

# INSPECTION REPORT

## **SWANWICK PRIMARY SCHOOL**

Swanwick, Alfreton

LEA area: Derbyshire

Unique reference number: 112500

Headteacher: Mr Ian Hamilton

Reporting inspector: Mrs O.M.Cooper  
10859

Dates of inspection: 2 – 5 July 2001

Inspection number: 192647

Full inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: South Street  
Swanwick  
Alfreton  
Derbyshire

Postcode: DE55 1BZ

Telephone number: 01773 602268

Fax number: 01773 528305

Appropriate authority: The Governing Body

Name of chair of governors: Mrs Helen Braithwaite

Date of previous inspection: 3 – 7 March 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
10859	Mrs O. Cooper	Registered inspector	Art and design	<p>What sort of school is it?</p> <p>The school's results and achievements,</p> <p>How well are pupils taught?</p> <p>How well is the school led and managed?</p> <p>What should the school do to improve further?</p>
9160	Mr K. Baker	Lay inspector		<p>Pupils' attitudes, values and personal development,</p> <p>How well does the school care for its pupils?</p> <p>How well does the school work in partnership with parents?</p>
30651	Mrs M. Entwistle	Team inspector	<p>English</p> <p>Physical education</p> <p>Equal opportunities</p> <p>Special educational needs</p>	<p>How good are the curricular and other opportunities offered to pupils?</p>
27718	Ms S. Abrol	Team inspector	<p>Mathematics</p> <p>History</p> <p>English as an additional language</p>	

21893	Mrs V. Brittain	Team inspector	Design & technology Music Religious education The Foundation Stage	
30439	Mr M. Heyes	Team inspector	Science Information & communication technology Geography	

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Alexandra House  
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London WC2B 6SE

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

### **INFORMATION ABOUT THE SCHOOL**

This large community primary school is located in the village of Swanwick, just outside Alfreton, but also serves the nearby village of Somercotes, Pentrich and the town of Ripley. It caters for pupils between four and eleven years of age. There are 397 pupils on roll, all attending full-time. There are very few pupils of minority ethnic origin and none speak English as an additional language. The proportion of pupils identified as having special educational needs is below the national average, although the proportion with formal statements of their needs is broadly average. Most have specific learning difficulties. A below average proportion of pupils is entitled to receive free school meals. Most children receive pre-school education at local playgroups and overall attainment is broadly average for the pupils' ages on entry to the reception classes.

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

This is an effective school. Overall, standards of work are broadly average for seven and eleven-year olds and pupils' achievement is satisfactory. Teaching is good for pupils up to the age of seven and this enables them to learn at a good pace and attain above average standards in reading and mathematics. Teaching is satisfactory for older pupils and supports their learning. The headteacher provides very good leadership and direction for the school and he is well supported by the governors. Given the well below average income per pupil, the school provides good value for money.

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

- Gives children a good start to their education in the reception classes.
- Standards are above average in reading, science, art and design, music and design and technology by the age of eleven.
- The headteacher provides strong leadership for the school and is well supported by the governors.
- Pupils have positive attitudes to school, behave well and most are eager to learn.
- Pupils with special educational needs are well supported.

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

- Standards in writing.
- The underachievement in mathematics in the seven to eleven age group.
- Standards in information and communication technology by the age of seven and eleven.
- The use of assessment information to determine where pupils need further teaching in order to improve.
- The accommodation available.

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

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

The school was last inspected in March 1997. Since that time satisfactory improvement has been made considering there have been three different headteachers in post. Standards at age eleven have risen in line with the national trend. The proportion of very good teaching has improved and the strengths of the school have been sustained. The action taken in response to the key issues identified in the last inspection report has been successful in overcoming most of the weaknesses, although more could have been done to improve the teaching and learning in information and communication technology. Progress in this subject has been affected by the period of time the school was without a permanent headteacher. The accommodation has been significantly improved, with all pupils now accommodated on one site. However, some classrooms are too small for the number of pupils and this affects the scope for practical activities and has a negative effect on the quality of teaching in the seven to eleven age group. The provision for children in the Foundation Stage is now very good and has improved significantly. The school has the commitment and capacity to make further improvement.

## STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	Compared with			
	All schools			similar schools
	1998	1999	2000	2000
English	C	B	C	D
Mathematics	C	B	A	C
Science	C	B	B	C

Key	
well above average	A
above average	B
Average	C
below average	D
well below average	E

Current standards of work among eleven-year olds are broadly average in English and mathematics, and are above average in science. Inspection evidence shows similar standards in English and science to those shown in the national tests in 2000. When compared with similar schools the 2000 results in English were below average, which indicates this school could do better. In mathematics, standards have declined from well above average in 2000 and there is some underachievement. This is partly due to the teaching, and the heavy reliance on a published scheme of work. Standards in art and design, design and technology and music are above average for eleven-year olds. In all other subjects standards are average except for information and communication technology where they are below average at age seven and eleven. The school was successful in meeting and exceeding its targets in English and mathematics in 2000 and is on course to do so this year.

At the age of seven, standards of work are average in speaking and listening, writing and science. In reading and mathematics standards are above average. In reading, writing and mathematics standards show improvement compared with the national test results in 2000. In science, there is a slight decline in standards. In design and technology and singing standards are above average, and in all other subjects except for information and communication technology standards are average.

At the end of the year in the reception classes (Foundation Stage), standards of work are above average in all areas of learning except for physical development where they are average. Most children are on course to attain, and many to exceed, the early learning goals expected by the end of their year in a reception class.

Most children achieve as well as they can in the reception classes. They achieve satisfactorily in later years but the rate of progress could be improved if teachers' expectations of pupils were equally high in all lessons.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils show positive attitudes to school and work and most are eager to learn.
Behaviour, in and out of classrooms	Good. Pupils behave well in lessons, at lunchtimes and at play. Given the large number of pupils and the cramped conditions, movement around the school is orderly.
Personal development and relationships	Good. Relationships between pupils are good. Levels of respect for one another are high. The pupils are courteous and there is a strong sense of a school community.
Attendance	Good. Above average attendance.



## TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	Aged 5-7 years	Aged 7-11 years
Lessons seen overall	Good	Good	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.*

Overall, the quality of teaching is satisfactory and slightly better than at the time of the previous inspection. Teaching is satisfactory or better in 97 per cent of lessons, including 61 per cent that are good or better; 19 per cent being very good. The teaching of English is good throughout the school, particularly in reading, and is reflected in the improving standards. In mathematics, the teaching of numeracy skills is good for five to seven-year olds and satisfactory in the seven to eleven age group where the heavy reliance on a published scheme of work does not effectively meet the learning needs of all pupils. All the teaching in the reception classes is good and often very good and the children are acquiring knowledge and skills at a rapid rate. Particular strengths in the teaching throughout the school are the teachers' secure subject knowledge of most subjects, the management of pupils, sometimes in very cramped conditions, and the effective use of support staff and learning resources. In the very small number of unsatisfactory lessons, the pupils did not respond quickly enough to the instructions given, and the pace of lessons became slow. Pupils' learning in information and communication technology is slow because they have too few opportunities to use computers.

The school's assessment procedures are not yet fully effective in enabling teachers to identify and direct support to the specific needs of individual pupils. Consequently, although learning is satisfactory overall, it could be better. There are no significant differences in the learning of pupils of different gender or background.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. All subjects of the National Curriculum, religious education and personal, social and health education are taught. The curriculum for information and communication technology does not cover all required elements and so does not meet statutory requirements. The curriculum for the Foundation Stage is very good, providing an interesting and relevant range of experiences and opportunities. There is a satisfactory range of extra-curricular activities, mostly involving sport and some music.
Provision for pupils with special educational needs	Good. The teaching of literacy in withdrawal groups is good, well co-ordinated and helps these pupils make good progress towards their targets. Individual education plans are of good quality, with clear targets to aim for.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Spiritual development is satisfactorily provided for and pupils gain sound insights into values and beliefs. Pupils are effectively taught right from wrong. Community values are strongly promoted and levels of respect among pupils are high. A good range of opportunities is provided for pupils to learn about Western and Eastern cultures and traditions.

How well the school cares for its pupils	Child protection procedures are very good and there is a high regard for pupils' health, safety and welfare. Arrangements for assessing pupils' attainment are satisfactory and the English co-ordinator undertakes an analysis of information that helps to identify school development priorities. There are sound systems for tracking progress, but the information is not being used as well as it could be to check all pupils are achieving their full potential.
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The school has effective links with parents that support pupils' learning.

### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher provides strong leadership and very clear direction for the work of the school. He leads by example and is well respected by parents and staff. Following her return from a long period of sick leave, the deputy headteacher is not yet taking her full role in managing aspects of the school. The team leaders are effectively supporting the headteacher in his attempts to provide the best possible for each pupil.
How well the governors fulfil their responsibilities	Good. The governors fulfil all their statutory obligations, except for the information and communication technology curriculum, and have good procedures for monitoring the work of the school. The development plan is relevant to the needs of the school and the success of action taken is checked frequently by the governors.
The school's evaluation of its performance	Satisfactory. The headteacher has introduced appropriate arrangements to check the quality of teaching and the pupils' work. The headteacher collates the results of annual tests and this information is used to set class targets. These targets are numerical and do not identify pupils who may be falling behind and need support to catch up.
The strategic use of resources	Satisfactory. The finance, staffing and learning resources, with the exception of computers, are deployed effectively to provide the best possible for the pupils.

There are sufficient teachers for the number of pupils on roll. Whilst the number of support staff is lower than in most schools, new appointments have been made recently to take effect at the start of the new school year. Learning resources are adequate in all subjects except for the inadequate number of computers and the range of software. The accommodation is unsatisfactory, with too little space in some rooms. The school applies the principles of best value satisfactorily.

### 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>• The teaching is good.</li> <li>• Children are expected to work hard.</li> <li>• They feel comfortable in approaching the school with problems or concerns.</li> <li>• The school is well led and managed.</li> <li>• Behaviour is good.</li> </ul>	<ul style="list-style-type: none"> <li>• Arrangements for setting homework.</li> <li>• The information they receive on their child's progress.</li> </ul>

The inspectors agree with most of the parents' positive views of the school, although teaching, overall, is satisfactory and there are occasions when children could work harder. Parents' concerns about the information they receive on their child's progress are justified. The annual reports give no indication if pupils are doing as well as they should be for their age and few identify targets for improvement. The setting of homework is inconsistent, with some teachers not keeping to the homework timetable sent home at the beginning of the school year.

## **PART B: COMMENTARY**

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

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

- 1 On entry to the reception classes, children's speaking and listening, literacy, numeracy and personal and social skills are broadly average in most years. Children make good progress and achieve well in most of the areas of learning because of the good and often very good teaching. Most of the children are on course to attain, and a significant proportion to exceed the early learning goals in personal, social and emotional development, communication, language and literacy, mathematics, knowledge and understanding of the world and creative development. In physical development many are on course to attain the early learning goals, but few are likely to exceed them. This is partly due to a lack of outdoor wheeled and other toys. The children receive a good start to their education and this continues in Years 1 and 2 with the good teaching. There is not as much additional support from classroom assistants in Years 3, 4, 5 and 6, some classes are larger and working in cramped conditions. Consequently progress and achievement are satisfactory rather than good.
  
- 2 In 2000, the results in national tests for seven-year olds were average in reading, but below average in writing and mathematics when compared with all schools. In comparison with similar schools the results were below average in reading and well below average in writing and mathematics. Inspection evidence shows standards in reading, writing and mathematics are higher and are above average in reading and mathematics and average in writing. A higher proportion than last year is exceeding the level expected for their age in reading and writing. The decline in standards, evident between 1999 and 2000 has been halted. Current standards of work show a notable improvement in the performance of boys in reading, writing and mathematics. In science, teachers' assessments in 2000 showed average standards; virtually all pupils attained the level expected for their age, or higher. Inspection evidence shows average standards have been sustained, but with a slightly lower proportion of pupils reaching the expected level, or higher, but with a larger proportion exceeding this level.
  
- 3 In the national tests for eleven-year olds in 2000, pupils' results were average in English, well above average in mathematics, and above average in science, compared to all schools. However, in comparison with similar schools the results were below average in English but were average in mathematics and science. This indicates standards in English could be higher. The school has concentrated on raising standards in English, particularly pupils' writing in the last year and some success is evident; the scrutiny of their work and lesson observations show an increased proportion of pupils attaining the level expected for their age, although standards remain broadly average. In science, inspection evidence shows above average standards have been sustained, but in mathematics, standards have fallen from well above average to average. Given that standards in English have risen and in science have been sustained, standards in mathematics are not high enough. This is partly due to the teaching. Lessons often begin well, but when tasks are set they follow the published scheme too closely, rather than setting tasks to meet the learning needs of the pupils. Overall standards at age eleven have improved since the previous inspection in line with the national trend. The school exceeded the targets set by the governors for English and mathematics in 2000 and is on course

to meet its target for English in 2001, but is only just on course to meet its target in mathematics. Pupils' achievement is good in science, satisfactory in English and in mathematics in most years, but is unsatisfactory for the current Year 6 pupils. When the results of national tests in mathematics at age seven for these pupils are compared with current standards of work, over 30 per cent have not made the expected rate of progress over the last four years. In writing, this proportion is less than 10 per cent and it is those with learning difficulties in literacy who have not made as much progress, which may be expected.

- 4 Standards of work are above those expected for seven and eleven-year olds in design and technology, singing and in music at age eleven due to the good teaching. In art and design, standards are similar to those expected for seven-year olds, but exceed those expected by the age of eleven, again because of the good teaching. In geography, history, physical education and religious education, standards are similar to those expected for seven and eleven-year olds. In information and communication technology, standards are below those expected at age seven and eleven years and pupils are underachieving. The full National Curriculum programme of study is not taught. The school has insufficient computers and software available, and what they have are not used often enough for pupils to make satisfactory progress in developing their skills.
- 5 The introduction of the National Literacy Strategy is having a good impact on pupils' standards of work, particularly in reading, spelling and the correct use of punctuation. Pupils make satisfactory progress in developing speaking and listening skills as they mature. Teachers provide many opportunities for speaking and listening in literacy hours and in other lessons, but some teachers still tell pupils what to do and miss opportunities to encourage pupils to explain their ideas, or strategies used to solve problems. By the age of seven, pupils are keen to contribute to class discussions, speaking clearly. Most listen attentively and are willing to wait for their turn to speak. By the age of eleven, many are confident speakers, use a satisfactory range of vocabulary, recognising that language changes in different situations. They listen carefully to their teachers and to each other. Phonic skills are taught well and consistently, and time is devoted to independent reading outside the literacy hours which contributes well to pupils' good progress in developing reading skills. Many pupils take advantage of the opportunity to loan books from the school's library. Many pupils take books home to read and parents and carers support the children by hearing them read and completing the reading diaries. Standards of writing are average, but could be better, both at age seven and eleven. The school has already recognised this area for development and has been focusing on it in the last year. Pupils write for different purposes and make sound progress in understanding spelling patterns and the correct use of punctuation. However, there is room for improvement in teaching pupils how to improve the quality of what they write. Little use is made of information and communication technology in the drafting and redraft of writing and there is much scope for further development here.
- 6 The implementation of the National Numeracy Strategy is good and is evident in the rising standards at the age of seven. Pupils make good progress in developing mental strategies for handling numbers as the introductory mental sessions are often good, with a brisk pace and a high level of challenge. This pace is not sustained throughout and often the tasks set are not closely matched to the needs of all pupils when most of the class are given the same task to complete. This leaves some pupils insufficiently challenged and others struggling to keep up. In a

few classes, the pupils have not been encouraged to work independently during the activities so that their teacher can focus on teaching one group. This leads to interruptions and the group working with the teacher not making as much progress as they could. In other aspects of mathematics such as shape, space and measures and data handling, pupils make satisfactory progress.

- 7 The attainment of pupils with special educational needs is below that expected for their age for the large majority of pupils, but they achieve well in relation to their capabilities. The results of reading and spelling tests confirm the good progress made. By the age of seven, approximately half the pupils with special educational needs attain the level expected for their age in reading and continue to make good progress between seven and eleven years of age. Some of the most notable gains are in Year 6, where five pupils raised their standards of reading from well below average levels to at least the expected level. This achievement illustrates the progress that pupils with special educational needs make towards their targets, especially those with literacy targets.

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

- 8 The good attitudes, behaviour and personal development of pupils recorded at the last inspection have been maintained. Virtually all parents report that their children enjoy coming to school. The strong relationships within the school and its supportive ethos help to create a positive teaching and learning environment.
- 9 Good attitudes are developed from the reception year onwards. The pupils in the Foundation Stage are keen to start school and respond well to the good teaching. They quickly learn the importance of listening carefully to instructions, and to take turns and share. Teachers throughout the school expect pupils to try hard, and the attitudes of both boys and girls improve steadily as they progress to Year 6. They listen patiently to instructions and most respond eagerly to questions. Whole classes can be very enthusiastic about their work, as demonstrated well by junior pupils in their singing and art classes. Similarly, also impressive is the way that the great majority of pupils concentrated on tasks during the inspection week, and worked constructively with others, often in what were hot and congested conditions. Just occasionally a few pupils become too easily distracted and do not apply themselves to their work, and therefore require careful management from the teacher.
- 10 The good level of behaviour noted at the last inspection has continued and is having a significant effect on learning. Teachers manage their classes very well and ensure that pupils work in a calm and orderly way without the need for raised voices or constant correction. Pupils quickly learn to take turns to answer and to be polite and helpful. They are proud of their school and respect its environment. They move around the cramped site in a sensible and orderly fashion and behaviour at playtimes and dinner times is generally good. There was no evidence of any inappropriate behaviour, such as bullying, during the inspection week and there have been no exclusions in the latest reporting period.
- 11 Relationships between adults and pupils and between the pupils themselves are good. Most pupils want to please their teachers and the rapport between them does much to enhance the quality of work and progress made. Pupils show respect for one another's opinions and values and racial harmony is good. They have a genuine feeling for those less fortunate than themselves and this was seen to very

good effect when the Year 6 pupils met the Disability Awareness Team in one of their lessons. Some of the physical education lessons showed particularly well their ability to work co-operatively together.

- 12 Pupils' personal development is satisfactory. Children in the reception year learn to adjust quickly to the school's rules and routines and begin to work on their own. As they get older, pupils grow in confidence and work more independently of their teachers. This allows teachers to support other groups with minimal interruption. However, the pupils' research and investigative skills are not so well developed partly due to the limited library space and the lack of quiet study areas. Although the provision for pupils to take some responsibility for the running of the school is not extensive, the older pupils readily take opportunities to lead or help with tasks such as preparing the hall for assemblies and controlling the music. It was pleasing too to see some of the junior pupils freely joining the younger ones during playtime to help with their games and pastimes.
- 13 The school has maintained the good level of attendance recorded at the last inspection. Authorised absence is below the national average and there is virtually no unauthorised absence. Registration is conducted efficiently and registers comply with the regulations. Virtually all pupils arrive for school on time and lessons start promptly.

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

- 14 Teaching is satisfactory overall and enables pupils to learn at a satisfactory pace. In 97 per cent of lessons teaching is satisfactory or better, including 61 per cent that are good or better, and 19 per cent that are very good. Teaching has improved slightly since the previous inspection when eight per cent of lessons were very good. The teaching in lessons seen during the inspection was good throughout the school but when the scrutiny of pupils' work was taken into consideration, teaching in the seven to eleven age group was judged to be satisfactory. The teaching in the Foundation Stage is consistently good and often very good and represents a significant improvement since the previous inspection. In the five to seven age group, teaching is good overall. However, a very small number of lessons taught by temporary supply staff were unsatisfactory. In the seven to eleven age group, teaching is satisfactory. The teaching is affected by the cramped conditions in some of the classrooms, particularly the Year 6 classrooms, where it is difficult to move between the desks and restricts some practical activities.
- 15 The examples of very good teaching are in the reception classes, in English, mathematics, design and technology, art and design, music and personal skills. The key feature of these lessons is the detailed lesson plans that provide good support for teachers. The purpose of the lesson is clearly identified and usually shared with pupils, to give a focus to the activities. A good pace is maintained throughout and the level of challenge is high for all pupils, helping them to build on their previous work and learn at a rapid rate. In music and art and design, it was the teachers' subject knowledge that underpinned the success of the teaching. The enthusiasm of the teachers inspired the pupils who rose to the challenge and worked hard to succeed.
- 16 There are examples of good teaching in most subjects and classes throughout the school because teachers have good knowledge of most of the subjects they teach. The main exception is in the teaching of information and communication technology,

where very little teaching took place and teachers did not plan to incorporate the use of computers into lessons as often as they should have done. This is the priority area for development throughout the school and teachers are currently undertaking training to improve their knowledge, skills and confidence in teaching the subject. The teaching of basic skills in literacy is very good in the Foundation Stage and good elsewhere. The teaching of reading is good and is better than the teaching of writing, and this is reflected in the results of national tests for seven and eleven-year olds. The teaching of independent writing skills is developing well in the reception classes and standards are rising. Whilst spelling and punctuation are taught well, teaching pupils how to improve the content, organisation and style of their writing is weaker. The teaching of numeracy is good for pupils in the reception classes and Years 1 and 2 and is satisfactory overall for older pupils. The satisfactory teaching in numeracy for these older pupils, with the lower level of challenge in some classes has led to a slight decline in standards of work at the age of eleven. The teachers are relying too heavily on a commercial scheme of work in mathematics, which does not meet the needs of all pupils and this has slowed the pace of learning.

- 17 Teachers' weekly planning is detailed and good, but few make reference to the specific tasks for pupils with special educational needs and it is often not clear when they are working towards the targets in their individual education plans. Work within lessons is more directed towards literacy and numeracy year group objectives than towards the individual education plans, especially in the seven to eleven age group. There is good support for pupils with special educational needs, particularly in literacy and they make good progress relative to their capabilities. There is a good balance between the support for reading and writing in withdrawal groups and in class lessons. Teachers usually match work closely to their needs and often give them additional support during lessons. The special educational needs co-ordinator has very good knowledge of how pupils with learning difficulties learn best and this is partly why these pupils make good progress towards their targets. Potentially gifted pupils are not given the opportunity to work with older pupils in numeracy, and this leads to some frustration at times when insufficient challenge is provided in the tasks set. Pupils with formal statements of their needs learn well given their specific difficulties.
- 18 Teachers in the reception classes have consistently high expectations of their pupils, but in other year groups, there is some variation between the classes. This is most noticeable in Year 6. In discussions with pupils they said they did not always have to work hard in order to complete their work. Teachers' expectations are consistently high in music with seven to eleven-year olds and standards rise above those found in most schools at age eleven and pupils show obvious enjoyment in lessons.
- 19 The school is changing its approach to teaching from a high level of direction and teachers telling pupils what to do, to encouraging pupils to take responsibility for their own learning through problem solving and research. Most teachers are confident in interacting with individuals and groups of pupils to increase the level of challenge. However, there is still a tendency for teachers to do most of the talking in a few classes, instead of encouraging pupils to explain their ideas or strategies or to find information for themselves.
- 20 Strengths in the teaching throughout the school are in the management of pupils, including a small number with behavioural difficulties, and the use of time each day for learning. Tasks are set in all classes during registration and lessons get started



on time. With the exception of computers, teachers make good use of the resources available to support pupils in their learning, although texts used in literacy are not always large enough for all pupils to see easily. Teachers use the time towards the end of lessons to discuss with pupils what they have done and learned. This is particularly effective in one Year 6 class, where the pupils log what they have learned during the lesson. This helps the teacher in planning lessons and determining where further teaching is required.

- 21 Marking of pupils' work, whilst kept up to date, is inconsistent in quality. In some classes, marking does little to inform pupils what they did well or where they could improve their work. The marking policy is out of date and this is leading to the inconsistency. Parents expressed concern over the inconsistency in setting homework and their concerns are justified. Whilst a homework timetable is given to parents at the beginning of the school year, this is not always followed by class teachers. Parents collecting pupils at the end of the school day were heard to remark on the amount of homework being set during the inspection, implying it to be more than usual. In Year 1, the homework in English and mathematics is identified, as part of the planning for each week. This good practice, which ensures homework builds on what pupils have been doing in lessons, is not evident in all other classes.
- 22 The teaching meets the learning needs of the large majority of pupils, most of the time. For individual pupils with severe behaviour difficulties, but no one-to-one support, the class teachers do their best to balance the needs of the individual and the needs of the class, but it is difficult to provide the level of support needed by the individual pupils. In some classes, pupils have individual or group targets to aim for and this helps them to gain knowledge of their learning. Often the level of challenge is higher during the initial introductory sessions in lessons than during the completion of tasks designed to practise their skills. This is evident in both English and mathematics lessons.

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

- 23 All pupils have equal access to the satisfactory range of experiences and opportunities for learning. This is similar to the findings in the previous inspection report. In the reception classes, all areas of learning are very well covered, and pupils get a good grounding that prepares them well for the National Curriculum. All the National Curriculum subjects and religious education are taught, but the programme for information and communication technology (ICT) does not meet statutory requirements, and this has a limiting effect on the breadth and richness of tasks in most other subjects. The curriculum is enhanced by an appropriate range of educational visits and visitors to the school.
- 24 The strategies for the teaching of literacy and numeracy have been fully implemented and well thought out so as to give all pupils the chance to achieve and make progress, although this is hindered in mathematics when teachers rely too heavily on a published scheme of work. The school sensibly gives over 50 per cent of its time to the teaching of literacy and numeracy skills, and when opportunity arises, gives practice in these skills in other subjects. For example, research skills are used to find out factual information about the Tudors, and work on co-ordinates is applied to mapping activity in geography. The school needs to look for and identify in its planning how English can be taught, as well as 'practised', in other subjects. Similarly, there are few examples of how other subjects can be developed

within literacy lessons, such as the good example of conservation issues being taught in a series of lessons on persuasive writing in English.

- 25 The policy documents and schemes of work for other subjects show that the time allocation is appropriate and that they are satisfactorily covered. Although opportunities for investigative work in science are insufficient. All subjects other than physical education have a skills based scheme in place to ensure continuity across the school, and progression in learning. The content of the curriculum has been reviewed in the light of the revised National Curriculum, and the work of co-ordinators is still going on to finalise further changes. As yet, there is no formalised assessment of subjects other than English and mathematics, and monitoring by co-ordinators is in its early stages. The lack of assessment procedures in many subjects leads to inconsistency among planning teams and some difficulty in tracking pupils' attainment and progress in working towards school targets.
- 26 The school provides a satisfactory range of extra-curricular activities, but these are not extensive in number, and are largely sports related, apart from the choir. The school participates fully in the Amber Valley Area sporting competitions, and this makes a good contribution to pupils' personal development. The head teacher and other staff show a good attitude towards competition.
- 27 There are only three pupils in the school from minority ethnic groups, and none speak English as an additional language. Their families' integration into the community is reflected in their full inclusion in the life and work of the school. The school analyses its results for gender differences, and is well aware that at each age phase, boys and girls have not been doing as well as each other. At age seven, girls have done better than boys in mathematics and English and to a greater extent than found nationally. By the age of eleven, boys are outstripping the girls in both mathematics and science, but are doing significantly worse in writing. The school sees this as part of the whole school weaknesses in writing, and is tackling it through a general drive to improve standards of writing, and this is beginning to make a difference. For the improvement to continue, the school will need to analyse the boys' writing, decide upon the very specific features that boys are not doing well and turn these into very specific writing targets for boys in each year group. There is little sign that as yet the school has turned its attention to the lower results gained by girls in mathematics and science and planning for this is currently less evident.
- 28 Curricular provision for pupils with special educational needs is organised so that they are as fully included as possible in all activities. Care is taken with timetabling the withdrawal groups, so that no pupil loses time from one subject in particular, and sessions are a short, sharp 20 minutes, so that a whole lesson is never lost. Educational care officers give effective support to pupils with educational need, and also help to include them in whole class activities by working with the pupil as part of a small group. The organisation of lower attaining pupils into a separate class in Year 6 is being reviewed for its impact upon their self-esteem, and the class teacher currently does a great deal to raise morale within a very crowded classroom environment by emphasising achievement at every turn. Pupils with a specific disability such as a pupil with hearing and visual impairment have suitable aids to help their learning, and are well integrated into the classroom. Overall, the school is very well guided by the special needs co-ordinator in achieving a sound balance between withdrawal provision that meets needs precisely, and inclusion in the fuller curriculum. The provision for potentially gifted pupils in mathematics is not effective in providing sufficient challenge in lessons.

- 29 Personal, social and health education (PSHE) is taught satisfactorily through religious education and science, including sex education and drugs misuse. Medium term planning formats now require teachers to indicate opportunities for the further teaching of PSHE in all of the subjects. As yet there is not a separate policy or scheme of work to ensure full coverage of all of the strands in a cohesive way. There is no school council, although this is planned; and the notion of citizenship is underdeveloped with the pupils. The school's development plan identifies PSHE as a development area, with plans for a definitive scheme in place by September 2001. This has the potential to help teachers link the content to effective strategies for teaching PSHE and raise the profile of PSHE and citizenship within the school.
- 30 The school welcomes people from the local and wider community at various times. One example is during Book Week when a children's author, a book illustrator and puppeteers, visited different classes. There are coaching links with Nottingham Forest Football Club and with the county cricket team. Pupils make worthwhile visits out of school, and teachers make some use of the experiences of parents, grandparents and other members of the community. During the inspection, Year 6 pupils took part in the second of a series of workshops by the Disability Awareness Unit, which gave the pupils a very rich, awareness-raising experience that made a very strong, positive impact on their views about disability.
- 31 The school has sound links with other local schools, and with all the support agencies for care and welfare, and particularly with those that support pupils with special educational needs.
- 32 Overall, the school offers a good, wide range of experiences for pupils' spiritual, moral, social and cultural development. The school provides a satisfactory range of experiences for pupils' spiritual development. This maintains the findings of the previous inspection. In religious education lessons, pupils gain an understanding and appreciation of the main beliefs and principles of the major world religions. During assemblies pupils are encouraged to reflect on a variety of themes such as 'what is special to them' and how it is related to the parables in the New Testament. However, in most assemblies and lessons there were limited opportunities for pupils to experience wonder, or be given time to reflect, in order to deepen their self-knowledge.
- 33 The way the school provides for pupils' moral development is good and maintains the standards of provision identified in the previous inspection. The whole ethos of the school is directed towards distinguishing what is acceptable behaviour from unacceptable behaviour, and is reinforced by all teaching and non-teaching staff. Assemblies provide a clear moral focus, for instance, a story about the 'Peacock's Feathers'. All adults within the school community provide good role models for pupils, which help emphasise and maintain the provision in the school.
- 34 The provision for pupils' social development is good and remains a strength of the school, which was highlighted in the previous inspection. The school has clearly established routines and procedures that ensure all pupils fit and integrate successfully into the school's ethos and ways of working. All pupils are encouraged by teachers to work together in lessons and share ideas in a collaborative way when working, for example, in a science lesson on classifying the properties of different materials. Older pupils are given responsibilities in school, for instance helping at lunchtime, and assisting younger pupils. The educational visits, and residential visits

by Year 6 pupils, along with visitors to school such as the 'disabled group', enrich this provision.

- 35 The cultural development for pupils is good and maintains the findings of the previous inspection. The curriculum offers a range of activities to develop pupils' local knowledge and cultural awareness in religious education, geography and history. For example, through pupils' geographical activities and experiences of walking to St. Andrew's, the local church, in Year 1; to a comparison of Matlock with Swanwick in Years 3 and 4. A wider cultural awareness is also developed through other areas of the curriculum such as art, where pupils in Year 1 have produced pictures in the style of Picasso; and in a Year 5 singing lesson where pupils sang Negro spirituals. This is further developed by visits to places of religious and cultural diversity, such as the recent Year 2 visit to the Hindu temple in Derby. In addition all classrooms, corridors, hall and entrance hall have displays, which have a cultural aspect in them, and which help to foster pupils' awareness and interest in other cultures.

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

- 36 The previous inspection reported that the school, the teachers and support staff know the pupils very well and provide them with a high level of care and respect. This continues to be the case. The caring environment and concern for the well being of the pupils are a tangible strength of the school and much appreciated by parents. The school is therefore living up to its aim of providing a stimulating and safe environment for its pupils. This has a positive effect on pupils' attitudes, progress and attainment.
- 37 Procedures for child protection and for ensuring the health, safety and welfare of pupils are very good. Teaching and non-teaching staff, together with the governors, have recently received awareness training in child protection and have a good knowledge of the procedures. A comprehensive and up-to-date health and safety policy has been formally adopted. A governor has a specialist interest in safety matters, and regular inspections of the premises, including the use of risk assessments, are taking place. Although there is not yet a formal policy for teaching personal, social and health education, the provision is satisfactory overall. Health education is taught mainly through the science curriculum, and the school arranges for the charity, the Life Education Centre, to set up its mobile classroom at the school to teach pupils about the importance of a healthy lifestyle.
- 38 Procedures for monitoring and improving behaviour and attendance are good. The positive behaviour policy has a strong emphasis on encouragement and reward for good conduct, effort and achievement. Pupils who fail to respond are asked to improve by evaluating their own behaviour before formal sanctions are used. The school's positive approach contributes to the good standards of behaviour of pupils, both in and out of the classroom. Any oppressive behaviour, such as bullying, is very rare, but both parents and pupils say that any such incidents are dealt with promptly and effectively. Monitoring of behaviour across the school is informal, but the head teacher takes a close interest in checking that standards are maintained carefully and consistently across the school. The importance of their children maintaining a high level of attendance is made plain to parents who are very co-operative about providing any information about absences. Attendance registers are completed carefully and satisfy the regulations. Consideration needs to be given as to whether registers should be held centrally during the week rather than retained in

classrooms, as is the present practice. An electronic attendance system was introduced recently and this enables the monitoring and analysis of attendance of individual and groups of pupils to take place regularly and efficiently.

- 39 Good procedures are in use for the early identification of pupils with special educational needs. Teachers complete an initial concern form and immediate action is taken to monitor and support the pupils. The assessment and monitoring of the attainment of these pupils present a good model for tracking progress. These procedures show clearly where any pupil is not making progress or is slipping back and a plan for action is swiftly implemented where this is evident.
- 40 Procedures for monitoring and assessing pupils' academic performance and personal development are satisfactory overall. Teachers know individual pupils well. The assessment of their attainment and progress is strongest in the reception year where pupils are being assessed very effectively against the early learning goals and other aspects of their development. Annual attainment tests are used in Years 1-6 in reading and mathematics. The results are analysed to set targets for groups of children and to track individual pupil progress in those areas of work. A start has also been made to track progress in writing in order to improve standards, especially amongst boys, and half-termly targets have been set for each year group. To improve monitoring and assessment further, the school development plan includes the adoption of optional standard assessment tasks for pupils in Years 3,4 and 5, so that results can be tracked by National Curriculum levels from year to year.
- 41 However, weaknesses in the assessment system remain. In science and the foundation subjects, procedures are less developed so that teachers sometimes do not have a clear picture of pupils' skills, knowledge and understanding to plan effectively for the next stage of learning. Although some useful targets are in place, it is less clear what teachers need to do in the classroom to help pupils reach their targets. The lack of an up-to-date whole-school assessment policy means that there is some inconsistency between teachers' day to day assessment, and the effective use of information to guide their curricular planning. Better use needs to be made of pupils' Record of Achievement folders to ensure that they fully reflect academic and other successes. Finally, the marking of pupils' work is inconsistent between classes and the school policy needs to be updated and implemented.

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

- 42 As noted at the last inspection, parents have very positive views about the school. Parents are particularly pleased about the good teaching and progress their children are making and the way that the school is led and managed. The only areas of any significant dissatisfaction concerned the information provided on how their children are getting on, and the amount of homework.
- 43 Overall, the school has established effective links with parents enabling them to play an active part in their children's education. The quality of information provided to parents is satisfactory. Formal documents such as the prospectus and governors' annual report are very informative. A regular flow of notes keeps parents in touch with events at the school and pupils' achievements and successes. Every half-term they receive details of the work their children will be doing in class. Meetings have been held on important initiatives such as the National Literacy and Numeracy Strategies. Pupils' progress reports, issued annually, provide useful information on what the pupil has covered but reports have insufficient details of the level of

achievement in each subject along with clear targets for improvement. This is one of the reasons why some parents are dissatisfied with the information provided for them about how their children are getting on. Parents find the school friendly and approachable. The headteacher is very accessible and there are plenty of opportunities for an informal word with him or other teachers at the beginning and end of the school day.

- 44 Parents of pupils with special educational needs are appropriately involved in reviewing their child's progress. At such a review meeting, the special educational needs co-ordinator ensured that parents fully understood all the information presented and dealt sensitively with remaining anxieties.
- 45 The involvement of parents is having a good impact on the work of the school. Parents are represented well on the governing body and make a strong contribution. The "Friends of Swanwick" are very active, contribute their views on school development priorities and are having a big influence on improving the external environment of the school. They raise substantial sums of money to help the school achieve some of its operational objectives. The creation of the new library and the fund raising for the improvement of the school's ICT resources are good examples. The group also plays a useful part in bringing issues to the attention of the headteacher. The library is run efficiently and enthusiastically by a number of parents. Only a few parents play a sustained role in helping in classes but, where this does take place, it is organised well and is having a good impact on children's practical work in particular.
- 46 An appropriate home-school agreement is in use and parents are encouraged to help with their children's learning. Most parents are making a satisfactory contribution. A homework policy is in place and a timetable issued to parents. However, homework diaries are not in use and a number of parents are concerned that the timetable is not followed consistently, nor is homework always followed up in class. The inspection team agrees that the arrangements for and use of homework could be usefully clarified and strengthened.

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

- 47 The leadership and management of the school are good and, overall, have a positive effect on teaching and learning, promote well the aims of the school and have successfully raised standards. The headteacher provides strong leadership, very clear direction to the work of the school and leads by example. He is totally committed to providing the best possible, has a good rapport with the pupils, and has gained much respect from parents since taking up the post. He is never satisfied with second best. However, the deputy headteacher has had a long period of sick leave since the previous inspection. She returned earlier this academic year, but is not yet taking her full role in managing aspects of the school, and this is causing the headteacher to carry too heavy a workload. The team leaders offer good support for the headteacher and help in monitoring standards, for example through analysing test data.
- 48 Curriculum co-ordinators are taking more responsibility for developing their subject areas and are now beginning to influence the development and improvement through the subject action plans and monitoring procedures. The co-ordination of

the Foundation Stage and of special educational needs provision is very good and has a significant influence on standards attained.

- 49 The headteacher is endeavouring to change the approach to teaching and learning, by placing more emphasis on developing pupils' skills through practical and problem solving situations, with less time given to teachers telling pupils what to do. There is evidence to show this is beginning to happen throughout the school, although it is more successful in some classes than others. The pupils respond well to opportunities to take responsibility for their learning, and work with interest and enthusiasm. Similarly the change in the approach to discipline, which is based on pupils developing self-discipline, is helping them to become mature and responsible.
- 50 The governors provide good support to the school. They fulfil all their statutory obligations, except in the information and communication technology curriculum, and have good procedures for monitoring the work of the school. There is a very effective, open working relationship between the headteacher and governors who are invited into school during the local authority monitoring visits and so gain first hand information on what the school needs to do to improve further. In the last year the school has gained 'Investors in People' status and the 'Basic Skills Charter Mark', for which the governors are justifiably proud. Governors visit the school frequently to monitor their policies in practice. These visits also help them to deepen their understanding of the strengths and weaknesses of the school and so play an important part in shaping the direction of the school through the school development plan.
- 51 The school has clear, effective procedures for monitoring the teaching and learning that involve the headteacher and curriculum leaders. Because of the size of the school, there is a rolling programme for monitoring by curriculum leaders when their subject is a priority for development. Detailed records of lesson observations by the headteacher are kept and shared with teachers and areas for development agreed. The monitoring procedures have been successful in improving the quality of teaching since the previous inspection. The headteacher conscientiously tracks the progress made by individual pupils from year to year. Curriculum leaders analyse assessment information to help in setting class and group targets, but these tend to be general in nature, referring to raising the National Curriculum level rather than identifying where the curriculum needs to be adapted to improve pupils' skills, for example in aspects of writing. Whilst individual targets are set for some pupils, this is not consistent throughout the school.
- 52 The school development plan, which includes all the subject action plans is a good document for school improvement and includes all the necessary information. The school has been successful in meeting its targets in recent years. The school's use of new technology is not as effective as it should be. This is partly due to the lack of software, for example to track the progress of pupils throughout the school. The systems for financial management and administration are effective and unobtrusive, allowing teachers to concentrate on teaching the pupils in their care. All staff and parents contribute to determining the priorities for the school development plan and because the school receives less funding per pupil than most, the budget plan has to focus on the priority areas. The school had a small deficit in the budget at the end of the previous financial year, which is expected to remain at the end of the current year, although slightly reduced as the budget is very tight. All funding from specific grants is used effectively and solely for the intended purposes. The parents contribute significant sums of money to enable projects to be carried out, or in some

cases completed. Governors seek additional funding from grants wherever possible as they persevere in trying to provide the best possible for the pupils.

- 53 Whilst the key issue relating to accommodation in the previous report has been overcome, with the building of five new classrooms, the space in classrooms is still cramped, especially for Year 6 pupils and this affects the quality of teaching and the range of learning opportunities, especially for practical activities. It is difficult for teachers to focus on small groups for intensive teaching, as desks cannot be grouped satisfactorily. Having to use the computer room as a classroom is unsatisfactory. The fact that the pupils' behaviour is good in such conditions is testament to the ethos of the school. There are sufficient resources for learning in most subjects, the exceptions being information and communication technology and wheeled toys for children in the reception class.
- 54 The leadership and management of the school have enabled good progress to be made in remedying some of the key issues contained in the previous report, with progress in developing the provision in information and communication gathering momentum more recently, but with much work still to be done.



## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

55 In order to continue to improve and raise standards further, the headteacher and staff with the support of the governors should:

- (1) Raise standards in pupils' independent writing skills by:
  - improving the teaching of writing skills to help pupils improve the quality of their work;
  - placing more emphasis on developing writing skills through other subjects;
  - improving the consistency and approach to marking so all pupils know what they need to do in order to improve their work;
  - improving the accuracy of teachers' assessments.  
Discussed in paragraphs 24, 74 – 84, 97.
- (2) Reduce the underachievement in mathematics by:
  - reducing the emphasis on the use of worksheets and the commercial scheme of work;
  - planning tasks more closely matched to pupils' learning needs.  
Discussed in paragraphs 24, 88, 89.
- (3) Raise standards in information and communication technology by:
  - implementing fully the National Curriculum programme of study;
  - making better use of the computers in classrooms for pupils to practise their skills and increase their confidence in using different programs;
  - increasing the resources available, both hardware and software as funding becomes available;
  - providing training for teachers to increase their knowledge and confidence in teaching the subject;
  - implementing assessment procedures;
  - setting targets for improvement and measuring the progress towards meeting them.  
Discussed in paragraphs 54, 97, 113, 120 – 123, 129.
- (4) Improve assessment procedures by:
  - agreeing and implementing an updated whole school policy for marking and assessment and ensuring it is applied consistently;
  - making better use of the information available to identify gaps in pupils' knowledge and skills and modify the curriculum accordingly;
  - annotating pupils' assessed pieces of writing to show the National Curriculum criteria achieved and the areas for development.  
Discussed in paragraphs 21, 25, 41, 83, 94, 98, 109, 113, 114, 119, 123.
- (5) In liaison with the relevant authorities, seek ways of overcoming the unsatisfactory accommodation that is having a negative effect on the teaching and learning in some classes.  
Discussed in paragraphs 53, 71.

**All these issues feature in the current school development plan.**

In addition to the key issues given above, the governors should consider including the following minor issues in the action plan.

1. Increase the opportunities for investigative work in science.  
Discussed in paragraphs 25, 98.
2. Implement a scheme of work for physical education to show how pupils' skills will be developed in different aspects of the subject.  
Discussed in paragraphs 25,132.
3. Improve the quality of report to parents.  
Discussed in paragraph 43.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	73
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	19	42	36	3	0	0

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

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/A	397
Number of full-time pupils known to be eligible for free school meals	N/A	18

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/A	6
Number of pupils on the school's special educational needs register	N/A	71

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	23
Pupils who left the school other than at the usual time of leaving	10

### Attendance

#### Authorised absence

	%
School data	4.3
National comparative data	5.2

#### Unauthorised absence

	%
School data	0.0
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	34	25

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	28	23	29
	Girls	24	25	25
	Total	52	48	54
Percentage of pupils at NC level 2 or above	School	88 (93)	81 (82)	92 (96)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	27	28	29
	Girls	25	25	25
	Total	52	53	54
Percentage of pupils at NC level 2 or above	School	88 (89)	90 (89)	92 (100)
	National	84 (82)	88 (86)	88 (87)

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

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2000	22	24

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	21	21
	Girls	22	19	23
	Total	39	40	44
Percentage of pupils at NC level 4 or above	School	85 (81)	87 (78)	96 (86)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	21	20
	Girls	22	16	20
	Total	35	37	40
Percentage of pupils at NC level 4 or above	School	76 (72)	80 (78)	87 (81)
	National	70 (68)	72 (69)	79 (75)

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	2
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	0
White	353
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 – Y6**

Total number of qualified teachers (FTE)	15
Number of pupils per qualified teacher	26.4:1
Average class size	28.3

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

Total number of education support staff	7
Total aggregate hours worked per week	132

### ***Financial information***

Financial year	2000/01
	£
Total income	602,565
Total expenditure	602,445
Expenditure per pupil	1,521.32
Balance brought forward from previous year	-2,405
Balance carried forward to next year	-2,285

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	397
Number of questionnaires returned	188

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	55	36	6	1	2
My child is making good progress in school.	46	47	6	1	1
Behaviour in the school is good.	39	55	4	1	2
My child gets the right amount of work to do at home.	34	41	18	3	4
The teaching is good.	50	46	2	1	1
I am kept well informed about how my child is getting on.	32	41	21	5	0
I would feel comfortable about approaching the school with questions or a problem.	61	36	2	1	1
The school expects my child to work hard and achieve his or her best.	53	44	2	0	1
The school works closely with parents.	40	47	11	2	1
The school is well led and managed.	58	37	3	2	0
The school is helping my child become mature and responsible.	48	46	3	1	3
The school provides an interesting range of activities outside lessons.	27	45	12	5	10

### Other issues raised by parents

Several parents wrote letters expressing their appreciation of the dedication and commitment of the headteacher. They commented on his willingness to listen and support pupils and parents, whatever the problem.

## **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**

- 56 Since the last inspection the provision has improved and is now very good. This lays a secure foundation for future learning. On entry to the reception classes this year, initial assessment records show that children's attainment was above average in their language and numeracy skills and average in their personal and social development. Attainment on entry is higher than in recent years when it was generally average in language and numeracy skills and below average in personal and social development. Inspection evidence shows that by the end of the Foundation Stage, when the children leave their reception classes, standards will be above average for their age in five of the six areas of learning. Standards in physical development are average.
- 57 Most children begin the Foundation Stage of their education in the Swanwick Pre-school Playgroup. They enter the reception classes in the September or January of the year in which they are five. Relationships with parents are developed before children begin school and this helps children to settle in quickly and begin to learn and achieve well. Parents are welcomed as partners in the education of their children. The Foundation Stage is well led and managed. There are good links between the playgroup and reception classes to ensure that activities build on earlier attainment so that, as they grow older, the children continue to learn and achieve well. Detailed planning ensures that the new early years curriculum, introduced in 2000, is securely based on the nationally recommended six areas of learning for pre-school and reception children. This is an improvement since the last inspection when learning in reception was related to National Curriculum targets and was not planned suitably for young children. The detailed plans for each term show what will be taught for each area of learning. Assessments made early in the year are used to plan work that matches the children's learning needs. The attainments and progress of the children are continuously assessed and monitored and the information gathered is used well to plan work that challenges and interests them. Weekly planning has clear objectives that match the learning needs of the children and this enables staff to focus their work on developing specific knowledge and skills. Resources are satisfactory for all the areas of learning. They are used well to provide very good learning activities and this contributes significantly to the good achievements of the children by the time they leave the reception class. Due to the unsatisfactory nature of one classroom for teaching young children, pupils in both classes have regular access to facilities in the main teaching area, the smaller room being used for group work. The small outdoor area is pleasant and secure but does not provide adequate space for pupils to use tricycles and other wheeled vehicles.
- 58 Teaching is always good or better in all the areas of learning; over 40 percent of teaching is very good. This is a good improvement on the teaching seen during the last inspection, some of which was unsatisfactory. A strength of teaching is the way the teacher, nursery nurses and learning support assistants work well together as a team to plan, teach and evaluate the children's learning. They know the children well and understand their needs. Consequently the children's achievements are good. The achievements of children with special educational needs are equally good because their learning needs are identified early and they receive very good provision to help them learn. There is a good balance between teacher directed

learning and 'free choice' activities, which are structured well to foster learning through investigation and play.

### **Personal, social and emotional development.**

- 59 Most children will exceed expectations in this area of learning because of the skilful teaching, very good provision and the high expectations of what they can achieve. Children have positive attitudes to their learning. They enjoy coming to school and form good relationships with the staff. In both classes, children work happily with a good degree of independence and with increasing confidence. All children are able to dress and undress themselves for physical education lessons. Routines are well established and the children know what is expected of them. As a result of this, their behaviour is very good. Children's concentration in group and class sessions is very good. They listen to each other and know how to take turns in speaking. Most children persevere and stay on task when working independently at a chosen activity. They are able to co-operate when, for example, they play together with construction kits or in the imaginative play areas and most willingly help to tidy up at the end of each session. Children enjoy the responsibility for taking the class register or leading the line into assembly. They take their responsibilities for putting out physical education apparatus very seriously, paying good attention to safety.
- 60 The quality of teaching is very good. The provision of an ordered routine offers security to young children. Independence is developed in both classes by allowing children some choice in their activities. There are high expectations that children should be active learners; for example very good learning took place when groups of children were finding out about materials by carrying out tests and coming to their own conclusions. Activities without a teacher focus are structured well to allow children to learn independently. Staff use playtimes well to talk to the children informally, and this contributes to the very good relationships between staff and children. They are sensitive to the needs of the children and strive to increase their confidence and self esteem. In a whole class session, when a child was losing concentration, the support assistant sat with him and drew him into the discussion, enabling him to report back proudly which object had been attracted to the magnet. Children are taught the difference between right and wrong and they play a part in setting the class rules. They are encouraged to think about the impact of their action on others and about what makes a good friend. Through stories and through play, staff are beginning to develop in children an awareness and respect for people from different cultures and with different beliefs.

### **Communication, language and literacy**

- 61 By the end of the reception year, most children will have exceeded the early learning goals in this area. Children have regular, daily opportunities to share their news. Most interact well with each other, speaking confidently and taking turns in conversation. Their spoken language is well developed and most children have a wide vocabulary for their age. They enjoy listening to stories and sit attentively for an appropriate length of time.
- 62 Children show a high level of independence when developing their reading and writing skills. They know the format of a story and the meaning of words such as 'title', 'cover' and 'author.' They enjoy reading the 'big book' together in literacy sessions and can recognise rhymes and repeating patterns. Average and higher attaining children have a good sight vocabulary of known words and they attempt to



make sense of unknown words using initial and final sounds and by blending sounds together. When working together, they successfully combined letters to make words such as 'slip' and 'flap.' Higher and average attaining children are reading simple stories and can talk about what they have read. Lower attaining children recognise some words and can remember most sounds. They are beginning to read simple sentences and use picture clues to help them.

- 63 The children's writing skills are developing well alongside their reading and almost all children are beginning to write their own sentences. Higher and average attaining children use strategies to sound out parts of unfamiliar words to help them to spell and are willing to 'have a go' without asking staff for help. They are beginning to use capital letters and full stops. After listening to a story about a turtle a child wrote, "The tatul dug a big howl" Handwriting is developing well though regular practice of writing patterns and letter formation.
- 64 The quality of teaching is good and has a positive effect on standards. The National Literacy Strategy has been successfully introduced into reception to plan appropriate activities. When children learn through play and investigation, they are very skilfully encouraged to talk about what they are doing. The staff's questions and explanations increase the children's range of vocabulary. Role-play is used well to develop spoken language; when pupils played in the pirate ship they developed their 'nautical' language. The basic skills of reading and writing are very well taught and this enables children to achieve well. Children are taught strategies for sounding out words and blending letters both for reading and for spelling words. Higher attaining children are taught to read on in sentences to establish meaning. Teachers have high expectations of what the children can achieve and these are almost always rewarded. Relevant use of praise rewards children for what they have achieved and gives them the confidence to 'have a go' independently. Reading and storybooks are taken home daily to share with parents and this has a good impact on standards in reading.

### **Mathematical development**

- 65 Standards are above expected levels for children of this age and almost all of them will reach, or will have exceeded the early learning goals by the end of their year in reception. Through well-planned practical activities, children are developing a good understanding of number, pattern, shape and measurement. The effective use of sand and water play successfully increases the children's understanding of capacity. Children use linked cubes to measure and compare the length of objects in the classroom. Children use number lines and hundred squares to increase their understanding of order and position. They can use a number line to count forwards and backwards to 20, in twos. In a practical session, many children made good estimates of a number of bottles less than ten. They were confident in counting three more or two less. High and average attaining children count accurately beyond 20 and are confident in addition and subtraction to ten and, in some cases, to 20. Lower attaining children count reliably to 10 and recognise numerals to nine.
- 66 The teaching of mathematics is good and children achieve well. A wide range of structured and unstructured learning activities are provided to extend their understanding of different mathematical concepts. This is a good improvement since the last inspection when few opportunities were provided for children to learn practically. The National Numeracy Strategy has been successfully introduced and it

is used to plan appropriately. Number songs and rhymes are used frequently and well to reinforce the learning of numbers and early addition and subtraction.

- 67 Teachers carry out day-to-day assessments well and they are generally good at using the information gathered to plan learning activities that match the different needs of the children. Occasionally lessons are too long and children lose concentration. This happened when lower attaining children were introduced to the difficult concept of telling the time. Teachers make good use of homework and activities are suggested for parents to carry out with their children to consolidate the learning in numeracy lessons.

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

- 68 Children are developing a good understanding of the world around them and standards are above average. All children are on course to reach the early learning goals and many to exceed them by the end of their time in the reception classes. Their natural curiosity is nurtured by effective teaching which encourages children to explore the natural and man-made environment. They have a good knowledge of a range of everyday materials, such as wood, metal and plastic and their uses. They have looked closely at old and new household artefacts and found out some similarities and differences. By investigating a range of materials, they have found out, in different activities, which fabrics dry quickest and which materials will bend or stretch. Children show delight and wonder when they discover that a magnet 'pulls' towards it metal objects hidden in the sand. After a walk around the school grounds, they were able to express opinions about what they liked or disliked, for example, 'I like the bird box because it keeps the birds dry.' They also learn about distant places by talking about places they have visited. When making models, they have learned different techniques to join and stick materials together. Children use the computer confidently, often without support, to access programs to consolidate learning in literacy and numeracy. Two thirds of the class were able to reassemble simple text by clicking and dragging. They were fascinated when the teacher opened the printer so that they could see it printing their work.
- 69 The high quality of teaching and the provision of a wide range of stimulating activities enable children to learn at a good pace and achieve well. There is a good balance of teacher directed and informal play situations. Staff use questions effectively to encourage children to talk about their experiences and discoveries. After examining the different types of fabrics, children were able to predict that net curtaining might dry the quickest because 'it's got holes' and 'it's thin.' Good use is made of informal times to extend pupils' knowledge and understanding, for example time after registration was used well for children to talk about their holidays and how they travelled.

### **Physical development**

- 70 Standards are average. All children are on course to reach the early learning goals expected in this area of learning, but few are likely to exceed them by the time they leave the reception classes. Children in both classes have regular physical education lessons. Children worked with control and confidence in a gymnastics lesson, finding ways to travel around, under, over and through equipment. They are beginning to consider their movements and look for ways to refine them, at the same time as improving their balance. Children need regular opportunities in a larger area to control wheeled toys, particularly tricycles. Finer physical skills are

developing appropriately. Children show sound control when handling scissors, for example when cutting different papers for a collage. Manipulative skills are often good. Children show good control of pencils, crayons and paintbrushes. They handle play dough dextrously as they investigate different ways to change its shape.

- 71 The quality of teaching and learning is good and children achieve well. Children and staff dress appropriately for physical education lessons. Warm up activities help children to recognise changes to their bodies as they exercise. Staff use demonstrations well, which other children can then model. Effective questioning encourages children to evaluate their own and others' performance and try to improve them. Class management in these lessons is good and children listen and behave well. Outdoor provision is generally unsatisfactory, as the area is too small to provide challenging activities to promote physical development. Activities in the classroom are well chosen to develop fine physical skills and children are taught to hold and use pencils, paintbrushes and scissors correctly.

### **Creative development**

- 72 Most children will exceed the early learning goals expected by the end of their time in a reception class. The very good provision enables them to express their feelings through exploring a range of media and materials, music and movement and through imaginative play. Children paint imaginatively, experimenting with different types of brushes and mixing their own colours. In one lesson children painted whilst listening to music, 'Fingal's Cave', and their paintings reflected their understanding of the rise and fall of the sea. A group of children played together imaginatively after constructing a pirate ship in the playground, deciding to go on a voyage to an island [the grassed area], to seek buried treasure. They regularly explore a variety of materials to make collages. Children know a wide range of songs and rhymes and sing together with enjoyment and zest. They play percussion instruments to develop an understanding of sound, rhythm and pattern. Their response to music is very good. Children enjoyed making 'whooshing' sounds with their voices and moving their arms dramatically upwards to replicate the waves crashing against the rocks on Fingal's Cave. There was a joyful moment when children reacted spontaneously to a piece of reggae music by standing up and moving in time to the rhythm.
- 73 The teaching of creative development is very good and children make good gains in their learning and achieve well because of this. Detailed planning ensures that a wide range of stimulating activities is provided to help children learn whilst they explore and create. They are encouraged to use appropriate vocabulary and good intervention by staff helps them to use language to express their ideas. Role-play areas are developed for each topic and other activities are provided to develop imaginative play, for example creating a holiday island using construction materials.

### **ENGLISH**

- 74 Standards for all age groups have fluctuated since the last inspection. They are now rising, and are currently typical for pupils of their age, with reading better than writing across the school. Results in the 2000 national tests show that pupils' reading skills at age seven were average for their age, but that writing was below the national average. These results compared poorly to those of similar schools, and were part of a falling trend for seven-year olds since the last inspection. Test results for pupils aged eleven years showed that the school had kept pace with the

rising national trend, and were comparable to those in similar schools. However, standards in writing were very much worse than in reading, and this applied particularly to the boys. The school is working hard to put right this weakness in writing, and inspection findings show that they are beginning to succeed.

- 75 When pupils enter school, their reading and writing skills are average for their age, although they lack confidence in speaking and some pupils find it hard to listen attentively. Very effective teaching in the reception class ensures that the pupils get off to a good start, and by the age of seven and eleven, most pupils attain average standards in speaking and listening and writing and above average standards in reading. They make good progress in learning how to listen and to talk together and in learning how to read. Recent approaches to the teaching of letters and sounds and spelling patterns are leading to good achievement in most lessons, and are effective in helping pupils of all ages who find reading and writing difficult. Boys underachieve in writing in all age groups, but as they are taught more about spelling techniques and how sentences are formed and linked, they are becoming more interested in the use of words to explain their ideas, and are achieving better in writing.
- 76 Most pupils listen to stories with enjoyment in the five to seven age group, and are keen to talk about their reading to adults. By Years 5 and 6, pupils are confident to take on roles such as the different characters protesting against a building development on a rural site. Year 5 pupils planned together in groups, read their letters of protest 'in role' and could hardly wait for the day of the 'meeting' when they could present all their arguments. This type of work, in which speaking, listening, reading and writing are linked together, does not happen often enough to strengthen all aspects of literacy. Older pupils gradually become more able to explain their thinking and develop their ideas. In general, however, teachers do not give enough responsibility to the pupils to feed back to each other and to evaluate their own and each other's learning in the closing stages of a lesson.
- 77 Progress in reading is now good. In the five to seven age group, there has been an improvement in reading skills during the last year, so that a larger than average group of pupils reach a good standard, and most comfortably achieve the expected level. They show good attitudes to books and to reading, and most read regularly to parents and carers at home. The school encourages this by providing a 'reading bag' for each child and a reading record with space for adult comments. The opportunity for younger pupils to select and take home a library book each week encourages reading beyond the 'reading scheme'. The more up-to-date teaching of letter-sounds and blends has helped Year 2 pupils to develop strategies for sounding out unknown words. The extra practice given to pupils with special educational needs in matching sounds to letters and in using punctuation in reading for sense, is also increasing their confidence in reading unknown words, and is helping pupils of all ages with special educational needs.
- 78 The majority of pupils in the seven to eleven age group are also confident, accurate readers for their age. They continue to enjoy books well into Years 3 and 4, at all levels of ability. This is fostered by the school's policy of moving fluent readers on to library books rather than 'reading books' as class readers. As often happens, Year 6 boys in particular do not show the same level of enthusiasm for reading extended fiction such as novels. Although their reading skills are good, and they cope well with most texts, only a few pupils can name children's authors other than the very well known ones such as J.K. Rowling and Dick King-Smith. This applies to the boys

in particular. One reason for this is that the paperback fiction collection in the school library, although being of good quality and extensive, does not contain many new books by contemporary and modern children's authors that might tempt active young people into continued, independent reading for pleasure. In lessons, there is a different story. Pupils aged eleven years show a good appreciation of a range of genres and of poetry, and the above average readers are able to make inferences from the text, and analyse the impact of key words and phrases. For instance, one Year 6 class were able to pick out the key words that the author of the 'Night' poem used to create mood and imagery, and to spontaneously compare the language to that of the poem 'The Highwayman'. Pupils with special educational needs have made enough progress to allow them to be included in reading activities alongside the rest of the class, although often with teacher support. There are gaps in the regular, extensive development of research skills; and also in gaining information on screen, as pupils do not have the chance to read from the Internet or CD Rom often enough in school.

- 79 The writing of pupils aged five to seven has improved during this academic year. Regular teaching and testing of spelling patterns and common letter strings means that average and above average pupils now spell most common words correctly. Some of the writing at age seven shows an imaginative turn of phrase and an awareness of its likely impact. For instance, leaflets written by Year 2 pupils following a visit to a local mosque say, "The room felt funny because I am not used to the smell" and "I was shocked by all the decorations. I thought it would be like our house". However, pupils are not consistently producing this high quality of writing, and some of the writing done in English books as part of literacy lessons is untidy, with poorly formed letters and full stops and capital letters missing more often than they should be for this age. This is partly because during writing sessions teachers do not make clear enough what they expect in terms of length or in the accurate use of punctuation.
- 80 Teachers of the seven to eleven age group have worked with pupils to improve their writing skills, especially those of the boys, who did so poorly in the 2000 tests. This is making a difference to standards in all classes, but for the current Year 6 class, there was still a lot of ground to be covered at the start of the year. The outcome is that taking boys and girls together at age eleven, their level remains just below the national average in writing. However, both sexes are writing better now than in 2000, and the fact that the girls have benefited just as much as the boys from the drive to improve writing is a national as well as a school picture.
- 81 Pupils from the age of seven are taught how to write in different ways, and to match how they express their ideas to the particular writing mode. For instance, Year 4 pupils produced some lively fables in the style of 'how the fox got its tail'. Almost all the pupils ended with 'and that's how ...', and the average and above average pupils were able to craft a plausible story in which complex sentences were linked together well. A 'poetry week' produced some excellent evocative writing in Year 5 on the theme of 'My Fear Box'. There is evidence that pupils are developing a greater interest in words and in writing. This has come about because teachers of seven to eleven-year olds are showing the pupils how they should approach writing, as well as teaching them the grammar that they need. For instance, in a very good lesson with average and above-average Year 6 pupils, the teacher showed the children how she personally went through the process of writing an imaginative, poetic piece. She used the modelling technique of collecting her ideas together 'publicly' on an over-head projector sheet and letting them into her thinking about

how to re-organise and choose from these, and begin to turn them into poetry. This meant that the pupils learned how to begin writing their own poem, using good techniques. This quality of teaching is not evident in all classes and there is room for further improvement. The weaknesses that remain are similar to those at ages five to seven: pupils are not always expected or reminded to apply their knowledge of punctuation and grammar in all their writing, especially in other subjects such as science and history. Also, pupils are taught about drafting and editing writing but it is not always made clear whether particular tasks are to be a draft or a final version. Also, there is not enough self-editing and re-drafting alongside peers. The use of ICT for this aspect is very under-developed.

- 82 The National Literacy Strategy is well embedded across the school and lessons are usually taught at a good pace, although pupils need more encouragement to increase their output, especially in the five to seven age group. Teaching overall is good in the five to seven and seven to eleven age groups, teachers are coming to understand the value of teaching reading and writing together. For instance, in a well-timed Year 4 lesson, pupils recognised how the author of a story about Perseus used punctuation to help the reader understand what was happening, and how the characters felt. They worked out for themselves how writers used punctuation to make an impact. In a Year 2 class, pupils were able to create an 'information page' about dinosaurs after they had discussed the difference between fact and fiction through reading the big book 'Long, Long Ago' together. Follow-up activities usually relate well to the introduction, although in some classes, the teacher does not explain the link, or the tasks, clearly enough.
- 83 Teachers use the results of tests to group pupils, and often change their plans if they assess that the pupils have not understood the work sufficiently. Different tasks are set for the below average pupils, but less often for the above average pupils, which leads to some under achievement for those concerned. However, teachers are not all equally confident in assessing pupils' work against national criteria. Teachers are not expected to record and track pupil progress against specific reading and writing criteria during each term and year. Firmer tracking procedures are needed to sharpen the level of challenge in lessons, and to improve the effectiveness of the curriculum targets set for individuals and groups by some teachers. If implemented, and the targets shared with pupils, as happens in some classrooms already, then the pupils can begin to take more responsibility for their own learning. There is far too little use made of learning about English through ICT, and much more use should be made of classroom computers in group tasks and activities.
- 84 The co-ordinator was absent from school during the inspection. From scrutiny of files and other discussions, it is evident that teachers are supported in terms of the organisation of resources and materials, and in preparing their literacy plans. There are intentions for a closer, tighter monitoring of standards of work and of classroom teaching. As yet not all teachers are sufficiently confident in setting curriculum targets in English that are specific, precise and at the correct level of challenge for their year group and groups of pupils.

## MATHEMATICS

- 85 The school's 2000 results of national tests for seven-year olds showed standards were below the national average and well below the average for similar schools and pupils were not achieving as much as they could. Standards at age seven have declined since the previous inspection when they were above average. At age eleven, the 2000 results of national tests showed standards were well above the national average and were average in comparison with similar schools. Standards at age eleven have improved since 1997 when they were average. Boys have done better than girls in recent years and to a greater extent than found nationally, but no significant difference was found during this inspection.
- 86 The inspection finds that standards of work are above average at the age of seven, with improvement in the attainment of both boys and girls. Achievement is good. Virtually all the pupils are reaching the level expected for their age and a significant proportion are exceeding this level because the implementation of National Numeracy Strategy is improving teaching. Pupils count accurately and can order numbers to 99. In response to the good quality of questioning, pupils are able to explain the strategies they use when solving simple addition and subtraction problems. Some of the higher attaining pupils quickly see the patterns and relationships in number sequences. For example, during a lesson about halves and quarters, pupils worked out patterns in counting in twos and fours. Pupils can use standard and non-standard measures accurately. They tell the time in hours and half-hours and have a sound understanding of the properties of two and three-dimensional shapes. They can apply their knowledge of number to solving money problems, giving the correct amount of change using the fewest coins. Higher attaining pupils work confidently with sums of money up to one pound.
- 87 At age eleven, standards of work are average and achievement is satisfactory for most pupils, but a significant number of the current Year 6 pupils, mostly average or lower attaining pupils, have not achieved their full potential. This is partly because of the approach to teaching, lower teacher expectations, and the heavy reliance on a commercial scheme of work. Just over 70 per cent of eleven-year olds are reaching the level expected for their age, with approximately 30 per cent exceeding this level. Pupils make satisfactory progress in understanding the use of the four rules of number and most higher and average attaining pupils can apply them in problem solving situations, but others struggle. They have secure understanding of place value and most are usually accurate in their mental and written calculations. They use negative numbers confidently and most understand relationships between fractions, decimals and percentages, although lower attaining pupils are not so confident. They can collate data, interpret it and present it in different ways in graphs and charts. They have a good knowledge of the properties of three-dimensional shapes and draw and measure angles accurately. Some Year 6 pupils are less secure in estimating weight. Pupils use their mathematical skills well to support work in other subjects such as design and technology and history, but this is less evident in science.
- 88 Throughout the classes pupils demonstrate good skills in mental calculations as this part of lessons is taught very well and the pace of learning is good. For example, in Year 3 pupils are beginning to see the relationship between multiplication and division, using their mental recall of multiplication facts to solve problems. Teachers emphasise the correct use of mathematical language and expect pupils to follow their example. The very good start to lessons is not always maintained during the

written tasks set, which often follow the commercial scheme of work. Potentially gifted pupils often underachieve in lessons because tasks are insufficiently challenging. There are no opportunities for these pupils to work with older pupils, which would provide more challenge in all lessons.

- 89 The teaching of mathematics is good for five to seven-year olds and is the key factor in the improving standards as pupils' pace of learning is more rapid. In a very good lesson in Year 2, pupils enjoyed the challenge offered in a well-planned lesson on halves and quarters and they worked hard to succeed. They learned much about counting in twos and fours and began to recall multiplication facts. An example of unsatisfactory teaching resulted from a supply teacher not being familiar with class groups and this led to some confusion and slowed the pace of the lesson. Consequently, the pupils' good behaviour was not sustained. Teaching is satisfactory overall in the seven to eleven age group, with no unsatisfactory lessons. The good lessons involve practical activities that offer challenge to all pupils, for example a game based on dominoes in Year 3, where pupils had to listen to the multiplication or division question, check if they had the answer on their card and then read out the next question. The questions involved square numbers, which challenged higher attainers. There tends to be over reliance on the use of worksheets with five to seven-year olds and too close an adherence to the scheme in the seven to eleven age group. Often most pupils are given the same pages from the textbook to complete and this does not offer sufficient challenge to the higher attainers. There is a tendency, in a significant number of lessons, for the teacher to do much of the talking and this reduces the level of challenge and opportunities for pupils to think for themselves. Pupils are set homework, although this mainly consists of worksheets to consolidate skills learned in school.
- 90 The National Numeracy Strategy has been effectively implemented and is having a good effect on pupils' skills in mental calculation. There are good assessment procedures for checking pupils' progress. However, there are gaps in linking the assessment information to precise targets in planning. Since the previous inspection, the curriculum co-ordinator has undertaken training and effectively supported colleagues and parents in understanding the National Numeracy Strategy. She has drawn up a relevant action plan to improve assessment, monitoring and the sharing of good practice and is enthusiastic and determined to improve curricular provision and raise standards.

## **SCIENCE**

- 91 The teachers' assessments of seven-year olds in 2000 showed the percentage of pupils' reaching the expected level for their age was broadly in line with the national average. The proportion of pupils' attaining the higher level was well below the national average, particularly in experimental and investigative science. In comparison with schools in a similar social context, the standards were below the average. There were no significant differences between the attainment of boys and girls observed during the inspection. Current standards of work are broadly in line with the national average, and pupils are achieving satisfactorily. The proportion reaching the higher level has increased and is broadly average. This maintains the standards identified in the previous inspection.



- 92 By the age of seven, pupils have sound scientific knowledge and skills. They have some awareness of the characteristic of a fair test. For example, in a Year 2 lesson, pupils realise that if sunflower seeds are deprived of certain nutrients and conditions this will affect their growth as a healthy plant. They recorded their observations of the sunflower's growth using diagrams and sentences. The use of such investigations is currently insufficient to support and develop fully pupils' skills in predicting and observing outcomes. Pupils in Year 1 know and understand that both humans and animals need to eat to survive, and know that there are food chains associated with a particular animal. By the age of seven, pupils know that forces can be classified into 'pushes' and 'pulls', and that a circuit is required to make electricity work.
- 93 At the age of eleven, the results of the National Curriculum tests in 2000 were well above average for pupils reaching the expected level for their age, and were above average for pupils reaching the higher levels when compared with all schools. Pupils achieve well. Over the last three years results for eleven-year olds have been above the national average and broadly in line with schools in a similar situation. Results indicate that boys are performing better than the girls, but this was not borne out during the inspection week. Inspection evidence shows that pupils' attainment is above average and that they are achieving well. Throughout the seven to eleven age-range, pupils' gains in learning are good for all ability groups. Some pupils with special educational needs achieve the level expected for their age at eleven. They build on their developing skills of predicting, observing, classifying and recording their findings. Pupils in a Year 3 lesson were developing their understanding of how the size of a shadow can be effected by moving the torch nearer or further away from an object. Year 4 pupils know that different materials can be classified as transparent, translucent and opaque, and this will affect the type of shadow created when a torch is shone on such materials. Pupils recognise the need for keeping accurate records after their predications and observations, and are encouraged to record in a systematic way, which ensures a scientific approach to recording their findings. Pupils in Years 5 and 6 discussed the issues surrounding the taking of drugs and substances, and the effect of taking and using alcohol and tobacco, as they grow older. They discussed how this would affect certain major organs of the body and linked into their previous learning on the human body.
- 94 Pupils' attitudes to their work are good across the school. When pupils are involved in group investigations, there is a sense of enjoyment and they learn much from each other. Year 4 pupils concentrated hard and worked enthusiastically to ensure they had classified the different materials into transparent, translucent and opaque groups. Pupils respond well, they listen carefully to their teacher and each other in a mature manner, for example in a Year 6 lesson, on how to deal with drugs and substances as they begin to grow up. Year 2 pupils shared their ideas about what they found after observing sunflower seeds that had been denied certain conditions in their growth over a period of time and all pupils learned from this experience.
- 95 The overall quality of teaching is satisfactory throughout the school, with some good teaching observed in Year 4 classes. Teachers' subject knowledge is satisfactory, but some lack confidence and miss opportunities for developing pupils' understanding through investigative work. Although the teachers guide and encourage the pupils so they acquire good levels of knowledge, over direction hinders the development of investigative skills. This was a criticism in the previous inspection report that has not been remedied. Teachers set revision for homework for eleven-year olds prior to national tests and this helps pupils to attain above

average standards. In the better lessons observed in the seven to eleven age group, teachers use open-ended questioning effectively to prompt pupils' thinking and probe their understanding of the topic being covered. In addition, these lessons have a definite structure, a brisk pace, with an appropriate emphasis on practical investigations and high expectations of what pupils should learn, so as to build on what they already know. They also overcome the shortcomings of the school's accommodation, which limits opportunities for practical investigations. In one good lesson seen in Year 4, the teacher carefully matched the lesson to meet the needs of all pupils in the class, and intervened and raised questions to make pupils approach their activities like young scientists. All teachers manage the pupils well in lessons and there are good relationships and rapport between teachers and pupils. The marking of work is variable; in the better examples teachers indicate where pupils have understood a particular concept or idea, and where they need help and support in their learning.

- 96 All required elements of the National Curriculum programme of study are covered, and this allows for the systematic building up of scientific knowledge and understanding. This means that pupils' skills of prediction, observation, classifying and recording are developed as pupils mature. However, there is an over-reliance on photocopied sheets by some teachers that restrict opportunities for pupils to develop scientific and investigative work. This results in some underachievement amongst pupils, particularly the higher attainers, as they are restricted from working in small groups to undertake more detailed and focused investigations and to develop independent learning skills.
- 97 Speaking and listening skills are encouraged in lessons, along with the development of scientific vocabulary such as 'food chains', 'materials' and 'substances'. However, there are limited opportunities for pupils to practise their writing skills when recording their work. Opportunities for using numeracy skills and ICT are limited. These skills are not used enough to support learning in lessons. There are effective links with personal and social education, for example in Year 6.
- 98 The leadership and management of the subject are good. The co-ordinator is relatively new to the post, is enthusiastic and committed to raising standards in the subject. He is already reviewing the planning with a main objective of increasing opportunities for scientific investigation. A whole school system for assessment is to be implemented in the next academic year, as there are no formal assessment procedures at present. There is a relevant action plan for the development of the subject, including the accessibility of resources, which is an issue with the limited space available.

## **ART AND DESIGN**

- 99 It was not possible to observe any lessons with five to seven-year olds as the focus was on design and technology. However, from the work on display, teachers' planning and discussions with staff, judgements can be made. Standards of work are average for seven-year olds, above average for eleven-year olds and have been sustained since the previous inspection. Achievement is satisfactory for five to seven-year olds and is good for seven to eleven-year olds. Pupils' skills in observational drawing continue to be a particular strength that helps pupils in recording their work in other subjects, such as science and history. The weakness in

the quality and storage of resources, noted in the previous report, has been remedied.

- 100 By the age of seven, pupils make good attempts at representing what they see. They have learned different techniques used by famous artists to capture different moods and feelings in their work. For example, pupils in Year 1 drew faces showing good use of line and colour, when inspired by the work of Picasso. Through the use of shades of blue and grey, they captured a feel of depression. They have also used music as a source of inspiration for their group paintings showing different ways of applying paint. Pupils take full advantage of opportunities to develop their creativity, for example through painting pictures about the 'Creation' to support work in religious education. Their paintings show bold use of colour. They have a good understanding of basic colour mixing and how to make colours darker or lighter. They make designs for three-dimensional models, modifying them when necessary as they make the model. A seaside frieze in Year 2 showed good detail in the facial features and accessories such as goggles. By the end of Year 2, pupils have a good foundation in drawing, painting and modelling skills.
- 101 In the seven to eleven age group, pupils make more rapid progress in their learning, as the teaching is good overall. Whilst their drawing, painting and modelling skills develop well, there are insufficient opportunities for three-dimensional work, particularly in making structures, for example using wire. In Year 3, pupils develop printing skills through making printing blocks from polystyrene tiles, or gluing string onto card, realising the difficulty in putting the printing ink onto the string. The pupils have made clay tiles of particularly good quality following a visit from a local potter. The tiles, linked to their work on minibeasts, show effective use of texture. By Year 4, pupils' skills in pencil sketching are very good, evident in their drawings of footwear and shells which show good use of line, shape and shading. Their knowledge of Anglo Saxon designs was used effectively to make buckles and brooches from string, using plaiting and twisting techniques. They have many opportunities to study and use the techniques used by different artists and they develop confidence in their own creativity and in using a wide range of skills and techniques. There is evidence of paintings of a high standard in Year 5, where pupils have used watercolours for their pictures depicting poems they have read. There is good work on texture in Year 6, where pupils have used different ways of cutting and folding paper to create, for example, spirals, zig-zags and rolls which they have made into very attractive designs.
- 102 The work on display indicates that teaching is satisfactory for five to seven-year olds. For seven to eleven-year olds, teaching is good overall, with an example of very good teaching in Year 5. The key features of the very good teaching are the secure subject knowledge and the teacher's enthusiasm. The teacher gave a very good demonstration on how to approach the task of completing a portrait having been given half of a person's face. The clear explanation, which emphasised the need for close observation to aspects of the face, helped pupils get started and to succeed. As a result, some of the finished work was of a particularly high standard. Pupils were given different media to choose from. In other lessons there is effective use of demonstration, but the level of subject knowledge is not so high and therefore the support given to the pupils is not as specific.
- 103 The co-ordination of the subject is good. There has been a change of curriculum leader since the previous inspection and a good updated policy implemented, which places the emphasis on the development of skills in different aspects of the subject.

The co-ordinator monitors standards from the many displays, checks planning and has an action plan for developing the subject. There are no formal procedures in place for assessing pupils' attainment and to inform end of year reports, although portfolios of work are kept for each child to show the development of skills. The curriculum makes an important contribution to pupils' spiritual and cultural development, but the lack of space in some classrooms makes the creation of larger group pictures difficult.

## **DESIGN AND TECHNOLOGY**

- 104 Standards are above those expected for pupils aged seven and eleven, and achievement is good. This is an improvement since the last inspection when standards were average for younger pupils. Older pupils are still working at higher levels than expected.
- 105 Pupils are taught the full design and technology process from an early age. In Year 1 they have learned how to fix wheels and axles and have evaluated a range of model vehicles before designing and making their own trailer to carry four 'sheep.' All pupils, some with support, produced clear, labelled designs and itemised the materials they would need. Year 2 pupils were able to develop their understanding of the mechanisms which they had explored in an earlier lesson by designing and making animals with moving parts. They selected appropriate materials and tools and used cutting and joining skills they had learned to produce good quality products. In both year groups, pupils are beginning to evaluate their own work and to think of ways to improve it.
- 106 By the age of eleven, standards are high in all aspects, except for a weakness in woodworking skills, in which pupils have had little recent practice. The standard of design briefs improves as pupils mature and the footwear designs of Year 6 pupils show good detail and creativity. Pupils in Years 5 and 6 have studied the way footwear is made by deconstructing a range of shoes, sandals and slippers and evaluating them in terms of design, construction and fitness for purpose. They have used this knowledge well to design and make their own sandals, which especially in Year 6, show creativity and good making skills.
- 107 The quality of teaching is good overall, both in the five to seven and seven to eleven age groups. There are examples of very good teaching in Years 2 and 6. There is an improvement in the teaching of younger pupils since the last inspection and this has helped to raise standards. Planning is thorough with well-organised activities that enable pupils to achieve well. In all lessons, good attention was paid to safety and pupils took good care when working with tools. In the lessons where teaching was very good, the teachers' secure subject knowledge resulted in tasks being explained clearly and simply so that pupils understood what to do. They knew which pupils needed extra help and this was targeted well to ensure that all pupils were successful. Effective questioning extended pupils' learning by helping them to evaluate their work and to overcome problems, for example in fixing wheels more securely. In both Year 6 classes, some pupils were showing poor skills in cutting wood. Both teachers picked this up, but the insecure subject knowledge of one teacher meant that some pupils were not shown the correct techniques for cutting wood. As a result, the pace of learning was slower for these pupils who were still having problems as they tried to saw effectively whilst sitting down. Learning for all pupils was enhanced at the end of sessions when pupils were given opportunities to talk about successes and difficulties. Pupils with special educational needs

achieved as well as other pupils because of the good support they received. Good cross-curricular links have been identified and work in this subject provides good consolidation for learning in other subjects, notably literacy, mathematics and art and design.

- 108 Pupils clearly enjoy their lessons and show good attitudes to the subject and this has a positive effect on their learning. Year 6 pupils worked with good concentration, despite the very cramped, and in one class unsatisfactory, conditions. They showed good co-operative skills as they worked together in pairs.
- 109 Co-ordination of the subject is at present satisfactory. A new scheme of work has been written and the co-ordinator has produced detailed termly planning for each year group. This provides good support and guidance for teachers and has been a factor in raising the standard of teaching for younger pupils. The formal assessment of pupils' learning is not yet in place. This year the co-ordinator has had the opportunity to monitor teaching in several classes and has given helpful feedback to improve teaching and learning. However, regular monitoring is not yet formally in place and there is no monitoring of pupils' finished work.

## **GEOGRAPHY**

- 110 During the week of the inspection very few lessons were observed due to timetable restrictions. However, an examination of teachers' planning, speaking to the co-ordinator, teachers and pupils, looking at samples of pupils' previously completed work, and displays around school allowed a judgement to be made. The majority of pupils reach the levels expected nationally by the time they reach seven and eleven years of age and achievement is satisfactory. There are no significant differences between the attainment of boys and girls. All pupils, including those with special educational needs, make sound progress in lessons and over time in the key subject knowledge and understanding.
- 111 Standards since the previous inspection have been sustained at age seven, but not at age eleven due to the implementation of the National Literacy and Numeracy Strategies, which have reduced the time allocated to this subject. By the age of seven, standards are at the expected levels for this age. Pupils have an increasing awareness of the physical and human features around Swanwick and the immediate area. They know that the area is linked to the major motorways and that there are railway stations at Ripley and Alfreton. Pupils can also contrast Swanwick with other areas of the country, and can list the main physical and human differences, and this links into their earlier work on holiday resorts in the United Kingdom. They also know that there is human activity going on in the middle of Swanwick, such as the refurbishment of St. Andrew's Church roof, and the closure of the main street in Swanwick, due to the laying of new piping. This builds on their work on mapping the school and its grounds, and identifying what they think are attractive and unattractive features of the playground, and how it is has been improved.
- 112 By the age of eleven, pupils have an appropriately developed knowledge of their own region, other countries and contrasting areas. Pupils in Years 3 and 4 have been involved in improving the immediate environment of the school grounds and have used large-scale maps to help with their activities. There are opportunities for pupils to develop the appropriate geographical language as they move through the age-range. This was seen in a Year 3 lesson, when pupils identified a series of

human and physical features from pictures of the local environment. Pupils in Years 5 and 6 have studied the Caribbean island of St. Lucia, and looked at how the tropical storms affect the lives of the inhabitants and how it is has been commercialised to attract tourists. Mapping skills are developed as pupils move through the seven to eleven age range, for example pupils in a Year 6 class used them in an orienteering activity to find a series of positions in the school grounds.

- 113 There was only a limited amount of teaching observed which was judged to be of a satisfactory quality. From the work previously completed, all teachers have secure subject knowledge and plan their work to ensure adequate coverage. Teachers display pupils' work well and this helps to promote interest in the subject throughout the school. There is a large display at the entrance to school depicting a 'Rainforest' and pupils' achievements of improving the playground area. However, evidence from the sample of pupils' previous work indicates that some teachers tend to over-use photocopied work sheets, which stifles the pupils' opportunity to learn independently. Marking of pupils' work is variable with some work just receiving a tick, whilst the better examples have positive comments aimed to take pupils' learning forward. Opportunities for using literacy and numeracy to support and develop pupils' learning are limited, and there were no examples observed of ICT being used to support learning at all.
- 114 The subject is effectively led and managed by the co-ordinator. The policy and scheme of work have been reviewed to reflect current initiatives in the subject. The co-ordinator monitors planning on a termly basis, and she has undertaken classroom observations. However, there are no whole school assessment procedures in place to monitor pupils' attainment and progress in the subject over the academic year. The co-ordinator is aware of the situation and is hoping to address the situation in the new academic year. Resources are adequate, but the co-ordinator is aware that they need to be improved and updated to help with the teaching of the subject. The restricted space in some classrooms makes it difficult for pupils to use resources such as large maps in lessons.

## **HISTORY**

- 115 Due to timetabling arrangements, very few lessons were seen during the inspection. Judgements are based on the lessons seen, the scrutiny of pupils' work, teachers' planning and discussions with pupils and staff. Standards of work are average for seven and eleven-year olds and achievement is satisfactory. At age seven, standards have been sustained since the previous inspection, but above average standards have not been sustained at age eleven. This does not represent a decline in teaching and learning but a lower allocation of time due to the implementation of the National Literacy and Numeracy Strategies.
- 116 By the age of seven, pupils talk about the difference in farming over the last century. They discuss the differences, for example in milking cows, making butter and picking potatoes. They have a good understanding of the time and effort needed in the past compared with modern machinery. Through such topics as farming pupils are developing appreciation of past and present.
- 117 By the age of eleven, pupils have a sound understanding of the main periods in history through their studies of the Anglo-Saxons, the Romans, the Vikings and the Tudors. They talk about the daily life in the different periods, discussing life in Tudor

times with enthusiasm and interest. However, they find it difficult to reflect on the impact of some of the events on life today, for example the divorce laws and the introduction of the Church of England during the reign of Henry VIII. Pupils are keen to learn, even when tasks lack interest, for example the decoding of the Runic alphabet. Pupils with special educational needs make good progress through the use of visual stimuli such as videos, posters and artefacts.

- 118 The quality of teaching and learning is satisfactory overall, both in the five to seven and seven to eleven age groups. The introduction of drama, for example through Tudor days, has deepened pupils' understanding by bringing history to life. However, the main emphasis is on teaching historical facts rather than developing pupils' enquiry skills. Pupils' progress in developing research and enquiry skills is hindered by insufficient time for independent investigation and research, with too much adult direction. Research and investigation are limited to books and artefacts; there is little use of information and communication technology. Teachers' planning provides little to extend higher attaining pupils and they have few opportunities for independent research work. Consequently, few pupils develop a deep understanding of the subject or learn to question the reliability of different sources of evidence.
- 119 The curriculum has been slow to develop because of the emphasis on literacy and numeracy. However, since the appointment of a co-ordinator earlier this year the shortcomings have been included in a relevant action plan. An updated policy is now in use. The subject is satisfactorily led and managed, the co-ordinator having an overview of standards from work on display and planning. There are no assessment arrangements to inform end of year reports. The underdeveloped assessment procedures were identified as a weakness in the previous inspection report and remain so. The cramped accommodation in some classes restricts opportunities for research and investigative work.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

- 120 Pupils' attainment at the ages of seven and eleven is below the national average and achievement is unsatisfactory. The school does not meet its statutory requirements to teach fully the National Curriculum programme of study. Since the time of the previous inspection the school has made unsatisfactory improvement in developing the provision and standards attained in the subject.
- 121 The reason for this unsatisfactory situation is due to insufficient resources to teach the skills, and a lack of teacher confidence in teaching and developing pupils' understanding in using ICT. The school has acknowledged the situation and has produced a detailed development plan to overcome the weaknesses. There are clear deadlines for when the computer suite will be used, along with earmarked funding to help raise teacher confidence, and purchase both hardware and software to help teachers teach the subject successfully. The proposed computer suite is being used as a Year 6 classroom at present due to the overcrowded accommodation in the school. It is going to be used as intended in the next academic year with classes being timetabled on a regular basis to help raise pupils' attainment in the subject.
- 122 During the week of the inspection there were only very limited examples of pupils using computers, for instance word processing letters and preparing e-mails in Year

3, and this was very teacher led and managed. In most classrooms, computers were not switched on, and pupils were not developing their ICT skills or supporting their learning in other subjects. Pupils show interest, but lack confidence in using computers. In the scrutiny of work of all areas of the curriculum there were hardly any examples of ICT related work to support learning in individual subjects. Pupils cannot store or retrieve their work independently and have little experience of control technology, sensing or how to present data in different charts, spreadsheets or graphs. A significant number of pupils have computers at home and learn basic skills through using them frequently. They know more than their work in school indicates.

- 123 Currently there are two co-ordinators satisfactorily leading and managing the subject. They have only been in post a short time and have influenced the recent development of the subject. Both co-ordinators know that there needs to be whole school systems of assessment put in place when the computer suite is used in the next academic year. They know that in the initial stage of using the computer suite all teachers will require support and guidance to develop teaching, before effective monitoring of the subject begins to ensure progression and continuity. There is a policy and scheme of work, which reflects current initiatives, but without updated computers and software to support learning across all areas of the curriculum, standards will not rise.

## **MUSIC**

- 124 Standards at the age of eleven are above average, exceeding expectations for pupils at this age. This is an improvement since the last inspection when they were judged to be average. Due to late changes in timetables only one singing lesson with younger pupils was seen and there was not enough evidence to judge the standards for pupils by the age of seven. However, standards of singing at this age are above those expected for seven- year olds. As only two lessons were seen in the seven to eleven age group, other evidence was gathered from singing practice, extra-curricular music and discussions with Year 6 and Year 2 pupils. Pupils in the seven to eleven age group achieve well.
- 125 Pupils in Years 1 and 2 sing together tunefully and with clear diction. Year 2 pupils can sing unaccompanied, holding their parts without support in a two-part song. By the age of seven pupils have had a wide range of musical experiences. They enjoy singing in class and in assemblies and talk enthusiastically about the songs from many countries that they have learned. They listen to music from different traditions and are encouraged to think about the mood it creates. They know the names of a number of untuned instruments and how to play them, having used them in composition recently to create the sounds of a rainforest.
- 126 By the age of eleven, pupils have developed their knowledge and skills well. The quality of singing of older pupils, from Year 3 to Year 6, is good. They sing together unaccompanied with clear diction and pitch control, and a good sense of both phrasing and musical expression. Pupils in Year 3 use their understanding of traditional jazz to begin to put a rhythm to a steady beat and sing in jazz style. They show a good sense of rhythm although they are not yet secure in repeating complex rhythms. In class, Year 5 pupils adapt their singing to the style of the music. They make good suggestions for improving their performance by making more use of musical elements, for example holding notes longer and by changing the volume. They select instruments that match the mood of the music. By the age of eleven,



pupils have been introduced to a varied range of music from different traditions and cultures and this is enhancing their cultural awareness. They are developing good listening skills and Year 6 pupils talk knowledgeably about music they have enjoyed, including the works of well known classical composers. One child talks about the 'spooky feeling' she had when listening to the 'Danse Macabre' by Saint-Saens. They know the instruments played in orchestras and are familiar with Asian instruments. Pupils compose their own pieces and have recorded their work using non-standard and conventional notation.

- 127 The quality of teaching is very good overall, and never less than good. The teaching of music for older pupils has improved since the last inspection when it was satisfactory. This is due mainly to the very good subject knowledge and enthusiasm of the subject leader and the headteacher, who are both competent musicians and who teach many pupils. As a result pupils learn at a good pace. In singing lessons pupils are taught techniques to improve and control sounds, such as correct breathing and good posture. In a very good lesson the teacher understood the importance of giving background knowledge to the pieces to be sung, in this case a Negro spiritual and a song about Henry VIII, and this helped pupils to improve their performance. Pupils are encouraged to evaluate their performance and look for ways to improve it.
- 128 Pupils' attitudes make a good contribution to their learning. The enthusiasm of the teachers is infectious and pupils show obvious enjoyment in singing and in making music. They work with good concentration, for example pupils in Year 5 watched each other closely when performing, in order to keep in time.
- 129 Pupils benefit from the high profile given to music in the school. Significant numbers learn to play a range of string, woodwind and brass instruments taught by visiting teachers, and by school staff outside the normal curriculum. There is a school choir of over 40 girls and boys. These activities make a good contribution to developing pupils' skills in music. Workshops and recitals of Afro-Caribbean and Asian music have enriched the curriculum this year. However, pupils do not have opportunities to explore sounds through the use of ICT.
- 130 The subject is well led and managed by an enthusiastic music specialist. She has begun to monitor standards by checking teachers' planning and by observing lessons across the school. This has identified some areas for development and these are included in the school development plan. One area is a lack of confidence in teaching music felt by some staff and this is being addressed by the provision of training. Resources have been improved to include those that give good teacher support.

## **PHYSICAL EDUCATION**

- 131 Standards are average for seven and eleven year olds and are similar to those found at the time of the previous inspection. Pupils' achievement is satisfactory. The unsatisfactory provision for pupils in the seven to nine age group, noted in the previous report, has been remedied by their inclusion onto the main site. By the end of Year 5 most pupils are confident swimmers, and virtually all Year 6 can swim 25 metres unaided.
- 132 The school has identified a need for a training programme to improve staff confidence and expertise in their teaching of the subject, and this is borne out by

inspection evidence. Teaching is satisfactory overall in the five to seven and seven to eleven age groups, although it is good in swimming and in games in Year 4. Teachers manage to sustain positive pupil attitudes towards physical activity, and individual lessons are properly planned, with apparatus used appropriately. However, as yet there is no scheme of work to show the progression in the development of pupils' skills, and this lack of structure limits continuity and makes it more difficult for teachers to plan for different levels of ability within their classes. Teachers find it hard to set different tasks for different groups of pupils, such as those who are members of a school or local team and who have enhanced skill development. In the better lessons, organisation and timing are tight, and the teachers intervene and give direct teaching of the skills to pupils as they practise in order to improve. For example, in a lesson on sprint starts and long jumping with Year 4, the teacher explained and demonstrated sprint and standing starts, monitored their practice, showed pupils how to improve their arm movements and organised short practice spurts. All of this fitted into the first part of the lesson. In other lessons, time is lost, and sometimes the organisation is not sharp enough, especially in relation to setting up teams, arranging access to equipment and getting ready for the lesson.

- 133 It was only possible to observe swimming, athletics and small games activities during the inspection, carried out within the context of an extremely hot week of weather. It is to the teachers' and pupils' credit that they persisted with the lessons, modifying them accordingly. By the age of seven, pupils develop body control and co-ordination that are average for their age. In Year 1, they can travel with, send and receive a ball in different ways to a satisfactory level. By the age of seven, they have developed simple fielding and striking skills, and these are developed in the next two years. By the end of Year 3, most pupils can strike a ball firmly, hold a racket correctly and show reasonable hand /eye co-ordination. A Year 5 class showed a good level of skill in throwing and catching balls, and made up their own simple small-sided striking and fielding games. Most Year 6 pupils are competent or good at ball control. They understand how muscles work, and the reasons for warm-up and stretching at the beginning of activities. In outdoor and adventurous activities, they learn to use confidently a range of orienteering skills. In a lesson on star orienteering, the majority of pupils were well able to orient their position on a map, identify features and use this knowledge to decide upon routes and to locate specific points within the school grounds. In this, pupils showed a good level of co-operation and shared decision-making, directing themselves through the stages of the activity.
- 134 The above series of lessons makes a good contribution to the personal development of pupils and so does their involvement in the various sporting clubs and activities, which are open to both boys and girls. The headteacher is currently co-ordinating the subject, but because of his workload does not give as much time to the subject as is needed to raise standards further.

## **RELIGIOUS EDUCATION**

- 135 Standards match the expectations of the locally agreed syllabus for pupils by the age of seven and eleven years. Pupils' achievement is satisfactory. This indicates a decline in standards since the last inspection when standards were judged to be above average. However, this is due to the time allocated to the subject being reduced following the implementation of the National Literacy and Numeracy Strategies and this is why standards have not been sustained.

- 136 At the age of seven, pupils have a satisfactory knowledge of Christian festivals and the life of Jesus. They know what they might see in a church and some pupils understand the significance of, for example, the cross and the altar. Some understand the relationship between God and Jesus. Pupils have visited a Hindu Temple and remember well what they have seen. They know the names of some Hindu gods and can remember stories about them. Most pupils in a Year 2 lesson found difficulty in understanding the importance of the family across different faiths, the focus of their present topic as the teaching lacked inspiration.
- 137 By the age of eleven, pupils' knowledge of Christianity has developed satisfactorily. They know about the Old and New Testaments of the Bible but are unsure of the links between the Christian, Jewish and Islamic faiths. Their recall of other faiths is limited, except where they have been studied recently. Pupils have some understanding of the influence religion has on the way some people choose to lead their lives and are aware of the ten commandments. They can explain the significance of some of the stories of Jesus in influencing how people should help and care for one another, using the story of blind Bartimaeus as an example. In relation to their own lives, they talk sensitively about how an ethnic minority child in the school came to be accepted as being no different to the rest of us, despite having different beliefs and cultural practices.
- 138 The quality of teaching is satisfactory overall in the five to seven and seven to eleven age groups. In a good lesson in Year 1, relating well dressing in Derbyshire to other festivals, the teacher's own spiritual awareness enhanced the quality of learning for pupils. The lesson was well planned and prepared with well-chosen resources. A clear explanation of the origins of well dressing, together with effective questioning, encouraged children to think about why God should be thanked. As a result, pupils in this class are developing an awareness of their own feelings towards the natural world and the link with God. Their understanding of the beauty of nature was increased by an activity creating their own well dressings using natural materials such as seeds, bark, dried pulses and leaves. In a lesson with very good story telling, relating the story of the Jews in Egypt with the Passover festival and the Seder meal, opportunities were lost to enrich the experience by enabling the pupils to see at first hand the contents of the meal. As a result, the task of drawing the foods, without seeing them, did little to enhance the story, or to develop pupils' learning further. In other lessons, some insecurity in subject knowledge and a lack of first hand experiences led to only satisfactory progress in learning being made.
- 139 The quality of teaching was reflected in both pupils' learning and in their attitudes to the subject. On a very hot afternoon, pupils in Year 1 settled down quickly to listen and to respond. They were all fully absorbed in making their own well dressings. In the final part of the lesson they showed a mature appreciation of each other's efforts.

- 140 The co-ordinator is knowledgeable and enthusiastic. She has worked hard to produce a scheme of work incorporating new materials and a locally agreed syllabus and this gives teachers extra support and guidance. The scheme has been in place for less than a year and has not yet been evaluated. Monitoring is still in its early stages. Some lesson observations have been made but at present teachers' planning and pupils' work are not checked. The co-ordinator has set out her own targets for development and has rightly identified the need for staff training to give confidence to develop spiritual awareness in pupils. However, at present, religious education is not a priority in the school's development plan.