

INSPECTION REPORT

DOVEDALE PRIMARY SCHOOL

Long Eaton

LEA area: Derbyshire

Unique reference number: 112700

Headteacher: David Allen

Reporting inspector: Lorna Brackstone
21872

Dates of inspection: 21st – 24th May 2001

Inspection number: 193203

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
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs A Roebuck
Date of previous inspection:	24 th February 1997

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2187 2	Lorna Brackstone	Registered inspector		<p>What sort of school is it?</p> <p>What should the school do to improve further?</p> <p>How well are pupils taught?</p> <p>How well is the school led and managed?</p> <p>How high are standards?</p> <p>a) the school's results and pupils' achievements.</p>
4454	John Kerr	Lay inspector		<p>How high are standards?</p> <p>b) 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>
2317 3	Christabel McLean	Team inspector	<p>Mathematics</p> <p>Information and communication technology</p> <p>Art and design</p> <p>Design and technology</p> <p>English as an additional language</p>	

2968 8	Mike Brammer	Team inspector	Science Geography History Physical education	
3066 9	Margaret Sandercock	Team inspector	Music The Foundation Stage	How good are the curricular and other opportunities offered to pupils?
2434 2	Denise Franklin	Team inspector	English Religious education Equal opportunities Special educational needs	

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	5 - 8
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	9 - 11
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	12 - 13
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	13 - 15
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	16 - 17
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	17 - 18
HOW WELL IS THE SCHOOL LED AND MANAGED?	18 - 19
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	19
PART C: SCHOOL DATA AND INDICATORS	20 - 23
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	24 - 39

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Dovedale is a large primary school with 371 pupils on roll of approximately equal numbers of boys and girls. There are forty-nine children in the Foundation Stage. The school is situated two miles from the centre of the town of Long Eaton, which lies between the cities of Derby and Nottingham. The school serves a large housing estate in the borough of Erewash. Many of the parents work in the large superstore in the centre of Long Eaton. There are no facilities on this estate and poor public transport means that without a car the area can be quite isolated. Most of the houses on the estate are owner-occupied but a small number are privately rented or owned by the local authority. The vast majority of pupils are of white UK heritage. Five per cent of pupils are eligible for free school meals and this is below the national average. Thirteen per cent of pupils are identified as having special educational needs and this is below average. Six pupils have statements, which is about two per cent and this is broadly in line with national average. No pupils use English as an additional language. The school has not identified any pupils who are gifted or talented. There are two parallel classes per age group throughout the school. There is no formal pre-school education available on the estate; parents utilise nurseries in other parts of town and most children have received some pre-school experience prior to them starting school at the age of four and a half in either September or January, depending on their date of birth. Attainment on entry is below average, with both speaking and listening skills particularly weak.

HOW GOOD THE SCHOOL IS

This is an improving school. From a below average start, the pupils make satisfactory progress throughout the school and achieve average standards by the age of 11. This is because of the good quality of teaching and learning, positive attitudes of the pupils and the effective leadership and management of the headteacher. The staff are a highly committed team and have a very good capacity to succeed. The school provides satisfactory value for money.

What the school does well

- The overall quality of teaching is good.
- The attitudes and behaviour of pupils are good throughout the school; they enjoy coming to school, they understand the impact of their actions on others and relationships are generally positive.
- Numeracy strategies are used effectively to promote pupils learning.
- Provision for moral development is very good and social development is good. Pupils receive high quality support and guidance for personal and educational issues.
- Both the leadership and management of the headteacher are good; he provides clear educational direction, teaching and learning is monitored effectively, the school aims are met, priorities for development have been identified clearly and school targets are linked effectively to financial planning.
- The monitoring of pupils' academic performance and personal development are good.
- Procedures for monitoring attendance are very good and pupils attend school regularly and on time.
- Provision for extra-curricular activities is good.

What could be improved

- Provision for pupils with special educational needs is unsatisfactory and this results in insufficient progress overall. This has an impact on equality of opportunity and access to a broad and balanced curriculum for all.

- The accommodation is unsatisfactory; the playground environment is uninspiring, there is no safe and secure outdoor area for the Foundation Stage and there are some health and safety issues that need to be resolved.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The last inspection took place in February 1997 when the school was considered to have serious weaknesses. However, it has made good progress since then. The subjects in Key Stage 2 that were identified as requiring improvement are now clearly in line with required standards. There has been a substantial turnover of staff in recent years; the quality of teaching and learning has improved throughout the school and is now good overall. A whole-school curriculum framework has been produced and comprehensive planning ensures that skills are taught progressively throughout the school. The headteacher has implemented rigorous systems of monitoring and evaluating the quality of teaching and now has a clear understanding of the strengths and weaknesses within the school. The role of subject co-ordinators has been reviewed and responsibilities are developing appropriately. The school is very well placed to continue to improve.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
English	B	C	C	E	well above A average above B average C below average D well below E average
Mathematics	D	D	D	E	
Science	D	C	C	E	

Children start school with attainment that is below the national average; speaking and listening skills have been identified as particularly weak. By the time that they are ready to start Year 1 of the National Curriculum, they have attained appropriate levels in the early learning goals of the Foundation Stage Curriculum. Inspection findings judge standards, at the age of 11, in the core subjects of English, mathematics and science to be in line with national averages. This is an improvement on the results of the previous National Curriculum tests of Year 2000 when standards in mathematics were below average. This improvement has occurred because of the successful introduction of the National Numeracy Strategy and the very good quality of teaching evident in the current Year 6 cohort. Trends over time indicate that standards for all core subjects have improved broadly in line with the national trend. Standards in all other subjects are in line with national expectations. Inspection findings judge standards, at the age of seven, in the core subjects of English, mathematics and science to be in line with national averages. Standards in all other subjects are also in line with national expectations. However, in the Year 2000 National Curriculum tests, results in comparison to similar schools were below average at the ages of both seven and eleven. The school has set realistic targets for overall improvement and is well placed to meet

these targets and to improve achievement further. However, pupils with special educational needs are not identified early enough for them to make sufficient progress in relation to their prior attainment and this has an impact on the standards that they achieve.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. The vast majority of pupils enjoy coming to school but there are a significant minority who have a passive attitude towards their learning.
Behaviour, in and out of classrooms	Good. Behaviour in classrooms and around school is good and there is no evidence of anti-social behaviour.
Personal development and relationships	Good. Pupils both respect and understand the feelings and values of others. Relationships throughout the school are good.
Attendance	Very good. Attendance rates are very high and pupils are punctual.

TEACHING AND LEARNING

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

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

The quality of teaching and learning is good. In 97 per cent of the lessons observed, the teaching was satisfactory or better. Forty per cent of lessons were of good quality and 25 per cent were very good. Only two lessons were unsatisfactory. The quality of teaching and learning has improved since the last inspection and, in almost all lessons, the pupils learn effectively, acquiring new skills and consolidating previous learning. These improvements in teaching have also had a good impact on the standards achieved by pupils in some subjects such as mathematics. The teaching of those pupils in the Foundation Stage is also good. This is an improvement since the last inspection when teaching was considered to be sound overall for this age group. Teaching in English and mathematics is good overall and teachers are competent in teaching both literacy and numeracy skills. Particular strengths in teaching are good planning, good subject knowledge and targets for learning based on a clear view of what the pupils should learn next. Educational care officers satisfactorily support pupils on the special educational needs register. Some teachers plan tasks to meet the needs of different ability groups but this practice is inconsistent and evidence from pupils' books suggests that without adult support they are unable to complete the activities. The two unsatisfactory lessons observed were as a result of weak management of pupils, inappropriate methods used to gain the pupils' attention and a lack of a sense of urgency.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The overall quality and range of learning opportunities are satisfactory and the appropriate statutory requirements are in

	place. Strategies for teaching numeracy are particularly effective and provision for personal, social and health education is good. Pupils are provided with a good range of extra-curricular activities.
Provision for pupils with special educational needs	Unsatisfactory overall. Pupils with statements for special educational needs are appropriately supported and make satisfactory progress in their learning. However, pupils who have learning difficulties are not identified early enough, pupils with behaviour problems are not recorded on the special needs register and individual education plans do not have targets which are specific enough.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory overall. Provision for moral development is very good and from the start of their education, teachers help pupils to explore the values of others. Provision for spiritual, social and cultural development is satisfactory.
How well the school cares for its pupils	Good. Procedures for child protection are good and pupils are well cared for. Pupils' academic and personal development are both monitored and supported well.

The school works well with parents and links between home and school are effective. Parents are actively involved in the life of the school and help both in class and through fund-raising activities.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher provides clear educational direction and the aims of the school are met well. The deputy headteacher provides good support for both new staff and student teachers.
How well the governors fulfil their responsibilities	Satisfactory. Governors are very supportive of the school and are interested in its future. They fulfil their statutory requirements appropriately.
The school's evaluation of its performance	Good. The monitoring and tracking of pupils' performance is thorough and data has started to be used well to improve standards.
The strategic use of resources	Good. The staff are well deployed to support the pupils' learning and the school uses its resources well. Funding is well below the average but is being used well to raise standards. Principles of best value are appropriately applied.

The school is adequately staffed; there are a good number of teachers to match the demands of the curriculum and an adequate number of education care officers. The adequacy of accommodation is unsatisfactory overall. Classrooms are small, storage space very limited and the hall is required to be used as a thoroughfare. The external condition of the building is poor and is in need of maintenance. The playground area is uninteresting and grassed areas are out of bounds for much of the school year because of poor drainage systems. There are a number of health and safety issues which relate to the accommodation, including protruding nails, rotting windows and inappropriate storage of broken equipment in the disabled toilet.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Parents feel that the school has high expectations for their children. • Their children like coming to school. • Parents feel that behaviour is good in and around school. • They are comfortable approaching the school with questions or problems. 	<ul style="list-style-type: none"> • The range of activities outside of lessons. • The right amount of homework. • The information they receive about their children's progress. • Closer relationships with parents.

The inspection team agrees with all the positive views of the parents but are unable to justify the negative comments of the parents. The range of activities outside of lessons is considered better than those found in similar schools and the amount of homework given is appropriate for the age of the pupils. Parents receive a good amount of information and are well involved in the life of the school. At the meeting prior to the inspection a significant number of parents raised concerns about the number of teachers that were deployed in the deputy headteacher's class when she was undertaking management responsibilities. During the inspection the temporary teaching observed in this class was considered to be of very good quality.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children start school at the age of four and a half with overall levels of attainment below that expected nationally. A significant number of pupils experience severe problems with speaking and listening skills and this has an impact on their rate of development. However, all pupils make appropriate progress in the Foundation Stage, and by the start of Year 1 of the National Curriculum, many of the children have achieved the early learning goals in all areas of learning except physical development, inhibited because of the lack of a safe and secure outdoor area. In spite of the good progress that is made from the low levels of attainment on entry, speaking and listening remain below expected levels by the end of the Foundation Stage for a significant number of children.
2. In the National Curriculum tests in 2000, the performance of pupils at the age of seven fell below the national average in reading and writing. It fell well below the national average in mathematics. The number of pupils achieving the required Level 2 was close to the national average in reading and writing but was well below the average in mathematics. In the teacher-assessed tests in science the number of pupils achieving the required Level 2 was well below the national average. The number of pupils achieving the higher Level 3 was well below average in reading, mathematics and science but close to the national average in writing. In comparison with similar schools, the school's performance in reading, writing and mathematics was also well below average. From 1998 to 2000, the school performance fell below the national average. In reading and mathematics there were no differences in the results of boys and girls. In writing, girls performed better than boys and exceeded the national average. The performance in the teacher-assessed science tasks were well below the national average. The poor standards of Year 2000 can be explained by the high number of summer birthdays, the large percentage of pupils with behaviour problems and the extensive turnover of staff which they experienced.
3. In the National Curriculum tests in 2000, results of pupils at the age of 11 in English were in line with the national average in English and science but below in mathematics. The number of pupils achieving the required Level 4 standard was close to the national average in mathematics but below average in both English and mathematics. The number of pupils achieving the higher Level 5 was close to the national average in English and science but below average in mathematics. In comparison to similar schools, results in English, mathematics and science were well below average. From 1998 to 2000, the performance of pupils in English exceeded the national average but fell below the national average in mathematics and science. The trend from 1996 to 2000 for all the core subjects of English, mathematics and science was broadly in line with the national trend. There was no difference in the performance of boys and girls.
4. Inspection findings indicate that standards in English have improved by the end of Key Stage 1 with reading and writing currently in line with the national average. This is as a direct result of good quality teaching and the positive impact of the literacy strategy. However, speaking and listening are still below average. Most pupils can talk about matters of immediate interest but few are confident to talk in a range of situations. They are beginning to listen to each other and usually respond appropriately. Although many pupils can speak using simple sentences, few are able to speak clearly using a growing vocabulary. However, all pupils, except those with special educational needs, are making satisfactory progress. They enjoy looking at books and higher achievers read simple books enthusiastically, both at home and school. They have a sound knowledge of the structure of books and know about the

contents page, index and author. Pupils in Year 2 are developing a wide range of strategies to decipher the meaning of words, but lower achievers are reluctant to attempt unknown words. Higher achievers spell words accurately and are confident with story structures. Lower achievers write simple phrases independently. The formation of handwriting is generally consistent and work presented is neat and legible.

5. Standards in English at the age of 11 have been maintained and are still in line with the national average. Many pupils talk confidently, but their ability to use appropriate technical vocabulary in subjects, such as science, is less developed. They generally listen attentively to instructions, stories and to the contribution of others. Most pupils read a range of appropriate texts accurately. Lower achieving pupils read with growing accuracy and enjoy talking about books. However, they often find it hard to work out new words by putting sound and letter patterns together. The most capable readers read accurately and fluently, their knowledge of well-known authors is appropriate but their experience at school is mainly from an outdated range of texts. Pupils' ability to use reading skills to find out and interpret information is sound. In writing, pupils use their imagination satisfactorily, write in a lively and thoughtful manner and use well formed handwriting. Spelling is generally accurate, presentation tidy but punctuation is variable. Pupils' output is logical and their ideas are sustained consistently. They also use their literacy skills well to develop their learning further in other curricular areas.
6. Inspection findings also indicate that standards in mathematics at the age of seven have significantly improved and are now in line with the national average. This is as a direct result of the good quality teaching in Key Stage 1 where the inclusion of numeracy hour strategies have had a positive impact on the pupils' learning. Higher achievers are able to count up to 1000 and know their two, five and ten timestables. Most pupils understand how to divide by two and higher achievers work with remainders. They describe the properties of both two- and three-dimensional shapes and have started to solve money problems. Most can tell the time when it is on or half past the hour. By the age of 11, standards have also improved and are now in line with the national average. They multiply and divide numbers up to 100. They recognise different types of fractions and use both percentages and decimal calculations. Pupils use the four operations to solve money problems appropriately, interpret bar graphs and analyse probability problems. When there is support from adults, lower achievers make appropriate progress in booster groups. However, progress is not adequate when these pupils are left on their own and are not given suitable tasks to achieve. Teaching arranged by prior attainment, very high quality teaching in Year 6 and placing high emphasis on teaching skills in the numeracy hour throughout the school are being used successfully to promote learning and improve standards.
7. Inspection findings indicate that standards in science at the age of seven have improved significantly and are now in line with the national average. This is because the quality of teaching has improved and pupils are actively encouraged to be involved practically in their learning. Pupils recognise that

living things grow, reproduce and have a wide variety of differing habitats. They are aware that common materials have differing properties and that some materials are made by man. Standards at the age of 11 are in line with the national average and have been maintained since the last standardised tests. Pupils understand the meaning of a fair test. They successfully compare different types of solids which dissolve in water and have an appropriate understanding of forces and electricity. Evidence from discussion with Year 6 pupils also indicates that they are well prepared for the national tests and this has a positive impact on standards. Good links are also made with information and communication technology skills to raise the profile of the subject and pupils are developing their skills in data handling techniques.

8. At the age of seven and eleven, standards in information and communication technology are in line with expected levels and this is an improvement since the last inspection. By the end of Key Stage 1, pupils are able to word process and use programs to collect data. By the age of 11, standards in the subject are as expected nationally; word-processing skills are average, and both control technology and the use of the Internet are appropriately developed.
9. At the end of both key stages, pupils' standards in all other subjects are in line with national expectations. This also represents an improvement since the last inspection when standards in design and technology, geography, art, and music were below national expectations at the age of 11.
10. The school is eager to improve standards and makes careful analysis of the results of the national tests. For example, they have clearly identified why the Year 2000 cohort at the end of Key Stage 1, the current Year 3, were not attaining appropriate standards. The school has analysed when the pupils have their birthdays and confirm that a large percentage of pupils had only one term in the reception class because they were summer born. Due to a series of unfortunate circumstances this year group have also experienced a high turnover of staff, one of whom died in tragic circumstances. In addition, a large percentage of these pupils are lower achievers and a significant number have behavioural problems. Realistic targets have been set in line with national initiatives to continue to improve standards and given the good leadership of the headteacher, the good teaching overall, and the focus for raising standards, they are well placed to meet these.
12. The progress of pupils with special educational needs is unsatisfactory overall. Some pupils, who find learning difficult, are making satisfactory progress. They have concise targets to support them and these enable progress to be measured. This is particularly evident from individual education plans, provided for pupils who receive additional support from the authority's support service. However, this practice is inconsistent and some pupils have targets that are too vague for success to be measured. As a result many pupils remain on the special needs register for several years. The process by which pupils are identified as needing extra help is not based on objective criteria but is dependent on the perceptions of the individual teachers. As a consequence some pupils who struggle with their academic work or who find it difficult to

conform to the school's behaviour strategies are not receiving the help they need and are not achieving as well as they could. Pupils who have statements of special educational needs make satisfactory progress in their learning. Well-trained educational care officers support them in lessons and their individual education plans are reviewed regularly.

Pupils' attitudes, values and personal development

13. As was reported in the previous inspection, pupils have a positive attitude to learning. This interest starts from their early days in the Foundation Stage. Children adapt quickly to routines and show an interest and curiosity in all they do. They concentrate well and generally persevere to finish their tasks. They mix well together and soon form good relationships with members of staff and with each other. Parents confirm that their children are very happy to come to school.
14. Throughout the school pupils' attitude to work and learning matures in classes where the teaching is challenging. This is particularly so in the upper mathematics set and in design and technology, both of which are popular subjects. However, where teaching is uninspiring, pupils become passive and their concentration lapses. Most pupils form good relationships with their teachers and with each other. They concentrate equally well on their own, in pairs or groups. On rare occasions, this respect for their teacher breaks down, when pupils become silly and waste the time of the whole class.
15. Behaviour throughout the school is good. Pupils of all ages are well mannered and considerate to each other and to adults. No pupil has been excluded from the school in recent years. They enjoy school and like to be involved. Most pupils develop a sense of personal discipline, responding to the school's work ethic and its well-developed moral tone. They are eager to answer questions and to offer ideas. Pupils of all ages enjoy taking part in discussions. Pupils in Year 6 are well able to argue the moral issues arising from political events in the current election.
16. As was stated in the last inspection report, pupils are willing to behave in a responsible way when opportunities arise. Opportunities to show initiative and responsibility continue to be limited. However, pupils respond well to the targets they are set. They say targets help greatly to understand what they have to do to improve both work and attitudes. Parents feel strongly that the school fosters positive relationships between pupils and staff. In addition, their children are well motivated and keen to come to school.
17. Attendance levels continue to be very good and unauthorised absences are rare. Pupils are punctual in the morning and registration makes a welcoming and efficient start to the day.
18. Those pupils identified as having special educational needs have positive attitudes to school and are eager to learn and participate in all activities. They

confidently participate in discussions and are usually well supported by their education care officers.

HOW WELL ARE PUPILS TAUGHT?

19. Overall, the quality of teaching is good and promotes learning well. During the inspection 70 lessons were observed and 97 per cent of these were judged to be satisfactory or better. Forty per cent were considered to be good or better and 25 per cent were judged to be of very good quality. Only two unsatisfactory lessons were observed. This is a good improvement since the last inspection when one-third of lessons were considered unsatisfactory.
20. The quality of teaching and learning is good for children in the Foundation Stage. During the inspection, the quality of teaching was never less than satisfactory and was frequently good. In both reception classes, relationships are good and the children feel secure and happy. Presentation of lessons is good and appropriate attention is given to the Foundation Stage curriculum. Staff always ensure that the prepared activities are both interesting and exciting. The management of the children is consistently good; subject knowledge is thorough and the teaching of basic skills is effective. Planning is detailed and learning objectives in each lesson are clear. Daily assessments are made through good questioning and this good practice supports the high quality teaching and learning well. Good strategies are employed in teaching, notably the use of first hand experiences and the use of appropriate language. For example, when considering topics such as Spring, good links are made with the children's own experiences and careful observations are made of budding plants. There is plenty of purposeful involvement with children and use of structured play activities suitable for the age group. Good use is also made of role-play and this is evident when adults support and develop the children's language in make-believe situations, such as 'Pet Shops', when use is made of appropriate vocabulary to identify the different types of animals available for sale. Imaginative approaches capture the interest of the children and this maintains their motivation. For instance, when the children were encouraged to focus on £1 and £2 coins, very good learning took place in their 'Pet Shop'. All areas of learning are well taught with learning support assistants making a valuable contribution to the quality of children's learning and their progress. However, children with special educational needs are not identified early enough and this results in insufficient progress from their previous learning.
21. The quality of teaching and learning is good overall in Key Stage 1 and during the inspection all lesson observed in this key stage were satisfactory or better. Forty-eight per cent of lessons were of good quality and 33 per cent were judged to be of very good quality. Teachers show a good knowledge of the subjects they teach. Resources are skilfully used to ensure that the pupils enjoy their learning. For example, in a mathematics lesson in a Year 1 class, pupils quickly acquired an appropriate understanding of halves and quarters when a magnetic board was used to illustrate the different portions. Teachers' planning is thorough and includes areas of focus for their learning support assistants. Most lessons begin with carefully directed whole- class teaching sessions and well-focused questions enable the teachers to check the level of the pupils' understanding. This is followed by small group work, particularly in

literacy and numeracy lessons, which checks that pupils have learnt basic skills effectively. This method was observed in a Year 1 literacy lesson where the story of 'Where's My Teddy?' was used in the introductory session as a means of identifying sentence structure; pupils enthusiastically talked about the use of the capital letters and fully stops. Pupils are generally required to work at a brisk pace. Discipline is managed well in Key Stage 1 and there are high expectations of behaviour in these classes. Effective use is made of praise to encourage pupils who have potential behaviour problems and relationships are positive. Good use is made of learning support assistants to assist pupils in small group activities or to support individual pupils during whole class sessions. Both the teachers and learning support assistants provide the pupils with ongoing feedback and guidance during the sessions.

22. The overall quality of teaching and learning in Key Stage 2 is good. During the inspection, 43 per cent of lessons observed were of satisfactory quality, 30 per cent were good, and 23 per cent were of very good quality. However, two unsatisfactory lessons were observed in this key stage and inspection findings indicate that there is inconsistency between lower and upper classes. The very best teaching is found in Year 6 and good lessons are frequently taught in Year 5. The vast majority of teachers have good subject knowledge and this ensures that pupils acquire appropriate skills and understanding. Planning is generally good throughout the key stage and lessons are taught using a good variety of strategies that include whole class discussions, group work and individual sessions. Lesson objectives are frequently shared with the pupils. This happened in a Year 6 literacy lesson where pupils were required to describe and evaluate the style of a poet. A clear learning objective was set and this was revisited in the plenary. In almost all lessons positive methods are used to manage the pupils and effective relationships ensure that good control is kept over behaviour. For example, in a good Year 5 music lesson, there was a positive rapport between the teacher and her pupils, which had a powerful impact on their learning. However, class management is not consistent throughout Key Stage 2 and is, at times, weak. For instance, in a lesson in the lower end of the key stage, the teacher continued to talk over the noise of the class and high noise levels went unchecked. The pace of the lesson was also unsatisfactory and inappropriate methods were used unsuccessfully to gain the pupils attention. In another weak lesson in a lower Key Stage 2 class, the loud pitch of the teacher's voice had a negative impact on the pupils learning, as they became restless and disengaged their interest. Support staff are generally used well. Teachers use a number of interesting resources to promote learning, particularly in literacy, but there is a tendency for the overuse of worksheets. This was clearly evident from the scrutiny of previous work in subjects such as literacy, numeracy, history and geography.
23. Teachers have gained expertise of the National Literacy and Numeracy Strategies through in-service training and some high quality teaching of both literacy and numeracy was observed in both key stages. They use technical language appropriately and successfully promote new learning through well-planned and challenging tasks. For example, in a very high quality numeracy lesson in Year 3 where pupils were learning about fractions, their part-time

teacher taught this skill through the use of specific examples and this had a positive impact on their learning. Teachers prepare their literacy and numeracy work thoroughly and almost all teachers identify precise learning targets that are clearly conveyed to their pupils. However, when lessons are not consistently planned across specific year groups, the pupils learning varies. For example, work for one Year 4 class has not always been planned in consultation with the coverage in the other group. As a result, the quality of learning can be different at times. Literacy, numeracy and information and communication technology skills are taught well through other areas of the curriculum. For example, evidence from a scrutiny of books from science, geography, and history shows that pupils are taught well to research for information in books and use information and communication technology independently. Geography and science studies also indicate that the use of numeracy is required to illustrate findings in graph form and this has a positive impact on the acquisition of knowledge and skills.

24. Educational care officers, who are well briefed by teachers before lessons, satisfactorily support pupils who are on the special educational needs register, particularly those with statements of special educational needs. Carefully planned programmes are available for pupils whose statements require that they receive additional support from a teacher from the support service. Some teachers plan tasks to meet the needs of different ability groups but this is inconsistent. Evidence from pupils' books suggests that when all pupils are given the same task in a lesson, without adult support, the lower achievers and those with special educational needs are unable to complete it.
25. Pupils' work is regularly assessed and results are used to inform future planning. The marking of pupils' work is generally consistent throughout the school and most teachers make good use of comments to provide challenge and to give encouragement to their pupils. Prior to the inspection a significant number of parents expressed concerns over homework. Inspectors found it to be used satisfactorily in both the Foundation Stage and Key Stage 1 where relevant activities were given to do at home. It was found to be good in Key Stage 2 and successfully supports and extends what is being learnt in school.

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

26. At the time of the last inspection, the need to produce a whole school curriculum framework was identified as a key issue for action. This issue has been securely addressed for the majority of pupils, although the provision for pupils having special educational needs remains unsatisfactory.
27. The curriculum planned for children in the reception classes takes account of the new requirements for the Foundation Stage. Throughout the year teachers' planning reasonably reflects the range of activities across the six areas of learning, and provision is satisfactory. At the time of the last inspection, the report identified a need to think about the allocation of time to different areas of learning and to giving children time to express their ideas. This issue has been appropriately addressed and although weekly planning currently places a very heavy emphasis on literacy and on mathematics,

considerable time is given to discussion in these areas of learning. However, planning for creative development and knowledge and understanding of the world does not always give the same opportunities for children to receive this good level of interaction. Independent tasks are not always provided with sufficient adult support to ensure that children are challenged about their ideas and given opportunities to develop their speaking skills. The provision for physical development is restricted by the lack of a stimulating and secure outdoor area, specifically to meet the needs of these young children.

28. At Key Stage 1 and Key Stage 2, national guidance is used appropriately to ensure that National Curriculum requirements are met. The school has in place a secure plan for each subject, which ensures the progressive development of the pupils' knowledge, skills and understanding as they move from year to year. The locally agreed syllabus for religious education is appropriately used to plan pupils' learning. A rigorous review of teaching time for each subject has been conducted. Teachers ensure that there is a reasonable balance of time between the subjects so that a broad and balanced curriculum is now appropriately established throughout the school.
29. The school's provision for special educational needs is unsatisfactory overall. There are no set criteria to identify in good time all the pupils who need support. Several pupils who find learning difficult or have behaviour problems, notably in Years 1 and 3, have not been included in the school's special needs register and are struggling without any extra support or focus provided by an individual education plan. The inconsistency of providing pupils with measurable targets on their individual education plans has an impact on provision. Pupils with statements of special educational needs are well supported by the appropriate agencies involved with them and annual reviews are satisfactorily completed.
30. The school has implemented the national strategies for literacy and numeracy successfully. Curriculum planning ensures that pupils use their literacy skills well in science, history and geography, and appropriately in other subjects. Pupils are encouraged to write at length about subjects as diverse as World War 2, the planets and the Egyptians and this writing demonstrates good use of their skills. Numeracy skills are well taught within mathematics lessons and opportunities for pupils to apply and develop their numeracy skills across the curriculum are satisfactory.
31. Through their responses to the questionnaire, some parents expressed the view that the extra-curricular provision could be more extensive. The inspection team does not support this view and found the provision to be good in comparison with that offered in many schools. The school provides a range of sporting activities according to the season, such as the rounders club, which is equally well supported by girls and boys. Younger pupils have the opportunity to attend a book club and a number club. These provide lively, challenging sessions and bring an element of fun to reading and mathematics. Extra music, in the form of a choir, is offered at particular times of the year in readiness for performances and concerts. Pupils are eagerly anticipating the planned performance of Bugsy Malone and greatly enjoy the Christmas celebrations. Pupils learning to play musical instruments like recorders and trumpets, although few in number, have opportunities to perform to the school in assemblies, sometimes in ensemble. Although recent visits have been curtailed because of the foot and mouth epidemic, pupils enjoy a wide range of visits and enthusiastically take part in games against other schools.

32. Provision for equality and access is unsatisfactory. Many pupils with special educational needs do not have access to a broad and balanced curriculum because they are not identified and given appropriate individual education plans or given the support that they need in the classroom. Some pupils are withdrawn for support at the same time each week and, as a result, they miss the same subject each week. For example, pupils are withdrawn each week for additional literacy support and miss music lessons.
33. Outside the National Curriculum and religious education, the school adds breadth through its personal, social and health education programme. Throughout the school the programme is full and varied and teachers use incidental opportunities effectively to reinforce pupils' knowledge. The provision is well planned and covers a range of relevant topics. It helps pupils understand issues like personal safety, relationships, citizenship and lifestyles. Health education, which includes topics like keeping the heart healthy, is effectively taught both through science and in scheduled lessons. Appropriate provision is made for sex education in Year 6 when outside agencies support the programme. Teaching about the misuse of drugs is being appropriately developed. Young pupils in Year 2 are fully aware that they should never take other people's medication and older pupils can clearly explain the reasons.
34. The school has established satisfactory links within the locality and uses the local area to give reasonable support to pupils' learning. Pupils visit local factories, the church and the bakery and these visits make an appropriate contribution to pupils' knowledge and understanding. However, although *The Dovedale Association* supports the school well and the school often welcomes the elderly, few local groups or businesses are regularly involved.
35. Links with the large number of pre-school providers are appropriate and are continually being strengthened. The school ensures that time is available to foster these links so that children coming into reception classes are properly prepared for school. The school has established appropriate links with the neighbouring secondary school and Year 6 pupils feel well prepared for the next stage of their education. Strong links exist between the school and Derby College, which places trainee teachers in the school. This benefits both the school and the students, who feel they are well nurtured in a supportive training environment.
36. Appropriate progress has been made since the last inspection report on the school's provision for pupils' spiritual, social and cultural awareness. There continues to be a very moral element in the school's ethos.
37. Themes adopted in assemblies and at story time help younger pupils to explore the values of others. As they grow older, topics for assemblies and stories chosen tend to be more moral than spiritual and there are few opportunities in drama, art, music and history to marvel at the diversity of life. It is only in religious study that spirituality is explored. Class assemblies and whole school assemblies provide appropriate opportunities for daily collective worship and reflection.

38. This is a very moral school. From the start of their education, teachers help pupils to reflect on the difference between right and wrong in their attitudes and behaviour. Older children are able to make moral judgements. For example, when set challenging dilemmas in a Second World War story, Year 5 pupils of all abilities took an active part in discussion. In addition, when posed a question, Year 6 pupils can moralise on political issues of the day. Assemblies foster values of honesty and respect for truth and fairness.
39. Provision for pupils' social development is satisfactory. They are encouraged to take responsibility for each other's welfare, the older pupils helping the younger ones. In Key Stage 2, pupils are often very successfully left to look after and play with a handicapped colleague. However, as was stated at the time of the last inspection, older pupils are still not given enough responsibility. There are limited opportunities for group discussion on matters which affect the school as a community. Residential experiences, which promote pupils' social development, are still not undertaken.
40. Provision for pupils' cultural development is rather limited. Pupils have made visits to Christian and Muslim places of worship in Key Stage 2. This had a lasting effect on pupils' awareness of cultural matters. Although visits are made to local museums, visits are not extended to the rich wealth of art in local galleries. Parents of ethnic minority pupils come into school to share parts of their own culture. However, as was stated in the previous inspection report, cultural dimensions, particularly from non-western origins, are not sufficiently embedded in the school's curriculum organisation, ethos and practices.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

41. The previous inspection report said that the school provided a happy and caring learning environment. This continues to be the case today. There are generally good relationships between pupils and teachers, who know them well. Children are inducted well into the Foundation Stage. Throughout the school, pupils are confident in the advice of their teachers. The school has begun to set targets for each pupil. They may relate to improving work, attitudes or behaviour. The system of setting targets is understood and pupils say they find it helpful to have clear objectives to work to. The targets are based on the findings of the teachers' monitoring process. Time is given to each and every individual, particularly those who are making less progress than expected. Targets are reviewed twice a year and are renewed when they have been achieved. Parents are satisfied with their involvement in their children's progress through target setting, regular review meetings and the annual reports.
42. Procedures for monitoring and promoting discipline and good behaviour are satisfactory. The school's behaviour policy promotes good manners and a sense of self-discipline. In the majority of classes, teachers have high expectations of behaviour and pupils' positive attitudes to work. This ensures that lessons proceed with purpose and at a good pace. This is not the case in all classes. Where teaching is too didactic, it has an adverse effect on these

pupils. On the other hand, some teaching requires a firmer control to ensure pupils follow class rules and are not allowed to waste the time of the whole class. Pupils are clear what to do if someone is unkind to them. In the relatively few occasions when behaviour is not of a high standard, staff are quick to take effective action.

43. Procedures for monitoring attendance are very good. Almost all absence is accounted for, which is a measure of the co-operative relationship the school has with parents. Where this is not the case, staff are vigilant and take prompt action.
44. Procedures for child protection and promoting the wellbeing and the health and safety of pupils are good. Staff and governors carry out routine inspections of the premises and equipment. Any defects are attended to efficiently. The school has had a number of minor health and safety matters pointed out to them. All staff, including those who are new to the school, are fully aware of child protection procedures. Accidents and injuries are treated promptly, records are kept and parents informed.
45. Pupils' personal and health education is covered in a well-planned programme which includes sex education and drugs awareness. Pupils of all ages are encouraged to discuss issues which may affect their health and safety and older pupils are introduced to matters which will affect them in their life after primary school. There is a variety of visits organised for all pupils. The school has adopted Dovedale through a National Trust scheme. In the past they have visited the area and wardens come to school to talk on a number of topics. Pupils benefit from visitors to the school both educationally and socially.
46. At the time of the last inspection, a key issue for action was to ensure that pupil attainment is assessed and recorded regularly and assessments are used to inform planning. The school has made considerable improvement in this area and procedures are now good.
47. Baseline assessments are routinely undertaken in line with national requirements and the school complies with statutory requirements for testing at the end of each key stage. Additionally pupils' reading is formally tested and recorded each term and the school uses a range of non-statutory national tests.
48. Half-termly assessments are made throughout the reception year in all areas of learning and the format for recording these assessments is good. Teachers use more frequent, regular observations, particularly in the areas of communication, language and literacy and mathematics to assess progress in these vital areas. However, in other areas of learning, the recording of skills, learned in daily tasks, is in the early stages of development. The school uses these early assessments appropriately to set targets for pupils in Key Stage 1 and is beginning to predict attainment by the end of the key stage more exactly.
49. Throughout the school, in the core subjects of English, mathematics and science, teachers regularly record what pupils have learned. Each term, assessments in these subjects are used as the basis for setting appropriate targets for individuals and for groups of pupils for the coming weeks. This concise assessment enables teachers to plan suitable work and allows them to measure pupils' progress over time. Regular marking, which evaluates what pupils have learned, followed in several classes by discussion, is a successful assessment tool which supports pupils' own understanding of what they have learned. Teachers regularly set learning targets for lessons and remind pupils of these at the end of lessons, and this too supports pupils' own understanding of their learning. In some classes, the discussion extends to include

pupils' views about their level of confidence, a very useful inclusion, although this is not routinely done as yet. Examples demonstrating the different skills at each attainment level have been collected to assist teachers in assessing pupils' work in all subjects. These are a helpful tool when assessing levels and discussing targets.

50. In the other subjects, appropriate assessments are made to summarise what pupils have learned over time. Tasks and questions relate to the acquisition of knowledge and skills and determine what pupils understand. In their regular planning, some teachers note those pupils who have exceeded the objectives and those who have not met them, but this is not yet consistently done in all lessons. Subject co-ordinators are developing portfolios of assessed work in their subjects. These arrangements are proving useful in giving a clear picture of each pupil's progress. Records enable the development of skills, knowledge and understanding of individual pupils to be easily identified and teachers to use the outcomes when planning further work.
51. Although assessment procedures are good overall, they are not being used effectively to identify those pupils who are finding learning difficult. Not all pupils are identified early enough to allow an appropriate programme of intervention to be put into place. There is an over-reliance on individual teacher assessments and less emphasis on results of tests such as baseline and end of Key Stage 1 results. The school has satisfactory links with other agencies such as educational psychologists. Pupils with statements of special educational need are given the appropriate support from other services such as occupational therapists.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

52. The school continues to maintain good relationships with parents, who are very supportive of the school. They appreciate the high expectations the teachers have of their children. However, a significant minority of parents are not satisfied with the range of activities provided by the school outside lessons. Although some external visits have had to be curtailed due to the foot and mouth restrictions, by comparison with similar schools the range of extra-curricular activities is good.
53. The quality of information for parents is good. Each year group produces termly letters to ensure parents are well informed and parents find the general newsletters very helpful and friendly. Parents find their children's annual reports are helpful. They are personal and state what pupils know and can do. They point out pupils' strengths and weaknesses and suggest how they could improve. Regular meetings with teachers enable parents to support their children well. Reading diaries provide parents with a useful means of communication with the teachers and provide a good home and school link. They are well used, particularly by parents of children in the lower school.
54. An active parents' association raises funds, which are valued by the school and are put to projects which are beneficial to the quality of education provided. Parents and other volunteers regularly help in classrooms and around the school, for example, in hearing pupils read; their help is much

appreciated. The school has close links with the community and their involvement in various aspects of the school is clearly demonstrated. The school buildings are used for local activities after school and senior citizens use the staff room for regular meetings.

55. Parental involvement is good overall. Parents with pupils with statements of special educational need are well informed; they discuss individual education plans during parents' consultation evenings and are informed of the targets. However, at present parents are not involved in the review process. There are no specific targets to enable them to support their children at home.

HOW WELL IS THE SCHOOL LED AND MANAGED?

56. The headteacher provides clear educational direction and the school's aims are fully reflected in the life of the school. The headteacher feels very well supported by his deputy, teamwork is well established and delegation to staff with management responsibility is appropriate. Both the headteacher and his deputy take active steps to improve both their knowledge and that of the other staff. The monitoring of teaching and learning was considered weak in the previous inspection report. This has been improved and both the headteacher and his deputy are rigorously involved in the process of feeding back to staff. The role of subject co-ordinators is developing well and they are becoming knowledgeable about standards throughout the school. Governors are very supportive of the school and have a satisfactory sense of its strengths and weaknesses. They fulfil statutory requirements, work positively with staff and are well organised and thorough in their approach. Governors take a keen interest in both the achievement and welfare of the pupils and have a satisfactory role in shaping the direction of the school.
57. The coordinator for special educational needs ensures that all administration connected with the statementing process is completed appropriately and that annual reviews take place. The monitoring of individual education plans has improved recently and the co-ordinator gives satisfactory support to colleagues when they are writing targets for individual education plans for pupils. The special needs governor has only recently been appointed and is beginning to become familiar with the Code of Practice.
58. The financial resources of the school are used well. The school development plan successfully takes account of the needs of the school and has been appropriately formulated. The school has a much lower than average amount of money allocated to them but funds, including specific grants, are carefully matched to the priorities that have been identified. There are clearly defined routines which are well established and enable the headteacher and governors to monitor the deployment of resources and to establish best value for money principles when measuring improvements in the quality of teaching, standards achieved by the pupils and when purchasing resources.
59. The day-to-day administration of the school finances is undertaken very efficiently. The school administrator supports the school very well, by working

to aid its smooth running and keeping intrusion into the working day of pupils and staff to a minimum. The recommendations raised in the last auditor's report into the school's finances were dealt with appropriately.

60. The school has moved forward well since the last inspection. It has started to monitor and self-evaluate its performance and is moving positively in all areas. The subjects in Key Stage 2 that were identified as requiring improvement are now clearly in line with required standards. There has been a substantial turnover of staff in recent years; the quality of teaching and learning has improved throughout the school and is now good overall. A whole-school curriculum framework has been produced and comprehensive planning ensures that skills are taught progressively throughout the school. The headteacher has implemented rigorous systems of monitoring and evaluating the quality of teaching and now has a clear understanding of the strengths and weaknesses within the school. The role of subject co-ordinators has been reviewed and responsibilities are developing appropriately. The school is very well placed to continue to improve.
61. The overall number, qualifications and experience of teachers and classroom assistants match the demands of the school curriculum; pupil teacher ratios are good. New teachers are supported very well and are made to feel part of a close team. The school is appropriately placed to offer placements for students on initial teacher training. The number of midday supervisors is sufficient. However, the accommodation is not considered adequate. Classrooms are small, storage space very limited and the hall is required to be used as a thoroughfare. The external condition of the building is poor and is in much need of maintenance. The playground area is uninspiring and grassed areas are out of bounds for much of the school year because of poor drainage. There is no safe and secure outdoor area where the Foundation Stage children can develop their physical skills. There are a number of health and safety issues which relate to the accommodation, including protruding nails, rotting windows and inappropriate storage of broken equipment in the disabled toilet. Overall, teaching resources around the school are satisfactory and all pupils have appropriate access to computers. Although a suitable library area has been created, resources for English remain unsatisfactory because many pupils have to follow outdated reading schemes, using books that are old and worn. The available range of books is insufficient to promote enthusiasm and interest in reading.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

62. The governors, headteacher and staff should:
- (a) Improve the provision of pupils with special educational needs by:
- identifying pupils with learning difficulties as early as possible;
 - registering concerns about pupils with behaviour problems and monitoring their progress;

- ensuring that all targets on individual educational plans are specific and reviewed regularly.

(paragraphs 12, 24, 51)

(b) Improve the quality of the accommodation by;

- providing a safe and secure area for the Foundation Stage (paragraphs 1, 81);
- improving the environment outside (paragraph 61)

(c) Resolving the health and safety issues identified during the inspection (paragraph 44)

In addition to the above the headteacher, staff and governors should consider the following minor issues in their action plan:

- increase opportunities for taking initiative and responsibility (paragraphs 16, 39);
- reduce the use of worksheets (paragraphs 22, 109, 124);
- improve the opportunities for developing reading, knowledge and understanding, music and dance in the Foundation Stage (paragraphs 71, 79, 86);
- improve the range of fiction and non-fiction books throughout the school (paragraph 91).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	70
Number of discussions with staff, governors, other adults and pupils	42

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	25	40	30	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	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	371
Number of full-time pupils known to be eligible for free school meals	19

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	6
Number of pupils on the school's special educational needs register	49

English as an additional language	No of pupils
Number of pupils with English as an additional language	7

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	1

Attendance

Authorised absence

	%
School data	3.9
National comparative data	5.2

Unauthorised absence

	%
School data	0.2
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	29	22	51

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	25	23	23
	Girls	19	22	22
	Total	44	45	45
Percentage of pupils at NC level 2 or above	School	86 (84)	88 (92)	88 (82)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	23	23	24
	Girls	19	18	18
	Total	42	41	42
Percentage of pupils at NC level 2 or above	School	82 (82)	80 (80)	82 (82)
	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	25	20	45

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	17	20
	Girls	16	15	17
	Total	33	32	37
Percentage of pupils at NC level 4 or above	School	73 (69)	71 (69)	82 (80)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	16	20
	Girls	16	12	16
	Total	31	28	36
Percentage of pupils at NC level 4 or above	School	69 (69)	62 (73)	80 (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	1
Black – other	6
Indian	7
Pakistani	0
Bangladeshi	0
Chinese	0
White	308
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	24.7
Average class size	26.5

Education support staff: YR – Y6

Total number of education support staff	7
Total aggregate hours worked per week	114

FTE means full-time equivalent.

Financial information

Financial year	1999/2000
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	£
Total income	526,451
Total expenditure	545,229
Expenditure per pupil	1,470
Balance brought forward from previous year	18,167
Balance carried forward to next year	-611

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	371
Number of questionnaires returned	93

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	52	41	6	1	0
My child is making good progress in school.	47	41	9	2	0
Behaviour in the school is good.	34	59	3	3	0
My child gets the right amount of work to do at home.	32	43	23	2	0
The teaching is good.	39	53	3	2	2
I am kept well informed about how my child is getting on.	39	39	17	4	1
I would feel comfortable about approaching the school with questions or a problem.	58	35	4	2	0
The school expects my child to work hard and achieve his or her best.	54	43	1	2	0
The school works closely with parents.	33	46	10	6	3
The school is well led and managed.	37	47	6	5	4
The school is helping my child become mature and responsible.	37	51	3	5	3
The school provides an interesting range of activities outside lessons.	22	22	34	10	13

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

63. Provision for the young children in the Foundation Stage is satisfactory overall with examples of good provision in some areas of learning. The curriculum takes account of the new requirements for children in the reception year, and teachers' planning reasonably reflects the range of activities across the six areas of learning. At the time of the last inspection, the report identified a need to think about the allocation of time and to giving children time to express their ideas. This issue has been appropriately addressed and although weekly planning currently places a very heavy emphasis on literacy and on mathematics, considerable time is given to discussion in these areas of learning. However, planning for creative development and knowledge and understanding of the world does not always give the same opportunities for children to participate in this good level of interaction. Independent activities are often planned in these areas, but the time allocated and adult support available is not always sufficient to ensure that children are well challenged about their ideas and acquire a good level of new knowledge. The provision for physical development is restricted by the lack of a stimulating and secure outdoor area, specifically to meet the needs of these young children.
64. At the time of the last inspection, teaching was generally sound or better and a need for consistency in planning was identified. Teaching is now good, with some very good teaching observed in communication, language and literacy and in mathematics. Outline planning to cover the areas of learning is now consistent. Detailed plans for each day are the responsibility of individual teachers and, although good ideas are usually shared, this is not routinely done with the result that teaching is sometimes less effective than it could be. Teachers plan an appropriate range of activities and expectations are high so that when teachers are working with children, they are well challenged and enjoy their tasks. The basic skills in literacy and mathematics are well taught and children's understanding is in line with what is expected in these areas in the Foundation Stage. However, the lack of adult support for independent tasks means some children spend too much of their independent learning time in secure and well-rehearsed activities, rather than experiencing new challenges. When available, support staff are well used and children benefit from their caring, active input, eagerly discussing tasks with them. Teachers and support staff regularly assess what children can do. Teachers identify the purpose of tasks clearly, particularly in language, literacy and mathematics, and this is reflected in the assessments made. Records are specific and relate accurately to the early learning goals although the identification of children with specific educational needs and the preparation of an individual plan to support their development in all areas of learning is not sufficiently systematic as yet. Assessment booklets show that children make good progress in some aspects of the areas of learning. With more careful planning in independent activities and closer identification of the purpose of tasks, this high quality assessment can be extended across the full Foundation Stage curriculum.

Secure knowledge about the needs of these young children puts the Foundation Stage in a good position to improve further.

Personal, social and emotional development

65. Children enter the reception class with skills slightly above what is normally found in personal, social and emotional development and provision in this area of learning is good. The positive values and good behaviour found at the time of the last inspection are still evident and contribute strongly to ensuring that children settle quickly, develop in confidence and feel safe. The children are well placed to achieve the early learning goals in this area of learning by the time they leave the reception year.
66. Teachers give good attention to children's personal development, with a very good emphasis on promoting positive self-esteem and making relationships. All children come into school confidently and each morning there is an air of anticipation. The staff are skilled in encouraging shyer children to join in and they quickly learn to work and play with the other children. Teachers' high expectations, regarding behaviour and co-operation, quickly develop children's awareness of how to behave in school and with others. They respond well to adults and to other children in a variety of situations, and excellent relationships are often evident between the children and their teacher.
67. Children manage their own personal hygiene, wash their hands and, when needed, dress themselves with a minimum of adult help, the vast majority putting their shoes on the correct feet. They are given a reasonable level of responsibility for their own learning, for example, when playing with water or cutting out, and they support each other well. Timely intervention from an adult supports these independent activities well and encourages children to treat each other with respect and share their views politely. For example, when discussing animals from hot and cold countries, one child confidently reasoned that a hippopotamus must live in a warm country because, 'If it was cold they wouldn't be able to swim in swamps. They live in swamps.' Others listen attentively and contribute their own opinions, which are respected. Children are warmly encouraged to take responsibility. They take the register to the office and tidy away after work, and these tasks are carried out briskly and confidently. Independence is nurtured, but in some independent activities there is insufficient adult support to discuss challenges, guide children in making decisions and solving problems. The children work very happily together, sharing resources and co-operating well, but time could be used more purposefully if teachers' planning identified the focus for personal and social learning more clearly.
68. Appropriate opportunities for understanding the cultures and beliefs within the community are given. There is a strong emphasis on Christian views and stories, although some opportunities for children to learn about festivals such as Divali, from different cultures, are given.

Communication, language and literacy

69. By the end of the reception year, most children will have achieved the early learning goals relating to speaking and listening, writing and reading, although standards in speaking and listening are slightly lower among the younger children in the year group. Teaching across this area of learning is good, and the high quality teaching in aspects relating to speaking and listening is improving standards rapidly.
70. Teachers warmly encourage the children to give opinions, answer their friends and participate in class discussions. Informal talk is encouraged when children are involved in independent activities. They have opportunities to join in songs and to contribute, for example, when listening to stories. However, these opportunities to enjoy words, by joining in with familiar text and known rhymes, are limited and there are missed opportunities to fill odd moments with singing or chanting to enliven the day. Children concentrate well when listening to others or to explanations. They begin to carry out instructions, for example, in independent group work at literacy time, although this skill is not yet so evident among the younger children. Many children have begun to sequence their thoughts accurately. They contribute details they remember and begin to think about what might happen next, for example, when retelling stories to an adult.
71. Opportunities to develop the early skills related to reading are good, but the range of opportunities provided is not so interesting as those given to improve speaking and listening skills. Teaching of letters and their sounds is undertaken routinely with both the whole class and in small groups. Teachers use the National Literacy Strategy in teaching both reading and writing. Planning ensures that all children share frequent early reading activities with an adult; good teaching ensures they concentrate well. Children read from the scheme books confidently. The majority should achieve the early learning goals related to reading and some already exceed them. However, most of the material used focuses very closely on the techniques of reading, rather than enjoyment. In general the children have too few opportunities to share information books and stories in a purposeful way with adults in small groups or with friends. For example, information books are seldom available during knowledge and understanding sessions, to encourage children to begin to develop reference skills. Planning does not yet incorporate the full range of diverse experiences to promote the enjoyment of books that leads children to become good readers for all purposes.
72. The children are taught the single letter sounds and how to write these, and most remember how to form these letters correctly. Higher attaining children are beginning to develop the idea of writing in sentences well. For example, one child wrote, 'This is the bear who went to the rubbish tip' using carefully formed letters and showing a good command of sentence construction and the sounds needed to make the words. The teaching of writing is satisfactory overall, although is mainly confined to the literacy hour, and there are some inconsistencies. For example, in one class where the children were asked to write a shopping list for a tiger's tea, the children's understanding of the

structure of a list was developed very well because the teacher took care to remind them that lists have each item on a new line and items are beneath one another. These reminders were not so clearly given to the children in another class, with the result that the task was not so supportive in learning to write and read. As a result, the children did not take so much care over their work. Independent focused activities for developing children's writing skills like 'writing a note' or information writing, or routinely writing their name, are not as frequent as they might be. Most of the children are on course to attain the early learning goals by the end of reception year and a few are already exceeding them; with a sharper focus to some of the tasks, this number could be higher.

Mathematical development

73. By the end of the Foundation Stage, the majority of children should achieve the early learning goals in the area of mathematics. Some should exceed these goals: they already count beyond ten and can do simple addition and subtraction using single digit numbers. The teaching is good in this area of learning because many of the activities have relevance to the children's experiences. For example, in the 'pet shop' and when making shopping lists, the children use money and are beginning to understand the values of coins. Teachers' planning very clearly focuses on mathematics. The National Numeracy Strategy is used and provides a good range of tasks appropriate to each child's needs.
74. Teaching is clearly focused on counting and using numbers during numeracy time. The majority of children say and use numbers in order, count to ten reliably and recognise these numerals; individual help is given to those who do not. This recognition and use of numbers is successfully transferred to the recognition of coins, with many children handling coins confidently and recognising many of them. Beyond this more direct teaching, the children's mathematical development is appropriately promoted. Teachers provide a range of opportunities for counting and ordering numbers in the everyday routines of school. They are regularly encouraged to make mental calculations; for example, relating to the number of children having school lunch, or bringing a packed lunch. However, to support the learning of children who are not so confident in counting, opportunities to count, for example, how many in the group or to calculate how many more pencils they need, could be usefully extended.
75. Creative activities promoting children's knowledge of shape develop their use of mathematical language well. The children recognise squares, circles and triangles, and the higher attainers are familiar with other shapes such as rectangles, which were successfully used in children's imitations of Mondrian's paintings. They identify these shapes successfully when recognising and copying simple patterns. When drawing, the majority of children can put things under, over, near to or above. They also recognise mathematical language like 'small and large', 'wide and narrow' and 'tall and short'.

76. Children are beginning to use their mathematical knowledge in practical ways. Each class has chosen their favourite pets and have compiled a bar graph and some children remember how to read it. Independent activities often involve counting and sorting, although opportunities to develop and reinforce mathematical language through play with sand, water and construction kits are sometimes missed due to lack of direction or adult intervention.

Knowledge and understanding of the world

77. Across this wide area of learning, many children are likely to reach the early learning goals by the end of the reception year, but a higher proportion than in other areas of learning will not. However, in aspects related to using computers, most children will reach and some children will exceed the goals. Teaching is satisfactory overall, with some good teaching in the aspect relating to early skills in information and communication technology. The reason why teaching is not as good in this area as in other areas is that planning is less detailed. Although an appropriate range of opportunities is provided through the year, planning provides particular experiences, for example, relating to places, the passage of time or the cultures and beliefs of others, at pre-determined times of the year. This means that children who join the class in January do not experience the whole range of early learning targets in sufficient depth. In weekly planning, the focus for activities in this area of learning is not so precisely identified, so that individual children, who could move forward more quickly to achieve or exceed the early learning goals, are not able to do so.
78. When the teacher's plan focused tasks to further children's knowledge and understanding of the world, the teaching and learning are good, for example, when a group of children were using *Bailey's Bookhouse* on the computer and using the commands 'fresh story', 'start a story', 'go back', 'carry on' and 'print'. Clear explanations and direct input ensured that each child knew what to do. Each child in turn quickly produced a 'book' and gained a high level of satisfaction from the task. The teacher's initial input in this activity contributed to the good learning. The children were very involved, took turns fairly and used the computer skilfully. In this element children have developed a good level of expertise for their age.
79. The children have access to an appropriate range of resources but access to sand, water and construction kits is limited. They work well together, but often without the interaction with or intervention of an adult to help them focus on developing specific knowledge through these independent tasks. When teachers or support staff intervene, the level of discussion is good, children listen attentively and learn well. For example when identifying the animals in the cold icy water or the hot dry sand, children talk about the animals confidently recognising the majority and discussing features of their life in that climate. However, there is little regular opportunity for exploring texture nor for designing and making their own constructions under the guidance and direction of adults. Although the plan for the year shows an appropriate balance across this area of learning, regular references to time and places are

not routinely incorporated in plans. Provision in this area of learning is more limited than in other areas and opportunities to reinforce understanding and knowledge are missed.

Physical development

80. Not all children will attain the early learning goals by the end of reception because of the limited opportunities to develop physically. The quality of teaching and learning in this area are satisfactory overall. Teachers and support staff give warm encouragement and praise, although records of skills mastered and progress made are brief and are sometimes insufficiently used in planning new tasks and setting new challenges.
81. As yet, there is no outdoor fenced play area accessible for use as an extension to the teaching space, nor is there any large play equipment. This limits the range of independent activities for physical development, with associated opportunities for social development. However, during the course of the week the teachers provide opportunities for children to share the play area enjoyed by older pupils and there are planned times for children to use the hall and the large equipment provided for physical education in Key Stage 1.
82. The children show independence as they change their clothes for lessons in the hall and outside, and manage to put on appropriate footwear correctly. All children move around the classroom with due regard to others. Teachers have appropriate expectations about these skills and remind children regularly, so that they line up well, without bumping into others. In larger spaces, the children demonstrate satisfactory levels of co-ordination as they bounce and catch balls on the playground, and play a range of games like 'follow-my-leader'. In clearly directed sessions, when children focus on their tasks well, they show reasonable body control and use space appropriately, turning, throwing and catching with due regard for others. However, when tasks are not so carefully planned, instructions are not specific and children are given free choice, as is sometimes the case during the afternoon 'playtime', they use space and small equipment, like hoops and beanbags, carelessly. The lack of a regular and appropriate use of a secure outdoor area has a negative impact on their physical skills.
83. The children are given an appropriate range of opportunities and resources to develop their fine motor skills. In painting, drawing and writing tasks, provision of small tools like brushes, scissors and pencils ensures that control is developing reasonably and safely. When building with construction kits, children lock pieces together skilfully and take them apart, adapting and changing their constructions with dexterity and care.

Creative development

84. Teachers provide a reasonable range of activities to promote children's creative development and these are well taught. Planning provides appropriate opportunities for the children to explore different media and

materials and classrooms show delightful examples of fish made with coloured discs, butterflies made with lentils and forsythia made with carefully rolled tissue paper.

85. In art activities, children achieve standards in line with those usually found at this age. The teachers often discuss colour selection and colour mixing and children mix colours carefully. Teachers provide examples by different artists, such as Mondrian for children to enjoy and copy, using materials like sticky papers. When painting with different brushes, children experiment with colour and teachers encourage children to try different techniques. The care with which work is displayed demonstrates to the children that their work is valued.
86. Music and dance are not so highly developed within this area of creative development. Although the children sing pleasantly and standards are appropriate for the children's age, there are insufficient regular opportunities to play instruments and listen to music to encourage a real love of music. Imaginative and expressive work is also a weaker area of development, with some children expressing a degree of self-consciousness when moving to music.

ENGLISH

87. Inspection findings indicate that standards of attainment are in line with the national average at the end of both Key Stage 1 and Key Stage 2. For the past three years standards at the age of seven have been below the national average. It is clear that the very good quality of teaching at the end of Key Stage 1 is having a positive impact on pupils' achievement. During the past two years, standards have maintained in line with national averages at the end of Key Stage 2. However, the school's test results in 2000 fell well below average when compared with similar schools for pupils at age seven and eleven. The literacy strategy, additional literacy strategy and separate extended writing lessons are having a positive impact on attainment in both key stages. Appropriate progress is being made in both key stages for all pupils except those with special educational needs. This is because some pupils who find learning difficult do not have individual education plans to support their needs and not all teachers plan to meet the needs of all ability groups.

Speaking and listening

88. By the age of seven pupils' attainment in speaking and listening is below the national average. Most pupils can talk about matters of immediate interest but few are confident to talk in a range of situations. They are beginning to listen to each other and usually respond appropriately. Although many pupils can speak using simple sentences, few are able to speak clearly using a growing vocabulary. For example, in a Year 1 class when pupils replied to the teacher's questions, many words were pronounced incorrectly.

89. By the age of eleven standards of attainment in speaking and listening are in line with the national averages. Pupils are making satisfactory progress in their learning. In discussions they understand the main points and through relevant questions and comments show they have listened carefully. For example, in a Year 6 lesson, pupils discussed issues such as smoking and what to do if they found some pills in the park. They were able to give their opinions speaking clearly while the rest of the group listened carefully with interest and, when invited to present their opinions to the rest of the class, responded with confidence. In Year 5 some pupils found it difficult to read their work to the rest of the class.

Reading

90. Standards of attainment in reading are in line with the national average by the age of seven. Most pupils are able to use a range of strategies effectively to read unfamiliar words. Many pupils enjoy reading. The current range of reading books is limited and the school relies on using schemes that are outdated. Nevertheless two groups of pupils in Year 2 performed a short play for the rest of their class. They read their parts accurately and with expression and their performance was much appreciated by the audiences. Higher and average achievers can name an author and talk about the books they enjoy reading at home. In Year 1 most pupils understand well the function of punctuation, such as capitalisation or words written in italics when reading text. They read together with good expression. In Year 2 most pupils understand how to find information in non-fiction books. They are beginning to understand the terms 'headings', 'sub-headings', captions and illustrations in the books. Many pupils can use index and contents pages appropriately. However, the pupils are unsure of how the school library is organised.
91. Standards in reading by the age of eleven are in line with the national average. Pupils are able to choose their own books but, as resources are limited, many choose to read their own books from home. Few books are sufficiently challenging, particularly for those of average and higher ability. This had been identified in the previous inspection and, although the school has invested in several commercial schemes to support the literacy strategy, it still does not have a wide range of fiction and non-fiction books to promote enthusiasm and enjoyment in reading. In Year 3 the pupils in the higher group read text and use very good expression, modelled very well on their regular supply teacher. They use the information in the fiction story to decide on some facts about owls. Higher achievers within the group can support their facts with references to the text. In Year 5 pupils are able to describe the characters in some detail. In Year 6 pupils describe and evaluate the style of a poet. Most can recognise the formats of poems such as limericks. Through very good teaching pupils discuss common threads and how the poet manipulates words. By the end of the key stage most pupils can read text with accuracy and expression. Higher order reading skills of skimming and scanning have improved since the previous inspection and most pupils are confident to use contents, index pages and a glossary. Very few pupils in Key Stage 2 know how the library is organised and are only able to find fiction books. Those who do know belong to a library club held weekly after school. This club is organised by a parent.

Writing

92. Standards in writing are in line with the national average by the time pupils are seven and this is an improvement since the previous inspection. The quality of teaching is good overall in this key stage. It is very good in Year 2, where expectations and challenges are high. In Year 1 the higher achievers can write a simple story about an Indian and a bear with some understanding of using capital letters and full stops. The average pupils can write one sentence and the lower achievers with support complete a simple storyboard. They are

appropriately developing understanding of the construction of a sentence. Pupils in Year 2 write an information book about sunflowers. They are beginning to understand and use headings, sub-headings and captions in their work. Lower achievers can sequence sentences to give instructions for growing sunflowers and are well supported by parent helpers. By the end of the key stage many pupils are able to use the correct formats for different types of writing and are beginning to write imaginatively using a wider range of vocabulary. Punctuation and spellings are usually accurate and pupils are using dictionaries and the thesaurus to support them with spellings and meanings of words. Those pupils identified with special educational needs do not always make satisfactory progress in their learning. Parent helpers support some pupils and educational care officers, but others are not identified early enough and their progress is unsatisfactory.

93. By the age of eleven, pupils' attainment in writing matches the national average. This is a significant improvement since the previous inspection and is mainly due to very good teaching in Year 6. Pupils' writing, in a range of forms, is lively and thoughtful. Most pupils have an appropriate awareness of the reader. Vocabulary choices are often adventurous and words are used for effect. In Year 6, for example, higher achievers are able to write interesting poems about war or school, with good choices of vocabulary, and confidently share them with the rest of their class. The average pupils write a joint poem and the lower achieving group are able to change a poem into prose. Pupils with special educational needs can write and spell words with double consonants. Year 3 pupils are grouped according to prior attainment for literacy lessons but attainment in writing, during some lessons and from looking at pupils' work, is below that expected for pupils of their age. Many are beginning to write beyond a simple statement but spellings and other punctuation are below that expected. Few pupils are using connectives other than 'and' and they use a limited range of vocabulary in their work. For example, they can write simple poems on the theme of 'yellow' but only the higher achievers can write without support from adults. The school is aware that these pupils attained results that were below the national average in their end of Key Stage 1 tests but only a very small number of pupils have individual education plans with measurable targets to support them in their learning and to help them to make satisfactory progress. When teacher expectations are high, many pupils achieve standards expected of this age group. For example, pupils use the fiction text to find and record facts about owls. In Year 4, average ability pupils use the correct format to write a letter and pupils in Year 5 can record the two sides of a dilemma writing in sentences mainly using correct punctuation and spellings. By the end of the key stage most pupils are using a neat, joined style of writing and their work is often well presented.
94. The quality of teaching is good overall in Key Stage 1 and is satisfactory in Key Stage 2. No unsatisfactory teaching of the literacy hour was observed during the inspection. There has been a significant improvement since the previous inspection when there was a considerable variation in the quality of English teaching. Learning is good in Key Stage 1 and is satisfactory in Key Stage 2. Learning is very good in both Year 2 and 6 where teaching is very good. Most

teachers clearly share the learning objectives with pupils at the start of the lesson and many revisit them during the plenary session at the end of the lesson to check what has been achieved. This has a positive impact on pupils' learning and is used effectively to plan future lessons. Behaviour management is usually good but is less effective where teachers cannot prevent pupils from calling out and the teacher talks over the pupils. For example, in several lessons in lower Key Stage 2, the noise levels were high and this had a negative impact on learning. The pace in most lessons is at least satisfactory and there are appropriate challenges for most pupils. Questions are appropriately targeted to ensure all pupils are fully involved and the needs of many individuals are met. Some pupils who find learning difficult do not have individual education plans to support their needs and not all teachers plan to meet the needs of all ability groups.

95. In lessons where teaching is very good, the teachers have secure subject knowledge and high expectations of attainment. For example, in a Year 6 lesson the teacher used specific terminology to develop pupils' understanding of the format for different poetry and gave a very good explanation of how poets manipulate words in their poems. In a Year 3 lesson the temporary teacher asked a pupil to improve her answer and support it with reference to the text because she knew that the pupil was more capable than her original answer suggested. Teachers have very good awareness of the needs of the pupils and adapt lessons to meet their needs. For example, in a Year 2 lesson the teacher re-explained the function of 'sub-headings' to her class and then adapted the task given to them. Praise is used very effectively to raise self-esteem and this has a positive impact on pupils' learning. Good links are also made with information and communication technology and this promotes the quality of learning well. For instance, pupils in Year 2 have created very good quality dictionaries using their word processing skills.
96. Assessment procedures are good overall with outcomes analysed effectively and supported through the school's development plan. They are also used satisfactorily to guide teachers with their planning. However, the procedures are not used effectively to identify many pupils who are finding literacy difficult and are performing below that of their peers. The school has worked hard to produce a portfolio of samples of pupils' work to guide teachers with assessing individual pupils' national curriculum levels of attainment. This area was previously identified as underdeveloped. The school has made writing a priority and this has been successfully addressed. Teachers plan to focus on developing pupils' speaking and listening skills during the next year and this is appropriate.
97. There are good cross-curricular links between literacy and other areas of the curriculum. For example in Year 2 pupils were writing information books about the lifecycle of a sunflower which links well with science. Year 6 history work is linked to the class story 'Goodnight Mr Tom' and in Year 2 some pupils are using their own dictionaries, printed out with graphics and an explanation of the meaning of the word.

98. Management of the subject is satisfactory. The co-ordinator has been responsible for all training associated with the literacy strategy. She supports teachers effectively by monitoring planning and looking at samples of pupils' work. The co-ordinator has also monitored the teaching of the literacy strategy as well as the headteacher and both are now clearly aware of the strengths and weaknesses within the subject. She has also effectively introduced a structure for the allocation of resources to ensure progression of skills, no duplication of text and has improved general resources through purchasing sets of books to support teachers with teaching grammar and guided reading sessions. Reading resources overall remain unsatisfactory because many pupils have to follow outdated reading schemes, using books that are old and worn. The range of fiction and non-fiction books available is insufficient to promote enthusiasm and interest in reading for pleasure.

MATHEMATICS

99. Inspection findings indicate that standards are in line with the national average at the end of both key stages and this represents a good improvement. Attainment in national assessments at the end of Key Stage 1 declined in Year 2000 and standards were well below the national average. Attainment at the end of Key Stage 2 has remained below average for four consecutive years. The recent changes to the setting of pupils, additional training in mathematics and assessment, very good quality teaching and the introduction of the National Numeracy Strategy have had a positive impact on standards.
100. In Year 1 pupils are able to recall pairs of numbers that total ten, count in fives to 100 and back to zero, recognise what a quarter of a shape is and can identify one line of symmetry by folding a painting into two equal parts and seeing the matching patterns. Pupils are grouped according to their attainment and extension activities are provided for higher attaining pupils. Pupils of below average attainment receive encouraging feedback and some individual support. However, pupils who have special educational needs do not have specific targets in order to help them to make progress and this is unsatisfactory. In Year 2 pupils are able to complete block graphs showing the numbers of different coloured smarties. They are able to use mathematical language to pose such questions as 'how many more red smarties than blue?' and 'what is the difference between the number of green smarties and yellow?' Higher attaining pupils write a series of questions about their graphs and then discuss the results with the rest of the class. Pupils have a good recall of number facts and can count forwards and backwards in tens from a given number. Work in children's books is accurate and includes a range of activities and mathematical problems involving money, shape and space, and measures.
101. In Year 3 higher achieving pupils are able to identify simple fractions and use this mathematical knowledge well when working on projects in design and technology. For example, this group of pupils used their knowledge on fractions during a food technology session which involved making and then cutting up sandwiches into halves and quarters. In Year 4, the pupils learn to

recognise the needs for standard units of capacity and higher achievers confidently work with odd and even numbers up to 1000. In Year 5 higher achievers are able to find the percentage of whole numbers. This particular group of pupils is enthusiastic about the subject and good relationships are shared with both their teacher and other adults in the classroom. This has a positive impact on the standards that they achieve. By Year 6, pupils can quickly work out calculations in their heads to solve problems involving fractions, percentages and negative numbers. They can construct charts and graphs and interpret results. In this year group, the pupils have many opportunities to carry out mathematical investigations and apply their knowledge to problems in everyday life. They show very good attitudes to work, concentrate well and display a very good level of independence in group-work activities.

102. While the quality of teaching and learning across the school is good, lessons could be better taught in lower Key Stage 2. In the lessons seen in Key Stage 1, the teaching is good and occasionally very good. Teachers seize every opportunity to make links with information and communication technology and literacy, reminding pupils to use capital letters and full stops when writing out questions about their graphs. When referring to a pupil who had drawn a graph on the computer, the teacher enquired, 'who has got 'discuss and reason' as one of their targets?' and invited that child to suggest how she could interpret the graph. In Years 3 and 4 the teaching varies from unsatisfactory to very good. Where the teaching is unsatisfactory there is not an accurate match of work to the needs of pupils and behaviour deteriorates, with a negative impact on learning. In addition, the pace of learning in some lessons in these year groups is slower and work is not always well matched to pupils' capabilities. Consequently pupils make limited progress. There have been many changes of teacher in one class and this too has had an impact on pupils' progress. In the good lessons in Years 3 and 4 there is a lively pace, teachers' questioning of pupils is effective and there is some good direct teaching of the whole class. In Years 5 and 6 the teaching is mainly good and occasionally very good. Pupils are 'set' in prior attainment groups and this has a positive impact on the progress they make. In the very good lesson, the teacher has very high expectations of pupils, the pace of the lesson is brisk. The teacher's subject knowledge is good and she encourages pupils to make decisions about their work. Effective use of information and communication technology is a feature of the lesson and pupils construct frequency charts, entering data on the computer.
103. Teachers are now confident and secure with the National Numeracy Strategy and the three-part lesson is firmly established in all classes. Pupils particularly enjoy the mental/oral starter at the beginning of the daily lesson and, where the pace is lively, the whole class participates and responds well. Teachers' planning is good and the purpose of the lesson is made clear to pupils at the start of every lesson. The mental/oral starter is invariably delivered in a lively and imaginative way. In the best examples in Year 6, teachers use open-ended questions, for example: 'the answer is 25 – what is the question?' to challenge all pupils. They check that objectives have been achieved during

the final part of the maths lesson by asking a range of questions to ascertain what pupils have learnt. In good lessons, teachers pose additional questions which will feed into the next day's lesson. All teachers link work back to the previous lesson to develop pupils' understanding of why they are carrying out activities. The school uses a commercial mathematics scheme which links very clearly to the objectives in the Numeracy Strategy and provides a valuable resource for teachers.

104. Assessment of pupils' work is carried out through informal observation, questioning during the final part of the maths lesson, formal testing and termly mathematical investigations. Recently, much effort has gone into the analysis of data from assessments and the school has developed whole-school targets and targets for individual pupils in mathematics. However, there is insufficient rigour in using this information to set precise targets for improving the attainment of groups of pupils, particularly pupils who have special educational needs.
105. The role of the subject co-ordinator has been strengthened by the development of her role in monitoring teaching and learning in mathematics. She is committed to raising standards of numeracy in the school and has worked with the local authority to provide training for teachers in elements of the National Numeracy Strategy. The co-ordinator has been involved in analysing end of year test results including the statutory national tests. The analysis reveals the particular parts of the mathematics curriculum that pupils find difficult and this has resulted in a whole-school target to address this weakness. Resources for teaching the subject are good.

SCIENCE

106. Inspection findings indicate that pupils' attainment is in line with expectations at the end of each key stage. This represents an improvement on the previous inspection when a key issue was to raise the unsatisfactory attainment in both key stages. Then boys were under-achieving compared to girls in both key stages. Now there is no significant difference between the two. Pupils make satisfactory progress except for those with special educational needs. Their progress is unsatisfactory because work is not always planned to meet their differing needs.
107. In Year 2 a pupil understands that 'I predict' means 'I think' whilst another says that the fact that a seed germinated in dry sand shows that some moisture must have been present. In a lesson observed in this year group one boy talked of 'a circle of life' and showed a real interest in the subject. In discussion, pupils have a good recall of previous work and, for example, understand that all minibeasts must have a habitat. They discuss their observations readily and recall 'buzz' words of key vocabulary. Throughout Key Stage 1 pupils are always well focused in class and have positive attitudes to the subject. They are also developing appropriate methods to collect data and confidently use simple equipment for testing.

108. In Year 3 good links are made with numeracy as the height of the sunflowers that are grown are recorded carefully on a graph. In Year 4 pupils know that some solids can become liquids and that this process can be reversed. They are able to identify all the major bones found in the human skeleton and know we are different from other vertebrates because we walk on two legs only. Good links are made with numeracy in this year group, for example, different bones are measured and then results recorded in tables. Most pupils in Year 5 know that calcium is important for bones and understand the way in which the ribs protect the heart. They competently draw diagrams of the heart and label both arteries and veins correctly. They are particularly responsive to the teacher's questions. Pupils in Year 6 enthusiastically talk about the experiments they carry out together and readily use appropriate terms like 'crystals'. They have a good understanding of the changes to the body after puberty and maturely discuss these with their teachers in a confident manner. For example, during a lesson on puberty it was clearly evident that relationships between the teacher and her class were very good and the pupils were able to discuss body changes quite unselfconsciously. They also have secure understanding of fair testing.
109. The quality of teaching and learning is good overall in both key stages. Some very good teaching was also observed in both key stages and this was evident when subject knowledge was secure, very good relationships were enjoyed with pupils and sensitive subjects were very skilfully handled. Throughout the school planning is good and most lessons move at a brisk pace. This enhances pupils learning and encourages the acquisition of knowledge and specific vocabulary faster. Learning objectives are shared with the pupils and they are reminded of how much they are expected to do within given time limits. Good use is made of information and communication technology skills to record their findings in both tables and charts. Marking is satisfactory overall but scrutiny of work indicates that it is not always consistently carried out. In a minority of lessons tasks are not sufficiently planned to meet the differing needs of all the pupils and this results in lower achievers not completing their work. At times there is also an overuse of work sheets.
110. At the time of the inspection the subject co-ordinator was absent through ill health. However, there is clear evidence that the school has tried to improve standards by analysing questions set in the national tests for eleven year olds. Good use is made of national guidance and all parts of the National Curriculum are taught. Resources are satisfactory.

ART AND DESIGN

111. Standards at the end of Key Stage 1 and Key Stage 2 are in line with expectations for pupils of this age. They make satisfactory progress in knowledge, understanding and skills at both key stages. There has been an improvement in standards since the last inspection, particularly at Key Stage 2.
112. By the age of seven, pupils select materials and decide which to use on their paintings. Pupils display considerable skill in colour mixing and are able to

select complementary colours from a wide range of media to express the 'mood' of their work of art. In the course of a series of lessons, they have closely observed natural objects and represented shells, twigs, conkers in detailed pencil drawings. Displays of pupils' work show evidence of pupils exploring patterns, shape and texture in buildings and then representing them on clay tiles. Work on Monet's 'Water Lilies' has resulted in good links with other subject areas, in poetry and music and movement.

113. By the age of 11, pupils create a sense of place by developing paintings based on their observations and exploration of scenes from a local park. In one of a series of lessons, which had involved pupils making thumbnail sketches and using viewfinders to establish a suitable landscape to draw, they collaborate in combining their work into one picture. From there, they mix colours and show skill in the application of paint in the style of Monet and Pissarro, using a variety of brush strokes. There is evidence from analysis of pupils' work of the development of skills in shading, the use of charcoal, watercolour pastels and three-dimensional tasks.
114. The quality of teaching and learning is variable and ranges from satisfactory to very good. It is very good at the end of both key stages, in Years 2 and 6, but is considered good overall. Teachers build on the good skills and techniques which are now being acquired by pupils. Teachers' subject knowledge is mainly good. A strength of the teaching is the emphasis on enabling pupils to make choices about their work, following clear guidance on possible techniques and effective demonstration. Planning is good. Useful links are made with information and communication technology, particularly at Key Stage 1, and this helps pupils to explore this as a potential for the development of their artwork.
115. Pupils' attitudes and behaviour are good. There is a good level of joint working, and co-operation and decision-making are evident. For example, pupils sharing a joint painting in Year 6 discussed choices of colour, application and areas of work to be completed in a mature and co-operative manner.
116. The management of the subject is good. Clear guidance on planning and assessment has been developed and there are now helpful portfolios of pupils' work in each year group. The monitoring of planning by the co-ordinator also provides useful feedback to teachers as does displays of pupils' work throughout the school.

DESIGN AND TECHNOLOGY

117. The last time the school was inspected there were concerns that pupils at Key Stage 2 were not achieving sufficiently high enough standards, although at Key Stage 1 standards were average. Since then, standards have improved at Key Stage 2 and are now average at both key stages. The issues raised at the time of the last inspection of improving teachers' planning, monitoring the curriculum and developing the role of the subject co-ordinator, have now been satisfactorily addressed. The majority of pupils make satisfactory progress at

both key stages, but pupils who have special educational needs do not always have work appropriately matched to their level of attainment.

118. Owing to the school's termly planning, where design and technology is taught later in the term in some classes, very little direct teaching was observed at Key Stage 1 and upper Key Stage 2 during the week of the inspection. Judgements are based on the analysis of pupils' work, discussions with teachers and the examination of resources, policy and curriculum documents. From the evidence seen, pupils are designing, making and evaluating their work satisfactorily. Pupils enjoy this subject and are enthusiastic about activities, particularly where they are actively involved, for example, in finding out how purses are made, measuring lengths of the sides and recording how they are joined or fastened.
119. Pupils in a Year 1 class had designed a house and labelled its features. In Year 2, pupils have designed vehicles, written instructions for making them and labelled various parts. Examples of a lighthouse with a working light and vehicles with cardboard wheels that turn were seen. In Year 3, pupils design their own sandwiches as the culmination of work in a science project on healthy eating. They discuss healthy ingredients and develop the skills of grating, chopping and cutting. They evaluate their work through discussion about the choices of fillings and the suitability of ingredients. In lower Key Stage 2 classes pupils have many opportunities to develop skills in sewing a range of stitches, to model their ideas with paper and to know that some joining techniques are stronger or weaker than others. At the end of Key Stage 2, pupils working with gears understand that cogs mesh together and identify the functions of the driver, follower and idler gears. Photographs on display show evidence of pupils creating a range of fairground rides, for example, a big wheel, swings, waltzer, bumper cars and a roller coaster. These had moving parts powered by batteries. Pupils in Year 6 also followed instructions and constructed a shelving unit in their own classroom.
120. The quality of teaching and learning is satisfactory overall. Resources are used very thoughtfully and planning and preparation are thorough, tasks absorbing and challenging. However, there are missed opportunities at times. For example, in one lesson in lower Key Stage 2 an opportunity was missed to extend pupils' vocabulary by discussing suitable adjectives to describe the texture and spreadability of various sandwich fillings. However, during this session the pupils were entirely focused and concentrated very well. In evaluating the sandwiches that they had made, pupils took turns and passed around the plates carefully.
121. The co-ordination of the subject is much improved since the last inspection and it is now a policy and scheme of work in place, as well as good resourcing to support teaching and learning. Teachers' planning is monitored termly and pupils' work photographed to provide ideas for future work.

GEOGRAPHY

122. Pupils' attainment is in line with expectations at the end of each key stage. This represents an improvement on the previous inspection when attainment was in line with expectations at the end of Key Stage 1 but below at the end of Key Stage 2. Pupils make satisfactory progress except for those with special educational needs. Their progress is unsatisfactory because work is not always planned to meet their differing needs.
123. Year 1 pupils make successful links with both numeracy and literacy as they carry out a traffic survey and write a letter asking for a school crossing patrol. In Year 2 pupils confidently compare and contrast where they live with Katie Morag on the island of Struay. For example, they understand that buildings on the Isle of Struay are different to those around Long Eaton and different types of transport are used. Most pupils in Year 3 satisfactorily identify the motorway, canal and railway on a map of the locality and higher attainers also pick out other significant landmarks. In Year 4, pupils compare how people live in an Indian town with how they live. By Year 6, pupils are using accurate geographical vocabulary when they discuss the course of a river and describe the water cycle. Good use is made of a contrasting locality for fieldwork activities.
124. Only one lesson was seen during the inspection. In this lesson the teacher had satisfactory subject knowledge and the session well had been planned well. Appropriate use of questioning was used to promote discussion on the different types of transport found around the local area. Good use was also made of a student teacher who ensured that the pupils remained focused, and this had a positive impact on pupils' learning and attitudes. Other judgements, made from scrutiny of work and discussions with pupils, indicate that both teaching and learning are satisfactory and attitudes to the subject are positive. Lessons are planned appropriately, good use is made of resources and satisfactory use is made of homework. Weaknesses include the overuse of worksheets and the lack of planning to meet the varying needs of all the pupils. Work is generally marked regularly but not all pupils complete the tasks set.
125. The co-ordinator has only been appointed recently but is clearly aware that the new curriculum needs to be fully implemented and that fieldwork and links to information and communication technology could be strengthened. Resources are satisfactory.

HISTORY

126. Pupils' attainment is in line with expectations at the end of each key stage. This has been sustained since the previous inspection. Pupils make satisfactory progress except for those with special educational needs. Their progress is unsatisfactory because work is not always planned to meet their differing needs
127. In Year 1 pupils recall details of a visit in which they learned about domestic life in Victorian times. They listen satisfactorily to the teacher but are more focused when they start to work in groups. In Year 2 pupils attentively sequence three photographs on a time line which show seaside holidays at intervals of fifty years. They confidently point out the similarities and differences in these photographs and this has a positive impact on their acquisition of historical skills. In Year 6, good links are made with both literacy and numeracy as the pupils look at the history of World War 2. Very good use is made of the class story '*Goodnight Mr Tom*', and pupils draw conclusions about changes in rationing during the war by studying a chart. The computer is used to find further information and pupils work well in groups discussing the different issues. Their confidence and interest in the subject is evident and is illustrated when one pupil gives a clear explanation of the black market. There is also good use of extended writing skills as pupils write letters home as though they are evacuees.

128. The quality of teaching and learning are good. In all year groups seen, good use is made of artefacts to stimulate and enhance learning. Lessons are well planned and good use is made of resources. For example, in a Year 6 history lesson a group weighed out a week's rations for one person. This also had a positive impact on the development of their numeracy skills.
129. The co-ordinator has only been appointed recently but has already identified the need to implement the new curriculum fully and is fully aware that a greater use of visits and visitors would enhance the curriculum. Resources are satisfactory.

INFORMATION AND COMMUNICATION TECHNOLOGY

130. The previous inspection found that standards in information and communication technology were below national expectations at the end of both key stages. This inspection shows standards have improved and that attainment is in line with national averages at the end of both key stages. Pupils make satisfactory progress, particularly at the end of Key Stage 2. Pupils who have special educational needs do not always receive the individual support necessary to develop the appropriate skills.
131. Direct teaching of the subject was seen in three lessons. Evidence was also collected through an analysis of pupils' work, discussion with teachers and consideration of the school's planning and documentation.
132. By the age of seven, pupils learn to control computers using the mouse and keyboard and they acquire appropriate skills for their age. Good links are made with art when pupils have the opportunity to use 'Dazzle' in Year 1. They also use 'my world' to record information as a pictogram of modes of transport. Pupils of lower attainment using the word processor to write a sentence do not have sufficient instruction to enable them to use the keyboard effectively. Pupils of average and above average attainment also need further instruction in keyboard skills. In Year 2 pupils use the Internet to search for information using hot links to move to another site. Two boys type in the word 'maggots' and instruct the computer to search. They click on a link and attempt to read the information and need some help in getting back to the homepage. Pupils use a range of programs to find information about people such as Mother Theresa and to make class dictionaries.
133. By the age of 11, pupils are confidently using spreadsheets to work out the cost of planning a party using the star office program. Pupils use the Internet for topic work and for revision of work in English, mathematics and science. They also have access to the living library for art and history and have played strategy/logic games. In Year 5, pupils use star office to work out the formula for adding up totals on a spreadsheet. They use the word processor for re-drafting and editing work. In Year 3, pupils carry out a traffic survey, tallying to record the number and types of vehicles passing by and then representing this information as a pie chart and block graph.
134. The quality of teaching and learning is satisfactory overall but one good session was observed during the inspection. In this lesson, the learning objectives were shared and the teacher confident in her demonstration. She

explained a 'hot link' clearly to pupils, saying it would take them to another site. This was then demonstrated briskly and much information was given to the pupils. Pupils generally receive good verbal feedback on their work, teachers' planning is good and carefully demonstrates links to other subjects in the curriculum.

135. Pupils' attitudes to information and communication technology are satisfactory. On the occasions when pupils were observed using computers they worked well together. They sustain sound levels of concentration and treat the equipment carefully.
136. The school has a detailed scheme of work based on the nationally recommended guidelines, which supports all the areas of information and communication technology. Teachers' planning is monitored by the co-ordinator and feedback given to individual teachers. Unfortunately five computers were stolen earlier this year and have only recently been replaced. Parents have been very supportive of the development of this subject area and have successfully raised sufficient funds to ensure that outside classrooms are linked to the Internet.
137. The co-ordinator has benefited from attending a number of training courses and has used them well to support teachers' development and confidence in the use of computers. She has established a three-year development plan for the subject and all the issues from the previous inspection have been satisfactorily addressed.

MUSIC

138. At the time of the last inspection, standards and teaching in music were satisfactory in Key Stage 1 but were unsatisfactory at the end of Key Stage 2 because of a lack of teacher expertise. The school has addressed this weakness by introducing a secure programme for learning throughout the school, based on national guidelines. This has resulted in improved teaching, which is now good in Key Stage 1 and satisfactory at Key Stage 2, with good teaching seen in Year 5. Standards have been maintained in Key Stage 1 and the unsatisfactory standards evident at the time of the last inspection in Key Stage 2 have been improved upon. Throughout the school, pupils now achieve what is expected for their age.
139. It was only possible to observe a small number of music lessons in the current inspection, but additional sources of evidence, in the form of taped performances and music books, were examined. Judgements also take into account pupils' singing in assemblies and discussions with pupils in Year 2, Year 4 and Year 6.
140. Pupils in Year 2 reach the standards expected for their age in performing, composing, listening and appraising. They use musical vocabulary confidently, responding to requests to vary tempo, dynamics and pitch accurately. This is due to good teaching. Teachers have a very good level of

knowledge of the subject and good working knowledge of what pupils already know; this information is used well when planning lessons. Pupils are very carefully organised for group work, so that when they are exploring sound they work without disturbing others. They thoroughly enjoy music lessons and work well together when composing, selecting instruments carefully and appropriately. In a Year 2 music lesson, where the teacher intervened very thoughtfully, giving reminders about refining their compositions, pupils responded very well when composing their 'Weather' music. They suggest instruments to represent different sounds; for example, confidently using the voice, tambourines and drums to represent words like 'thunder'. Pupils consider and act upon advice from the teacher and this has a good impact on learning. Pupils listen very carefully whilst others perform and make reasonable suggestions for improvements, so that their finished pieces are controlled and expressive. Regular opportunities for pupils to sing ensure confidence and an appropriate sense of the tempo of the music.

141. At Key Stage 2, pupils remain enthusiastic about music, and standards throughout the key stage are appropriate for pupils' ages. Teaching is satisfactory with good teaching in Year 5. In planning, appropriate attention is given to listening and responding to music and reviewing selected pieces. For example, Year 3 pupils have reviewed a range of pieces by famous composers and respond well to the mood of Debussy's '*Claire de Lune*'. Pupils express their ideas clearly, deciding that the '*Karelia Suite*' by Sibelius is 'lively, jolly and happy'. Pupils are eager to compose and perform and put a high level of effort into their work. Instructions are clear and expectations are appropriate, although occasionally pupils are complimented too readily for very simple performances. However, the effect of this generous praise for performances is a high level of confidence among pupils. Composing skills are developed appropriately through the key stage. Suitable challenges are given and pupils work well collaboratively. Pupils use a range of instruments, both pitched and unpitched, and older pupils have opportunities to read notation. Year 5 higher attaining pupils successfully follow a pre-determined tempo by reading the musical notation to accompany the song '*Stars hide your fires*' and in Year 6, compositions include quavers and minims, and pupils use these appropriately for 'raps'. Although pupils are given appropriate opportunities to compose and perform and teacher assessment is very encouraging, opportunities for pupils to evaluate and improve their own work are limited. Provision for pupils with special educational needs is unsatisfactory. Sometimes they miss parts of music lessons and so do not experience the whole range of musical activities. Although individual targets are set, these cannot be accomplished without full involvement in the teaching and performing elements of lessons.
142. Music makes a satisfactory contribution to cultural development but there is a need to further develop pupils' knowledge of the wide variety in music, including the music of non-western cultures. Although most are aware of famous 'pop' performers like Robbie Williams and Abba and some remember the names of one or two composers, many are not familiar with terms like 'orchestra' and 'classical music'. Pupils listen to the piano music in assembly

very quietly, but this short time of listening is seldom used to enhance pupils' knowledge, for example, about a composer's life or style.

143. Singing is warmly encouraged. In assembly singing is always of a satisfactory standard and is sometimes good when all pupils know the words. For example, during the singing of the chorus of 'Thank you Lord', pupils sang enthusiastically and tunefully, and accompanied their singing with rhythmic clapping. However, opportunities to enhance the performance, for example, by using percussion instruments, are not routinely incorporated.
144. A small group of pupils learns to play the recorder and extra music in the form of a choir is offered at particular times of the year in readiness for performances and concerts. Pupils are eagerly anticipating the planned performance of 'Bugsy Malone' and greatly enjoy the Christmas celebrations. Pupils learning to play musical instruments like recorders and trumpets, although few in number have opportunities to perform to the school in assemblies, sometimes in ensemble.
145. The subject benefits from the support of an approachable and knowledgeable subject co-ordinator who uses her expertise to advise others. Time is spent observing teaching and analysing teachers' planning. An assessment for each pupil is planned for introduction at the end of the year and analysis of these assessments will also support the monitoring of standards. There is an appropriate range and supply of instruments in school, although pupils would benefit from opportunities to play a wider range of lower-pitched instruments. An adequate supply of songbooks and recorded music, mainly from western cultures, gives a good starting point for singing and listening, but there is limited use of music from non-western cultures. Pupils are sometimes taken to concerts and a music group has visited the school but pupils remember few performances designed to enrich the curriculum.

PHYSICAL EDUCATION

146. Pupils, including those with special educational needs, make satisfactory progress and standards of attainment are in line with expectations at the end of each key stage. This is the same as at the last inspection.
147. In Year 1, pupils satisfactorily respond to music when they act out a story. Pupils in Year 2 appropriately understand that, when playing a game, they must control their zone. They listen carefully and match their movements appropriately; this enhances their work in literacy. Year 3 pupils make a variety of shapes as they balance on different points of their body. Almost all pupils can swim 25 metres unaided by the age of 11 and higher attainers work on personal survival skills.
148. Attitudes to physical education are good overall. For example, pupils spontaneously clap when swimmers dive for the first time. In a Year 6 games lesson, pupils work well together in small teams even when not under the direct supervision of the teacher. Pupils in Year 2 work with real enthusiasm. In only one class in Key Stage 1 was behaviour less than satisfactory.
149. The quality of teaching and learning is good overall. In Year 1, the teacher focuses the pupils' thoughts and reminds them of a recent history visit. Year 2 pupils are continually challenged and effective links are made with science during their lessons. In Year 6, the teacher sets a

brisk pace and appropriate safety points are made and understood by pupils. The appropriate curriculum is covered, lessons are planned well and good use is made of resources.

150. A strength of the subject is the range of extra-curricular activities and the school has active teams for netball, football, rounders and short tennis. There are links with a local professional football club who provide coaching for girls and boys. The subject co-ordinator also organises the area sports for ten other schools for which the school acts as host. Resources are good as a result of the school winning a substantial amount of money in a national competition. The co-ordinator is aware that dance at Key Stage 2 and adventurous activities need to be developed further.

RELIGIOUS EDUCATION

151. Standards of attainment by the ages of seven and eleven are in line with the expectations of the locally agreed syllabus. Most pupils are making satisfactory progress in their learning.
152. By the age of seven most pupils have a satisfactory knowledge and understanding of important ceremonies practised by Christians and Jews. They understand the significance of 'Hannukah' and know some of the features in a synagogue. Most know the significance of baptism and know what happens at a Christian wedding ceremony. They are beginning to recall important events in the life of Jesus, such as Palm Sunday and Easter. Year 2 pupils discuss what makes a place of worship special, both to themselves and to others. They understand that special places can be created in any ordinary building or place. They draw and describe their own special places, for example in a garden or their bedroom and explain why these can be places of worship. By the end of the key stage most pupils have a satisfactory understanding of Christian and Jewish beliefs.
153. By the age of 11 pupils have a broader understanding of Christianity and are developing their knowledge and understanding of the other major world faiths. They begin to understand the main practices and beliefs of Sikhism, Islam and Judaism. Pupils in Year 4 discuss the significance of the five special signs of Sikhism and compare the rules of the Ten Commandments with those in the Torah. Older pupils in Year 6 begin to address moral issues such as smoking and taking drugs. They think positively about caring for others. They recall the importance of the lives of people such as Helen Keller, Martin Luther King and Mother Theresa. Standards of attainment have improved significantly since the previous inspection and pupils also have the opportunity to write their own prayers and reflect on their beliefs and those of others.
154. The quality of teaching is good overall and pupils are achieving well. No unsatisfactory teaching was observed during the inspection. This is an improvement since the last inspection. Lessons are well planned in line with the locally agreed syllabus and effectively monitored by the co-ordinator. Teachers have good subject knowledge and this has a positive impact on pupils' learning. Teachers use a variety of techniques to maintain the pupils' interest. For example, in a Year 6 lesson the pupils were asked to respond individually at various points in the story, then to respond as a group to the situation of finding some pills in a park. During the plenary session they then

shared the outcomes of the discussion with the rest of the class. The teacher also supported two pupils very well in their preparation to act their version of the scene to the class. Lessons have a good pace and teachers use a sensitive approach in lessons and question well to promote discussions.

155. The management of religious education is good. In the co-ordinator's file there is clear evidence of improvement since the previous inspection and details of how issues have been successfully addressed. Assessment tasks are suitably planned for each year group and a scheme of work has been produced to support teachers with their planning. This meets the requirements of the locally agreed syllabus. Resources are satisfactory and the school has started to address an issue in the previous inspection by taking pupils to a local mosque and local churches. The local vicar is a regular visitor to the school and makes a significant contribution to pupils' knowledge and understanding of Christianity. The school has a small number of visitors from other faiths to support pupils in their learning about other major religions.