship from football clubs, businesses, and a range of Local Education Authority grants. For example, pupils have benefited from the Zippy Bag project and the school received £2000 from Education Extra to fund an information technology project for parents and children. The school is in its third year of funding the family literacy project which has actively supported a number of parents and children in literacy skills and associated activities.
- 61 There are strong links with local secondary schools. The relationship with the providers of pre-school experiences is very good and this contributes to the successful introduction of children to the school.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

Leadership and management

- 1 The leadership of the school is outstanding. The headteacher sets a very clear educational direction. She is determined to raise standards in English, mathematics and science and has introduced a very effective range of strategies in order to achieve this. She uses her depth of knowledge of the school and its community to excellent effect in setting clear goals for individual pupils, teachers and the school as a whole to achieve. She sets an excellent example to others through her own commitment, the quality of her relationships and her management of change. The deputy headteacher works very effectively to raise standards. She provides dedicated and positive leadership, particularly through the quality of record keeping, planning, assessment and target setting. The senior management team is extremely well organised and provides a good point of contact for members of the three teams of teachers whom they represent. They meet regularly, have a clear agenda for raising standards and take on a number of responsibilities which contribute to the quality of provision. Curriculum co-ordinators play a valued role throughout the school. They share their expertise and are fully involved in monitoring as well as the planning of their subjects. They all have a clear view of the developments for their areas. The coordinators for special educational needs and support for pupils for whom English is an additional language are both very effective and well organised and have a clear overview of these pupils' needs.
- 2 The governing body is well established and is very well led by an enthusiastic chairperson who is fully conversant with his role. Many of its members are also parents of pupils in the school and understand the complexities intrinsic to such a diverse community. The strength of the governing body lies in its determination to consult and involve parents in school development planning. For example, they have organised meetings to discuss contentious matters such as, cultural issues, behaviour and lunchtime supervision, which have made a very positive contribution to relationships in the community and the progress of the school. Statutory requirements are met except the Annual Report to Parents does not refer to the success of the school's policy for pupils with special educational needs.
- 3 The headteacher monitors teaching very effectively. Lessons are observed very regularly and defined targets set and monitored to measure improvement. The headteacher has also put systems in place to enable teachers to monitor each other. For example, when the school was introducing the Numeracy Strategy, teachers observed each others' lessons in order to gain greater understanding of the process.
- 4 Since the last inspection, the school has produced a sharply focused action plan and has been very successful in addressing each of the issues raised by inspectors. Funds to support pupils with English as an additional language are now used correctly. This provision is managed very well and has a major impact on the good progress these pupils make. Good quality schemes of work are in place. Systems to monitor the curriculum and pupils' progress are very good and are another contributory factor to the improving standards. The role of curriculum coordinators has been strengthened and they are involved in monitoring and in auditing resources and in checking budgets are spent wisely. Accommodation still has weaknesses but the heating in the upstairs classrooms has been improved.
- 5 School development planning is very good. All teachers are involved in its production which ensures a good understanding of its content. The headteacher and senior management team analyse individual teachers' requirements effectively and combine them with whole school needs. There are clear categories identified and each new development is thoroughly presented with tasks, personnel, costs and deadlines included. The previous year's plan is audited thoroughly and used effectively as a basis for the next. The progress of the current plan is carefully recorded and shared with all teachers. The governors are fully conversant with the contents of the document and review progress every six months.

- 6 The school has clear aims which are implemented effectively. For example, there is a commitment to ensuring that the curriculum is monitored regularly. Progress is meticulously assessed and new targets are set to raise standards in all aspects of provision. There is a clear sharing of values throughout the school which provides a very strong sense of common purpose. Policies and plans are detailed and there is a consistency of approach throughout the school which has a significant impact on standards. There is a very good ethos and a positive climate for learning. Pupils have good attitudes to work and relationships are very good across the whole school community. There is clear commitment to improvement which is reflected in this year's national test results.
- 7 There has been good improvement in the quality of leadership and management since the last inspection and this ensures the school is in a good position to improve.

72 **Staffing, accommodation and learning resources**

- 8 The school has sufficient staff, accommodation and resources to teach the curriculum effectively. However, in Key Stage 2 some classes are still large and this inevitably affects the amount of individual teacher contact a pupil receives. However, the school endeavours to overcome this with extra adult support in classes. Staff are suitably qualified and experienced to teach all subjects and the under fives. The school is in the second year of major funding through the Derby Drive programme and the appointment of two extra teachers has enabled class sizes to be reduced in Key Stage 1. Three teachers are employed by the school to support pupils for whom English is an additional language. They make a major impact on the raising of standards of attainment. In addition, the school has three bilingual support workers who effectively support the work of teachers. There are sufficient well trained and experienced support staff to meet the needs of pupils on the register of special educational needs. Administrative staff, assistants, midday supervisors and cleaning staff are well trained and make important and effective contributions to the smooth running of the school and the well-being of the pupils.
- 9 Arrangements for the professional development of staff, including the induction of new staff, are very good. The school provides a good programme of professional training and vocational support. New members of staff receive a range of help and guidance from a trained mentor and there is provision for classroom observation by senior members of staff. Training is linked to priorities in the school development plan. Opportunities are often provided within the school as well as by outside training institutions. Staff meetings address a range of important issues and the school has fully implemented appropriate training for staff and parents in the National Literacy and Numeracy strategies. The school makes good provision for the placement of students on teacher training and nursery nurse courses. There are satisfactory arrangements for teacher appraisal.
- 10 The school was built as an infant and secondary school in 1908. It is not ideal for this age range and has two floors, narrow staircases and corridors. The three outside temporary classrooms are isolated from the main building and have many drawbacks. Although the outside toilet block is relatively new it still means pupils have to cross the playground to use these facilities. Inside, classrooms are light but cramped, the under fives classroom being especially small, which restricts creativity. Since the last inspection heating has been improved in the first floor classrooms. Although there is a good sized hall on the upper floor, it is used as a thoroughfare and causes some disruption to pupils' learning. Despite these shortcomings the staff, both teaching and non-teaching work hard to keep the buildings and their surroundings as clean and attractive as possible. Good quality displays of pupils' work make a good contribution to a stimulating working environment. The school has the benefits of a computer room that enables pupils to receive specialist teaching and make good progress in their information technology skills. A community room in the reception area is used as an after-school care club and for some extra-curricular activities. This is effective in improving links with parents as well as developing pupils' social skills. The school library is not centrally sited and the school is seeking funding for it to be resited downstairs near the school entrance as a resource for both pupils and parents. The two school playgrounds are small and morning playtimes are presently staggered to accommodate all pupils. In the grounds there are walled bays with trees and bushes and seating areas for pupils to use during playtime. Despite the lack of a playing field or grassed area suitable for games, good use is made of facilities at a nearby tennis centre and the park. Some of the present weaknesses in accommodation is intended to be resolved by the extensive and approved building programme which is in place to build extra classrooms and toilets in the very

near future.

11 The provision of learning resources is good in most subjects. Resources for physical education are very good and the school has invested in new gymnastic equipment. The school is well resourced for the teaching of the Literacy Hour. There is a lack of provision for large outdoor equipment and wheeled toys for the under fives. This was a weakness in the previous inspection and is intended to be resolved with the new building programme.

76 **The efficiency of the school**

12 The efficiency of the school is very good. Financial planning is effective and is closely linked to school targets. The governing body receives the budget plan from the head teacher and is fully involved in monitoring the budget regularly. Prudent management has enabled the school to develop a longer term plan to exercise greater control over devolved funding and make more money available for spending on pupils. The school development plan states clearly what expenditure is involved in all aspects of provision. Co-ordinators are accountable for curriculum spending and the senior management team is closely involved in the monitoring of resources. The very good practice of setting annual targets for improving standards puts the school in a strong position to make informed strategic policy decisions.

13 The deployment of staff is very effective. Very good use is made of additional funds to provide extra support for pupils with special educational needs and those for whom English is an additional language. Accommodation is generally used well, but the distance between the outer classrooms and the main building results in loss of teaching time when classes go to the hall, library or computer room. The majority of resources are used efficiently to increase the quality of learning. In history, for example, teachers plan their lessons to ensure that all pupils have maximum access to the artefacts which are available. The computer room is used regularly and efficiently for whole class teaching in information technology.

14 Financial control and administration are good. The finance committee reviews the budget each term and is well advised by the area finance officer of the local authority. The school administrator has established good financial procedures. She attends all governors and finance committee meetings and is fully conversant with the school's financial position. An audit was recently carried out. The official report has not yet been received, but verbal feedback from the auditors suggests that efficient systems are in place.

15 Day-to-day administration proceeds with calm efficiency and purpose. There are good ordering arrangements and effective systems for routine expenditure. The school fund is administered appropriately. Administrative, clerical, teaching and support staff work well together, enabling the school to operate effectively.

16 The funding per pupil received by the school is very low. Taking into account the well below average attainment on entry, the good quality of teaching, the good behaviour and improving attainment by the end of Key Stage 2, the school is judged to be providing very good value for money. Value for money has improved since the last inspection.

PART B: CURRICULUM AREAS AND SUBJECTS

81 AREAS OF LEARNING FOR CHILDREN UNDER FIVE

- 17 Pupils are admitted to the reception class in the term of their fifth birthday. This means that a group of children start school after Easter and have a very short time in the reception class before they transfer to a Year 1 class. To accommodate the new intake after Christmas a mixed age class of Year 1 and 2 pupils will be formed and although the school manages this situation well there are disruptions to the continuity of pupils' learning as they move through Key Stage 1. At the time of the inspection eight full time pupils are under five and three children attend afternoon only as there is no nursery space available. The majority of pupils have had some pre-school experience.
- 18 Overall provision for the under fives is good. The curriculum for all of the children is based securely on the six areas of learning recommended for this age group. This shows an improvement in planning since the previous inspection. Priority is appropriately given to the development of language and literacy, mathematical skills and to personal and social education. The lack of space, both in the classroom and outside restricts opportunities for creative and physical development. This was a weakness in the previous inspection and the school now has building plans to fully resolve this issue. Day-to-day assessment is carried out conscientiously and used to plan future work. A formal assessment is made of all the children on entry to the reception class and the teacher uses this data to plan activities to match the needs of the children.
- 19 Children enter the reception class with a wide range of skills but on the whole attainment on entry is well below expectations for their age. The vast majority come from homes where their first language is not English and some have only recently entered the country. By the time they are five, although their attainment levels are still lower than average in all areas of learning, the children have made good progress, especially in their language, mathematics and in social and personal development. Satisfactory progress is made in creative and physical development.

84 Personal and social development

- 20 The vast majority of children make good progress in developing personal and social skills. They play together well and co-operate successfully when unsupervised. They make sensible choices about activities. When the new children visit the others are sensitive to their needs and are able to share. When working with an adult they enjoy small games activities and take turns. When choosing a snack or undressing for physical education, the children show an increasing independence in looking after themselves. The teacher and support staff are very sensitive to the needs of the children and bi-lingual support is used effectively to ensure children settle well to the routine of the school. Teaching is good and there is an appropriate emphasis on valuing the children's ideas and their work is displayed attractively.

85 Language and literacy

- 21 The vast majority of children have little knowledge of letters or their sounds when they enter the school. The teaching is good and children make good progress in developing children's understanding of early book skills and many now enjoy looking at books and understand the pictures help to tell the story. The children have not established a word sound correspondence and have limited recognition of any sounds. The children practise letter formation using play dough and tracing and copying letters and are beginning to write the letters in their name. Many children have limited vocabulary and are lacking in confidence when they start school. Children extend their use of English in response to many opportunities for discussion. Teaching also includes effective use of pictures, gestures and use of mother tongue when required. Answers become longer and the teacher encourages children to respond clearly in short sentences. They listen attentively and have learned several rhymes and action songs which they enjoy performing as a group.

86 Mathematics

- 22 When they start school most children recognise some of the numbers to ten although few are able to write any numbers. Teaching is good and many practical activities ensure children make good progress. Many know numbers to 20 and are able to put them in order on a number line. Through number rhymes they are beginning to understand 'more' and 'less' and a review of children's work indicates they have recorded information using block graphs. Most sort and match colours and coins. Using beads and bricks children can follow patterns and identify which colour comes next in a sequence. Most of the children can recognise and name basic shapes. The limited accommodation means it is difficult for children to develop the mathematical concepts such as 'full and empty', 'more and less' at the sand or water tray.

87 Knowledge and understanding of the world

- 23 The majority of children make good progress as they are eager to explore the world around them. They know that the carrots and chestnuts they have planted need water to grow. When they start school they follow a topic about themselves and examine photographs about themselves. They have a simple understanding about how they have changed although many find this difficult to express. The local area is used for walks to encourage the appreciation of nature and leaves are collected and used for printing. The children have talked about Africa as a new pupil lived in Kenya and the teacher used an appropriate story to extend their knowledge of this country. Information technology is used to support learning in a number of aspects of the curriculum. Teaching is good in this area of the learning as the teacher plans a variety of opportunities for the children to explore, observe and question in a range of situations.

88 Physical development

- 24 Most children make satisfactory progress in this area. The school does not have an outdoor play area with appropriate large wheeled toys to develop their skills of pulling, pushing and climbing. At playtime the children share the playground with Key Stage 1 pupils. The school has plans to improve this provision in the near future. The children make good use of the school hall to run, jump, hop and most can skip. Most try hard to roll and are beginning to balance on different parts of the body. All children can use scissors with varying degrees of success, grip pencils and grasp small pieces of equipment. They can use a range of construction toys. Teaching is satisfactory with the level of resources available.

89 Creative development

- 25 Through a variety of experiences in painting, collage, model making, dance and music the children make satisfactory progress in developing their ability to express their ideas in creative ways. As part of their work on Diwali children have made divas with dough and have created decorative patterns on hands. Paints have been mixed to colour elephants, following the children having enjoyed the story about Elmer the elephant. After their walk children collected leaves and used them to make patterns. Children enjoy singing and know several rhymes from memory. This makes a significant impact on extending their spoken vocabulary. In dance children change the quality of their movements in response to music. They move with slow, heavy steps to represent the fat, greedy zebra in the class story. The teacher plans different activities to develop imaginative play and the class cave was used well during the inspection. However, it is a very cramped space and provides limited opportunities for children to explore relationships or extend their imagination. The work on display shows the children tend to do repetitive tasks with limited opportunity to decide what to paint for themselves and this does not promote their creative talents. Again the space factor restricts these tasks and most activities are carried out on tables and with adult support. The quality of teaching is satisfactory in this area of learning.
- 26 The children under five show good attitudes to school and work. The majority have settled well to the routines of school although many with limited spoken English are lacking in confidence. These children are supported very well by the teacher and support staff. They work well as a team to ensure all are fully involved in lessons and make good progress.

- 27 The quality of teaching for children under five is good overall and has improved since the previous inspection when it was judged to be sound. In the lessons seen teaching was good in 60 per cent, very good in 20 per cent and satisfactory in the rest. Planning is detailed and activities are matched suitably to children's needs and abilities. Teaching puts a strong emphasis on developing social skills and extending confidence in language. Adult staff are effective in using every opportunity in the day to improve these skills. There is a suitable choice of directed and free choice activities and the teachers maintain good overall control to ensure lessons run smoothly.

ENGLISH, MATHEMATICS AND SCIENCE

92 English

- 28 Attainment on entry to school is very low; English speaking skills are often undeveloped and many have a limited knowledge of letters or sounds. The appropriate emphasis on speaking and listening ensures that pupils make good progress in Key Stage 1, but although inspection evidence indicates improvement, standards remain below average at the end of the key stage in all attainment targets. Results of National Curriculum statutory tests and assessments over the last three years have been below the national average at the end of Key Stage 1 compared with all schools and with schools with a similar intake. There has been some improvement in writing in 1999 with more pupils attaining the nationally expected level for this age group. Throughout the key stage teachers work hard to ensure pupils have a firm foundation in language and literacy skills.
- 29 Results of national tests at the end of Key Stage 2 in 1999 were slightly below the national average but when compared with similar schools were above average. There was a significant improvement in the number of pupils exceeding the national average. The school has adopted procedures to group pupils by ability and also is following the more structured framework provided by the National Literacy Strategy. Inspection evidence reflects this improvement, and attainment at the end of the key stage is in line with the national average. The school is well placed to maintain this trend in the growing number of pupils attaining the national average. This indicates an improvement since the last inspection and on the 1999 statutory test results.
- 30 Attainment in speaking and listening is below the national average at the end of Key Stage 1. In Key Stage 1 teachers plan their lessons carefully and provide opportunities for pupils to listen and to extend their English speaking vocabulary and this ensures good progress is made. Teachers and EMAG support staff work well together to ensure pupils have a clear understanding of events and develop confidence in speaking. Pupils are encouraged to express themselves in a range of practical activities. For example, in Year 1 when pupils have to tell each other about their favourite activities. Pupils listen carefully to stories and to what other pupils have to say. Pupils respond well to the appropriate teaching and make good progress although many responses are brief and vocabulary is limited. In Key Stage 2 good progress is maintained and skills in speaking and listening develop accordingly. Pupils are beginning to show increasing confidence in expressing their own ideas and in listening to the opinions of others. Teachers plan opportunities to extend these skills in other subjects such as, Circle Time and religious education. At the end of the key stage pupils are beginning to use technical terms in other subjects and are able to explain clearly their investigations. In school assemblies pupils have chances to perform in front of an audience, such as when pupils acted a play related to an environmental topic. Pupils who have English as an additional language receive additional support to explain vocabulary and clarify instructions. These pupils often make very good progress.
- 31 Many pupils have limited early reading skills when they enter school. They have little knowledge of letters or sounds. Although they make good progress, achievement in reading is below the national average at the end of Key Stage 1. In Key Stage 1 teachers ensure that basic skills are taught with appropriate attention to phonics and word attack skills. Pupils display positive attitudes; they take their reading books home and begin to use the library. They enjoy sharing books and make good use of pictures to read new words. However, by the end of the key stage the majority of pupils in Year 2 do not have sufficient skills to establish the meaning of unfamiliar words or display sufficient understanding of appropriate texts. In Key Stage 2 good progress is maintained. As pupils develop more confidence in speaking and listening so this is transferred to their skills in reading. At the end of the key stage, attainment is in line with the national average. Pupils read with a growing confidence and check their reading for understanding. Year 4 pupils are able to explain why they have preferences for particular authors and why they enjoy reading their books. At the end of the key stage pupils read carefully and check their words for understanding. They read with expression and discuss the characters and main events in their books, referring to appropriate text to support their answers. Pupils use non-fiction books confidently to locate information and these skills make a positive impact to attainment in other subjects. Pupils are familiar with the structure of the library and are able to use the index system for locating reference and non-reference books.

- 32 The majority of pupils have a low level of achievement in writing when they enter the school. Although pupils make good progress in letter formation and early writing skills, achievement is below the national average at the end of Key Stage 1. In the early stages of Key Stage 1 pupils begin to shape letters and to develop an understanding of letter-sound association. They start to write their names independently. In Year 2 many start to complete short sentences and to attempt to write simple words unaided. They are starting to use their increasing knowledge of sounds to spell new words. They are encouraged to use capital letters and full-stops and to recognise their importance. Many pupils require considerable support to achieve this and despite good progress, by the end of the key stage the majority of pupils are unable to express their ideas to a satisfactory level. Letter formation has improved but spacing is inconsistent and many pupils mix upper and lower case letters. In Key Stage 2, pupils continue to make good progress and by the end of the key stage their attainment is in line with the national average. Teachers provide good opportunities for pupils to write in a variety of ways in most subjects. Higher attaining pupils in Year 3 use their developing confidence well and make very good progress in writing poetry. Scrutiny of work indicates pupils becoming more familiar with sentence structure in their stories of Christmas. Teachers introduce a wider range of writing and in Year 4 good progress is made in report writing. Bullet points are used correctly in listing ways to improve safety in school. The importance of the use of grammar and parts of speech is frequently emphasised in teaching and by Year 5 many pupils have a good awareness of the main punctuation marks. Skills in writing imaginatively are extended and pupils write short stories following an appropriate sequence. Many pupils in Year 6 understand writing changes for different purposes. They produce newspaper reports incorporating their main features, write from the viewpoint of a Victorian child as part of a topic and summarise characters from Dickens' novels. There is a teaching focus on structure including the use of paragraphs and punctuation such as brackets and dashes to enhance writing. The majority of handwriting is neat and letters are usually formed well and higher attaining pupils have a fluent joined script. Spelling is taught regularly and the vast majority of pupils check their final work for accuracy. Teachers ensure pupils have opportunities to practise their writing skills in other lessons. In Key Stage 1 pupils label diagrams. In Key Stage 2 as skills develop they make a positive contribution to attainment in other lessons as pupils record their investigations in science and write reports in history.
- 33 Pupils with special educational needs make good progress in relation to their prior attainment at both key stages with an appropriate match of ability to task. The pupils who have English as an additional language are supported well with translations when required and also a range of planned activities to practise their speaking skills. They make good and often very good progress.
- 34 Pupils' attitudes to work are good. They usually listen at the required time and are eager to participate in lessons by raising hands and answering questions in a sensible manner. Behaviour is good. A feature of many lessons is the good co-operative work between pupils. For example, some excellent discussion was observed in Year 6 when pupils exchanged ideas in order to identify metaphors in the poem 'The Highwayman'. Pupils approach their written work carefully and try hard with its presentation. They are eager to talk about what they have been doing and clearly enjoy learning.
- 35 The quality of teaching is good. No teaching was less than satisfactory. In the lessons seen 70 per cent of teaching was good or better and 30 per cent of this was very good and in one lesson teaching was excellent. Teaching was good at both key stages. In the lessons seen in Key Stage 1 teaching was good and better in 70 per cent and a half of these were very good or better. In Key Stage 2 teaching was good and better in 70 per cent of lessons and 44 per cent of these were very good. This consistently good teaching has a positive impact on the good progress pupils make. Lessons have a clear focus and are planned in detail according to the National Literacy Strategy. Organisation is good and allows teachers to have opportunities to work closely with small groups. Management is positive and bases on very good relationships and lessons are carried out in a purposeful, working atmosphere. Teachers make effective use of on-going assessment and plan activities to match the needs of all pupils. All teachers observed taught the Literacy Hour successfully and this is having a positive impact on progress. Some very good progress was observed in lessons where teachers have clear objectives and explain these to pupils and then evaluate progress at the end of the lesson. Support staff are involved in lesson planning, their roles are suitably targeted, well focused and their input is having a significant impact on the good progress being made.

36 The co-ordinator provides very good leadership and since the last inspection the National Literacy Strategy has been successfully adopted. The overview of and clear educational direction for the subject is now very good. On-going monitoring of lessons is taking place and teachers receive appropriate feedback. Planning is reviewed on a half-termly basis and adapted if required. The school has wisely included additional lessons for pupils to develop their creative writing skills. The requirements of the National Curriculum are met, the continuity of learning is disrupted in Key Stage 1 when classes are mixed to accommodate the children starting school after Christmas and at Easter. Although the school provides extra teaching for literacy the pupils have to adjust to the routine of a different class. Teachers carefully analyse results of pupils' attainment at the end of each year and set targets for future action. The resources for English are good and effective use is made of ICT resources such as tape recorders, headphones and overhead projectors. The school is well placed to make further improvements.

101 **Mathematics**

37 In the national tests for eleven year olds in 1999, pupils' attainment was in line with the national average. The school was well above average when compared to similar schools. More than one-quarter of pupils achieved the higher level (level 5), which is above the national average and high in comparison with similar schools. These results show a marked improvement over last years' results and are a reflection of the school's commitment to raising standards and the good teaching of mathematics. Last year the school implemented the National Numeracy Strategy and this has also helped to raise the standards of attainment. Currently work in Year 6 is already well in line with the national average. Although the previous inspection identified attainment was average this was not reflected in statutory test results. The present attainment at the end of Key Stage 2 shows standards have improved. It has enabled the governing body to increase the numeracy target for the year 2000 and the school is well placed to achieve this target.

38 In the 1999 national tests at the end of Key Stage 1, pupils' performance showed a small improvement in the number of pupils who achieved the higher level (level 3), but remained overall well below the national average. Evidence from lessons and work in pupils' books indicates attainment at the end of Key Stage 1 has improved and is in line with the national average. Year 2 pupils count forwards and backwards a series of 2-digit numbers and recognise and name a number of plane and solid shapes. The higher attaining pupils use a cardboard clock to set times at the hour, half-past and quarter-hours times. Younger pupils in Year 1 use mathematical terms such as 'longer than' and 'shorter than' with accuracy. They have used basic shapes such as squares, triangles and rectangles to make pictures of trains. Pupils in Year 2 use their number skills to solve simple problems.

39 Key Stage 2 pupils continue to develop these and other mathematical skills. Year 3 pupils make right-angles by folding paper and draw mirror-image shapes on graph paper. Higher attaining pupils make good use of their knowledge of tables in their calculations and this is further developed in Year 6. By the end of the key stage higher attaining pupils are calculating the area of irregular shapes and show an understanding of probability. Lower attaining and average pupils can multiply 2-digit numbers by a 1-digit number and use various forms of graphs to record data.

- 40 The progress that pupils make in both key stages is good. Many pupils enter school with little or no English language and teachers and support staff in Key Stage 1 work hard to develop this aspect of their work. All classrooms have displays of mathematical language which are used well in all lessons to reinforce teaching and learning. This ensures pupils with English as an additional language and those who have special educational needs make good progress relative to their capabilities. Pupils' knowledge and understanding of basic number is also well developed through the planned activities of the Numeracy Hour. Given the very low attainment on entry, the majority of pupils make good progress to attain the national average. In Key Stage 2 there is good progress by the majority of pupils, with some very good progress made by higher attaining pupils. Mental mathematics has a high profile in the teaching of mathematics and pupils make good progress in learning to calculate in their head and then giving reasons for their answers. Work on fractions in Year 4 moves on in Year 5 to study improper fractions and mixed numbers. Data handling skills are well developed in Year 5 by the work on favourite football teams; data is collected, sorted and recorded in tally form and on block graphs. In the past there was a significant difference between the attainment of boys and girls, and girls' attainment was well below that of boys. The school has monitored this and current results show that these differences are less pronounced. In observations of lessons there were no significant differences in the rate of progress between boys and girls. By the end of the key stage all pupils have made good progress in developing their number skills and data handling skills. Work on shapes, space and measures is less well developed but progress still remains satisfactory for average and lower attaining pupils. Throughout the school teachers provide opportunities for pupils to practise their numeracy skills. In science results are recorded on graphs and in music pupils count beats to a bar. These skills have a positive impact upon increasing numeracy skills and also raise standards in other subjects.
- 41 The overwhelming response of pupils to mathematics is positive and is due in no small way to the very good teacher-pupil relationships in the school. Lessons are enjoyed by the great majority of pupils who respond eagerly and with enthusiasm to teachers' questioning. Pupils of all ages listen attentively to their teachers. Support staff ensure that all pupils are able to take a full part in all aspects of the lesson. There were many cases observed where pupils helped each other and pupils listen to each other's explanations. Where there were minor instances of less than acceptable behaviour, it was noticeable that many pupils did not allow it to divert their attention and commitment to their work. By the end of Key Stage 2 most lessons are conducted in a calm, purposeful, working atmosphere.
- 42 The overall quality of teaching at both key stages is good and there was no unsatisfactory teaching seen during the course of the inspection. In lessons seen teaching was good and better in 63 per cent of lessons in 37 per cent of these lessons teaching was very good. Lessons are planned well with clear learning objectives which are conveyed clearly to pupils at the start of lessons. Planning across the school follows the format of the National Numeracy Strategy to include a mental calculation session and a plenary at the end to review learning. Teachers have high expectations of their pupils in terms of their work and behaviour and these are reinforced appropriately throughout the lessons. Teachers demonstrate a secure knowledge and understanding of the subject, which is used particularly well in the way in which they question their pupils and help them to clarify their thinking. In the best lessons questions were targeted to the levels of ability of pupils, the brisk pace maintained throughout and the evaluation session summed up the progress made as well as reinforced learning. The overall effect of teaching on mathematics is good. It is helping to raise attainment over time and having a significant effect on the progress of the majority of pupils.
- 43 The subject is well led by the coordinator and plans are reviewed to ensure the requirements of the National Curriculum are fully met. Training in the Numeracy Strategy has undoubtedly contributed to the rise in standards. Use of data from end of year group tests enables the school to carefully target groups of pupils as well as individuals. This in turn leads to effective support to ensure progression and continuity for pupils across the school. Resources are good and used effectively by all staff to enhance the teaching and learning of the subject.

Science

- 44 In the teacher assessments for 7 year olds in 1998, pupils' overall attainment in science was very low in comparison with the national average and when compared with similar schools. The number of pupils reaching the higher levels was well below average. Close examination of the assessments, indicates that performance in experimental and investigative science was noticeably very low. Teacher assessments for 1999, although still below average show that there has been an overall improvement in attainment for 7 year olds; particularly in the areas of experimental and investigative science, life and living processes and physical processes. This improvement is born out during the inspection period, although attainment does not yet meet the national average. In the 1998 tests for 11 year olds, pupils' attainment in science was well below national averages and was also low when compared with schools with a similar intake. Test results and teacher assessments for 1999 clearly show a big improvement in attainment for pupils at the end of Key Stage 2. They indicate that attainment is close to being in line with national averages. This is supported during the period of the inspection, when at the end of Key Stage 2, attainment is in line with the national average.
- 45 Pupils in Key Stage 1 make good progress in developing their investigative skills and their scientific knowledge and understanding. Pupils in Year 1 compare the five senses and communicate their understanding in simple drawings. These pupils develop their experimental and investigative skills when studying materials, grouping them by the properties of brightness/dullness or, rough/smooth texture. Pupils then present their information in a large book for display in their classroom. They investigate the different properties of metal, plastic, wood and fabric. Pupils in Year 2 have a good knowledge of the different sources of light, understanding that the sun is the brightest source. Most pupils in this age group are able to complete an electrical circuit showing how to light a bulb. Higher attaining pupils work independently and make switches to control the circuits they complete. Pupils' limited language skills occasionally restrict their understanding of scientific concepts and ability to predict and investigate. With additional adult support these skills are now developing.
- 46 Pupils in Key Stage 2 make good progress extending their scientific skills and knowledge. Pupils in Year 3 appreciate the need for a healthy diet. They understand the need for both protein and carbohydrate in food intake. These pupils identify with accuracy the organs associated with the digestive system and how they function. As confidence in speaking English increases so does the ability to carry out more complex scientific investigations. Year 4 pupils carry out experiments on insulation and conduction. They successfully find ways of preventing an ice cube from melting, they conclude that thermal insulators can be used to keep things cold by preventing heat transfer. In their study of life processes, Year 5 pupils learn about the effects of exercise on their bodies. They measure pulse rates in their experimental work. Pupils in this year group, learn about the components and the functional parts of the heart. Most ability levels know the function of the arteries and veins associated with the ventricles of the heart. They relate their knowledge through diagrams and written statements. Skills of prediction are extended in Year 6 and pupils experiment with salt and find how soluble it is in water. They represent their findings in tabular form and graphs. Their learning is further developed when they determine the solubility of other materials in water. Good opportunities are made for pupils to predict and test their hypotheses. All ability levels make good progress in these lessons.
- 47 Pupils with special educational needs or who have English as an additional language make equally good progress in science across both key stages. This reflects the good support provided by class teachers, bi-lingual support and ethnic minority support teachers as well as educational care officers. Throughout the school science makes a positive contribution to pupils' literacy and numeracy skills. For example, the lively discussions about experimental findings in Year 6 encourage the correct use of scientific language. In Year 4 classes, charts and graphs of recorded measurements add to pupils' knowledge of numeracy. There are examples of good use of information technology to support pupils' recording of information and to support their learning in science, however this is not consistent throughout the school. The co-ordinator has made plans to address this.

- 48 Pupils' attitudes to learning in both key stages are never less than satisfactory and in the vast majority of lessons they are good. Pupils enjoy their work, on many occasions showing enthusiasm and excitement, particularly when they carry out investigations and practical experiments. This was seen, for example, when a Year 2 pupil celebrated her achievement in making a switch for her electrical circuit and again when a Year 6 pupil correctly predicted the solubility of a material. Pupils work well independently or in groups during their practical sessions. They work collaboratively when asked to, they sustain concentration and respond to challenges with enthusiasm. Pupils with English as an additional language readily translate for their classmates when practical scientific language is used. Pupils record their findings carefully, however, some of their written work is not always as tidy as it could be.
- 49 The quality of teaching is good at both key stages. In 71 per cent of lessons seen teaching was very good. The rest of the teaching seen was satisfactory. This is an improvement on the findings of the previous inspection when teaching was found to be generally sound. Teachers have a good knowledge of the subject and provide lessons to cover all aspects in the National Curriculum. They are confident giving practical demonstrations if necessary. They take all necessary health and safety precautions in these practical sessions. Teachers give clear explanations and clarify any misunderstandings with sensitivity and patience. They set high expectations of their pupils and by constant monitoring of progress ensure pupils work at a level appropriate to their ability. There is good class control. Good probing questions by teachers are used effectively and challenges pupils' thinking in science lessons. Teachers provide good verbal feedback to pupils. Teachers' planning is very good across both key stages. There is a clear science policy and a good scheme of work, which is being enhanced further by incorporating parts of a recently published scheme. Lessons are concluded well by teachers in discussions on the activities that have taken place. Pupils' attainment is assessed and if misconceptions are evident these are promptly rectified.
- 50 The curriculum for science is broad and meets the requirements of the National Curriculum. It is taught through a topic approach. However, towards the end of Key Stage 2, it is taught as a separate subject to ensure the curriculum is covered in sufficient depth. There is a strong element of health and well being in the coverage of life processes. There are close links with Health Education and the school has been presented with a 'Health Promoting school award'. Monitoring and assessment of science is very good and it is a real strength of the school. On-going assessments are made and are used to inform planning. Assessments are made at the end of each topic and again at the end of each academic year. The final assessments are linked to National Curriculum levels and are passed on to the next year's teacher. This quality of overall assessment fully addresses the concern mentioned in the school's previous inspection report.
- 51 The science co-ordinator has a good knowledge of science and gives a strong lead to the teaching staff. She supports them with planning the delivery of science and monitors the achievements of pupils. This work is taking the school forward and is having a positive effect on the progress and attainment of pupils at the school.

116 OTHER SUBJECTS OR COURSES

Information technology

- 52 During the period of the inspection there were limited opportunities to observe the direct teaching of the subject. However, all classes have their computer corner and most computers are in use regularly. Judgements are based on the small number of lessons seen, discussions with the coordinator, staff and pupils, and the scrutiny of previous work and planning.
- 53 At the end of Key Stage 1, attainment is in line with that expected of pupils of a similar age. Attainment at the end of Key Stage 2 is above the national average. The majority of pupils make good progress in developing the skills of information technology, particularly in word processing which are well developed by the end of Key Stage 2. This is a reflection of the findings of the last inspection.

- 54 Overall progress of pupils in Key Stage 1 is good. Pupils are introduced to computers on entry to school and are soon able to use an art program to draw tile patterns. In Year 1 pupils were seen using the mouse to select, drag and drop words to match pictures in a dictionary program to support their literacy work. They write simple sentences making use of capital letters and full stops. These keyboard and mouse skills are further developed in Year 2 where pupils have drawn some striking 'Firework' pictures. However, because of the particular language problems of many pupils for whom English is a second language, much preliminary work, for example in data handling, is done away from the computer. Scrutiny of planning shows that the planned activities adequately address the requirements of the National Curriculum.
- 55 Attainment of the majority of pupils by the end of the Key Stage 2 is above the national average. Pupils make good progress, particularly in word processing skills. This is evident in Year 3 work on 'The Germ Busters' writing in their science topic. The whole range of writing forms, from the report writing of science experiments, the poems in the style of Walter de la Mare and Christina Rossetti in Year 5, the newsletter and newspaper stories in Year 6, show a progressive development of word processing skills across the whole key stage. By the end of the key stage the majority of pupils have well developed word processing skills. They retrieve previously created art pictures and paste them into a writing program to create some striking art-text combinations. In their science work, Year 4 pupils have collected data on the best insulators and printed the results in graphs as well as tables. Further data handling skills have been developed in Year 5 where pupils have benefited from the group work done with the subject coordinator in working with a branching database. Older pupils make regular use of the internet for research purposes and have used it for such topics as 'Victorian children', 'The founding of Sikhism', and written reports on 'Divali'. They know how to program a robot to draw a shape on the screen and can combine a string of commands to move a robot in a set pattern.
- 56 Older pupils also show an awareness of other forms of communication other than computers and have recently made their own musical CD of songs they wrote themselves using ethnic instruments. All classrooms have language centres and tape recorders which pupils are able to use in their language work. This is particularly the case for pupils with special educational needs and those for whom English is an additional language. These pupils make good progress across both key stages in relation to their prior attainment.
- 57 Pupils respond to the subject very well. They cooperate in paired work and take turns and share resources equally. They show respect for equipment and have positive attitudes to their work. They enjoy the subject and are pleased to demonstrate their knowledge and understanding. In the lunch-time computer club some Year 6 pupils are creating their own web page for the internet and pupils are setting up their own e-mail facilities on the Derby City intranet service.
- 58 During the lessons observed teacher knowledge and understanding of the subject is good. Intervention by other teachers in classrooms is appropriate and shows a satisfactory understanding of the programs in use. Pupils are organised well and supported as necessary. The lessons for Key Stage 2 pupils are well organised and managed effectively. Challenging activities are set and help available when required. Good assessment is made during these lessons and progress recorded.
- 59 Assessment for the whole school is in a preliminary stage of development but future plans are clear about how it can be used. The adoption of a nationally approved scheme of work is leading to a more systematic and planned progression and continuity in the subject, which is intended to give increased support to staff in future. Some staff have begun to take extra courses in computing skills under a scheme for the employees of the Local Education Authority. The subject is well managed by a co-ordinator who has worked hard to secure extra funds for the development of the subject. Family-day courses have been organised and the school's Action Plan is intended to further raise the culture of information technology in the school and the local community.

Religious Education

- 60 Pupils' attainment in religious education is above the expectation of the locally Agreed Syllabus at the end of both key stages and has improved since the previous inspection. Pupils of all abilities, including those with special educational needs and those who have English as an additional language, make good progress in their understanding of the important elements in major religions of the world. They demonstrate a good

understanding of the different faiths represented within the school.

- 61 Pupils in Key Stage 1 share precious objects with their peers and consider their importance to others as well as themselves. They demonstrate remarkable reverence and respect as the objects are unwrapped and they try to explain them. They respond with simple, but wondering, comment and question. They make good progress in reflecting upon the world around them and make connections with their own experiences. Teachers sensitively encourage pupils of all faiths to participate in the activities and to develop their growing curiosity in the world around them. By the end of the key stage pupils have a good understanding of the significance of religious teachings in relation to their own values and beliefs.
- 62 Knowledge about other faiths is further extended in Key Stage 2. Pupils in Year 4 contrast Christian beliefs about the Creation with those of the Hindu faith. Good progress is maintained throughout the key stage and pupils in Year 5 show a good understanding of the effect of religious change such as the dissolution of the monasteries in Tudor times. They discuss the stripping of religious decoration from places of worship and the effect of belief on lifestyles. Pupils in Year 6 know of the importance of symbols and rituals to different religions and discuss their significance with growing confidence and maturity. During their study of Hindu symbolism, such as the Sanskrit Mantra, they respond with sensitivity to the religious artefacts. The majority of pupils in both key stages are particularly knowledgeable about religious festivals and their significance to each culture. Older pupils discuss in detail the festivals of Diwali, Baisakhi, Eid and Christmas.
- 63 The vast majority of pupils are interested in the ideas they encounter in religious education lessons. They listen closely to teachers as they explain different aspects of religious belief. They respond well, are keen to discuss different viewpoints and share their personal experiences with tolerance for others. They behave well in class.
- 64 The quality of teaching in religious education is good at both key stages. During the inspection teaching was good and better in two thirds of lessons seen and satisfactory in the rest. There has been improvement in teacher confidence since the previous report and teachers now have secure knowledge of the aspects they teach. Teachers make very good use of questioning and discussion which impacts upon the quality of learning. They employ good strategies, such as taking the class teddy bear home to care for, to help raise pupils' self-esteem and to develop a sense of belonging. A great contribution is made to the school's religious and cultural awareness by the interest and influence of the bilingual support staff. They enhance the curriculum through their own multi-faith beliefs and do much to broaden pupils' understanding of the beliefs and religious practices of others. Resources are appropriate and used sensitively. The subject meets the requirements of the Locally Agreed Syllabus.
- 65 Religious education makes a significant contribution to pupils' attainment in literacy through stories, religious language and interviews with religious leaders as part of their programme of visits to places of worship. The pupils' spiritual, moral, social and cultural development is enhanced through religious education.

130

Art

- 66 The previous inspection found that standards were good for pupils' ages throughout the school. Evidence from the two lessons observed and from pupils' work on display indicates that this continues to be the case and most pupils make good progress in both key stages. Pupils with special educational needs and those for whom English is an additional language are fully involved in art lessons and make good progress relative to their ability.

- 67 Pupils gain increasing skills in handling a variety of tools and materials as they move through the school. In Year 1 pupils print using sponges and begin to experiment with colour mixing. They make good progress as they are introduced to a good variety of media, such as chalk and crayon to record their observations of artefacts. In Year 2 pupils demonstrate a very good knowledge of the primary colours and their ability to mix various media to produce patterns of good quality in different tones and shade. These artistic skills are further developed in Key Stage 2. In Year 3, pupils demonstrate a good control of fine brushwork in their pictures of owls. Other pupils in this age group successfully include details in self portraits and use pastels, plaster and wax. Pupils in Year 4 make clay, Viking models and these are of a good standard. Pupils experiment with a range of materials to explore collage and weaving. A range of very detailed, observational drawings in ink are displayed. In Year 5, sketch books are used well to develop awareness of line and colour. Observational drawings using pastel and pencil are often above average and pupils are able to enhance their work through toning and blending. Pupils make good progress in their work with clay and in developing techniques using fabric printing. Pupils in Year 6 develop their linear awareness satisfactorily when undertaking pastel drawings of fruit.
- 68 In the small number of lessons seen pupils generally remained on task although in one lesson there was some loss of concentration. Pupils listen carefully to instructions. They handle resources with care and are happy to discuss their work. Behaviour is good.
- 69 In the two lessons observed teaching was good. Evidence from planning indicates lessons are planned well with a clear focus on the task. Appropriate support is given for pupils with special educational needs and those who have English as an additional language. Artistic skills are taught carefully. Lessons are organised effectively and management of pupils is good and ensures lessons are enjoyable. Teachers appreciate the efforts of all pupils and work is attractively displayed in the school.
- 70 Resources are very good; a kiln is used well. Appropriate opportunity is taken to participate in local ventures such as, when pupils designed a winning advert organised by the Derby Evening Telegraph to win £1000. Art is enhanced through the initiative of the school to join in local affairs. Pupils designed railings for the front of the local library and the school organised workshops to create tiles for a mosaic in the park. These activities ensure the subject makes a positive contribution to pupils' social and cultural development.

135 **Design Technology**

- 71 During the inspection, it was only possible to observe one lesson in design technology; this was in Key Stage 1. However, information from teachers' planning, scrutiny of pupils' completed structures, interaction with pupils in Key Stage 2 and a study of photographs of finished articles, indicates that pupils in both key stages make good progress. The good standard identified in the previous report has been maintained.
- 72 Good progress is made in constructing models with Lego in the early part of Key Stage 1 and pupils quickly begin to consider how they can make models stronger. Pupils in an activity session in a Year 2 class made mobile animal figures with Lego pieces, incorporating battery controlled leg parts. They made good progress in altering parts to improve the mobility of their models. These skills are further developed in Key Stage 2, and pupils in Year 4 investigate different packaging products, prior to designing their own boxes to package sweets. They make good use of their mathematical knowledge and design three dimensional nets to help in their constructions. These pupils evaluate their work as it develops, considering the purpose for which it is intended. Year 6 pupils, relate to past design work when they construct 'balloon buggies', using air power to drive their models. They discuss the problems they encounter and action to take with any future models they make. Recent Year 6 work focuses on designing and making hats. Pupils start this work by gathering information and using it to help generate several ideas. They experiment at home as part of their homework, designing and making paper and card versions of their hats. They consolidate their making skills, cutting and shaping components and materials with some precision. Pupils then evaluate their work prior to using a range of fabric materials to complete their finished hats. They use a variety of techniques to join the component parts. They make good progress in all the stages of their work. The finished products are evaluated and form part of a school assembly, during which pupils show their completed hats.

- 73 Pupils talk with enthusiasm about their work in design and technology. The completed models and products indicate that pupils have a good standard of application in work they undertake.
- 74 There is insufficient evidence to make an overall judgement on the quality of teaching. However, from the examination of teachers' planning and the scrutiny of pupils' completed work, it is evident that teaching is often good. A range of activities is included in lessons and teachers have high expectations of finished items. This is having a positive impact on the motivation and attainment of pupils during design and technology lessons.
- 75 The headteacher is the holding co-ordinator for this area of the curriculum; a new co-ordinator is presently being considered. There is a good scheme of work that gives good direction and support to teachers in their planning for design and technology. Resources are good and have a positive impact on planning and delivery of this subject.

140

140 **Geography**

- 76 Pupils throughout the school, including those with special educational needs or for whom English is a second language, make good progress. This represents good improvement since the previous inspection when progress was reported as satisfactory. Very little direct teaching could be observed due to the organisation of the timetable at the time of the current inspection. Judgements are based on the observation of teaching in Key Stage 2, scrutiny of work and discussions with teachers and pupils.
- 77 In Year 1, pupils make good progress in developing their understanding of their immediate environment, beginning with the classroom and the school building. They are then given opportunities to explore the world outside. They record the sounds they hear, carry out traffic surveys and collect interesting objects on their walks around the local area. In Year 2, well planned practical activities enable them to extend their knowledge and skills further. They identify places around Derby on an Ordnance Survey map and use simple coordinates to find key features on a plan. They have a clear understanding of their own locality and know where Derby is in relation to other major parts of the country. In Key Stage 2, good progress continues as pupils' sphere of knowledge widens. They develop good reference skills and use the index of an atlas competently. All pupils use compasses accurately to plot direction and higher attainers refer to angles of longitude and latitude when using maps. They visit other parts of the area, for instance Bridlington, to study its key features and note the differences when compared with Normanton. Good teaching throughout the school ensures that, by the time they are in Year 6, most pupils know the major continents of the world. They have a firm idea of the distances between countries and know the relative size of places, for example, how many times the United Kingdom would fit into Africa. They have developed good mapping skills and geographical knowledge. They use a globe or atlas competently and compare lifestyles and climates in different locations around the world, such as Nigeria and India.
- 78 Pupils' response to geography is good. Pupils spoken to expressed their interest in the subject. Those observed in a lesson showed a willingness to work together on the varying activities planned for them and behaved very well. Attitudes to the presentation of work vary across the school. Some of the work seen was unfinished and carelessly written, particularly where worksheets were used. By contrast, the work of some pupils showed pride and determination. This was particularly evident in the brochures promoting the city of Derby produced by Year 5 pupils. These showed great attention to detail and were very attractively presented.

- 79 In the one lesson seen in Key Stage 2, the teaching was good. Scrutiny of teachers' planning and of pupils' finished work suggests that there is good teaching throughout the school that has a positive impact on pupils' progress. Management of the subject is very good and since the last inspection the coordinator has successfully introduced a scheme of work that is closely adhered to by all members of staff and develops knowledge through a systematic broadening of pupils' experience. Teachers place appropriate emphasis on the development of mapping skills through well-structured practical activities and this is having a good effect on progress. On some occasions, insufficient emphasis is placed on the recording and presentation of pupils' work. Good practical activities are often followed by the completion of worksheets. These are sometimes superfluous to the activity and teaching is more effective when pupils are encouraged to record their work accurately and there are high expectations of presentation. A great deal of attention is placed on the use of correct geographical language. This practice has particular impact on the progress of pupils for whom English is a second language and makes a good contribution towards the development of literacy. Similarly, the use of coordinates and graphs contributes well to the teaching of numeracy. Information technology is used to develop mapping skills, although the coordinator acknowledges that there is insufficient software to support classroom work throughout the school. There are strong links with a range of subjects across the curriculum, including art, science and history which also contribute to good progress.

History

[J1]Pupils throughout the school, including those with special educational needs or for whom English is a second language, make good progress. The good progress made reflects good improvement since the last inspection.

- 80 In Year 1, pupils develop an awareness of chronology by exploring the difference between themselves now and as babies. They study objects used by their parents and grandparents and extend their knowledge through visits to places of interest such as Brew House Museum. By the end of Year 2, they know the stories of famous people who existed before they were born, such as Florence Nightingale and Martin Luther King. Teachers encourage them to look for and ask questions about the differences between life long ago and the present and this accelerates progress.
- 81 Good progress continues through Key Stage 2. In Year 3, pupils learn about the Ancient Greeks and the origin of the Olympic Games by examining artefacts at first hand. Pupils in Year 4 study the effects of successive invasions on British heritage. Some Year 6 pupils spoken to, for example, clearly remembered facts that they had learned two years before, such as the origin of the name 'Derby'. Pupils in Year 5 have a thorough knowledge about life in Tudor times and the succession of monarchs. Progress is improved by strong links with other subjects. For instance they make good replicas of Tudor houses from clay and some of this year's pupils have designed and made an attractive full size costume. There are also some striking portraits of people from the period. In Year 6, pupils place in order the different periods of history they have studied, using terms and dates correctly. They make comparisons between living conditions in Victorian times and the present day, and they know why people moved from the country to the cities to seek work. They have good research skills and use a range of sources to ask questions about the past. This represents good improvement since the last inspection, where these skills were judged as inadequate.
- 82 Pupils are interested in history, particularly when good teaching brings topics to life. This was particularly noticeable in Year 3 lessons where pupils enjoyed guessing what the Greek artefacts were used for and imagining themselves as Olympic athletes. A very small minority are slow to settle and occasionally uncooperative. The vast majority of pupils appreciate the efforts which teachers make to plan interesting lessons for them and treat the very good displays of artefacts around the school with care and respect.

- 83 No direct teaching could be observed in Key Stage 1. The quality of teachers' planning and the good progress observed through discussion with pupils and scrutiny of their work indicates that teachers in Key Stage 1 have a good grasp of what is required to teach the subject effectively. Teaching in Key Stage 2 is consistently good. Teachers throughout the school plan a good variety of activities and visits that have a positive effect on attitudes and progress. 'Living History' groups are also invited into school to bring topics like the Vikings to life. A good scheme of work has been introduced and developed since the last inspection. Samples of work are collected in and moderated from time to time and there has been good improvement in this aspect of provision. Appropriate emphasis is now placed on exploration, research and deduction, although this is sometimes achieved at the expense of accurate recording and presentation of information. Too much reliance is occasionally placed on the use of worksheets and too little time is provided for pupils to express original ideas in writing. A good feature of teaching is the planning of work to meet the needs of different groups within in the class. There is also very good understanding and cooperation between class teachers and teachers who support pupils for whom English is a second language. The help which support teachers provide by translating historical information into Punjabi and entering fully into the spirit of the lesson has a significant impact on progress.
- 84 The use of independent research skills through history teaching makes a good contribution to the development of pupils' literacy skills. Similarly, the presence of a historical time line in most classrooms contributes well to the development of numeracy skills. Information technology is also used to positive effect. Year 5 pupils, for example, used the internet to find information about the Spanish invasion of the Aztecs.

150 Music

- 85 Pupils throughout the school are making good progress and attainment has improved since the previous inspection. Pupils with special educational needs and those with English as an additional language, enjoy and respond well in lessons and also make good progress. All pupils sing regularly and are building a repertoire of both accompanied and unaccompanied songs from memory. They respond to rhythmic clapping and singing with enthusiasm and a good deal of accuracy. In Key Stage 1 pupils keep time to recorded music with suitable hand actions to identify beats in the music. Their listening skills are developing well. They identify the sounds of many percussion instruments and know their names. They relate these sounds to everyday experiences. Pupils are gaining in confidence as they sing simple melodies and rhyming songs from memory. They respond to changes in dynamics on request.
- 86 These skills are further developed in Key Stage 2 and pupils sing a range of songs with growing expression and confidence. They learn songs very quickly by rote, listening carefully to the teacher and repeating musical phrases accurately, maintaining pitch and rhythm. They are beginning to understand the use of ostinato and include it in their music making. Most pupils are acquiring a sound understanding of note value. Pupils make good cross-curricular links such as in history, as they incorporate the names of Greek Gods they have studied, into rhythmic patterns. As part of their work on the history of the Tudors, pupils in Year 5 extend their understanding of musical styles of the period as they emulate Tudor dance to the tune of Greensleeves.
- 87 The pupils' response to music is good. They enjoy the lessons and join in the activities with enthusiasm. They co-operate well when taking turns to compose or perform. They enjoy playing percussion instruments and handle them with respect. Pupils generally listen carefully to their teachers and concentrate well. Pupils who speak English as a second language are well supported by bilingual staff in many lessons, thus enabling pupils to learn songs quickly and fully participate in the activities.
- 88 The quality of teaching in both key stages is good. The school benefits from the services of a specialist music teacher. Lessons include a good balance of singing and playing instruments. Management is effective and lessons are carried out in an orderly and enjoyable atmosphere. The subject is resourced well and teachers make good use of a range of instruments.

89 The school provides good opportunities for pupils to widen their musical experiences. A small number of pupils play the recorder and the school has established a Bhangra dance club. Pupils give performances to other groups in the community and present concerts for parents. The school welcomes visiting music specialists and has recently successfully completed an Awards for All Arts project which culminated in the production of a commendable CD. These activities have a positive impact on the good progress pupils make.

155 **Physical education**

90 The high standard identified in the previous inspection has been maintained in Key Stage 1 and improved in Key Stage 2 where attainment is well above what is expected for pupils of this age. Pupils throughout the school make good progress and often in lessons observed in Key Stage 2 make very good progress.

91 In gymnastics in Key Stage 1, pupils make good use of space when skipping, running and hopping. They have good co-ordination when rolling in different directions. They combine simple movements into a short sequence and have sufficient confidence to transfer these skills to the large apparatus. These skills are extended in Key Stage 2 as pupils improve the control of their movements. Many perform with fluidity and sequences of movements are more complicated. Pupils adopt suitable starting and finishing postures. Pupils give more thought to their work and consider different ways to combine movements. Many pupils are very agile and perform a variety of gymnastic activities with great skill. In dance, pupils in Key Stage 1 maintain the rhythm of the music and recognise that different moods can be represented in movement. This is further developed in Key Stage 2 when during the inspection pupils danced to 'Greensleeves' and tried to achieve the poise required for this music. Pupils make good progress in adapting the speed and quality of their movements to the music. In games, pupils in Key Stage 1 control the ball skilfully, keeping it near their feet, and make good progress in stopping the ball and dribbling it in different directions. Very good progress is made in Key Stage 2 as pupils are introduced to a range of games. They benefit from professional coaching in tennis at the local tennis centre and show good progress in acquiring the skills of the game as well as understanding the basic rules. Pupils have regular opportunities to take part in activities to increase their fitness and they maintain good levels of activity in a range of aerobic activities. They have a good understanding of the benefits of exercise on the body. Cricket is a popular activity for boys and girls and the skills achieved are very high for this age group. Currently pupils in Year 6 go swimming and only a limited number become confident swimmers. Last year approximately 35 per cent of pupils were able to swim 25 metres when they left school. The school intends to introduce swimming earlier in Key Stage 2 to give pupils more opportunities to develop their swimming skills.

92 The vast majority of pupils enjoy physical education lessons and take part energetically. They work well and are prepared to practise to improve their skills. In dance, they work in groups sharing their ideas and in many lessons pupils collaborate with a partner to plan small sequences. Pupils are very supportive of each other and when required provide language translations for their friends to ensure they fully understand the tasks. Pupils with English as an additional language and pupils with special educational needs are fully included by teachers and pupils and this ensures they make similar progress to other pupils.

93 The quality of teaching is good overall and often very good in Key Stage 2. Teachers plan lessons which build on pupils' existing skills. They have a secure knowledge of the way skills should be taught and are confident demonstrating to pupils. They organise lessons which ensure pupils are actively engaged. Occasionally in Key Stage 1 the pace of the lesson slows as too much time is allocated to organising the apparatus or activities mean pupils have to wait for a turn. This is partly due to younger pupils learning safe practices in handling the apparatus and should be resolved as they develop these skills. Teachers effectively use pupils' demonstrations to develop skills as well as to celebrate achievement. There is very good teaching in Key Stage 2 when teachers set challenging activities requiring control and skill.

- 94 The school puts great emphasis on developing pupils' self-esteem through involvement in physical activities and offers pupils a wealth of experiences. Provision for extra-curricular activities is excellent. Every morning before school starts pupils have opportunities to take part in a range of well organised activities. These are very well attended and ensure many pupils have a good start to the school day. It is highly commendable that staff give so generously of their time to provide these opportunities that compensate for limited opportunities in the local environment. The school has a wide range of teams including netball, rounders, athletics and tennis. The school is very successful in many competitions and have been national champions for cricket. In 1999 the school were county mixed-tennis champions and city champions for cross-country running. In the county's millennium games the school was awarded the fair play award which reflects the emphasis the school places on the development of self-esteem and social skills.

Section 11 (Ethnic Minority Achievement Grant)

- 95 The inspection is to report on the effectiveness of the provision of the Section 11 single regeneration budget, staff and its impact on the achievement of pupils.
- 96 Since the last inspection the Section 11 grant has been reorganised and is now called the Ethnic Minority Achievement Grant (EMAG). This is the first year in which the grant has been devolved to schools through the Local Education Authority. Schools submit an application for funding based on the number of ethnic minority pupils and the language difficulties they face. The current funding is used to employ five full-time support staff and one part-time member of staff to support 123 targeted pupils. Additionally the school is undertaking a number of initiatives within the local community to increase parental and community awareness and involvement.
- 97 The previous report identified as a key issue for action the review of the use of Section 11 resources to ensure their more efficient use and contribution to the learning of pupils for whom English is an additional language. The arrangement whereby Section 11 staff were employed as class teachers has stopped. The present staffing structure was decided by the governing body after full consultation. The employment of bilingual instructors, along with the setting of pupils by ability for English and mathematics, was felt to give more flexibility to the targeting of the help for these EMAG pupils. This arrangement is due for review and assessment at the end of the present school year as to its effectiveness according to already agreed criteria. The high percentage of these pupils means that EMAG provision is a major element of the school's educational provision. All staff are fully aware and conversant with the implications this has for teaching and learning in the school and very close working relationships between support staff and teachers is a noted feature of school planning at all levels. This has a significant impact on the good progress these pupils make as they move through the school.
- 98 The identification of pupils with additional language who may be having communication problems begins with a bilingual assessment as children start school. Pupils who enter at later stages are assessed individually by the EMAG manager or other support staff. The school has built up a database of its EMAG pupils which carefully records all details of their achievements in English and mathematics throughout their time in school. The attainment and progress of pupils is carefully monitored and when appropriate, pupils are taken out of support and moved into full integration of class teaching. This is effective in ensuring pupils are working at a level to match their needs and have full access to the curriculum. Class teachers maintain a careful eye on the integration and progress of these pupils to ensure they do not lose the progression and continuity they have achieved. The system has been examined by the Local Education Authority and the Home Office, who have praised its thoroughness and effectiveness.
- 99 The classroom practice of all EMAG support staff is excellent and a strength of the school. The level of support given in terms of the careful targeting of groups and individuals and their requirements in English and mathematics is very good. All support staff keep very detailed records of the attainment and progress of their pupils and these are passed regularly to the EMAG manager who updates the details in the database. On-going assessment in classes is supported by the more formal assessment of end-of-year tests and there is careful and constant monitoring of pupils. Additional support is given to pupils taking extended holidays abroad by the use of a 'Holiday Pack' which helps pupils to maintain a contact with their learning in school.

- 100 Current emphasis of support is in Key Stage 1 where the younger pupils are targeted. The levels of support are reduced higher up the school as pupils become more confident and competent in English. However, this is not a hard and fast rule as support is given as it is needed and careful monitoring of pupils who have moved out of their support group ensures they continue to make progress.
- 101 The impact of the current provision for EMAG pupils is very positive. In Key Stage 1 they make good progress from the low starting point on entry to school but by the end of the key stage their attainment has remained below the national average. The school has identified a number of reasons for this. Pupils enter school with little or, in many cases, no English language skills. The three stage entry means that some pupils have their learning disturbed in the spring term to accommodate the new intake. The governing body are aware of this and its implications and have begun to address the problems.
- 102 By the end of Key Stage 2, EMAG pupils have continued to make good progress and their attainment is closer to the national average. Analysis of attainment shows that pupils in this group have maintained the steady increase in attainment over the past three years so that their attainment in English, mathematics and science is now in line with the national average. This confirms good progress in Key Stage 2 as EMAG pupils become more confident and competent in communicating in English. These pupils receive the same levels of support in many other areas of the curriculum such as, information technology, religious education, physical education, music and personal and social education. This enables these pupils to make progress at an equal rate to that of their peers across the whole curriculum.

PART C: INSPECTION DATA

SUMMARY OF INSPECTION EVIDENCE

- 1 The inspection team consisted of seven inspectors, one of whom was a lay inspector. A combined number of 25 inspection days was spent in the school gathering evidence.
- 2 The inspection team :
 - * observed 87 lessons or parts of lessons;
 - * spent 93 hours observing lessons and looking at pupils' work;
 - * recorded another 31 hours of observations including attendance at assemblies, registration periods, extra-curricular activities, break and lunchtime activities of pupils, and discussions with the headteacher, governors, staff and other visitors involved with the school;
 - * observed pupils arrive and depart from the school;
 - * heard pupils of different ages and abilities read from fiction and non-fiction books;
 - * talked with pupils at the school;
 - * reviewed written work of a representative sample of three pupils from each year;
 - * analysed the policy documents, teacher planning files, pupils' records, attendance registers for the whole year, the school development plan and budget figures;
 - * held discussions with the headteacher, members of staff, the chair of the governing body, other governors and many parents during the week;
 - * held a meeting prior to the inspection attended by 18 parents, and considered 72 responses from parents to questionnaires asking about their views of the school.

DATA AND INDICATORS

Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y6	486	9	81	149

Teachers and classes

Qualified teachers (YR – Y6)

Total number of qualified teachers (full-time equivalent)	20
Number of pupils per qualified teacher	23

Education support staff (YR – Y6)

Total number of education support staff	6
Total aggregate hours worked each week	92.5

Average class size:	30
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Financial data

Financial year:	1998/9
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	£
Total Income	607,019
Total Expenditure	613,475
Expenditure per pupil	1,302
Balance brought forward from previous year	6,456
Balance carried forward to next year	0

PARENTAL SURVEY

Number of questionnaires sent out:	350
Number of questionnaires returned:	72

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	26	67	4	1	1
I would find it easy to approach the school with questions or problems to do with my child(ren)	45	48	1	6	0
The school handles complaints from parents well	22	57	16	6	0
The school gives me a clear understanding of what is taught	22	57	12	7	1
The school keeps me well informed about my child(ren)'s progress	29	61	7	1	1
The school enables my child(ren) to achieve a good standard of work	26	67	3	3	1
The school encourages children to get involved in more than just their daily lessons	34	41	18	7	0
I am satisfied with the work that my child(ren) is/are expected to do at home	25	56	8	8	3
The school's values and attitudes have a positive effect on my child(ren)	27	67	4	1	0
The school achieves high standards of good behaviour	20	55	21	3	1
My child(ren) like(s) school	49	48	0	1	1

NB: Percentages of responses are rounded to nearest integer, sum may not = 100%
 Percentages given are in relation to total number of returns, EXCLUDING nil replies.