

# **INSPECTION REPORT**

## **CHADDESSEN PARK INFANT SCHOOL**

Derby

LEA area: City of Derby

Unique reference number: 112763

Headteacher : Mrs Gillian Callow

Reporting inspector: Mr Colin Smith  
25211

Dates of inspection: April 30<sup>th</sup> – May 3<sup>rd</sup> 2001

Inspection number: 192228  
Inspection carried out under Section 10 of the School Inspections Act 1996

## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	3 to 7 years
Gender of pupils:	Mixed
School address:	Tennessee Road Chaddesden Derby
Postcode:	DE21 6LF
Telephone number:	01332 673533
Fax number:	n/a
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Paul Hassall
Date of previous inspection:	March 1997

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## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
25211	Colin Smith	Registered inspector	English Religious education Design and technology Music Equal opportunities	The characteristics and effectiveness of the school The school's results and pupils' achievements. Teaching and learning Key issues for action
9952	Lillian Brock	Lay inspector		Pupils' attitudes, values and personal development. Pupils' welfare, health and safety Partnership with parents and carers
30954	Brian Ashcroft	Team inspector	Mathematics Information and communication technology Geography History Special educational needs English as an additional language	Quality and range of opportunities for learning
25429	Anne Currie	Team inspector	The Foundation Stage Science Art and design Physical education	Leadership and management

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

### **INFORMATION ABOUT THE SCHOOL**

Chaddesden Park Infant School is average in size with 139 pupils on roll; 76 boys and 63 girls. The school serves a mixed community within the city of Derby. The school has a 52 part-time place nursery, which is full. Thirteen pupils (10 per cent) have special educational needs, which is below the national average. Twenty-five pupils are entitled to free school meals (18 per cent) which falls within the average range. Currently, almost all of the pupils are white and English speaking. Children's attainment on entry into the school is broadly average.

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

This is an effective school with many good features. Standards in reading are slightly below the national average and match those in similar schools. Standards in writing and mathematics are close to the national average and are higher than those in similar schools. Standards in art, music and religious education are high and standards in other subjects are average. On balance, teaching is satisfactory, although almost half of the teaching is good. Higher attaining pupils make good progress and those with special educational needs make steady progress towards their targets. However, a small number of pupils, whose attainment is below average but who do not have special educational needs, do not always make the progress of which they are capable when additional adult support in lessons is not available. Pupils are keen to learn and their behaviour is very good. The headteacher, along with governors and teachers who manage subjects provides good leadership and clear direction for the work of the school. Overall, the school gives satisfactory value for money.

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

- Standards are higher than those in similar schools in writing and mathematics;
- Standards are high in art, music and religious education;
- The school makes good provision for pupils' personal development and this is reflected in their good attitudes to learning and very good behaviour.
- Children get off to a good start in the nursery;
- A good partnership with parents has been established;
- The leadership and management of the school are good.

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

- The progress made by pupils who have only just learnt to read, write and handle numbers could be better with more adult support.
- Teachers are given good guidance on what to teach but not enough information on how best to teach the different subjects.

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

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

Good improvements have been made since the school was last inspected in March 1997. Standards have risen in writing, mathematics and science and are gradually rising in reading. Teaching has improved significantly since the last inspection. This has been of particular benefit to higher attaining pupils who are now making good progress. Teachers who manage the different subjects now monitor standards of teaching and learning and have a clearer picture of where improvements need to be made. They have also provided valuable information for teachers on what to teach. As a result, pupils are able to build on their learning from one

year to the next. The school evaluates its own effectiveness, identifies areas for improvement and takes swift and decisive action.

## STANDARDS

The table shows the standards achieved by 7 year olds based on average point scores in National Curriculum tests.

Performance in:	Compared with				Key
	All schools			Similar schools	
	1998	1999	2000	2000	
Reading	D	C	D	C	well above average A above average B
Writing	E	C	C	B	average C below average D
Mathematics	D	B	C	B	well below average E

Children enter school with broadly average attainment. They make good progress in the nursery and achieve steadily in the reception classes. By the end of the reception year most children reach the levels expected in language and literacy and mathematics, and in all other areas of learning. In addition, there are good opportunities for children to choose their own activities and find out for themselves. This enables them to achieve well in their personal, social and emotional development and helps them to become independent and responsible learners.

The table above shows that by the age of seven standards are in line with the national average but higher than in similar schools in both writing and mathematics. Standards in these subjects have been rising more quickly than the national trend. Results in reading are marginally below the national average but match those in similar schools. Standards in reading are creeping up and are higher this year than last. This reflects the school's efforts to improve pupils' word building skills. In reading, writing and mathematics, ambitious but achievable targets have been set and these have been reached in the last two years. More demanding targets are set for higher attaining pupils. They respond positively to the challenge and achieve well to reach the higher levels. Pupils with special educational needs make satisfactory progress because individual programmes are written and adequate support is provided to help them to reach their targets. However, pupils just above this level, who have only just learnt to read and write independently, do not achieve well enough in some lessons. This is because they cannot always remember what to do and when the teacher is busy with other groups their learning slows down. Pupils achieve steadily in most other subjects, including science and information and communication technology where standards are average. Pupils achieve well in art, music and religious education to reach higher than average standards. In both art and music the school's involvement in the City Educational Action Zone has made a valuable contribution.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good; pupils enjoy their lessons, try hard and work very well together.
Behaviour, in and out of classrooms	Very good; pupils are friendly, polite and courteous. They help each other and there is no bullying.
Personal development and relationships	Good; pupils enjoy being given responsibilities and show initiative by asking their own questions and suggesting ways to solve problems.
Attendance	Satisfactory; almost all pupils arrive punctually and ready to learn.

Pupils with special educational needs are well behaved, attentive and keen to answer questions.

## TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	Aged 5-7 years
Lessons seen overall	Satisfactory	Satisfactory

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

Teaching is satisfactory and has improved since the last inspection when 26 per cent of the lessons were unsatisfactory. During this inspection, 52 per cent of the teaching was satisfactory and 48 per cent was good. None of the lessons fell into the unsatisfactory or the very good category. Teaching is best in the nursery, where it is consistently good. A wide range of well-planned activities is provided. Effective teamwork between the teacher and nursery assistants ensures that children's learning is well managed. There are good opportunities for children to learn basic skills such as counting and letter sounds and to explore and learn for themselves. Teaching in reception is satisfactory. In these classes, good quality learning activities are provided but sometimes there are too many for teachers to control. On these occasions, not all children are able to receive the attention they need to learn well.

In Years 1 and 2, teaching is satisfactory, although often good in Year 2. Teachers' lesson planning is thorough, pupils are well managed and teachers' expectations of what pupils can achieve are higher than at the time of the last inspection. The work provided is challenging and set at a level that meets pupils' different learning needs. In English and mathematics the basic skills are taught well but opportunities are sometimes missed to encourage pupils to read expressively. Teachers' good expertise in art, music and religious education is reflected in the interesting work provided and the high standards achieved. There are some weaknesses in the teaching of design and technology and physical education, largely because there is too little guidance on how to teach the subjects well. Pupils with special educational needs are supported well. This gives them confidence to try hard to improve. However, in some lessons there is not enough support for pupils who have only just learnt to read and write. These pupils make slower progress when they have to manage on their own.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory; teachers benefit from good guidance on what to teach but there is little to advise them on how lessons might best be taught.
Provision for pupils with special educational needs	Satisfactory; well-written individual education programmes help pupils to reach their learning targets. In the nursery and reception classes the provision is good because there is a higher level of additional learning support.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good; provision for pupils' spiritual and cultural development is good and very good provision is made for pupils' moral and social development. Through subjects such as religious education and geography pupils are being well prepared for life in a diverse society.
How well the school cares for its pupils	Good; good procedures ensure that pupils are safe, guided and very well cared for. Their academic and personal progress is monitored effectively through satisfactory assessments of their learning.

The school and parents work together successfully.

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

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good; the headteacher and subject leaders provide good leadership and management. They share a collective vision for the future and pull together well to achieve it.
How well the governors fulfil their responsibilities	Very good; governors are well informed and involved in the work of the school. They are central to all decision making and monitor the work of the school conscientiously.
The school's evaluation of its performance	Good; many strategies have been introduced to evaluate how well the school is operating. These include analysing the results of assessments and monitoring teaching and learning.
The strategic use of resources	Satisfactory; financial planning and monitoring of expenditure is good but the deployment of support staff does not provide the best possible assistance for pupils. In all other respects, the best value is sought by considering all possibilities.

School accommodation and resources are good. The school benefits from a sufficiency of experienced teachers but there are not enough support staff to meet the learning needs of all pupils.



## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"><li>• Children like school and respond well to teachers' expectations that they try their best</li><li>• Children are encouraged to be thoughtful and mature in their behaviour</li><li>• The school works closely with parents and they feel comfortable about approaching the school to ask for information and help</li><li>• Teaching is good and this enables children to make good progress</li><li>• Parents appreciate being well informed and involved in the life of the school</li></ul>	<ul style="list-style-type: none"><li>• A few parents would like more extra curricular activities</li></ul>

The school is popular and has the support of the vast majority of parents. Inspectors agree with parents' positive views, although a minority of pupils could make better progress if they received additional help. The range of extra-curricular activities provided is typical of infant schools.

## **PART B: COMMENTARY**

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

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

1. Standards have improved since the last inspection, particularly in writing and in mathematics, where the increases have been greater than they have been nationally. The improvements have followed more determined leadership under the present headteacher. She has introduced an analytical approach to managing the school and involved teachers in evaluating assessment results and observing each other's lessons. Governors have been informed of the findings and are involved in the setting of targets for pupils to aim for, which are challenging but realistic. These measures are proving successful in raising standards.
2. Children enter school with average levels of attainment. They make good progress in the nursery because of the well-planned and well-managed range of experiences. They soon learn to be independent in choosing their own activities and staff are on hand to talk about their experiences and improve their written and spoken language. Children achieve steadily in the reception classes and make good progress in their personal, social development. They are on course to reach the levels expected in language and literacy, mathematics, knowledge and understanding of the world, and in their creative, physical and personal development by the end of the reception year.
3. Standards in reading, although marginally below the national average, match those in similar schools. Improvements in reading have been difficult to achieve but teachers have made a concerted effort to teach pupils how to build words using letter sounds. Teachers give pupils extra reading practice at lunchtimes and parents help at home. These measures are beginning to raise standards, for example, more Year 2 pupils are on course to reach the standards expected in their forthcoming tests than last year. Most pupils read simple texts fluently and with secure understanding. They know how to read unfamiliar words by breaking them into parts or sounding out the letters. However, there is potential for further improvement. In the whole class shared reading sessions, pupils are not always encouraged to read expressively and in some lessons pupils are not given sufficient opportunities to predict and explore the meaning of words and the passage.
4. Pupils achieve well in writing. Standards are in line with the national average and are higher than in similar schools. From being unsatisfactory at the time of the last inspection, standards in writing have reached a position where almost all pupils enjoy writing and many write fluently. Pupils draw on the many worthwhile experiences gained in other subjects, such as a visit to a Hindu temple, as a stimulus for writing. Targets are set for each pupil and these are pasted into their books as a constant reminder. Spelling programmes have been introduced to help pupils to learn spelling patterns. As a result, most pupils write in a clear style, using correctly formed letters. They spell common words accurately. Most pupils use full stops and capital letters correctly and the higher attaining ones understand when to use speech and exclamation marks. One area of potential improvement relates to joined script where pupils are unsure of what the school policy is and very few join their letters.
5. Standards in speaking and listening are average and pupils make steady progress. They have good opportunities to take part in class and group discussions and they have the confidence to speak to the whole class. Most pupils speak clearly but seldom elaborate on their statements by using descriptive language. Most pupils listen carefully to what the teacher or other pupils say. They can usually answer questions correctly and share in

conversations. However, a significant number of pupils have poor listening skills. They cannot remember instructions and by time the group work starts they have forgotten what to do. Consequently, in some lessons, they underachieve and this is an issue for improvement. Teachers have identified the problem but steps have not yet been taken to remedy it. This is partly because teachers do not always check that pupils are tuned in to the task but largely it is a problem of not having additional support staff on hand to help at crucial times.

6. Standards in mathematics are in line with the national average but are higher than they are in similar schools. Good subject leadership and accurate assessment of pupils' learning are instrumental in raising standards. Pupils are becoming proficient in quick and accurate calculation of numbers up to 20 as a result of the quick-fire mental mathematics sessions at the start of each lesson. They add and subtract numbers to 100 correctly, have a good grasp of metric measurement and two and three-dimensional shapes. There are good opportunities for pupils to solve mathematical problems where the pupils' own ideas are shared. As a result, pupils are gaining confidence and showing promise in applying their skills. However, as in English, pupils with weak listening skills are not always supported during group activities and when this happens, they make slow progress.
7. Standards in science are in line with the national average but many more pupils reach the higher levels than at the time of the last inspection. This is because the higher attaining pupils have better opportunities to extend their learning. Pupils are often involved in experimenting and predicting what is likely to happen. They are expected to record their findings in charts, diagrams and written accounts. These approaches ensure that pupils' skills of investigation and communication are developing steadily alongside their knowledge and understanding of scientific ideas.
8. Standards in information and communication technology are average and the school has kept pace with national initiatives. Good opportunities are provided for pupils to use their skills in other subjects, such as graphics in art, word processing in English and data handling in mathematics and science. As a result, pupils are confident and competent in using the keyboard and the mouse to search menus, make screen changes and save and retrieve their work.
9. Standards in religious education are higher than the local syllabus for schools in Derby requires. There have been improvements since the last inspection. Pupils achieve well and have a good understanding of Christianity and how it compares with other religions such as Sikhism. Pupils benefit from valuable first hand experiences, such as examining religious artefacts and visiting places of worship. Pupils become absorbed in their work and are beginning to develop their own beliefs.
10. Standards in art and music are also high and pupils achieve well in these subjects. In music, for example, pupils understand how to compose their own pieces and record them using simple notation so they can be replayed later. Pupils make steady progress and achieve average standards in design and technology, geography, history and physical education. Teachers' subject knowledge in design and technology is not fully secure. This results in pupils' making skills being stronger than their skills in designing. Similarly in physical education, teachers rely too much on taped lessons and miss opportunities to extend pupils' skills in dance. Although teachers benefit from good guidance on what to teach, there is little guidance on how to teach the different subjects well.
11. Higher attaining pupils make good progress. They are good listeners, persevering and enjoy a challenge. They work with care and accuracy in the key subjects, even when working on their own. Pupils with special educational needs make steady progress

towards the targets set. They benefit from the good support provided by teachers and support staff and the involvement of their parents. The only pupils whose progress is less than it should be are those just above the special needs band. This amounts to approximately one fifth of the pupils in each class. They have learnt to read and write but they are not good listeners and struggle to work productively when not supported. In some lessons the support they need is not available and there is scope for improvement in the deployment of support staff.

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

12. Pupils have maintained their good attitudes in lessons and their good standards of behaviour since the last inspection. There is a happy atmosphere in the school and this has a positive effect on pupils' attitudes to school life and to their learning. Nearly all parents who responded to the questionnaire feel that behaviour is good and that the school helps their children to become mature and responsible. Parents say that pupils show respect for one another and are understanding of those who have individual difficulties.
13. Pupils have good attitudes to school and are enthusiastic about their learning. They work hard and show good levels of personal motivation to improve their work. This makes a significant contribution to their success and to the progress they make. For example, in a Year 2 lesson on country dancing, pupils persevered and as a result, they learnt to perform intricate movement sequences. Children in the nursery and reception classes have good attitudes to their work. The supportive and encouraging atmosphere helps them to settle to learn quickly. They respond well to the adults who work with them and enjoy exploring new learning. Children in the nursery watched with rapt attention when a child gave a simple demonstration of the sign language he uses at home.
14. Pupils' behaviour is very good and is fostered through the school's consistent expectations and its emphasis on positive praise. In lessons, most pupils behave well all of the time, although there are some isolated examples of pupils attempting to distract others. The behaviour of Year 1 pupils was very good during a music lesson when they worked in groups of four with another pupil acting as conductor. This ensured that they made good progress. Ideas of right and wrong are established very early for children in the foundation years. They have a clear understanding of what is acceptable behaviour and most comply with the standards set. Around the school, pupils are clear about the expected standards of behaviour and move sensibly around the building. During a discussion with pupils from Year 2, they confirmed that pupils are friendly and polite to each other and lunchtimes are a sociable occasion. In the playground, their play is happy and lively and no incidents of bullying or unpleasant behaviour were observed during the inspection. There have been no exclusions in the year prior to the inspection.
15. Pupils make good progress in their personal development and relationships. Pupils and staff all work together in a caring atmosphere and this raises the quality of pupils' learning and of the life of the school. Children in the foundation years demonstrate good personal and social skills and are happy to explain their tasks to adults. Pupils respond well to opportunities to take responsibility; for example, older pupils play board games with younger ones during wet playtimes. A renewed focus on such opportunities is a feature of the personal, social and health education programme. Pupils are developing independence in their learning and they make the most of opportunities to work on their own. Overall, pupils are enthusiastic about school life and those in Year 2 confirmed that they felt well prepared for the transfer to junior school.

16. Attendance at the school is satisfactory and in line with the national trend. There is little unauthorised absence and much of the authorised absence is due to parents taking children on holiday in term time. Although most pupils arrive in time for registration, a small number are regularly late and sometimes have to wait to join the class after assembly.

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

17. Teaching is satisfactory. This is a big improvement since the last inspection when a quarter of the teaching was unsatisfactory. The headteacher has worked hard to raise the quality of teaching by improving planning and raising teachers' expectations of what pupils can achieve. This is having a positive impact on pupils' learning and accounts for a good deal of the improvement in standards. During the inspection, 48 per cent of the teaching was good and 52 per cent was satisfactory. None of the lessons fell into the unsatisfactory or the very good category. Despite the improvements there is scope to improve teaching further, particularly in relation to the support pupils receive when they are completing exercises and practising their skills.
18. Teaching in the nursery is consistently good and children make a good start with their learning. The classroom is exciting with many tempting activities to engage the children's interests and to help them to learn to be independent. For example, a computer program asks children to work out the correct order of washing up jobs, such as filling the bowl and adding soap. This makes children think. They often discuss their ideas in pairs or groups, which improves their speaking, listening and social skills. Other activities, such as role-play and using simple construction kits, are planned carefully to develop children's creative talents. The teacher and support staff intervene to ask children to explain their learning because they are aware of the importance of developing children's spoken language.
19. Teaching in reception is satisfactory. There is some good teaching, particularly in the provision of interesting group activities, such as the puppet theatre where children learn to work together and improve their language skills. Good practical activities in mathematics enable children to learn to identify and add numbers, and to record their answers. However, on some occasions too many activities are organised at the same time. Although each activity has the potential to promote children's learning, there are too many to supervise and teaching opportunities are missed.
20. Teachers establish good relationships and maintain good class control within a friendly atmosphere. Reminders are given to pupils to concentrate and work at a good pace. As a result, pupils settle to work quickly and almost always try their best. Teachers ensure that all children take part in class discussions and listen to what the teacher and other children say. In one lesson, for example, the teacher asked, 'How do penguins carry their eggs?' One pupil answered, 'I think they have a pouch like a kangaroo, but if we looked in Holly's encyclopaedia we could find out for sure.' Pupils know that they are expected to contribute and they are praised when they achieve well. This keeps them on their toes and always ready to learn.
21. Teachers expect much more of the pupils than at the time of the last inspection. Lessons are more challenging and this is partly why a healthy number of pupils reach higher levels in reading, writing and mathematics. The teaching of writing has good features. Some of the higher attaining Year 2 pupils are encouraged to use the full range of punctuation in their writing and the quality of their finished writing significantly improves over the year. For example, they use exclamation marks to draw the reader's attention to important statements. In English and mathematics, the work provided is closely matched to pupils'

different learning needs. Whole class discussions are usually demanding and teachers often ask specific questions of different pupils to match their level of attainment. This includes pupils with special educational needs who delight in getting the answers right and receiving praise.

22. Teachers' lesson planning is good. Teachers plan every lesson in detail and after the lesson they evaluate pupil's learning to assess what they have understood and determine where further practice is needed. Lessons are often planned over a number of weeks so that pupils' learning is built up gradually and teachers usually begin the lesson by reminding pupils what they have learnt earlier. These approaches strengthen pupil's understanding, particularly of the basic skills such as reading, writing and numeracy. The aims of the lesson are often discussed with pupils or are written on the whiteboard for pupils to see. This enables pupils to know what they are expected to learn, particularly in writing where teachers write their individual targets for improvement in their books as constant reminder.
23. Teachers' knowledge of the subjects they teach is good in art, music and religious education. A good command of these subjects enables teachers to guide pupils to reach higher standards than usual. In music, for example, teachers' draw on their expertise to teach pupils how to compose their own music, to record it using symbols and to re-play it at a later date. They make it look easy. However, teachers have less expertise with aspects of science, design and technology and physical education. In dance lessons, for example, teachers rely too much on radio broadcasts and do not modify the lesson to take account of pupils' specific skills. Teachers sometimes confuse design and technology activities with the teaching of skills in art and this holds back pupils' skills in designing. In science, teachers sometimes use pictures instead of real objects. This makes it harder for pupils to understand the similarities and differences. These weaknesses arise because the school's subject policies have little to say about what makes a good lesson. In English, teachers have a secure grasp of the purpose of the literacy hour but miss opportunities to improve the full range of pupils' reading skills during whole class shared reading sessions. As a result, pupils' ability to read with expression is less developed than it should be.
24. The school has suffered from tight budget constraints over recent years. One effect has been the limited provision of classroom assistants. Children in the nursery and reception classes benefit from an appropriate level of support but pupils in Year 1 and 2 have to share assistants. When they are present, learning support assistants make a valuable contribution to pupils' learning. They work alongside teachers, share in the planning and play an important part in the learning of pupils with special educational needs. They are effective when they work with groups of pupils, particularly in English and mathematics when they reinforce the learning of basic skills such as spelling and counting. However, there are times when the deployment of learning support assistants could be better. For example, in reception classes they are present in physical education sessions when their support could be better targeted to help in English or mathematics lessons in other classes. Consequently, in many lessons the teachers have to manage on their own. They always spend time with pupils with special educational needs, knowing that neglecting them would lead to other pupils being distracted. About a fifth of the pupils in each of the Year 2 classes have only just learnt to read and write independently and their listening skills are limited. Although these pupils do not have special educational needs, they still require support to enable them to complete the tasks provided successfully. They learn well enough in whole class settings and they learn successfully in about half of the lessons when learning support assistants are on hand to help them. However, in other lessons their learning is held back because they are not sure what to do. Teachers usually

stay with one group and do not always check other groups to ensure that pupils are on the right lines.

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

25. The school fulfils its statutory requirements to teach all the subjects of the national curriculum, including religious education. The curriculum is broad, balanced and relevant. Significant improvements have been made since the last inspection. Teachers are now guided in what to teach in every subject. This helps them to plan their lessons knowing that pupils are building on what has been taught earlier and this is leading to improved progress from year to year. In religious education, for example, the co-ordinator has provided greater detail about what to teach than contained in the local syllabus of work. As a result, pupils are reaching high standards in this subject. Although teachers follow good guidance on what to teach, there is little information on how to teach and which methods might best be used. Subject policies are often very brief and do not explain, for example, how to teach a good lesson. This sometimes leaves teachers unsure of which teaching method is most effective. In dance lessons, for example, teachers rely too much on the use of taped broadcasts because little is said about this in the subject policy. Similarly, in the policy for design and technology, the place of designing is not made clear.
26. Planning for the children's learning is good in the nursery and satisfactory in reception. In Years 1 and 2, teachers plan a series of lessons together. Expertise is shared and pupils in parallel classes are almost certain to be provided with equal opportunities to learn. This is another improvement since the last inspection when planning was considered to be unsatisfactory.
27. The school has implemented the nationally recommended strategies for the teaching of literacy and numeracy. Planning for these subjects is satisfactory overall but there is good planning of individual lessons. The strategies for teaching literacy and numeracy have been implemented satisfactorily. In writing, the good strategies for developing skills are evident in the targets set for pupils to reach higher standards. A strong feature of the Numeracy Strategy is evident in the confidence pupils have in their mental mathematics skills.
28. The provision for pupils with special education needs is satisfactory. Individual education plans contain realistic and achievable targets. These plans provide guidance for teachers and are reviewed with parents regularly. In the Foundation Stage the provision is good because there is a greater level of adult support. In other classes there additional adult support is not always available and lower achieving pupils are sometimes left unsure of what they are expected to do. Despite this, equality of access and opportunity for children to learn is satisfactory overall. Boys and girls, higher and lower achieving pupils are encouraged to participate in all activities.
29. The provision for pupils' personal, social and health education is satisfactory and set to improve through a promising new programme of work with good links to physical education and science. The range of extra curricular activities is satisfactory and there are good opportunities for pupils to develop interests in music. Good use is made of the local community in contributing to pupils' learning. For example, pupils visit the local churches, temples and library. These experiences enrich their understanding of religious education and reading. Pupils widen their social experience by taking part in events, such as the Chaddesden Carnival. There is a particularly good link with local industry that enables adults to work with younger pupils to improve their reading. The school maintains good

relationships with the neighbouring junior school, which makes for the smooth transfer of pupils at the age of seven.

30. There is good provision overall for pupils' spiritual, moral, social and cultural development. This good provision has been maintained since the last inspection. Pupils are encouraged to work together in harmony and learn to respect and be sensitive to the needs of others.
31. The provision for pupils' spiritual development is good. Assemblies are sensitively conducted and are well matched to pupils' spiritual needs. For example, stories are carefully selected to appeal to pupils' interests and pupils are involved in acting out the different parts. These are meaningful experiences but the link with Christianity is not always explicit. Although most pupils behave well during collective worship, there is not always a sufficient number of staff to ensure a quiet, purposeful atmosphere. Pupils' spiritual growth is well planned through religious education, art, music and work on display. In a Year 1 religious education lesson, pupils shared their thoughts and feelings when discussing the stories that Jesus told. There are quiet moments during assemblies when pupils reflect on the main message of the assembly. The spiritual growth of pupils is highlighted in their displays of poetry.
32. Provision for pupils' moral development is very good. The 'Children's Charter' and the six school rules are effective in raising moral awareness. Moral issues are discussed in lessons and in circle time when the class sits together and talks about issues. Assemblies further reinforce moral development. A strong feature is the way pupils are taught wider moral issues. For example, pupils in Year 2 consider the morality of 'war' and the effect it has on people's lives when visiting a war memorial. Through the personal, social and health education programme, pupils reflect on personal qualities such as tolerance, kindness and sensitivity to others needs and rights.
33. The social development of pupils is very good. There are many opportunities for pupils to work together within lessons. This successfully promotes mature relationships and reinforces the view of the governing body that this is a family school. Social interaction outside lessons is very good. Pupils are encouraged to share equipment and to work and play well together. Educational visits are a strong feature of pupils' social development. Older pupils have enjoyed a visit to Elvaston Castle to experience a Victorian Christmas and younger children have visited Twycross Zoo.
34. The provision for pupils' cultural development is good and has shown an improvement since the last inspection. The diversity of visitors into school and visits out of school has a positive impact on pupils' understanding of their own culture and that of others. In conversation with Year 2 pupils, they confirmed that they had a good understanding of both the Hindu and Sikh religions. They explained well the features of both and compared and contrasted them with Christianity. They also said that they do not consider any pupil to be different. All children are treated equally and respected for their individual attributes. Visitors to school have been from Africa and Sri Lanka and pupils visit the Derby Open Centre, the Sikh Gurdwara and a Hindu temple. Pupils have experienced a range of cultural experiences through poetry readings, a visiting theatre group and through their work in art and music.

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

35. The procedures for monitoring and promoting pupils' attendance and behaviour are good and there are good procedures for dealing with any incidents of bullying. Procedures for child protection and for ensuring pupils' welfare are also good. Parents appreciate the pastoral care provided for their children. They feel that the headteacher and staff are



approachable and are sensitive to concerns about their children's progress or the need for additional support. They are pleased with the way that the school rewards positive attitudes. These good features have been maintained since the previous inspection.

36. All staff, including those who provide additional support, have a good awareness of pupils who may be experiencing difficulties or whose welfare is giving cause for concern. Child protection procedures are good and all staff including lunchtime supervisors have received suitable guidance and training in the correct way to report concerns. Parents are informed of the procedures in the prospectus. There are good systems for monitoring pupils' attendance and following up any absences. The school is aware of the increasing tendency for pupils to have holidays in term time and does its best to encourage parents to avoid this. There is good support for the school from the educational welfare service.
37. The school has good procedures for the promotion of pupils' behaviour and for dealing with unsatisfactory behaviour. All staff have clear expectations of pupils' behaviour and are consistent in their approach to any lapses. Pupils are clear that the headteacher and staff will deal very quickly with any worries that they may have about unkind behaviour or bullying.
38. The school meets the statutory requirements for providing a safe place for pupils and adults to work in. The caretaker and staff keep the school very clean and pupils confirm that they feel safe and secure. The school has clear health and safety procedures, supported by a good health and safety policy, and this is an improvement since the last inspection. Actual or potential hazards are reported and dealt with quickly. The health and safety officer, the site supervisor and the governing body regularly monitor all aspects of health and safety in the school. Risk assessments have been undertaken both internally and by external agents. Medical needs of pupils are planned for, with qualified first aid staff on duty at all times. The school is developing its personal, social and health education programme to ensure that pupils' personal development is closely monitored. Pupils' increasing involvement in setting their own academic and personal targets is a significant factor in helping them to improve.
39. The procedures for the assessment of pupils' learning are satisfactory overall with some good elements. Assessment in writing is good because targets are set to help pupils to improve. This is leading to higher standards. The assessment of reading is satisfactory. Pupils are tested to identify those whose progress is causing concern. Those who are struggling to learn the basic skills are tested further to diagnose the difficulties. This is helping the lower achieving pupils to improve. However, the tracking of pupils' reading progress from year to year is not yet established and targets are not set to help pupils to improve. Assessment in mathematics is satisfactory. Half-termly assessments are used which are both oral and written, depending on which year group the children are in. However, there are no individual targets set for mathematics. Teachers consider what and how they will assess pupils' learning when they plan work for the forthcoming week or term. The success of pupils learning is evaluated when a topic has been completed and the results are used to inform the planning of the next learning steps.
40. Assessment in science and information and communication technology is satisfactory and improving. Assessments are made at the end of the units of work. In information and communication technology for example, each pupil's progress and record of work is held on a class computer. In most other subjects, there are simple assessment procedures in place.
41. Teachers assess the learning of pupils' with special educational needs effectively. Assessments are undertaken as soon as pupils experience difficulty in learning. Individual

education plans are written based on information gathered from assessments. Pupils are then closely monitored as they progress towards their targets.

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

42. The partnership between parents and the school is good and improves pupils' learning and their experiences of school life. This is an important improvement since the last inspection. The value the headteacher places on the involvement of parents in children's learning strongly influences the harmonious relationships. Parents confirm that the headteacher and staff are approachable and that they feel able to discuss any worries or concerns with them. Parents feel positive about the school and the improvements that are being made. At the parents' meeting prior to the inspection and in the questionnaires, most parents show good support for the school and its work. They feel that their children are making good progress because the school expects them to work hard and achieve well.
43. The quality and quantity of information which parents receive is good. Parents are kept well informed of school events through the regular supply of newsletters. Their knowledge of pupils' learning is good and enhanced each term when teachers meet them to explain what pupils are expected to learn over the next few weeks. Parents appreciate this because it enables them to play a bigger part in their children's education. Parents of children who are new to the nursery or reception classes receive good information through a range of booklets about organisation, school routines and helping their children to learn. This helps them to prepare the way and has a positive effect on the way children settle into school. Any questions or concerns are answered when parents of nursery children meet at the end of the first term to discuss how their children are settling in. Reports to parents are satisfactory. Most reports contain targets, which enable parents and children to understand what they need to do to improve. The nursery also provides an additional progress report so that parents know how their children are getting on. The school provides a good level of consultation evenings and parents confirm that they are allowed adequate time to talk to teachers.
44. The school benefits by involving parents in its development. Parents are consulted through questionnaires. The headteacher and the governors value their suggestions and incorporate them in future planning. Most parents give good support to the work of the school and to their children's learning through their involvement in homework activities. For example, many parents regularly hear their children read, help with activities such as spelling and provide children with resources to bring into school to support the work in the classroom. This greatly improves the resources available for teaching. A small number of parents help in classrooms. They work alongside teachers, particularly with groups. Teachers value their support because pupils receive more help with their learning. Five parents are on the school's governing body and they bring their own experiences of how their own children are responding to what the school provides. This is helpful in informing on school effectiveness. The school shares a Parents' and Friends Association with the junior school and has benefited from funds raised from a range of activities. In addition to a range of resources to enhance learning, the association purchased a stage for the school.
45. With funding through the Education Action Zone, the school offers courses for parents to broaden their understanding of how children learn. During the inspection, the course leader and parents were observed sharing ideas on how to develop children's literacy and numeracy skills. Parents are appreciative of the opportunity to be involved in their children's learning and feel that their children are benefiting from their deeper understanding of how children learn. Some of these parents have gained enough

confidence to offer their help in the classroom. Pupils also benefit from the support of parents through the Better Reading Partnership. Parents of children who have a special educational need are fully involved in the development of their individual education plans.

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

46. The leadership and management of the school are good. The headteacher provides clear direction for the work of the school. She is sensitive, caring and dedicated and supports both staff and pupils well. All staff work together well as a team. She has succeeded in building a close partnership between the school and parents. Under the headteacher's leadership the school evaluates its own strengths and weaknesses, for example by analysing the results it achieves. Weaker areas are pinpointed and appropriate strategies are introduced to bring about improvements, such as the increased emphasis on teaching phonics and the whole-school approach to raising standards in writing. The role of subject co-ordinators has been strengthened considerably since the last inspection. Subject leaders are given time to analyse pupils' work and observe teaching. They support colleagues well and are committed to raising standards in their subjects. The leadership of mathematics is a good example of how well focused co-ordination is leading to higher standards.
47. Governors make a very valuable contribution to the school's work and they ensure that they fulfil all their statutory requirements. The chair of governors has established an effective partnership with the headteacher and he provides useful help and guidance for the management of the school's budget. The input and support provided by the governors has improved considerably since the last inspection. Governors now have a clear understanding of the school's strengths and weaknesses. Most make visits to the school to monitor its work and some work in the school as volunteers or students. They use their knowledge of the school to make a valuable contribution to forward planning.
48. Staff meet to review the work of the school and, together with governors, they produce a comprehensive school improvement plan, which clearly prioritises actions to raise standards and enhance the work of the school. This document ensures that change is managed well and that spending is directed to supporting the identified priorities. Notable improvements that have resulted from this methodical approach are the raised standards in geography and physical education since the last inspection.
49. The school monitors its work well. The headteacher and co-ordinators monitor teaching and planning to keep an overview of standards and to ensure that the requirements of the National Curriculum are met. As a result, the standard of teaching has improved with no unsatisfactory teaching observed during the inspection. Schemes of work have been adopted to guide teachers' planning and make sure that new work builds on what pupils have already learned. All teachers have a target for improving pupils' writing as part of the annual review of their performance. This shows the clear identification of an area for improvement and the whole school commitment to raising standards.
50. There are good resources for literacy, music, religious education, numeracy and for children in the nursery. Displays are used very well to create a stimulating, attractive environment. The funds made available for pupils with special educational needs are used to provide good support, which helps them to make steady progress. Where additional support staff are provided, for example in the nursery and reception classes, they have a positive impact on children's learning. However, the deployment of support staff is not sufficiently well planned in the light of pupils' learning needs. For example, the lower achieving pupils in Years 1 and 2 often do not receive additional support and, as a result, they make only slow progress, especially during literacy and numeracy lessons. The

school makes good use of additional funds it receives through the Education Action Zone, for example to run the introductory classes for parents of nursery children. The school has a tight budget because it has a falling roll as there are now less young children in the area. The headteacher and governors look carefully at spending to ensure that they obtain the best value. For example, they have decided to terminate their contract with the local authority for building work as prices from other firms are more competitive. They also compare the school's results with those of similar schools when assessing the impact of their spending decisions.

51. The school has made good improvement since the last inspection. Standards in geography and physical education are now satisfactory. The higher attaining pupils are performing better because more is now expected of them. Results are improving in English, mathematics and science. Teaching has improved significantly and curriculum guidance is now in place for all subjects. Forward planning is good and the role of the teachers who lead subjects has been extended, especially in the area of checking and raising standards. Governors now make a very significant contribution to the running of the school and the partnership with parents has been strengthened. The school is in a good position to move forward.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

52. The headteacher, staff and governors should now:

- (1) improve the achievement of pupils who have only just learnt to read, write and handle numbers by:
- teachers questioning them to check that they can explain what they are expected to do before setting them off on their individual or groups tasks;
  - teachers checking that they are on the right lines soon after they have started their work;
  - more efficiently targeting the use of learning assistants to ensure that pupils receive the support they need at the crucial times.

(Paragraphs 5, 6, 11, 24, 50, 67, 73 and 77)

- (2) Provide clearer guidance on how the different subjects might best be taught.

(Paragraphs 25, 50, 71, 80, 88 and 108)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	44
Number of discussions with staff, governors, other adults and pupils	28

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	0	48	52	0	0	0

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

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	26	139
Number of full-time pupils eligible for free school meals		25

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y2
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	2	13

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	
Pupils who joined the school other than at the usual time of first admission	7
Pupils who left the school other than at the usual time of leaving	10

### Attendance

#### Authorised absence

	%
School data	4.7
National comparative data	5.2

#### Unauthorised absence

	%
School data	0.8
National comparative data	0.5

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

## Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	27	31	58

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	19	22	26
	Girls	28	28	26
	Total	47	50	52
Percentage of pupils at NC level 2 or above	School	81 (79)	86 (88)	90 (91)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	19	26	26
	Girls	27	26	27
	Total	46	52	53
Percentage of pupils at NC level 2 or above	School	79 (78)	90 (88)	91 (93)
	National	84 (82)	88 (86)	88 (87)

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

## Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	1
White	88
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

## Exclusions in the last school year

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

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

## ***Teachers and classes***

### **Qualified teachers and classes: YR – Y2**

Total number of qualified teachers (FTE)	7.0
Number of pupils per qualified teacher	19.8
Average class size	23

### **Education support staff: YR – Y2**

Total number of education support staff	3
Total aggregate hours worked per week	72

### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26

Total number of education support staff	1
Total aggregate hours worked per week	33

Number of pupils per FTE adult	8.7
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*FTE means full-time equivalent.*

## ***Financial information***

Financial year	1999 – 2000
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	£
Total income	346,222
Total expenditure	336,814
Expenditure per pupil	1,597
Balance brought forward from previous year	6,271
Balance carried forward to next year	15,679

## ***Results of the survey of parents and carers***

### **Questionnaire return rate**

Number of questionnaires sent out	211
Number of questionnaires returned	73

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	32	1	0	0
My child is making good progress in school.	52	45	1	1	0
Behaviour in the school is good.	40	53	5	0	1
My child gets the right amount of work to do at home.	26	47	5	3	19
The teaching is good.	55	41	1	0	3
I am kept well informed about how my child is getting on.	37	58	5	0	0
I would feel comfortable about approaching the school with questions or a problem.	59	37	4	0	0
The school expects my child to work hard and achieve his or her best.	49	41	3	0	7
The school works closely with parents.	37	49	11	0	3
The school is well led and managed.	53	37	4	0	5
The school is helping my child become mature and responsible.	41	51	4	0	4
The school provides an interesting range of activities outside lessons.	18	26	16	5	34



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

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

53. Education for children in the Foundation Stage is provided in the nursery and two reception classes. Provision is consistently good in the nursery and satisfactory overall in the reception classes. Children attend the nursery part-time and transfer to a reception class in either the September or January each year. A second reception class is set up each January to cater for the younger children who transfer from the nursery at that time. Children make steady gains in learning. Most children are on course to achieve the expected outcomes in language and literacy, mathematics, personal and social development, knowledge and understanding of the world and creative and physical development before they transfer to Year 1. The co-ordinator for the Foundation Stage has a good understanding of the needs of young children and the requirements of the new curriculum. New detailed assessment arrangements are being introduced to provide a clearer picture of children's knowledge and understanding, which can be passed to the Year 1 teachers. There has been some good monitoring of work in one reception class but this has not yet been extended to the other.
54. The good provision in the nursery has a positive impact on children's learning and the progress they make. The classroom is bright and very attractive with lively displays and there is a good range of resources. Teaching is consistently good. The teacher has a very secure understanding of how young children learn. She provides a wide range of interesting and stimulating activities to extend what children already know. The teacher and the nursery nurse work well together as a team. They create a warm, caring atmosphere and they set high expectations, both of behaviour and of work. As a result, children settle well, gain confidence and develop good attitudes to learning. The needs of all children, including those with specific special educational needs, are clearly identified. Additional support is provided to help them achieve well. New parents gain valuable insights into how to help their children to learn from the course provided.
55. Teaching in the reception classes is satisfactory overall, with some good teaching. Teachers ensure that assistants are well briefed so that they can work as a team and give good support to the children. These are often children identified as needing additional help and, as a result, they make good progress in lessons. Work is carefully planned to cover all the necessary areas of learning. There are shortcomings in the organisation of some lessons, especially those linked to literacy and numeracy. On occasions too many activities are planned where children need an adult to supervise them. An example of this was seen in a numeracy lesson where the five group activities planned had the potential to extend children's understanding of addition. The groups working with the two adults consolidated their learning well, but the other three groups did not make as much progress, as they did not play the games correctly.

### **Personal and social development**

56. Nursery children come to school eagerly. There are good opportunities for children to gain independence, for example when they post their name cards in the box after they have had their snack. Children's self-confidence develops well. This was illustrated by the way the children stood up and sang a song for the rest of the school during assembly and almost every child took part. Children learn to share the large wheeled toys outside and adults help them to negotiate with others. They quickly become aware of the rules they are expected to follow, such as wearing an apron for painting and sticking activities.

57. In the reception classes, children respond well to the activities provided and show independence in making choices of what to do. A good example of co-operation was seen in the 'puppet show' when some children acted out a simple scene for others. Children extend their concentration during whole class sessions and they show that their confidence is growing as they share their work with the rest of the class. Good attitudes to learning, and a willingness to try, are illustrated well when children are not sure how to play the game they are given. They make up their own rules and stay with the activity, rather than becoming distracted. Across the Foundation Stage, teaching is good in this area of learning. This has a very positive impact on the steady, and often good, progress children make.

### **Language and literacy**

58. In the nursery, children make steady gains in learning as a result of the good teaching and the well-planned activities provided. Most children want to talk about what they are doing, such as sharing books. Some children speak in short phrases but others have a good vocabulary and use full sentences. For example, one child talked in detail about the video of 'Peter and the Wolf' and explained what happens at different points as he listened to a tape of the music. They develop satisfactory listening skills because they are given regular opportunities to share in conversations. A good example of this is the 'McChadd's restaurant', where adults engage children in ordering and serving food. Good opportunities are provided for children to write for a range of purposes, such as making invitations to a party. Staff talk to children about what they are going to write and use their knowledge of individual children to extend their awareness of letter shapes and sounds.
59. In the reception classes, the teaching of literacy and language is sound. Children gain a good knowledge of the sounds associated with letters. Children take home reading books and simple commonly occurring words and letter sounds to learn. With encouragement, some children are beginning to use their knowledge of letter sounds to read unfamiliar words. They also use picture clues to help them re-tell stories. Almost all children write their name clearly. They are attempting to write independently by writing the letter sounds they can hear when they say the words.

### **Mathematics**

60. In the nursery children steadily extend their mathematical skills as a result of good teaching. Good use is made of whole class sessions, as well as specific activities to develop children's skills. Most children learn to count to at least 10. Singing and action songs reinforce their knowledge of shapes. As a result, most children identify a circle, a square and a triangle correctly. When having their snack children receive instructions as to how much they can have, for example a handful of crisps or two biscuits. Water play is used to extend their understanding of capacity and most are familiar with the terms full and empty.
61. Teaching is satisfactory in the reception classes. Children learn to recognise numbers to 10 and to write them. They learn to add numbers together and to understand how to add two more by carrying a number in their heads and counting on. In both classes good practical activities are organised which help children understand what they are being asked to do. A good example was where toys were placed in a box with two sections to show different combinations, which could make six toys altogether. Well-focused questioning also gave the higher attaining children the opportunity to record their ideas using conventional symbols, such as the addition and equals signs.

### **Knowledge and understanding of the world**

62. Children have a keen interest in what is going on around them. This, together with good teaching and a wide range of activities planned, means that children in the nursery extend their knowledge well. For example, when children were making cakes, the teacher reinforced the names and functions of the various pieces of equipment used, such as the sieve. Children learn to join paper together using glue and sticky tape and cut out the shapes they want. They operate the tape recorder and CD player independently and use the mouse competently to work through a selection of games on the computer. Some show good skills when they successfully move items of clothing on the screen and place them on the teddy.
63. Children in the reception class are given good practical opportunities to extend their knowledge of the world around them. They make their own decisions when making objects, such as stick puppets. Children select the materials they are going to use to make the face and how they are going to join it to the stick. They also develop an understanding of the life cycle of the frog by watching frog spawn change into tadpoles.

### **Physical development**

64. There are good opportunities for children's physical development in the nursery. Children are well co-ordinated and they move around showing an awareness of space and each other. Outside, they operate the wheeled toys well; for example by pedalling them and there are few collisions. There is some equipment to help children develop their climbing skills but it is small and does not offer sufficient challenge. Children are shown how to use scissors correctly and most cut around objects with reasonable accuracy for their age.
65. There are plans to relocate the reception classes next to the nursery in the summer, so that the outside area can be developed and shared. Currently, the provision for children's physical development in the reception classes is satisfactory. They have limited access to the nursery equipment but they also use the apparatus in the hall. Children move safely and confidently. They develop satisfactory skills for their age. They stop, start and change the direction of movement in response to instructions and they move over, under and along the apparatus provided. Teaching is sound, although opportunities are missed in lessons to develop children's awareness of different body parts and insufficient attention is paid to improving the quality of the movements.

### **Creative development**

66. Good opportunities are provided for children in both the nursery and the reception classes to develop their imaginations. The well-resourced snack bar area and the hairdressers are two examples of this. Adults join in these activities and make them good learning experiences for the children by extending their ideas and their language. The current focus on puppets, as part of the topic on toys, gives good opportunities for children to extend their imaginations as they act out various plays. Children also confidently express their ideas through paintings and drawings. In the nursery, some children take the opportunity to listen to music tapes and they use the musical instruments nearby to add their own accompaniment. They show appropriate awareness of rhythm as they try to follow the beat of the music.

## ENGLISH

67. Standards in English are average overall. There have been good improvements since the last inspection but there is scope for further improvement in both teaching and learning. Higher attaining pupils achieve well and reach levels more typical of younger junior pupils. Pupils with special educational needs receive regular help from the class teacher or learning assistants and make steady progress towards their learning targets. However, the middle band of pupils, particularly those who have only just acquired the skills to read and write independently, are not making as much progress as they could be. This is because in some lessons they are not exactly sure about what they are expected to do when they begin their group or individual work. Consequently, they write very little or write more but make mistakes, neither of which help them to consolidate their learning sufficiently.
68. Standards in speaking are average. Most pupils have the confidence to speak to the class. They speak clearly and explain their ideas and interests using simple but correct language, typical for their age. A small number of pupils are very fluent. They have a good vocabulary, use words for effect and vary the tone of voice to hold the attention of a listener. The use of drama in subjects such as religious education provides good opportunities for all pupils to improve their spoken language.
69. Standards in listening are average but the range of pupils' listening skills is very wide. Almost all pupils listen to teachers well enough to answer questions and most are able to share in a conversation. However, approximately a third of the pupils in most classes cannot listen to and remember teachers' instructions long enough to help them to carry out the tasks later. These pupils are often unsure what to do when the group work begins. Of these, the pupils with special educational needs are always well catered for and an adult explains what they are learning step by step. However, those just above this level do not benefit from the same close attention and their learning suffers. Conversely, the good progress made by the higher attaining pupils is often attributable to their ability to listen well and carry out instructions perfectly. A noticeably good feature is the positive way that pupils approach their work. They almost always show interest and concentrate well. Even those who are unsure of their work sit quietly, try hard and do not disturb others.
70. Standards in reading are close to the national average and match those in similar schools. Standards have improved over recent years. The current Year 2 pupils are just about to take their tests and more are on course to reach the level expected than last year. The subject co-ordinator has rightly identified the need to improve pupils' word building skills. New approaches, such as letter blending games, are beginning to take effect and reading standards in Year 1 are good. By the end of Year 1, pupils have learnt to work out what the more difficult words say by using different strategies. More often pupils blend the letters to get the gist of the word or look for part of words they recognise. Higher attaining pupils use a much wider range of skills. They often work out the difficult word by reading the whole passage and making an intelligent guess. Many pupils study the pictures very carefully and often make comments to show a sensitive understanding of the story. For example, one Year 1 pupil commented, 'I can see a tear in his eye, he must be upset.' Teachers often give up their lunchtimes to hear pupils read and to ensure that the home school reading system is well supported. By the age of seven, most pupils read accurately, fluently and with a secure understanding of the meaning of the text. However, only some pupils read with expression. This is because teachers often omit to encourage pupils to read expressively when they read together as a whole class.
71. Standards in writing are in line with the national average but higher than in similar schools. The standard of writing was unsatisfactory at the time of the last inspection. Most pupils

are now achieving well, following a concerted effort to raise standards. A thorough analysis of test results, and reading and writing standards revealed difficulties pupils were experiencing with spelling, punctuation and the content of their writing. New spelling programmes were introduced. Pupils now learn to spell using the 'look, cover, write and check method.' This is working well and improving pupils' spelling accuracy. Pupils' writing is carefully assessed and targets for improvement are pasted into every pupil's book. This is having a major impact on pupils' attainment. These improvements reflect the co-ordinator's good leadership and success in moving the subject on. Higher attaining pupils are achieving particularly well. They write fluently, with good spelling and punctuation, including the use of speech marks. Most pupils have skills to explain what they want to say in writing without adult help. They write clearly, using correctly formed letters and mostly accurate spelling but the consistent use of capital letters and full stops is difficult to achieve. Pupils sequence their ideas coherently, for example to explain their journey to school. Aspects of the school's policy on handwriting are not carried out in practice. Some Year 2 pupils join their letters although they are not sure whether they should. This reflects some confusion in the school's approach to handwriting and the uncertainty is holding pupils back.

72. Teaching of English is satisfactory. There are many good features but also some weaknesses. In all lessons, relationships between teachers and pupils are good. This ensures that pupils pay attention and concentrate on their work. In general, teachers' expectations are higher than at the time of the last inspection. Lessons are challenging and pupils have to think hard to complete the work. The planning of lessons is detailed and teachers evaluate pupils' success in learning before planning the next lesson. Overall, the National Literacy Strategy has been implemented satisfactorily and pupils are given good opportunities to improve their speaking, listening, reading and writing skills in other subjects. For example, they use computers to word process their stories and poems.
73. Teachers' subject knowledge and the teaching methods used are satisfactory but opportunities are missed to extend pupils' learning when the whole class shares the reading of the big books. This is because teachers sometimes focus on the improvement of one skill but do not give pupils enough practice of all of the skills needed. For example, in one lesson, pupils learned to recognise the effect 'ed' had on end of words. This was successful, but the teacher did not teach pupils how to read the difficult words or develop their capacity to read with understanding. These skills are taught on other occasions but it is the lack of regular opportunities to improve the whole range of reading skills that prevents pupils from moving on more quickly. The other weakness relates to the use of teachers' time and the deployment of support staff. When pupils are unsure of what they are expected to do in the group tasks, it is because teachers are usually busy helping those with special educational needs and support staff are not available in Year 2 classes.

## **MATHEMATICS**

74. Standards in mathematics are in line with the national average but higher than in similar schools. Higher attaining pupils are well provided for and the proportion reaching the higher level was above the national average in the tests of 2000. Pupils make satisfactory progress throughout the key stage. Standards are higher than at the time of the last inspection and the school is taking steps to continue this improvement. The targets set for this year are realistic and attainable. This takes account of a lower number forecast to reach the higher level this year because there are fewer higher achieving pupils in the group.
75. The subject leader manages the subject well and monitors teachers' planning on a weekly basis. Lessons have been observed regularly, and written and oral feedback is given to

the teachers. Any weaknesses are pinpointed and systematically dealt with. Test results are analysed to show where children could achieve better. Assessments are used well in planning the next stage of learning. Resources for the subject are good and they are used well to support the learning. Over time there is little difference in the performance of boys and girls. Pupils with special educational needs make satisfactory progress because they receive support from their class teacher and learning support assistants. For example, in a Year 1 lesson, the support that was provided for these pupils enabled them to count forwards and backwards from a given number, accurately.

76. The National Numeracy Strategy has been implemented purposefully throughout the school and teachers are familiar with it. The mental mathematics part of lessons is particularly successful. Teachers involve all pupils in the fast paced questioning which develops their speed and accuracy of calculation. For example, in a Year 1 lesson pupils used digit cards to calculate answers quickly. Usually, the discussion time at the end of the lesson is used well to correct any misunderstandings but this does not always happen. Pupils enjoy their lessons and concentrate well. Teachers provide work to match pupils' different levels of understanding. This results in the higher attaining children achieving particularly well. By the end of the key stage almost all the pupils can add and subtract using numbers to 100. They have developed a range of strategies involving a sound knowledge of number facts to carry out calculations in their heads. Most pupils have a good understanding a place value and some recognise and use numbers to 1000. They understand standard units of metric measures and can identify 2D and 3D shapes. Their work is presented neatly and they use tables of data, diagrams and graphs to communicate their mathematical ideas effectively. Such high quality presentation was seen in a Year 2 class, where the children had been drawing block graphs and pie charts of their favourite foods.
77. Although teachers identify exactly what pupils are expected to learn in their planning, they do not always share this with pupils before the lesson begins. This means that occasionally pupils, who are only just mastering the basic skills, are not totally sure what they are expected to learn. In one lesson, for example, they did not make enough progress because the teacher stayed with another group. There was no other adult help on hand and the teacher did not check to see if they were experiencing difficulties in their learning.
78. Teaching was satisfactory in the lessons observed, although one lesson was good. There was no unsatisfactory teaching, although there are weaker elements in the support some pupils receive. In the good Year 1 lesson, resources were used well to interest and motivate the pupils. The teacher's good subject knowledge enabled her to ask challenging questions to probe the pupils' knowledge and extend their learning. This helped the pupils to acquire new skills and make gains in their learning. A feature of most lessons is the good pace and the efficient way that pupils move from one activity to another. However, on rare occasions the pace drops and pupils' learning falters. For example, in a Year 2 lesson pupils took a long time to order numbers to 100. This resulted in some of them becoming restless. Good relationships with teachers help to motivate the pupils to work hard. In almost every lesson, the teachers encourage the children to explain their answers and this is helping to build up the children's confidence and understanding of mathematics.

## SCIENCE

79. Standards are average and match those in similar schools. At the time of the last inspection no pupils reached higher levels. Since then there has been an improvement in teachers' expectations and about a fifth of pupils now achieve standards that are above those expected for their age. Higher attaining pupils have opportunities to extend their

knowledge and understanding. Throughout Years 1 and 2, all pupils, including those with special educational needs, make steady gains in learning.

80. As they move through the school pupils gradually extend their recording skills. They start with pictures to record what they have done and progress to writing up a simple account of what happened. They learn to label diagrams and to record the results of experiments in table form; for example to show what happens when snow is brought into the classroom. Planning has improved since the last inspection and teachers clearly identify what they want pupils to learn. There is plenty of evidence on display in the school to show that teachers place a strong emphasis on developing children's investigative skills. For example, in Year 1 pupils predict what items will be attracted to a magnet before carrying out the experiment.
81. The role of the co-ordinator is sound and has improved since the last inspection. The quality of teaching is monitored twice a year. Teaching is now satisfactory. There are interesting displays in all classrooms, often giving pupils the opportunity to investigate for themselves. For example, there is a collection of mirrors and reflective surfaces in a Year 2 class allowing pupils to see how images can change. The display is well supported by books to enable pupils to find out for themselves. The use of labels reinforces appropriate vocabulary, such as 'convex' and 'concave'. Pupils enjoy science and have a good recall of work completed. The higher attaining pupils are beginning to develop an understanding of the need to make a test 'fair'. They know that if you are testing how well balls bounce you need to drop them all from the same height.
82. Good links are made to other subjects, which makes good use of the time available. For example, a variety of materials are used for weaving, linking to pupils' work on materials. Electrical circuits are used in lighthouses pupils make in design and technology. Displays in Year 2 classrooms show that pupils' skills of investigation are developing well. For example, they provided a very wide range of different types of paper when pupils were investigating how they could be 'scrunched, cut, pleated, folded and torn'. This is in contrast to lessons seen during the inspection. Pupils were asked to explore similarities and differences between living things, using only pictures. However, higher attaining pupils did understand that humans have better methods of communication, such as 'talking' than other animals. One pupil added that 'dolphins also communicated' drawing on information he had obtained from a video at home.

## **ART AND DESIGN**

83. Standards are above average and this is an improvement since the last inspection. Pupils achieve well and they extend their skills and the range of materials they use considerably as they move through the school.
84. There are several factors that account for the improvement in standards. Teachers have secure subject knowledge and an enthusiasm for the subject, which they convey to pupils. Basic skills are taught thoroughly and the school now follows a clear scheme of work. The co-ordinator has the opportunity to monitor teaching and to share her skills; for example in the use of display techniques, with others. Another significant feature of the good provision is the way that opportunities for artwork are provided across the curriculum. For example, pupils make close observational drawings of items used in Victorian times for washing clothes and in religious education, pupils design and make stained glass windows using a computer program.
85. The subject makes a good contribution to pupils' spiritual and cultural development. Good opportunities are provided for pupils to appreciate the work of famous painters, such as

Monet, by looking at their paintings. They use the Internet to print out pictures of the sculptures of Andy Goldsworthy. Pupils also feel and discuss sculptures made from a variety of materials such as wood and stone, including items from other countries such as Africa. The standard of display around school is high and includes work produced by pupils with special educational needs. This enhances pupils' interest in artwork and shows that their work is valued. Pupils talk enthusiastically about what they do and they appreciate the work of others, including those who have particular talents. These are also recognised by teachers who ensure that these individuals receive appropriate guidance.

86. Evidence from work on display, discussions with teachers and pupils, and the lesson seen indicates that teaching is good. There is a clear emphasis on teaching skills, for example the use of a variety of pencils and the development of shading techniques. Good opportunities are provided for pupils to work with a range of materials, such as wool and ribbons for weaving and clay when they make pots for candles linked with their work on Divali. Teachers have high expectations. Pupils respond well. They work carefully and the finished items are of a good standard, such as the paintings by Year 1 pupils in the style of Monet. They learn to use colour well, as when they create vibrant paintings of an African scene, using reds, yellows, orange and brown. Teachers provide a good range of resources to support pupils' work. This was evident in the lesson based on making sculptures using natural materials such as stones, twigs and pieces of wood. Pupils used their imaginations well and showed their maturity when they co-operated with others in their group to produce interesting arrangements using these items.

## **DESIGN AND TECHNOLOGY**

87. Standards in design and technology are average. The quality of the finished work, such as the model lighthouses, is good. Pupils' design skills are not as advanced as their skills of making but have improved since the last inspection. The co-ordinator has a heavy workload but within the time available she provides sound leadership. The collection of samples of pupils' work and opportunities to observe lessons in other classes enables her to keep an eye on standards and make the necessary changes.
88. Pupils, including those with special educational needs, achieve steadily in Year 1 but progress is better in Year 2. In Year 1, there is some confusion about what is design and technology and what is art. For example, during a lesson on investigating fruit and vegetables, most of the time was spent on sketching the cross sections of oranges or tomatoes. Useful though it was, the pupils had little opportunity to examine and use tools, such as potato peelers, or to consider how they might plan and make a fruit drink. In another lesson the pupils made a fruit salad but had little say in which ingredients they would use or how they might be prepared. These factors hold back pupils' skills in designing and there is scope for improvement.
89. More emphasis is placed on designing in Year 2. For example, pupils look at different vehicles for ideas, they draw diagrams of their own vehicle designs and label each part. The designs do not have a list of materials needed or simple instructions for making but the finished models are very well made. Pupils are beginning to learn from their experiences. They are encouraged to evaluate their finished work and say how they would improve it next time. This is leading to more thoughtful designing, such as making a blue print for a waistcoat for 'Barnaby Bear' and then making a felt waistcoat that mirrors the design exactly.
90. Teaching is satisfactory in Year 1 but no lessons were seen in Year 2. Resources for the lesson were well prepared and safe working practice was established. Pupils know why they have to wash their hands before and after handling food. Teachers explain the



purpose of the lesson clearly and question pupils well to make them think. For example, in one Year 1 lesson, the teacher asked, 'Would you like to eat this onion now?' The pupils said, 'No, it is not peeled and it is not cooked.' The discussion led to a better understanding of food technology.

## **GEOGRAPHY**

91. Standards in geography are average but have improved since the last inspection. The co-ordinator leads the subject well. Planning is monitored and some lessons have been observed. As a result, the co-ordinator has a clear view of standards and where improvements are needed.
92. Pupils know about their own locality and other places. They talk confidently about their local area and of the interesting features they pass on their way to school. They describe and make accurate comparisons between different countries. For example, they know that it is hotter in Spain than Norway because of where the countries are in the world. Teachers make good use of maps and teach skills successfully. As a result, pupils can name the countries of the United Kingdom and can make reasonable attempts to locate other places on a map, such as countries, continents and seas.
93. In the lesson seen, the teaching was good. The teacher provided many interesting resources for the children to look at. This kept them interested and motivated them to find out more about where they live and the links between their own country and others. Teachers' lesson planning incorporates good opportunities for pupils to develop skills, such as interpreting maps. Pupils develop an interest in world geography, for example, one pupil talking about Africa said, 'It is near the equator and that is why it is so hot'.

## **HISTORY**

94. Standards are average and have been maintained since the last inspection. The co-ordinator's good leadership arises from the careful monitoring of teachers' lesson planning and lessons observed.
95. Teachers base their lessons on a well-constructed programme of work. This enables pupils to learn about different events and life in different times. Consequently, pupils are developing an understanding of chronology and how times have changed in everyday life. They enjoy looking for evidence from photographs to distinguish between old and new and can sequence events from long ago to the present day. They understand how famous people from the past, such as Queen Elizabeth I, Florence Nightingale and Guy Fawkes, have influenced the times in which they lived. They have some knowledge about the First and Second World Wars because of the visits made to the local war memorial to support their learning.
96. In the lesson seen, teaching was satisfactory. The teacher managed the class well and the children responded positively. The teacher made good use of computer program to help pupils to understand key differences between past and present. Pupils worked with concentration to complete their written task. The task itself was limited to completing words on a worksheet so this did not give pupils much opportunity for creative work.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

97. Standards are average and pupils make satisfactory progress as they did at the time of the last inspection. The school has kept pace with the national developments in the subject over recent years.

98. By the age of seven, pupils have experienced the full range of skills to be learnt. They are confident in the use of the keyboard; for example, they know how to select items from a screen menu. Children use the mouse effectively to perform a variety of tasks, such as manipulating images and selecting icons. These basic skills are built up through Years 1 and 2. As their skills develop, pupils become increasingly aware of the options open to them. For example, Year 2 pupils are able to open files to access the various activities, such as word processing and using graphics. They collect data from surveys and understand how to process the information to produce pie charts and block graphs to represent their favourite foods.
99. Pupils are keen to use the computers and behave sensibly and responsibly when doing so. They co-operate well and help each other when they experience difficulties. For example, in a Year 2 class when the children were accessing information using a CD Rom, the higher attaining children were happy to share their expertise with others.
100. Teaching is satisfactory. Lessons are planned well but teachers experience some difficulties when they demonstrate the skills to be learned. This is because pupils gather round one computer and some find it difficult to see what is going on. However, teachers have good subject knowledge and are able to remedy any problems that pupils encounter in the lesson quickly.
101. The school has made improvements in the resourcing of the subject since the last inspection. There are now more up to date computers in the classrooms. The curriculum is now better organised to provide more challenging experiences for the children. Teachers have the confidence to teach the subject after a useful programme of training. The co-ordinator manages the subject effectively. She monitors planning and the results of teaching and because of her own expertise she is able to offer colleagues a good level of support.
102. Information and communication technology is used well to support the learning in other subjects. Pupils, particularly those with special educational needs, use their computer skills well to support their work in literacy, numeracy and almost all other subjects. For example, Year 2 pupils have produced line drawing in the style of Mondrian to support their art work

## **MUSIC**

103. Standards in music are high by the time pupils reach the age of seven and have improved since the last inspection. Leadership of the subject is good. The co-ordinator is knowledgeable and enthusiastic. Her teaching of the two Year 2 classes is effective and she oversees a good range of extra curricular musical activities. Music is very much part of school life. Pupils listen to music and sing every day and, as a result, their singing is good. They have a well-developed sense of rhythm which is evident in the lively way they clap or play instruments to accompany their singing.
104. All pupils, including those with special educational needs, achieve well in music from a very early age. They know many songs by heart and sing with pleasure and enthusiasm. During daily assembly they are asked to listen to pieces of music and are given information about the composer or the music itself. This widens their knowledge of different types of music. For example, many pupils listened to and correctly identified Grieg's 'Morning' from the Peer Gynt Suite.

105. Teaching is good, both in class lessons and instrumental tuition sessions. The skills of composing music are taught particularly well in Years 1 and 2. In Year 1, for example, the teacher shows pupils how to arrange symbols, such as long and short lines, to make different patterns of sound. Pupils begin to appreciate how music can be made, written down and played again at a later date. In Year 2 composing is extended further. Within each group, pupils practise making up simple melodies on chime bars. Another pupil provides a simple background beat as the performance comes together. Pupils become thoroughly involved in their work and take pride in performing well for the class. Pupils listen to each other's work critically and sensitively offer their comments on how they might improve. For example, after evaluating another group's performance, one pupil commented, 'The conductor must say one, two, three to count the players in and help them to keep together.' The high standard of performance reflects teachers' good subject knowledge, high expectations of what pupils can achieve and effective teaching of the skills needed

## **PHYSICAL EDUCATION**

106. Standards have improved since the last inspection and they are now average. All pupils make steady gains in learning. This is largely because teachers are provided with better guidance on what to teach and pupils are able to build on previous learning. The school has responded positively to the concerns about safety expressed at the time of the last inspection. Pupils now dress properly and do not wear jewellery in physical education lessons.
107. Pupils have good attitudes to learning and enjoy the tasks set. For example, Year 2 pupils show consideration for each other when they bat the ball back to their partner. They have acquired satisfactory eye hand co-ordination. Their batting skills improve when teachers demonstrate how to hold the bat correctly to enable them to strike the ball accurately. Teachers then encourage pupils to practise what they learn. With regular practice, pupils are gaining body co-ordination and control. For example, Year 2 pupils demonstrate intricate sequences of steps and fit them to the changes in the music in dance lessons. Pupils are encouraged to evaluate their own work and that of others, which helps them to know how to improve.
108. Teaching is satisfactory. Teachers manage pupils safely and effectively, particularly during the warm-up sessions. However, some teachers lack confidence and subject knowledge in the teaching of dance. This is apparent when teachers using commercially produced cassette tapes do not stop the tape to reinforce and extend pupils' learning. As a result, opportunities to improve pupils' performance are missed. The lack of subject knowledge has been highlighted by the monitoring of lessons by the co-ordinator and is acknowledged by teachers themselves. Subject leadership is effective because these areas for improvement have been identified and included in the school improvement plan.

## RELIGIOUS EDUCATION

109. Standards in religious education are good and more than meet the requirements set out in the syllabus for Derby Schools. This is a big improvement on the last inspection when the school did not follow the recommended curriculum. The co-ordinator is very well qualified and determined to move the subject on. She provides good leadership by writing very detailed guidelines for teachers to follow and assessing standards in lessons, and through pupils' work. This gives her a clear picture of how to make improvements.
110. Pupils achieve well, particularly in Year 2. There are several reasons for this. The teaching is good and the subject is regarded as important. Very good use is made of visits to religious places of interest and of visitors who help pupils to understand why religious festivals take place and how these are related to different faiths. As a result, pupils have acquired an impressive depth of understanding of places of worship, religious symbols and the meaning behind religious stories. Their understanding of the Christian religion and also that of Hinduism and Sikhism is good. For example, pupils talk knowledgeably about artefacts in a church and special occasions, such as baptism. They also know that there are many Gods in the Hindu religion and can explain why Sikh believers wear turbans and do not cut their hair. When questioned, Year 2 pupils very maturely argued why both God and Joseph could be Jesus' true father.
111. Teaching is good. Lessons are well planned and organised with a good range of resources made available to pupils. For example, pupils examine religious artefacts for clues to help them to understand how they might be used in ceremonies. Drama is used frequently to good effect. Stories, such as Noah's Ark, are read or told and pupils listen carefully knowing that some of them will be chosen to act the parts later. Through discussion, pupils come to understand not only the story itself but probe the deeper meaning. This is because teachers involve pupils in predicting the events of a story and ask them to think about the characters' motives. Questions, such as, 'what would you do if a long lost person you loved returned home', helps pupils empathise with the fathers' feelings about the return of his 'prodigal' son. Worthwhile tasks are usually planned to extend pupils' understanding, such as sketching artefacts or producing illustrated accounts of stories or festivals for Easter or Diwali. Pupils make effective use of information and communication technology to experiment with graphics in designing Joseph's multicoloured coat. However, occasionally less purposeful tasks, such as drawing a picture or writing a list, have limited appeal to pupils and do little to enhance their learning. The teachers, learning support assistants or other pupils are always ready to help those with special educational needs to understand the lesson and this helps them to make equally good progress. For example, in a Year 1 class discussion, the teacher provided very sensitive support for pupils who did not find it easy to express themselves. This encouraged them to share with others the times when they had been forgiven for doing wrong.