

INSPECTION REPORT

ASH CROFT PRIMARY SCHOOL

Sinfin, Derby

LEA area: Derby

Unique reference number: 112771

Headteacher: Mr Trevor Vaughan

Reporting inspector: Mr David Carrington
15414

Dates of inspection: 25th – 27th February 2002

Inspection number: 194258

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior and infant
School category:	Community
Age range of pupils:	5 to 11
Gender of pupils:	Mixed
School address:	Deepdale Lane Sinfen Derby
Postcode:	DE24 3HF
Telephone number:	01332 764160
Appropriate authority:	The governing body
Name of chair of governors:	Mr Alan Mullarkey
Date of previous inspection:	28 th April 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
15414	Mr David Carrington	Registered inspector	Mathematics Information and communication technology Physical education	The school's results and pupils' achievements How well pupils are taught How well the school is led and managed
9411	Mrs Rosemary Last	Lay inspector		Pupils' attitudes, values and personal development How well the school cares for its pupils The partnership with parents and carers
	Mrs Trudy Cotton	Team inspector	English History English as an additional language Special Educational needs	
	Mr George Logan	Team inspector	Science Geography Music	The curricular and other opportunities offered to pupils
	Mrs Pauleen Shannon	Team inspector	Art and design Design and technology Religious education Areas of learning for children in the Foundation Stage	

The inspection contractor was:

Arden Inspections
University of Warwick Science Park
Unit 2
Barclays Venture Centre
Sir William Lyons Road
Coventry
CV4 7EZ
Tel/Fax: 024 7641 5299
E.mail: ArdenInspections@cs.com

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The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7
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?	 11
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
 HOW WELL ARE PUPILS TAUGHT?	 13
 HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	 15
 HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	 18
 HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	 19
 HOW WELL IS THE SCHOOL LED AND MANAGED?	 20
 WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	 22
 PART C: SCHOOL DATA AND INDICATORS	 24
 PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	 28

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Ash Croft Primary School is situated in Derby, close to its southern border. There are 92 boys and 108 girls aged from five to eleven at the school, most of whom live in the area around the school. However, some pupils come from nearby districts in the county. The number of pupils in school has fallen over recent years, as it has also done in other schools in the area. About 11 per cent of pupils join or leave the school midway through their primary school career. There are above average proportions of pupils from ethnic minority families in school and the proportion of pupils who speak English as an additional language is high. The proportion of pupils with special educational needs has risen substantially and is now a little above average, though the proportion of pupils with statements is average. The entitlement to free school meal is below average. This year, children started school with below average levels of skills and knowledge, though in other years this level is well below average.

HOW GOOD THE SCHOOL IS

Pupils are given an effective education at Ash Croft Primary School. The quality of teaching and learning is generally good, pupils make good progress and standards are average by the age of eleven. The headteacher leads and manages the school well and is building a staff team that is committed to improvement. The number of strengths well outweighs the areas for development, though school managers are keen to see continued improvement to standards, particularly in reading and science, and to hone existing systems of assessment and target setting into a tool that will ensure all pupils make consistent progress. Management is also working to develop the role of subject coordinators so that, collectively, they have complete understanding of the school's performance. The school gives good value for money because it improves pupils' attainment from below average to average in the seven years most pupils spend in school.

What the school does well

- Standards are improving and are average overall by the age of eleven.
- Pupils make good progress overall, with particular spurts in reception and the Year 4 and mixed Year 5/6 classes.
- The quality of teaching and learning is good and the school's literacy and numeracy strategies are working well.
- Pupils develop good attitudes and relationships and they behave well in lessons and about the school.
- The school is well led and managed by a caring, committed headteacher. He is supported effectively by all members of staff and the governors.

What could be improved

- Whilst standards have improved in recent years, there are still areas where they are not high enough, especially in reading and science.
- Assessment and target setting systems are at an early stage of development and have yet to be streamlined into manageable and focused procedures to ensure that all pupils are progressing at the anticipated rate.
- Subject coordinators do not have a full role in checking and evaluating the strengths and weaknesses of the school.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

There were three key issues when the school was inspected in 1997:

1. Ensure that all the requirements of the National Curriculum are met, especially in the teaching of information technology.
2. Improve the systems to support staff new to the school in order to improve the quality of teaching.
3. Make improvements to outdoor play facilities for children in the reception class.

The school has sustained most of the strengths identified in the 1997 inspection report and has made good improvements to the key issues above. In addition, standards have improved and the progress

made by pupils is good. Teaching quality has also improved since 1997 because of effective school management. There is good potential for continued improvement in the future.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests (SATs).

Performance in:	compared with			
	All schools			similar schools
	1999	2000	2001	2001
English	B	B	C	D
Mathematics	B	D	E	E
Science	A	D	E	E

Key

very high A*

well above average A

above average B

average C

below average D

well below average E

very low E*

Similar schools are those schools with between 8% and 20% of the pupils entitled to free school meals.

Standards in the 2001 SATs at Year 6 showed average attainment in English and well below average attainment in mathematics and science. When compared to schools with a similar rate of entitlement to free school meals, standards were below average in English and well below average in mathematics and science.

Standards in the Year 2 SATs in the same year were well below the national average in reading and below average in writing and mathematics. Against similar schools, the results were very low in reading and below average in writing and mathematics.

Inspectors judge that this year, standards are average in English, mathematics and science in Year 6, though improvements can still be made to writing and science in particular. Year 2 pupils are currently achieving below average standards in these subjects, but this is good improvement on the well below average levels of skill and knowledge when they started school.

Pupils with special educational needs make steady progress in their work and those who speak English as an additional language progress well. The school caters well for higher attaining pupils, with good challenge in their work, so they also achieve well.

Boys have not been as successful as the girls in the SATs in recent years. In most of the lessons observed in this inspection, boys and girls worked as hard as each other and made similar progress.

A number of pupils leave the school before the end of the junior years, often to seek secondary education in other areas. This has a profound impact on the standards achieved in Year 6, as the school's records show these pupils to be some of the most successful learners. This year, 60 per cent of the pupils gaining level 3 in last year's Year 2 SATs have already left the school.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are keen to come to school and they respond well to the opportunities provided to help them learn at good rates.
Behaviour, in and out of classrooms	Good. The standard of behaviour is good in lessons and about the school. There have been no exclusions of any form during recent years.
Personal development and relationships	Good. Pupils develop into pleasant children who enjoy good relationships with adults and other pupils. They are not always given enough responsibility or independence in their work.
Attendance	Satisfactory. The rate of attendance is similar to the national average. Pupils arrive punctually for lessons and time for learning is used well on the whole.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	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.

Of the 60 lessons observed by inspectors, over two thirds were of good or better teaching quality, including some teaching that was excellent. There was one lesson judged to be unsatisfactory, as the work was not challenging enough and some pupils made very little progress. In general, pupils are taught well in reception, infant and junior classes, though the best teaching seen was from Year 4 onwards where it was very good.

There are several strengths in teaching, including the management of pupils, the teaching of basic skills, teachers' expectations and the use of effective methods. Support staff do a good job when teaching their pupils. There is good teaching of the literacy and numeracy elements of English and mathematics. Aspects for development are the ways in which the expectations of different attainment groups are identified in planning and how well pupils are kept informed of the progress they are making.

Pupils generally learn well. This enables them to make good progress. They work hard, produce work that is presented properly and their levels of concentration and interest are good. Pupils with special educational needs, English as an additional language and the higher attainers are all taught effectively and they learn successfully.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The curriculum is broad and balanced in general and meets the requirements of the National Curriculum. However, geography is not covered in enough depth. The school's literacy and numeracy strategies are helping to raise standards well and pupils' personal, social, health and citizenship education is good.
Provision for pupils with special educational needs	Good. The quality of support given these pupils is good and this enables them to make steady progress. The individual work programmes set for pupils could be more specific about the skills and knowledge to be learned.
Provision for pupils with English as an additional language	Good. The pupils who speak English as an additional language are given good support and they make good progress. By the time they leave school, they use English as effectively as the other pupils.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Pupils are taught to enjoy the wealth of culture to be found in their own and other people's traditions. They learn right from wrong and act accordingly, and they work and play well with others. Opportunities to enhance their spiritual development are not planned specifically across the curriculum.
How well the school cares for its pupils	Good. The school prides itself, rightly, on the care that it gives all pupils. Procedures for assessment and the use in planning of the information produced are bedding in well but require enhancement.
The partnership with parents and carers	Good. Parents have positive opinions of the school and are provided with good quality information about their children's progress. Most parents make a strong contribution to their children's learning, although some parents are either not receptive or do not have the confidence to join in.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and	Good. The headteacher leads the school with determination and manages it with skill. He is well supported by the deputy headteacher

other key staff	and all staff are coming together as a team committed to improvement. All those with management responsibilities work hard in the interests of the pupils.
How well the governors fulfil their responsibilities	Satisfactory. Governors are supportive and keep informed about the work of the school. They do not yet use all of the available data to evaluate how well the school is doing. They ensure that the principles of best value are applied soundly but could do more to compare the school's results with those elsewhere to ensure the school is competitive.
The school's evaluation of its performance	Satisfactory. The headteacher has good understanding of the school's strengths and weaknesses but subject coordinators do not have a full role in the monitoring and management of their subjects. The system to set targets and to track that pupils are making appropriate progress towards these are at an early stage of development.
The strategic use of resources	Good. Finance is well managed and the carry forward in the budget is targeted to support the continued raising of standards by maintaining the current staffing size in the face of falling rolls. Additional funding to help boost standards or support those with special educational needs, for example, is used well and contributes to the good progress made by pupils. There are enough staff for the numbers of pupils and no shortages of learning resources, though the accommodation is cramped in parts, especially for reception children.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<p>Their children like coming to school.</p> <p>Teaching quality is good.</p> <p>Expectations are high.</p> <p>Pupils make good progress.</p> <p>Their children are becoming mature and responsible learners.</p> <p>They feel comfortable approaching the school if they have concerns.</p>	<ul style="list-style-type: none"> Some parents think that the range of activities outside lessons is not broad enough.

The inspection team agrees with parents' positive views of the school. It judges that the programme of activities outside lessons is appropriate for a primary school.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Last year, the SATs results for Year 6 pupils showed average attainment in English and well below average attainment in mathematics and science. When these results are compared to schools with between eight and twenty per cent of pupils entitled to free school meals, standards were below average in English and well below average in mathematics and science. Last year's SATs results in Year 2 were well below the national average in reading and below average in writing and mathematics. Set against similar schools, these results were very low in reading and below average in writing and mathematics.
2. The SATs results in 2001 were not as high as in some earlier years. There are several factors that contribute to the varying pattern of standards each year. Chief amongst these is the increasing trend for a relatively large proportion of older pupils in junior classes to leave Ash Croft school before they have completed their primary education. This is often because their parents wish them to attend secondary schools outside the district and so, house moves are a regular feature of older pupils. The school's records show clearly how the mobility of pupils impacts on standards. Last year, several pupils forecast to gain the higher level 5 in the SATs left school before they took the tests. This year, sixty percent of the pupils who achieved level 3 in the Year 2 SATs in 2001 have already left the school. Managers are determined to make the quality of educational provision such that if parents want to move their children, this is done at the end of their primary years, rather than in the middle, as at present.
3. There is an increasing proportion of pupils with special educational needs in school. Provision for these pupils is good. Pupils with statements are well supported within small groups or on a one-to-one basis, and so make good progress. The school makes good use of the guidance from experts outside the school to help set specific targets for their work. The vast majority of other pupils with special needs have difficulties with their reading, writing or mathematics. Teachers plan work that broadly meets the different levels of attainment in their class and so progress for those with special educational needs is steady. At times, however, this planning is not specific enough to meet the individual needs. Although teachers draw from the targets set for learning in pupils' individual learning plans, these are not always specific enough about the skills and knowledge to be learned to provide the sharp focus needed.
4. Procedures for assessing and supporting pupils who speak English as an additional language are appropriate, with thirty-one pupils from minority ethnic groups receiving targeted support. The school meets these pupils' needs effectively and so their progress is good. There has been a marked improvement in the attainment of minority ethnic group pupils in recent English SATs, with all achieving such pupils attaining the average level 4 or higher in English at the end of Year 6. This is because teachers and pupils both hold higher expectations of potential attainment than in the past. Additionally, focused support for reading comprehension and writing enables pupils to read with deeper understanding and to write with greater competence by the age of eleven.
5. Higher attaining pupils are also well provided for. The work set is challenging and interesting, which motivates the higher attainers well. They work hard and achieve good standards. In some instances, the identification of specific learning objectives for the higher attainers is not sufficiently precise. For example, the proportions of pupils achieving the higher levels (level 3 in Year 2 and level 5 in Year 6 in the SATs) has fluctuated in the past. For example, in 2001 the proportion of pupils achieving level 3 in writing in Year 2 was well above average but it was below average in reading. In Year 6, the proportion achieving level 5 was average in English but well below average in science. Evidence from the inspection demonstrates that the school has taken successful steps to ensure that all higher attaining pupils do as well as they are able.
6. Like the lower attaining and special educational needs pupils, those in the middle attainment range would benefit from clearer statements in planning of what they are expected to achieve in terms of knowledge, skill and understanding. Middle attaining pupils make good progress on the whole, but the work is not

always as well matched to their needs as it could be. This was shown in a Year 3 mathematics lesson where lack of focus to learning meant progress was not brisk enough for these pupils.

7. Over the last few years, boys have not achieved as well as the girls in the SATs, particularly in Year 2. In general, Year 2 boys have underachieved in reading, writing and mathematics. Boys make up some ground in junior classes, as shown in recent SATs results. Inspectors did not identify significant differences in the progress made by boys and girls when they observed lessons and the examination of pupils' work also showed that boys and girls achieve at broadly similar levels. Indeed, on several occasions, inspectors observed that the boys in Year 5/6 classes were particularly well motivated and that, like the girls, they enjoyed the opportunities for learning provided by their teachers.
8. Current standards are judged to be average in English, mathematics and science in Year 6. In Year 2 standards are below average in these subjects. This marks good progress overall, as pupils start school with below-and in many years well below-average levels of knowledge and skill. In reception, children make a determined start to their learning and by the time they join Year 1, standards have improved. However, there is still ground to be caught up and overall standards are below average at the end of the reception year. This is because of the admission arrangements in school, which mean that a relatively high proportion of children has two terms only in the reception class. This is insufficient time for them to make the headway necessary to achieve average standards in the early learning goals. Thus, work to complete this has to be continued in Year 1. Nonetheless, reception pupils have good opportunities to succeed.
9. Standards in most of the other subjects are average in Years 2 and 6. This is the case in information and communication technology (ICT) and physical education (PE), for example. In both of these subjects, there is firm evidence of above average standards in some aspects of the work, such as word processing and data handling in ICT and gymnastics in PE. In subjects such as geography, the breadth of experience is not as wide as in other subjects. Thus, whilst pupils acquire geographical knowledge appropriately, they lack some of the skills to record their knowledge and understanding. In science, pupils have too few opportunities to hypothesise and to set up and conduct experiments. The current Year 6 pupils are making satisfactory progress in learning of scientific facts but their skills in undertaking practical scientific activities are weaker.
10. Writing is a particular priority of the school because standards in this element of English have not been as good as those in reading and speaking and listening. The development of writing in geography and science, and to a lesser degree in history and religious education, is an aspect for improvement as it does not reflect the pupils' knowledge and skills in these subjects and is often brief. In some subjects, especially science, there is too heavy reliance on the completion of worksheets, sometimes of mixed quality. This inhibits the breadth of learning and reduces the development of pupils' writing and recording skills.
11. The school has had considerable success in raising standards in the past and the development of rigorous assessment, target setting, monitoring and evaluation systems, as required by two of the three key issues should go a long way to ensuring that standards, especially in reading and science, are uniformly good. There is good determination amongst staff to make the necessary improvements in order to enhance standards and progress rates. There is ample evidence that the school has the capacity to move ahead on this key priority.

Pupils' attitudes, values and personal development

12. Pupils' attitudes to the school are good. They are eager to come to school with most arriving in good time. Children in the Foundation Stage settle quickly in school enjoying their lessons. Throughout the school, pupils are keen to learn. For example, those seen in a music lesson in Year 1 were very ready to explore percussion sounds matching them to actions in the story *We're going on a bear hunt*. Their attitude towards work impacts positively on their performance in lessons enhancing their attainment and progress. They work hard and nearly always try to do their best in lessons, especially when the teaching

is stimulating and the pace of the lesson is brisk. They work well without close supervision. Parents appreciate the values and standards the school promotes.

13. Behaviour remains good and often very good, both in lessons and around the school. Adults expect a high standard and pupils respond to this positively. They adhere to their class and school rules. Lunchtimes are pleasant occasions in which pupils play well together in a variety of games, such as skipping or stilt walking, or chat quietly to one another. They are keen to collect rewards for good behaviour and good work. Pupils are polite, courteous and helpful towards staff, visitors and to each other. Anti-social behaviour is rare and no oppressive or racist behaviour was seen or heard throughout the inspection. Since the last inspection, there have been no exclusions, which demonstrates an improvement. The good behaviour helps to create a purposeful working atmosphere for learning for all children. Overwhelmingly, parents believe behaviour is good and the inspection findings endorse this.
14. The personal development of the children continues to be good. Pupils are involved in their learning and take advantage of the extra-curricular activities, where they are offered. A very few parents would like more extra-curricular activities; the inspectors' view is that the provision is satisfactory. For junior pupils, it covers music, sports, dance, drama, art and computer activities, but for limited periods, alongside a varied programme of visits and visitors. Educational visits, including the residential one for the oldest pupils, continue to provide occasions for pupils to develop both personally and socially. All pupils are encouraged to take responsibility for their actions and their growing acceptance of personal responsibility is the result of the influence and encouragement of staff. In class, pupils put forward their ideas and talk about them constructively. They enjoy the opportunities that are given to them to learn independently and to do specific jobs. Relationships between pupils are very good with the adults providing good role models. Pupils display a sense of care and concern for each other and a great deal of respect for the feelings of others. Ash Croft Primary is a socially inclusive school where every child is valued. The very warm and good-humoured relationships contribute towards a climate where bullying and racist behaviour do not flourish. Parents believe the school is helping their children to become more mature and responsible and the inspectors' findings fully support this.
15. In general, pupils with special educational needs are well supported. They show enthusiasm and concentration and their attitudes and behaviour are good and sometimes very good. Their personal development is good as well because other pupils, in addition to the adults, help them and encourage them to take part in all aspects of school life. They are motivated to do their best, because their contribution in lessons is valued. Effective teaching ensures that these pupils are able to add their point of view in discussions and share any pieces of work of which they are particularly proud.
16. In the last year, levels of attendance have dipped and are now just above the national average. In 2000/1, the level was at 94.96 per cent with unauthorised absences running at about the national average. The fall is the result of a few families having a casual attitude to attendance, illness and a relatively high incidence of holidays taken in term time. This is of serious concern to the school because of the impact absence has on the pupils' attainment. However, there are no instances of truancy.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

17. There were two key issues that related to teaching in the 1997 inspection report. These involved ensuring that information technology was taught properly and that staff new to the school should be supported carefully. In other respects, the quality of teaching was satisfactory at least, though there was eight per cent unsatisfactory teaching and the proportion of very good teaching was low for a primary school. There were more strengths than weaknesses, though marking and the slack pace in some lessons were flagged for improvement.
18. During the current inspection, 60 lessons were observed. In addition, a comprehensive sample of pupils' work was examined. Both sets of evidence point to good teaching and learning in school. This marks good improvement since 1997. This time, over two thirds of the lessons seen were of good or better teaching quality, including a much higher proportion, 14 per cent, that was very

good or excellent. Just one lesson was judged to be unsatisfactory. Here, the work did not challenge the pupils sufficiently and progress was unsatisfactory.

19. Children in the reception class are taught well. Some have a comparatively short time in this class, joining in January for two terms only. The work is well focused on their needs and skills and knowledge are promoted well. This enables reception children to make good progress, regardless of their starting levels of attainment or time when they start school. Nearly two-thirds of the teaching in the reception year was good, with the remainder being satisfactory.
20. Teaching continues to be good in Years 1 and 2. Here, just over 56 per cent of lessons were taught well. Teachers know their pupils well in infant classes and the work is firmly focused on the development of basic skills, particularly in literacy and numeracy. Pupils respond by taking an active interest in their work and by maintaining good effort. Relationships between staff and pupils are a strength in the infant classes, which encourages all pupils to work well.
21. There is some variation in teaching in junior classes. In all, over 70 per cent is of good or better teaching quality, though the one unsatisfactory lesson was in the early part of this phase. Some of the best teaching in the school is to be found in Years 4, 5 and 6 and the job-share situations work well in the interests of the pupils. Where teaching is best in the juniors, pupils put on considerable spurts in their learning.
22. Different groups of pupils are taught similarly well. Higher attaining pupils are set challenging work because expectations are generally good. However, the success in teaching higher attaining pupils is not as obvious in science as it is in other subjects. Teachers have good knowledge of the needs of higher attaining pupils and they provide stimulating and demanding work in the main. The pupils rise to the challenges set and make good progress in their work.
23. Average attainers also learn well, though in this case, teachers could be more precise in planning about the particular knowledge and skills to be learned by this group. In the one unsatisfactory lesson, middle attainers did not learn successfully because the lesson aims were vague, the work was not brisk enough and the progress made was unsatisfactory because they did not complete enough in the available time.
24. Lower attaining pupils and those with special educational needs are taught mainly alongside the other pupils. In general, teachers plan work at appropriate levels to meet these pupils' needs. Teaching quality is good, and by the upper juniors, such pupils become more confident and independent in their learning. This is due to the positive encouragement and support they receive over time. The support staff teach lower attaining pupils well because they have the expertise to focus on work in small groups and to provide effective support.
25. Teachers are fully aware of the needs of boys and girls. They have good methods for meeting these needs and the relationships developed are good. Thus, the oldest boys remain well-motivated and hard working throughout Year 6.
26. Good use of bilingual expertise from outside school is helping to assess and support the development of speaking skills amongst pupils who speak English as an additional language. This is evident, for example, as pupils experiment with materials in science, and the bilingual instructor speaks English and Punjabi, as appropriate, to help pupils clarify new words and concepts, such as *rough* and *smooth*. Targeted pupils receive regular, planned support, which is focused on developing their speaking, reading and writing skills. Good assessment of the pupils' previous learning is helping to provide the right match of work. For instance, in Year 1, pupils learn to use past and present tenses, as they describe and sequence simple stories. Older pupils in the juniors are helped to construct more complex sentences, as they respond to a range of different poetry. Pupils sometimes work in small groups outside the classroom, but this work is well linked to learning in the main lesson so that pupils with English as an additional language can contribute to class activities.
27. Most subjects are taught well, though some improvement is due to teaching and learning in science because of over-reliance on worksheets and lack of opportunity for pupils to hypothesise

and to take part in practical investigation. Further details and judgements for each subject are contained in the separate subject sections, starting on page 28 later in this report.

28. There are more strengths than weaknesses in teaching. The management of pupils, the teaching of basic skills of literacy, numeracy and ICT, teachers' expectations and the use of effective methods to promote knowledge and understanding are the prime strengths. The two aspects for improvement concern the identification in planning of specific learning outcomes, as highlighted above, and the ways in which teachers keep pupils informed of their progress and ways to improve their work.
29. Because teaching is good, pupils mostly learn well and make good progress. They build skills and knowledge effectively and try hard. The amount of work produced is good; it is generally presented well and is completed properly. Pupils concentrate and listen well in lessons, they talk with confidence and answer questions willingly. There are not enough opportunities for pupils to show responsibility and independence in lessons. In science, for example, the ways to complete investigations and to complete the written record are usually suggested by the teacher. In addition, pupils do not have many chances at the end of lessons to review and evaluate the successes and weaknesses in their own learning.
30. Despite the few aspects of teaching and learning that require enhancement, pupils are well taught at Ash Croft Primary School and they are well prepared for the next stage in their education.

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

31. The quality of the curriculum is similar to that reported at the last inspection, although there have been significant changes in the provision for literacy, numeracy and information and communication technology. The school has adopted the strategies for teaching the basic skills of literacy and numeracy with success. The Literacy Strategy is securely established with good practice evident throughout the school. Opportunities for the use of literacy across the curriculum are being developed effectively, overall. However, there are too few opportunities in science for pupils to develop independence in recording their investigations. The school has implemented the National Numeracy Strategy very successfully. This is having a positive effect upon standards in mathematics. Many pupils have secure number skills. However, the application of these skills is occasionally constrained by restricted language skills. There are consequent challenges for younger pupils in particular, when mathematical tasks are embedded in sentences and when it is necessary to make crucial inferences as to what strategy should be used. The use of numeracy skills is evident in subjects such as science and geography.
32. Overall, the school provides a satisfactory curriculum that is broad, balanced and relevant, for pupils in the infants and juniors. The curriculum planned for children under five in the Foundation Stage is satisfactory and is based on the areas of learning recommended for young children, with good support for the development of basic skills. A minor weakness is the lack of access to large play equipment. This means that some opportunities for physical development are restricted. As the year progresses, the most able children in the reception class begin to work within the Year 1 and 2 curriculum. The provision prepares children effectively for the National Curriculum and the next stage of learning, with the majority of children making satisfactory progress across the curriculum, in relation to their average level of attainment on entry to the school.
33. The curriculum for pupils in the infants and juniors meets the requirements of the National Curriculum for pupils aged five to eleven successfully. The school places firm emphasis upon the teaching of mathematics and literacy, to ensure that pupils have secure basic skills in these key areas. Recently implemented whole-class sessions in information and communication technology are successfully supporting the development of pupils' skills in ICT and they demonstrate, across the school, improved confidence when working with computers.
34. The allocation of curriculum time to individual subjects is satisfactory overall. The school follows local education authority guidance in establishing the time to be given to each subject. There are some

shortages of time in parts of the school for geography, ICT and science. The school's monitoring of the actual time that is given to individual subjects over each term could be more rigorous.

35. Religious education is taught in accordance with the locally agreed syllabus. A good curriculum has been introduced to support pupils' personal, social and health education. All the necessary elements are in place, including sex education, drug awareness and citizenship. Some components are taught discretely, or in circle time, where pupils have an opportunity to discuss their concerns and to listen to others. Other aspects, such as sex education or health education, are closely linked to the science or physical education curricula. The school prepares pupils successfully for the next stage of their education.
36. The school has adopted the recently produced nationally recommended schemes of work and is now working towards the implementation of modified versions, more closely aligned to the school's needs. The school is working to identify cross-curricular links, so that time is used efficiently. Therefore, ICT activities will often be closely aligned to work in, for example, music or mathematics. The school has a whole-school plan that defines what is to be taught to each year group. However, this does not exist as a complete, readily accessible document and it is difficult to track down the year plans. Planning is secure, provides a clear framework for the teaching and is supportive to teachers, including those with limited specialist skills in subjects such as design and technology or science. However, planning requires more specific focus upon the needs of pupils with special educational needs or with English as an additional language.
37. All pupils have satisfactory equality of access and opportunity to the curriculum. This is an inclusive school which takes full account of pupils' ages, attainment, gender, ethnicity and needs. The opportunities provided for pupils with special educational needs, including those with statements, are good and the school implements the Code of Practice¹ fully. However, greater focus on the needs of pupils on the register of special educational needs is necessary to ensure that they are set appropriate work reflecting the targets in their individual education plans. These pupils have access to all aspects of school life. Most of the provision for pupils is planned within the classroom and so there are no instances of pupils missing important parts of lessons or following a limited and less rich curriculum.
38. The programme for extra-curricular activities is satisfactory. The range of activities during school time includes a computer club, dance club, recorder group and the choir. The curriculum is enhanced by a programme of visits outside school, including an annual residential visit, and a range of visitors to the school. The school has satisfactory links with the community, in particular the local church, and satisfactory links with the neighbouring schools and partner institutions, including teacher training in partnership with the University of Derby. The links with the neighbouring secondary school are weak. Procedures for welcoming new children to the school are well established and there is effective sharing of information with parents.
39. Provision for pupils' moral, social and cultural provision is strength of the school. Moral, social and cultural developments are good and spiritual development satisfactory. This is the same favorable picture as the previous inspection. The school's provision has a positive impact on pupils' attitudes, behaviour and personal development, which are also good.
40. Assemblies contribute to pupils' spiritual development by creating an atmosphere for quiet reflection. There are links with local churches and a programme of guest speakers. The school also effectively links its personal and social programme with class assemblies for further reflection times.
41. Provision for spiritual development is satisfactory. Although spiritual development is not yet systematically planned within the curriculum, examples of special moments occur and are valued. For example the excitement felt in a Year 2 lesson when pupils saw text enlarged on a computer screen; the pleasure experienced by reception children when handling dough and when year 4 pupils were visibly

¹ Code of Practice - this gives practical advice to schools and local education authorities about their responsibilities and tasks to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act.

moved after a pupil read her account of swimming with dolphins. The planned curriculum for Religious education and personal education makes a good contribution towards pupils' spiritual development, for example pupils in Year 5/6 have considered what it means to be spiritual and have made a collection of objects from nature that they think are beautiful.

42. Provision for pupils' moral development is good. The majority of parents feel that the school helps their child to become mature and responsible. All teaching and support staff gives clear moral direction and provide good role models. School and class rules are displayed prominently and referred to by staff. Each class agrees its own set of rules. The schools approach is inclusive and values every child. There are physical examples such as a tree *of achievement* and pupils often display pictures and posters from home that are special to them. The schools behaviour policy includes rewards by dinner supervisors, and pupils are generally keen to contribute to the Muggles *wall of achievement* in the school hall.
43. The recently introduced Spellbinder scheme for personal development includes discussions around belonging and friendship for younger pupils and more complex issues such as, justice, racism, taking responsibility and care for the environment for older pupils. Time is allocated on a weekly basis for pupils to discuss these social and moral issues. There are some opportunities provided for pupils to suggest fundraising ideas and to take action for others less fortunate than themselves, for example raising money for the Indian earthquake appeal. Although there is currently no formal means of considering pupils' views, pupils know that their views are considered and respected. A school council is planned and the new co-ordinator for personal, social, health education and citizenship has begun a class council, which includes a suggestion box.
44. Provision for pupils' social development is good. As soon as children join the reception class there is an effective buddy system and a number of routines to help children settle in, work and play together and share resources. Older pupils are encouraged to help younger children at breaks. The school provides opportunities for pupils to work together and form effective relationships. For example, the school has a range of activities outside of classes to enrich the curriculum offered, including a choir, recorder tuition and an art club. While these are well attended boys are under represented in the large school choir. Older pupils take their performances into the community on a regular basis. Pupils can join in local sports events, which are open to boys and girls. The school provides an annual residential experience for older pupils, which presents pupils with new challenges away from home. Opportunities for pupils to develop personal initiatives are satisfactory, with pupils taking turns as class helpers and monitors. Some subjects rely too heavily on worksheets, which limits pupils' opportunity for independent writing and extension work.
45. Provision for cultural development is good. Pupils learn about British, European and non-European cultures. They have opportunities to perform in public and develop their talents. The school is rightly proud of its annual productions such as *Joseph and the amazing technicolor dreamcoat* where pupils act, sing, play instruments and perform in public to a high standard. Over the last year there have been regular events to support pupils cultural development including an 'arts week', visits by a poet and an artist in residence together with a range of school trips. Pupils spoke very positively about their work with a writer in residence and the impact it had on them. The majority of subjects make a good contribution to pupils' cultural awareness. The school extends pupils awareness, respect and appreciation of cultural diversity in contemporary Britain through its attitudes and values and the curriculum offered. Displays and notices also demonstrate that that cultures around the world are valued by the school, with dual language signs and greetings in a range of languages.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

46. The school continues to give a high priority to providing a safe and supportive environment for all its pupils. Led by the headteacher, it takes effective steps to provide them with caring and secure surroundings in which they are happy and can learn. Its commitment to promote the personal development and welfare of its pupils continues to be evident in its written policies and from the day-to-day practice of staff. All staff, including those new in post, are well aware of child protection issues and they implement the policy effectively when necessary. The designated teacher has been appropriately trained and all staff are suitably briefed. There are good procedures for promoting the health and safety

of pupils, staff and visitors, which are carefully implemented by all staff. For example, regular risk assessments are undertaken rigorously. All pupils are competently supervised at work and at play.

47. The school has sound routines for reminding pupils, parents and carers of the importance of regular attendance and the majority respond to this positively. Pupils value the certificate celebrating 100 per cent attendance. The system for recording attendance is clearly understood by all teachers and the procedures continue to be implemented efficiently. There are satisfactory measures in place for promoting good attendance, but last year they did not prove as effective as they used to be. However, the Education Welfare service is giving effective support and this year there are signs that the level of attendance is rising once again. The headteacher raises the impact of holidays taken in term time, including those to the Indian sub-continent, on pupils' learning and attainment with the families involved. Support is offered whilst the pupils are away from school. Attendance and punctuality are carefully monitored. The usually prompt start to lessons has a positive effect on pupils' learning.
48. Procedures for promoting and monitoring behaviour are good. Ways of promoting good behaviour are effective with teaching and non-teaching staff working together, adopting a positive approach emphasising praise and rewards. This consistent approach ensures that any inappropriate behaviour is dealt with swiftly. It helps to build the positive climate, which allows pupils to take advantage of the opportunities for learning given to them. Pupils know what is expected of them and fully understand the systems of rewards and sanctions. Anti-bullying strategies work very well and no oppressive or racist behaviour was observed during the inspection. Exclusion is only used as a very last resort and has not been used since the last inspection. Parents are pleased by the good behaviour of their children and the inspectors' evidence fully endorses the perception of parents.
49. Arrangements to monitor and support pupils' academic progress are satisfactory. The effective methods of assessment in the previous report have been reviewed and are being updated. The knowledgeable and hardworking co-ordinator has made a good start by addressing assessment issues in the main subjects of English and mathematics in infant and junior classes, where teachers check on pupils' progress through observations, questioning and tests. The results that pupils gain in tests are analysed closely to see how individuals can be helped to improve and pupils are set individual targets for future achievement. However, the new system has not been in place long enough to have a full impact on results and there is still some way to go before the practice accurately charts pupils' progress and attainment in all subjects. At present, the target tracking process is largely retrospective in that it looks back to what pupils have achieved already, rather than keeping up to date with how they are currently achieving. Furthermore, the targets set for individual pupils are not yet reflected enough in lesson planning, the deployment of support staff or in the marking of pupils' work and the end-of-lesson evaluation of progress. Some of the data produced by assessment is processed using the computer, though managers recognise that an enhanced package is required to handle the more sophisticated data now being produced.
50. In the Foundation Stage, assessment of all areas of the curriculum is firmly in place and is effective. Throughout the school, homework tasks are carefully selected to help pupils do their best. Suitable procedures are in place for the monitoring and recording of any child with special educational needs and parents and carers are involved appropriately.
51. All groups are included fully in the daily life of the school and the school promotes their health and welfare effectively. Pupils are made to feel welcome and their cultural heritage and beliefs are valued. The school has a good understanding of the difference between learning English as an additional language and having special needs and uses bilingual help to verify assessment findings. The smaller minority of pupils from Pakistani heritage is not overlooked and along with pupils from Indian and African-Caribbean heritage, their progress and attainment is tracked. All minority ethnic pupils are developing greater confidence and competence in communicating in English, not only in English lessons, but in other subjects across the curriculum because the care taken to promote their education is good.
52. The school provides valuable support and guidance, which is helping all pupils to make responsible choices. For example, in a Year 4/5 lesson, pupils discussed the impact of alcohol on people's lives. The monitoring of pupils' personal development is mostly informal, but it is effective, as the staff know the pupils well. It helps to ensure that all pupils, whatever their age, gender ability or background, are given the support they need. For example, pupils with statements are well supported and make good progress.

There are comments on the pupils' maturity and development in the annual written reports for parents, which the parents value. They are very appreciative of support given by the school and are well satisfied with the help their children receive, particularly when pupils come into school in the reception class. Assemblies celebrate achievement and give pupils opportunities to share their successes in all aspects of school life. This encourages them to do more and boosts their confidence and their self-esteem. The ethos of the school helps to develop pupils' sense of responsibility and citizenship. Virtually all parents believe their children are becoming more mature and responsible and the inspection results confirm this.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

53. Overall the parents are well satisfied with what the school offers and with their children's progress. They believe that the school provides a safe and caring environment in which their children can develop and improve and the inspectors' findings fully support this view. There were no significant areas of concern raised by the parents at either formal or informal meetings with the inspectors or through the questionnaire. As in the last report, there is a high level of parental support and a good relationship between parents and Ash Croft school.
54. The school has continued to develop links with parents and they remain good. About 99 per cent of parents have signed the home-school agreement signifying their support for the school. Parents are still welcomed and visits to the school are actively encouraged. The head teacher has an open door policy and is willing to see parents without an appointment whenever possible. Parents believe that members of staff in the school are easily approachable and this positive climate contributes to pupils' learning, both at home and school. The school is seen as a happy place where their children enjoy learning and the inspectors support this view.
55. The overall quality of information to parents also remains good. Parents are kept well informed about their children's progress. Most parents attend the two formal consultation meetings per year with class teachers, when their children's overall attainment and targets in literacy and numeracy are shared with them. These meetings give parents a clear picture of their children's progress relating to academic and personal development. This is also true of the detailed annual reports, which focus on the individual child. However, the written reports do not always outline the next steps for learning for all subjects, but they do contain a helpful paragraph on areas in which home and school can fruitfully work together. Staff are willing to see parents at the beginning or end of the school day for brief meetings and are available for longer meetings at mutually agreed times. Meetings to give parents a deeper understanding of the curriculum, such as literacy and numeracy, continue to be welcomed, although attendance varies. Many parents appreciate the yearly Open Day in the summer term when they can learn more about the curriculum in an informal way. Nearly all parents are pleased with the progress of their children and the way they are told about it.
56. The attractive and helpful school prospectus and the concise governors' annual report to parents meet legal requirements. Regular newsletters and letters give useful general information including term dates, news of school events, security and health and safety issues.
57. All parents are encouraged to become involved in their children's learning, which has a beneficial impact on their children's progress. Homework is set throughout the school and is well supported by most parents. They continue to give effective support with reading at home. However, some of them are not always sure how best to support various aspects of their children's learning. The school has taken steps to address this by providing meetings on, for example, science and by running courses such as *Keeping up with the children* aimed at infant parents. These meetings and courses have helped parents to have a better understanding of what their children are learning and how they might support them better. The amount of homework was identified by a very few parents as an area of concern. The inspectors' view was that the amount of homework set was generally appropriate throughout the school.
58. Since the new coordinator has taken over responsibility for the provision for pupils with special educational needs, links with parents have become stronger. Parents are invited to attend reviews, are kept informed about their child's progress and help with work at home. Most parents of pupils with special educational needs encourage their children to work hard and those with

statemented children are generally keen to be involved in the review of their children's individual education plans.

59. Parents are encouraged to help in school. The staff warmly welcome the small core of parents, grandparents and other members of the community who help regularly. They, together with others who volunteer for a specific occasion, assist in the classroom and around the school and with extra-curricular activities, such as accompanying school visits. This involvement continues to have a positive impact on standards and pupils' learning. Groups of parents, together with the headteacher, organise a wide variety of successful social and fund-raising events. The money raised goes towards providing extra resources and enhancing facilities to benefit the pupils' education and to charitable causes.

HOW WELL IS THE SCHOOL LED AND MANAGED?

60. The 1997 inspection report made positive judgements of the quality and impact of leadership and management. The good work of the headteacher in steering school improvement and the valuable contribution of other staff and the governors were strengths. The deployment of support staff and issues surrounding the accommodation were the main weaknesses at that time. Since that time, the school has sustained the strengths in leadership and management and made good improvement to the two weaker elements.
61. The headteacher continues to exert the good levels of determination and effort flagged in 1997. He leads staff with commitment and gives good educational direction to the school. Staff know what are the priorities of the school; they respect and trust the headteacher and there is improved harmonisation of procedures and systems in school, so that everyone works increasingly for the achievement of the same aims and priorities. Everyone puts the pupils at the heart of their efforts to bring improvement. The deputy headteacher also makes a strong contribution to the leadership of the school and she works in strong and successful partnership with the headteacher.
62. The school is managed well. The headteacher has introduced management systems that, in general, enable resources to be targeted successfully on pupils' education. Thus, additional funding for the raising of standards is used well, whether in *booster* and *springboard* classes, the provision for pupils with special educational needs or the support of pupils who speak English as an additional language. Teaching and support staff are well managed and good programmes of staff development have ensured that teaching quality has improved overall. The carry forward in the budget is earmarked to maintain the current staffing level as pupil numbers continue to fall. Investment in staffing in the past has proved one of management's conspicuous successes. The length of the school week is just long enough but some subjects, such as science have less time available than in many other primary schools. There is a need for managers to review this aspect of resource allocation in order to ensure pupils have appropriate opportunities for learning.
63. Governors are a successful body in the management of the school. They ensure most legal requirements are met and they are involved in the work of the school and influential in bringing improvement. The business of the governing body is conducted efficiently. Governors have a growing understanding of the school's performance, though they have yet to use all the available first-hand evidence in evaluating whether the school is applying the principles of best value consistently to all aspects of its work. Governors are growing into the role of critical friend of the school as they seek more and more information to help gauge its successes and shortcomings.
64. The headteacher and deputy headteacher, in her role as assessment coordinator, have introduced an improved system of target setting and tracking. This is being closely combined with the emerging system of assessment to provide data on pupils' performance that is intended to assist the focusing of resources where they are most needed to enhance progress and standards. Currently, the achievement of pupils in end of year tests, whether the SATs or intermediate assessments, are used to make predictions of the likely results in twelve months. These targets also reflect the value that the school anticipates adding to pupils' achievements. Thus, school targets are demanding but achievable. However, shortcomings in assessment mean that the targets are not monitored systematically as time goes by. Thus, progress that is slowing or spurting is not identified quickly enough and measures to eliminate weakness or enhance

and spread strengths are not always timely. This affects the deployment of resources, including staffing, and the planning and marking of work, all of which would be more sharply focused on the targets if evaluation was forward-tracking rather than retrospective.

65. Subject coordinators are a hardworking group of middle managers. They ensure that their subjects are resourced properly and have useful involvement in curriculum development and planning. As yet, they do not have enough responsibility for the standards and progress achieved by pupils. The monitoring and evaluation of the curriculum, teaching and standards has been restricted to a relatively narrow group of staff and although general findings are communicated to others, individual coordinators do not have full information to enable them to judge subject performance in depth. Because of imperfections in the system of checking and evaluating standards, strengths in teaching are not always shared enough and weaknesses, such as the inconsistent identification in planning of specific skills and knowledge, are not always trapped early enough. Coordinators are keen to take on the additional role of subject monitoring and evaluation in a bid to learn fully about pupils' progress from reception to Year 6 and to put in place measures that ensure that this is at optimum levels. They are also willing and able to take on additional responsibilities for the management of the budget for their subjects.
66. The head teacher has taken on the role of special educational needs coordinator during the last year. He manages the provision for pupils on Stage 3 and above effectively. Class teachers have responsibility for setting learning targets for pupils on the lower stages of the register and also provide support for all stages of special educational needs in the classroom. The individual work programmes for these pupils are not all targeted specifically enough and often contain over-general learning objectives. The monitoring and evaluation of the provision for pupils with special educational needs has not picked up these issues quickly enough.
67. The management of provision for pupils who speak English as an additional language has been affected by the long-term illness of a key member of staff. However, senior managers and support staff have worked well together to ensure that these pupils receive an effective education. Overall, the management of provision is satisfactory and there are firm plans in place to develop systems to support successful learning now that the staffing situation has been resolved.
68. There are ample teachers and support staff in school and they undertake their duties, particularly teaching, well. The accommodation is maintained to high standards of cleanliness and tidiness and displays are attractive, setting good levels of expectation. Improvements have been made to the provision of facilities for outdoor play for reception children, though this requires completion. Internally, space is cramped in some places and the design of the building makes it difficult, for example to cater fully for all of the needs of pupils. The space for reception children is awkwardly laid out and the creation of a vibrant early years unit is hampered by the constraints imposed by interrupted line of sight, narrow doorways and several small work places. The library is not up to the standard of libraries in many primary schools because much of the stock is old and is not well organised. In other respects, learning resources are of satisfactory numbers and quality.
69. The school has a clear set of aims and its priorities are the right ones. There is now a greater sense of team work in school. This is focused squarely on the pupils. Leadership and management have the potential to maintain improvement at good rates. The school gives parents good value for the average amount spent on each pupil, principally because pupils make good progress.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

70. The school has many more strengths than weaknesses, though there is room for continued improvement in three main aspects of its work. On the evidence of past performance, it is evident that the potential for improvement is good and managers, governors and staff are committed to success. Therefore, they should maintain their good efforts to:

1. Continue to raise standards, particularly in reading and science.

By

Reviewing the time available for all subjects, especially science.
 Ensuring that worksheets are used only when appropriate and that pupils have every opportunity to record in ways they chose themselves.
 Improving the speed of basic mathematical calculation.
 Giving more opportunities for pupils to develop mathematical skills and knowledge in other subjects.
 Ensuring that pupils have appropriate experiences to develop their comprehension in reading.
 Enhance the library to form an attractive and well-resourced area for research.
 Developing consistent opportunities for pupils to write for different purposes and in varying length.
 Making sure that writing is promoted well across all subjects, particularly in science, geography and history.
 Enhancing pupils' skills in prediction, investigation and testing in science.
 Using planning to identify the specific knowledge and skills to be learned by pupils, especially for middle attainers and those with special educational needs.
See paragraphs: 3, 5-6, 10, 23, 27-9, 31, 34, 36-7, 44, 49, 62, 65-6, 68, 87, 100-1, 105-7, 111, 116-7, 119, 121, 123, 125-6, 129, 133, 147-8, 155, 160 and 180.

2. Enhance existing systems to develop a manageable system of assessment and target setting.

By
 Streamlining existing procedures to provide appropriate amounts of the information required about pupils' state of knowledge, skill and understanding.
 Ensuring that there is consistent assessment through the school and in all subjects.
 Giving pupils more opportunity to self-assess and evaluate their own learning.
 Developing the existing target setting process into a forward-tracking tool that enables strengths and shortcomings in learning and progress to be identified quickly.
 Ensuring that lesson planning fully reflects the targets set for different groups of pupils.
 Making sure that special needs pupils' individual work plans are sharply focused.
 Making more consistent the match of staff to the demands of the targets for groups of pupils.
 Using marking more consistently to identify progress made with the targets and ways to improve the work.
 Considering the use of computer systems to manage and interpret the data collected.
See paragraphs: 3, 6, 9-11, 23, 28-9, 37, 49, 55, 64-6, 100, 110, 116, 120, 126, 128, 139, 150, 162, 168, 173 and 180

3. Further develop the role of subject coordinators.

By
 Reviewing the distribution of responsibilities to ensure more even distribution of management duties.
 Involving all coordinators in work to check and evaluate the successes and weaknesses of school performance.
 Accelerating the programme of direct monitoring of teaching, standards and the curriculum.
 Setting agreed criteria for such monitoring and developing a systematic process of evaluation, the communication of findings and follow up monitoring to ensure consistent practice.
 Giving coordinators more involvement in the allocation and management of budgets for each subject.
See paragraphs: 11, 34, 49, 62, 65-7, 119, 121, 138, 145, 150, 156, 162, 168, 175 and 182.

Lesser issues for governors to include in their action plan

Continue the work to develop facilities for children in the Foundation Stage.
See paragraphs: 32, 72, 75, 80, 85, 87, 90 and 94.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	60
Number of discussions with staff, governors, other adults and pupils	41

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	7	32	19	1	0	0
Percentage	2	12	54	32	2	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than one percentage point.

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)	200
Number of full-time pupils eligible for free school meals	24

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	50

English as an additional language	No of pupils
Number of pupils with English as an additional language	42

Pupil mobility in the last school year	No of pupils
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Pupils who joined the school other than at the usual time of first admission	14
Pupils who left the school other than at the usual time of leaving	13

Attendance

Authorised absence

	%
School data	5.0
National comparative data	5.6

Unauthorised absence

	%
School data	0.6
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 (Year 2)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	18	12	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	9	15	16
	Girls	8	10	10
	Total	17	25	26
Percentage of pupils at NC level 2 or above	School	57 (86)	83 (81)	87 (89)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	12	13	10
	Girls	9	10	8
	Total	21	23	18
Percentage of pupils at NC level 2 or above	School	70 (76)	77 (86)	60 (76)
	National	85 (84)	89 (88)	89 (88)

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

Attainment at the end of Key Stage 2 (Year 6)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2001	23	16	39

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	15	20
	Girls	12	7	10

	Total	27	22	30
Percentage of pupils at NC level 4 or above	School	69 (81)	56 (68)	77 (89)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	14	15
	Girls	9	9	12
	Total	21	23	27
Percentage of pupils at NC level 4 or above	School	54 (57)	59 (57)	69 (78)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	2
Black – African heritage	0
Black – other	11
Indian	38
Pakistani	4
Bangladeshi	0
Chinese	0
White	134
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)	9.0
Number of pupils per qualified teacher	23
Average class size	26

Education support staff: YR – Y6

Total number of education support staff	7
Total aggregate hours worked per week	126.5

Financial information

Financial year	2000-2001
	£
Total income	414 914
Total expenditure	417 246
Expenditure per pupil	1 768
Balance brought forward from previous year	35 456
Balance carried forward to next year	27 872

Recruitment of teachers

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	2
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	200
Number of questionnaires returned	68

Responses (percentage of answers in each category):

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My Child likes school	50	47	3	0	0
My child is making good progress in school	42	53	3	0	2
Behaviour in the school is good	32	58	2	0	8
My child gets the right amount of work to do at home	39	47	8	0	6
The teaching is good	58	40	0	0	2
I am kept well informed about how my child is getting on	40	46	8	3	3
I would feel comfortable about approaching the school with questions or a problem	47	47	5	0	0
The school expects my child to work hard and achieve his or her best	55	43	0	0	2
The school works closely with parents	31	58	6	0	5
The school is well led and managed	37	50	3	0	10
The school is helping my child become mature and responsible	42	55	3	0	0
The school provides an interesting range of activities outside lessons	29	44	11	3	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

71. The reception area is an attractive and welcoming learning environment and as with the previous inspection children have a good start to their learning. Overall, the school makes satisfactory provision for the reception children. The class teacher and classroom assistant work well together and provide a calm atmosphere. As with the previous inspection, teaching is good and as a result children make good progress. Children who are in the early stages of learning English also make good progress and children with special needs make satisfactory progress.
72. The admission arrangements ensure children settle easily. There are appropriate visits for the children and discussions with parents and pre-school providers. Children are admitted twice a year based on their age, as the school is currently unable to provide provision for nursery age pupils. The younger children only have two terms in the reception class, which affects their coverage of the foundation curriculum. Therefore, while many of the older children will achieve the early learning goals, most of the younger children will not.
73. The current reception has 19 pupils of whom 10 are boys and 9 are girls. This year most have had a pre-school setting but this is not always the case. Attainment is assessed using the local authority scheme. Over the last few years this information shows that generally children are below that expected for their age and that attainment varies between years. The current reception baseline assessments show that children are achieving as expected in their personal and social development, their physical development and some aspects of their creative development. They are below in their knowledge and understanding of the world, most aspects of communication, language and literacy and numeracy skills.
74. There have been a number of improvements since the previous inspection. The foundation curriculum has been introduced. The key issue of outdoor provision has been addressed and children now have a secure outdoor area. There are even closer links with parents; for example children have regular homework linked to individual goals, which are shared with their parents.
75. Teaching is consistently good and is effective because the teacher has high expectations and a very good understanding of the early year's curriculum. The planning is thorough and caters effectively for the children's wide range of ability. Children who are more able are well catered for. A range of assessments are used to plan the next step of the children's learning, and the class teacher briefs support staff and parent volunteers well. The reception class has a satisfactory range of resources indoor, however the outdoor area by contrast, is limited.
76. The school adds measurable value to the children's knowledge, skills and understanding during the year, despite the fact that many younger children have such a short time in reception. The foundation stage is well managed by the reception teacher who has a very good understanding of the learning needs of children in the foundation stage.

Personal, social and emotional development.

77. Children enjoy their time in reception and are confident, friendly, and very well behaved. The class teacher has a range of effective strategies to help children settle in quickly including a buddy system between older and younger children. It is hard to believe that so many of the younger children have only been in reception since January. The class teacher makes sure the children understand what behaviour is expected. She uses lots of praise, which the children respond to well. There are very good relationships between the staff and children and very good racial harmony between the children. Most children work well in small groups and alongside each other.
78. Children are encouraged to change their clothes for physical activities and most have well-developed personal self-help skills. The teacher also effectively promotes the children's independence skills by

arranging the equipment in a way that makes it easy for the children to use. Children are also actively encouraged to tidy the classroom and put equipment away.

79. Teaching is good and children make good progress. Most children will achieve the level of personal development expected by the end of the school year because their personal development is well promoted.

Communication, Language and literacy

80. Children enjoy listening to stories because the teacher makes these sessions so interesting. As a result many children have good listening skills and are keen to answer questions. Most children join in rhymes and sound activities enthusiastically, however, at times younger children are expected to listen for too long in literacy sessions and some become restless. The puppet area is used well to promote language development. Children are able to talk about and act out familiar stories such as the three *little pigs*. While children who are at early stages of learning English only receive 30 minutes of additional support a week, they make good progress because the time is well used and the teacher follows up some of the work.
81. Every opportunity is used to encourage children's enjoyment of reading, including fun activities such as the sound tray game. Most children handle books with care as they are taught to look after books, but some of the reading books children use and take home are of poor quality. The class teacher skilfully matches questions and activities to cater for the wide range of reading ability within the class. As a result more able children achieve well; some have a sight vocabulary of 22 words, and can write simple sentences. Familiar words and sounds are attractively displayed and referred to often, so that the children who have had less time in reception can begin to build up their sight vocabulary and knowledge of sounds.
82. Writing and handwriting skills are well taught on a daily basis and over half the class can write their first name unaided while most can copy or trace their first name. Supplies of paper, pencils and crayons are available for children to make marks on paper informally that have meaning for them.
83. Teaching is good and children make good progress. Although many children are likely to achieve the standards expected in language communication and literacy, and some will achieve above this level in reading, the majority will not because of the high number of younger children who have had such a short time in reception.

Mathematical development

84. While many children enter reception with below average skills in number awareness, there is a very wide range of ability within the class. The teacher plans well for the different needs of the children. For example in a good lesson, questions and activities were targeted to include some very able children who have a secure knowledge of numbers to 20, while catering well for children who recognise less than five numbers.
85. An attractive mathematics area is in frequent use and reinforces basic number skills. Children have a daily numeracy session and use numbers up to 20. There are plenty of attractive resources, including, number pictures and puzzles to help children develop their number skills. There is an appropriate balance between number based activities and activities that promote the children's understanding of mathematical ideas and language. Children can talk about and describe some aspects of common shapes and can use language to compare, (such as heavier, lighter, shorter and longer) with accuracy. While children have many informal opportunities to count, match, thread beads and make patterns, there are less regular opportunities to use sand and water trays to explore and fill containers.
86. Teaching is good and pupils make good progress. Although many children are likely to achieve the standards expected, and some will achieve above this level, the majority will not because of the high number of younger children who have not had the time to cover all the concepts.

Knowledge and understanding of the world

- 87. Most children enter reception with below average knowledge and understanding of the world around them. Topics such as our environment, toys and myself encourage children to build up their picture of the world. Children have appropriate opportunities to use a range of materials; they have designed food plates, made cards for special events and made puppets with moving parts using split pins. Some children know that toy vehicles move by pushing and pulling them. The children's work is well displayed but they do not have an investigation area to handle and explore items such as magnifying glasses, materials and torches. Children learn about different festivals as they arise, which contributes to their appreciation of different faiths and cultures.
- 88. Provision for information technology is good. Children use a range of programmes to further support language, mathematical and art activities and a record is kept of their skills. Children use the schools computer suite weekly and also use 2 classroom computers on a rota basis. Girls and boys display equally good skills; they can use the mouse with confidence and work independently and in pairs.
- 89. Teaching is satisfactory and children make satisfactory progress, with just under half of the class likely to achieve the standards expected of five-year olds when they enter Year 1.

Physical development

- 90. Children enter reception with the appropriate physical development for their age. Most children enjoy physical activities. The teacher provides clear guidance and encourages children to use the hall space well and handle small equipment such as air balls and quoits sensibly. Most can find a space, jump, stop and start with confidence. Although the reception class now has a secure outdoor area, there is no climbing equipment, floor markings or wheeled vehicles. Any equipment used has to be taken in and out by the staff. As a result some opportunities are missed to further extend the children's physical development.
- 91. When children start reception many have had pre school experience of using scissors, paintbrushes and glue. The reception teacher builds on this and continues to provide opportunities to handle equipment safely. They practice their skills in cutting and sticking and painting. Girls and boys regularly use large and small construction equipment.
- 92. Teaching and progress are satisfactory and most children will achieve the level of physical development expected by the end of reception.

Creative development

- 93. Staff develops the children's creative talents well through art, music and role-play sessions. Children enjoy a wide range of opportunities to paint, print, and make collages. The class teacher and support assistant give the right balance between intervening and allowing children to experiment freely. Many children show real pleasure and curiosity when mixing paints. The staff encourage both creativity and attention to detail. As a result some children produce work of a higher standard than might be expected, an example of which are the daffodil drawings and paintings produced during the inspection week. Staff also show that children's work is valued by the care with which artwork is displayed.
- 94. Music sessions are timetabled but some opportunities are missed for children to handle and explore instruments informally, as there is no music area in the class. Children have daily opportunities to join in well-known songs and rhymes. Role-play sessions provide children with times to play imaginatively and further develop their speaking and listening skills.
- 95. Teaching is good and as a result most children make good progress. Approximately half the children will achieve the level of creative development that would be expected for their age by the end of the school year. Some children will achieve a higher level than expected in their observational drawings.

ENGLISH

96. Over time, standards in the SATs in English for 11-year-olds have been similar to, or above those found nationally. The exception is a dip in attainment in 1998, when results fell below average. In the infants, standards in the reading SATs for 7 year olds have remained low, whilst attainment in writing has been below average over time. When compared with similar schools, pupils in both the infants and juniors are not achieving as well with their reading and writing.
97. The findings of this inspection show that by 11 years of age, pupils reach similar standards in English to those found nationally. In the infants, achievement by the age of 7 in reading and writing is below average. Throughout the school, pupils are gaining competence and fluency with their speaking skills and their listening skills are good. Good provision for pupils from minority ethnic groups is helping to improve their learning. In the 2001 SATs, all pupils who spoke English as an additional language achieved average levels or above in English by Year 6. Higher attaining pupils also make good progress and the predicted proportion reached the higher level 5.
98. The mobility of pupils affects the SATs results in English. Last year, several pupils left the school during Year 6. All were predicted to achieve average levels or above in their English tests. This year, over half of the pupils who achieved level 3 in their Year 2 SATs have already left the school. This is often because their parents seek secondary education for them outside the district.
99. Since the last inspection, the quality of teaching has improved in the infants, and there is no unsatisfactory teaching at present. Teachers have worked hard to improve standards in writing, and this is paying dividends. Since the 1997 SATs, standards have risen year on year, because of good basic skills teaching and planned initiatives to widen the range and purpose for writing. Pupils now are more confident when organising their thoughts and ideas into stories and when structuring non-fictional writing. This is evident in work in Year 5 and 6, when the benefits and disadvantages of watching television are argued clearly in discursive writing. Or in Year 1, when pupils share traditional stories and begin to write their own story beginnings. The school is now revising the curriculum and altering planning and teaching methods to improve standards in reading, particularly in the infants, where results have remained consistently low. The prospects for these improvements are positive.
100. The school works hard to provide the opportunity for all school groups to learn and work together successfully and is successful in this. Teachers plan consistently to meet the needs of the broad ability groups within their classes. In most year groups, work planned for pupils learning at a faster rate is enabling them to make good progress. However, targets set for pupils with special educational needs are not always specific enough to meet their individual needs. There is no marked difference between the learning of boys and girls and both are found in a similar range of ability groups in literacy. There are more boys than girls in junior classes and teachers ensure that both boys and girls ask and answer questions and are included in discussions. Pupils from minority ethnic groups make good progress with their work, because of regular targeted support, which is matched to their language and learning needs.
101. Teachers are using class lesson time well in the literacy hour, to teach the basic skills and to develop knowledge and understanding of words and sentences. This is reflected in a more consistent and correct use of punctuation, spelling and grammar in pupils' written work. As yet, other subjects, such as religious education, science and geography, are not used well enough to develop literacy skills and a wider range and purpose for writing. The school makes sound use of computers to develop skills with researching and recording information.
102. Throughout the school listening skills are good. Pupils listen carefully in lessons and so can follow instructions and join in appropriately with others. Work in small groups in Year 5 and 6 is an example, when pupils listen to each other's response as they explore clues from texts and identify the key features of myths. Younger pupils in Year 1 motivated by the use of an owl puppet, also listen intently, and make good progress as they learn about labels and captions in their environment.

103. Pupils' speaking skills are satisfactory. Teachers' good use of why and how questioning nurtures interest and enthusiasm. By Year 4, pupils are able to talk confidently to the whole class. They act as guest speakers and describe their hobbies and relate their experiences, such as swimming with dolphins, to the whole class. By the end of the junior classes, the majority of pupils are able to empathise, add to discussions and put forward their own point of view.
104. Despite pupils' obvious enjoyment of reading and keenness to read, standards in reading by the end of the infant classes have remained consistently low over time. Pupils achieving nearly average and lower levels with their reading use a limited range of reading skills to find out unknown words. Often words are recalled by sight and letters and their sounds are linked, but very few readers make good guesses at words by using the whole sentence for help. At times, pupils reaching nearly average attainment with their reading are asked to read too many books at a similar level. This in turn can affect progress and limits the challenge of exploring harder books. In literacy hour lessons, however, the choice and level of books is appropriate for pupils' needs.
105. Teachers in the juniors make good use of the analysis of reading test results to guide reading provision. This has helped highlight the need to develop skills with comprehension and reading with deeper meaning. By 11 years of age, more capable readers are reading in a mature way and making choices about genre and author. Michael Morpurgo is a great favourite. As one Year 6 pupil explains, *I like factual books and autobiographies and the Butterfly Lion is about something that really happened*. However, whilst readers reaching just average and below levels with their reading, can predict and recall events in stories, few begin to read between the lines and or read with deeper understanding.
106. The school library is in need of evaluation and has some older and less up-to-date books. In all year groups less capable readers are unsure of accessing books from the library and using the school's classification system for help.
107. Standards in writing are below average by the age of 7 years and broadly average by 11 years of age. An emphasis on providing a purpose for writing and a chance to experiment with different forms is helping to improve progress. Extra time for writing ensures that junior pupils, in particular, can think their ideas through as they write longer pieces of personal writing. The standard of work can be good, as a poem about a dog from a Year 4 pupil indicates. *So they bought you and kept you in a very good home; central heating, TV, a deep freeze. A very good home, but no one took you for that lovely, long run.*
108. Younger pupils in Year 1 are beginning to write sentences that make sense. This learning is built upon in Year 2, where there is a focus on improving basic skills and using a range of connectives to join sentences together. Pupils can retell traditional stories and with the help of effective modelling by teachers, begin to create interesting beginnings, middles and ends for stories by themselves. Handwriting and spelling skills are taught consistently throughout the school and standards of presentation are neat and tidy.
109. In literacy lessons pupils are keen to learn and well behaved. They concentrate well in lessons and so work at an efficient pace. By the end of the juniors, pupils show initiative as learners, and visit the local library and access information from the Internet to help with their learning.
110. Teaching is good in English and this is helping to improve progress. Work in literacy lessons is well planned by teachers and classroom assistants, who work hard as a team. Teachers have good subject knowledge and work is marked regularly and moves skills on. Lessons are well paced and in all year groups, teachers' good questioning skills open up discussion and learning. This means pupils are confident to contribute in lessons, because they feel their input is valued. Although analysis of national reading test results is used to help improve reading, teachers have a less clear picture of how individual readers read. Finer assessment would help to guide support and learning targets for pupils having difficulty with their reading in all age groups.
111. The two coordinators for English work very hard and have the expertise and subject knowledge to raise standards further. The structure and procedures used to improve writing will prove useful to develop reading. Whilst resources are appropriate for guided group reading, other reading resources, including the library as a learning resource, are in need of improvement.

MATHEMATICS

112. In 1997, inspectors judged that provision and standards in mathematics were broadly satisfactory in that attainment was average at the end of Years 2 and 6, pupils made sound progress and teaching quality was satisfactory. The picture of improvement since 1997 is positive, as strengths have been sustained and improvements have been made in several areas.
113. Results in the 2001 SATs were below average in Year 2 and well below average in Year 6. Analysis of the results and trends last year show that an above average proportion of pupils achieved level 3 in Year 2, but that the proportion achieving level 5 in Year 6 was below average. The mobility of pupils has profoundly affected standards in Year 6, as last year, three boys predicted to gain level 5 left the school before the end of Year 6 and the two pupils who joined the class late achieved below average standards. Pupils often leave the school in order to gain admittance to secondary schools in other parts of Derby and this year, six out of the ten pupils gaining level 3 in Year 2 have already left the school. The few newcomers to the same class, now Year 3, achieved at lower levels in the Year 2 SATs.
114. Evidence from the inspection, whether direct observation of lessons or the evaluation of pupils' past work points to improving standards. The school's numeracy strategy is having a good impact on standards and measures to boost standards in individual year groups are raising standards as planned. The current Year 6 is generally higher achieving than the same year group last year and there are fewer lower attaining pupils amongst Year 2. Standards in mathematics are often well below average when children start in the reception class. Some of these children start in January each year, which is quite late; this means that there is less time to build the necessary starting skills and knowledge. This work has to be extended into Year 1, with a knock-on effect on standards as measured against the requirements of the National Curriculum. By the age of seven, pupils achieve below average standards in mathematics, though this does mark good improvement from their starting point.
115. The overall jump in standards in junior classes is good, though this disguises some inconsistency. Progress is satisfactory in Year 3 but accelerates dramatically in Year 4, where particularly good teaching of mathematics is found. This calibre progress is sustained in the mixed age-group classes where Year 5 and 6 pupils learn. Because expectations are high in the final three years in school, pupils do well, progress is good and by the age of eleven, standards are average.
116. Boys have not been as successful in the Year 2 mathematics SATs as the girls, though they do better in the Year 6 tests. In lessons, inspectors found boys and girls to be equally well motivated and to be making similar, good progress. Pupils with special educational needs make steady progress in the acquisition of knowledge and skills, due largely to the good support provided by non teaching staff. However, their individual education plans for mathematics are over-general, which means the work is not always as well focused as it could be. The same weakness applies to planning work for middle attaining pupils. In the only unsatisfactory lesson observed, this was at the root of such pupils' failure to make enough progress in their mathematical learning. Pupils who speak English as an additional language make good progress in mathematics because their needs are met successfully by the specialist staff who support them.
117. Attainment is more or less consistent across all four strands of mathematics, with some good problem solving and investigation work done in Years 4 to 6. The speed of pupils' mental calculation could be faster and in general, little work is done against the clock. In addition, not enough chances are provided for pupils to sharpen their mathematical skills and knowledge in other subjects, though there is improving, and satisfactory, use of ICT to support the learning of mathematics.

118. Teaching quality is good. Teachers have good subject knowledge and confidence and, in the main, they pay good attention to the teaching of basic skills. There is good variety in the work and in the methods used and so learning is motivating and rewarding. Keys to the successes in mathematical learning are the high expectations held of the pupils and the very effective management of learning in lessons. Mathematics sessions are generally spirited, active and productive in teaching and learning. Pupils enjoy the subject and look forward to the next lesson. They work hard, concentrate well and complete their tasks in good time. Homework makes a good contribution to the development of skills and knowledge and most pupils look forward to completing it.
119. There are two related aspects of teaching and learning set for further improvement. The first concerns the identification of specific learning outcomes for each group of pupils. As outlined above, this affects middle and lower attaining pupils in particular, for higher attainers are well challenged in their mathematics. Higher attainers are not merely given more of the same or harder examples. They are challenged to think about how they learn mathematics and which methods are best suited to their own strengths. This results in some pretty powerful mathematical thinking in later years of the juniors.
120. The second aspect for improvement concerns the marking of pupils' work. This is completed conscientiously by staff but does not always identify ways to improve what has been completed or show how well pupils are meeting their individual targets. Generally, assessment in mathematics is thorough, with effective means of assessment in place throughout the school. Good analysis is made of SATs and other test results and the process of setting targets for the future has some strengths, chiefly in the incorporation of the value the school expects to add to pupils' attainment over the year. However, the targets based on the information gained from assessment are not yet checked systematically enough through the year and slippage may not be detected early enough.
121. The curriculum for mathematics is appropriate and incorporates good strategies for the teaching of numeracy. The development of mathematical skills and knowledge in other subjects could be stronger but ample time is devoted to the subject and it is resourced properly. The subject is well managed by two hard working and determined coordinators. There has been some direct monitoring of work, planning and lessons, though this could be enhanced. Mathematics has a good track record of improvement and the potential for this to be maintained in the future is equally good.

SCIENCE

122. In 2001 the SATs results at the end of Year 6 showed attainment to be well below average in relation both to schools nationally and to similar schools. Although attainment improved following the last inspection, there was a steady decline in the period between 1999 and 2001. There are signs that standards are improving in 2002 and teachers' records support this judgement. This is encouraging. Attainment for pupils at the end of Year 2, measured by teacher assessment, indicates that standards were very low in 2001. Talking to pupils and examining their work confirms that standards by the end of Year 2 are likely to be well below average, with only a very small number of pupils likely to achieve the challenging level 3. Standards in Year 6 are likely to approach the national average, although there are weaknesses in elements of the subject.
123. Pupils make steady, but not always sufficient, progress up to the age of seven. Pupils with special educational needs make similar progress to other pupils, but better progress when classroom assistants or support teachers help them. They understand that animals need food to sustain growth and that some foods are healthier than others. In Year 2 pupils have tested various materials for change. They know that materials often change when heated. They have melted ice in a kettle, changed it to water and then frozen the water again. They enjoyed this opportunity to investigate and worked co-operatively in groups to predict which changes could be reversed. They learn how plants grow, about the growth in humans and of genetic differences between people. They learn about safe and unsafe medicines. They know about forces. They make simple pictograms and bar graphs to convey information. A crucial

aspect for development, however, is the extensive use of worksheets to structure science lessons. This does not always challenge pupils or encourage the development of literacy skills. The other element which affects progress and the development of pupils as young scientists is the limited opportunity given to them to develop hypotheses and subsequently to devise and carry out experiments of their own. Investigations do happen, but they are often the same for all pupils and planned entirely by the teacher.

124. By the end of Year 6, pupils know about forces. They learn about magnetic force and surface friction. They measure floating forces and test the elasticity of rubber bands. They know about electrical circuits and complete circuit diagrams accurately. They understand that materials can affect the flow of electrical current and enjoyed experimenting with wires, batteries, bulbs and switches. They understand the effect of increasing the voltage level in a circuit or changing the thickness of the wire. In the first half of the current term, they learned about micro-organisms. They have an understanding of the conditions necessary for bacteria to grow and cause food to decay. In one lesson observed with the oldest pupils, they were revisiting previous work on the dissolving of solids in liquids and were planning an investigation, within clearly defined parameters, to investigate the presence of dissolved material in a liquid. This produced some interesting hypotheses about which of the liquids presented would have the greatest amount of material in suspension. The more articulate of the pupils demonstrated some knowledge of the necessity of controls within an experimental construct and understood the basic principles of fair testing.
125. There is evidence of satisfactory coverage of the attainment targets by the end of Year 6. However, as is the case in infant classes, pupils have too few opportunities to develop confidence and skills in hypothesising, setting up and running experiments and recording the results. While pupils in the current Year 6 have made satisfactory progress in their knowledge of scientific facts compared with their prior attainment, they lack skills in practical scientific activities and few, by Year 6, demonstrate that they are developing skills in independent learning. This partially arises from the relatively low amounts of time spent on the subject. Relatively few pupils appear to be working at the challenging level 5 in science. Pupils with special educational needs have full access to the curriculum, and their learning is enhanced by the in class support they receive from classroom assistants.
126. Teaching in more than half of the lessons seen was good, with one very good lesson. These lessons featured good questioning techniques that promoted pupils' thinking. This was seen in a lively Year 4 lesson where the teacher avoided the use of worksheets and was conducting a brisk practical session, used life-size body outlines to enable pupils to identify the key structure of bones in the body. The best lessons – and this was one – were invariably delivered at a brisk pace and often had a good focus on scientific vocabulary. This was a particular strength in a Year 4/5 lesson on friction, where the teaching was reinforcing learning from a previous year on pushes and pulls forces. A lesson in Year 4 on electricity included the use of a rich scientific vocabulary. However, the most significant area for development concerns the more consistent promotion of investigative approaches to science. Teachers' subject knowledge is satisfactory. Lessons are well planned and scientific vocabulary is developed well. Pupils are managed and organised well. They are usually set the same task and when different tasks are set they often reflect differences in levels of literacy rather than scientific challenge. Marking is satisfactory at best and does little to promote pupils' attitude and learning. The scrutiny of pupils' past work supports closely these judgements of teaching.
127. Pupils mostly co-operate well. They value each other's opinion and work with confidence. Teachers expect pupils to behave well and this encourages all pupils to co-operate and join in lessons. Pupils' attitudes to their learning are good. As a result, they respond well to the challenges set for them. However, a number are less enthusiastic about offering their ideas in lessons.
128. The subject is satisfactorily led by the co-ordinator. The scheme of work follows the most recent national guidance. Teachers assess pupils' learning at the end of topics or units of work. However, not enough emphasis is placed on assessing skills, knowledge and understanding to inform future planning. Test results are beginning to be used to determine subject strengths and weaknesses.
129. Some use is made of computers, although there is potential for further development. There are cross-curricular links with English and mathematics, although the widespread use of worksheets can constrain the development of pupils' literacy skills. Resources are good. The co-ordinator

has a good subject overview, but there is now a need to analyse the reasons why the development of investigative approaches to science, which has been a recent focus, has so far not produced stronger evidence of improvement. A review of curriculum time for science is also necessary. However, there is positive indication that the strengths of science will be built upon and there is good evidence of the shared commitment to improvement.

ART AND DESIGN

130. Pupils are generally enthusiastic about art and design and many say it is one of their favourite subjects. Staff work hard to promote this enjoyment and appreciation of art. They also show children that their artistic endeavors are valued by the attractive way they display their artwork.
131. Due to the timetable arrangement only two art and design lessons were observed during the inspection. It is therefore not possible to make a judgement about the overall quality of teaching. However, discussion with pupils and staff, together with the work samples indicate that by the end of Year 2 and the end of Year 6 the majority of pupils will achieve similar levels to most pupils of their age. All pupils, including pupils with special educational needs and those who do not speak English at home, make satisfactory progress.
132. There have been some improvements since the previous inspection. The school has recently adopted the QCA (qualifications and curriculum authority) scheme. There is a coherent programme for art and design, which ensures progress in skills and knowledge. At the time of the previous inspection pupils did not have sufficient time to explain what they thought and felt about works of art. This issue has been addressed and pupils are confident to explain some of the artists they have studied and to comment on aspects of their work. For example Year 2 pupils have a good knowledge of the life and work of Van Gogh and Year 6 pupils can explain how they use colour washes, acrylic paints, and shading to create effects of mood and tone.
133. Teachers planning shows that the agreed programme is being followed, with some opportunities for pupils to practise art and design skills in other subjects. There are some difficulties with coverage for mixed age classes that the school has addressed through the use of a 2-year cycle.
134. Work samples show that by the end of Year 2 pupils learn an appropriate range of skills and techniques, including self-portraits, paintings, printing, patterns, pastel work and some collage work. In aspects such as observational drawing and self-portraits many children achieve higher than might be expected. There are some imaginative and lively paintings of animal and flowers, which show good use of colour. The use of a digital camera for self-photos has helped pupils produce self-portraits with good levels of detail. The use of mixed paints to indicate skin tones also adds to the pupils developing appreciation of themselves and others.
135. There is no water in Year 1 and Year 2 but the teachers overcome this by rotating groups in a communal wet area. Pupils are well supported during these session by a classroom assistant who clearly enjoys art. Children discuss their techniques and reflect on their work. This contributes significantly to the pupils' standards and appreciation of each other's work. Occasionally however, children are over directed. Generally pupils handle equipment sensibly and with confidence and have pride in their finished work.
136. In an effective Year 1 lesson, good teaching produced some high standards as pupils worked on shade and texture. The teacher's use of questions together with helpful reminders to *draw only what you see* motivated the pupils well. They were really interested in each others work and some explained clearly how they achieved a fur effect on their teddy bear drawings.
137. Work samples show that by the end of Year 6 pupils build appropriate skills in the use of materials, tools and techniques They show satisfactory skills when producing self portraits, paintings, block printing, abstract patterns, pastel, charcoal, and acrylic work. They study the style of French, Indian and Japanese artists and use these effectively to develop their own artwork in such styles. There is less evidence of three-dimensional work, and techniques such as batik, tie-dye and collage. Some pupils achieve higher than might be expected in observational drawing. From discussion pupils have an appropriate

understanding of how to create effects of light and dark, shade and tone, with a good understanding of colour mixing. The work of older pupils while generally satisfactory shows less depth and attention to detail than the work of younger pupils. Some classes use sketchbooks but this is in its early stages. In a mixed Year 4/ 5 lesson the class teacher gave useful ongoing feedback to encourage high standards and attention to detail.

138. The co-ordination of art and design is satisfactory. However, the two co-ordinators do not monitor teaching and learning. They are building up a useful portfolio of work, which shows skills progression. Resources are generally good. Picture packs contribute to the pupils' appreciation of artists from around the world. The school makes efforts to enrich the art programme through the use of a popular art club. Each year group has a ten-week block and the current club has 14 pupils with equal number of boys and girls. Generally the art and design curriculum makes a good contribution to pupils' cultural development; although at present pupils do not have opportunities to visit art galleries. There is limited evidence of using computer programs or the Internet consistently to generate ideas for artwork or to learn more about art and artists.

DESIGN AND TECHNOLOGY

139. There have been some improvements since the previous inspection. The school has recently adopted the nationally recommended scheme of work. The school has changed the way design and technology is delivered and it is now taught as a separate subject. At the time of the previous inspection there were some opportunities missed for pupils to evaluate and improve their work. The school has addressed this issue by putting in place useful, standardised evaluation sheets with specific questions linked to each topic. In Years 1 and 2 pupils record the new things they have learnt and can comment on what they could have done better. Older pupils can describe appropriately, changes in the original design, and record their own ideas for changing or improving either the design or the making.
140. Discussion with pupils and staff, together with examples of work displayed from the autumn term indicates work undertaken so far is of a similar standard to that achieved by most pupils of their age. Year 6 pupils talk enthusiastically about their design and technology work and use the correct terms. For example, they can explain the process of making musical instruments, including an awareness of the need to modify and evaluate their design specifications. They can explain appropriately how they made card stiffer when designing hats and how to join objects together when making musical instruments and robots.
141. Examples from the autumn term show that pupils in Years 1 and 2 have had an appropriate range of experiences. They have designed simple pop up cards, made moving figures using lolly sticks and made vehicles move, using cogs and wheels. They have made houses, with windows and doors that open and close, choosing suitable materials. They have designed and made healthy food products, including fruit salads and sandwiches. Items on display show appropriate care and attention to detail.
142. Examples from autumn term show that pupils in Years 3 to 6 have undertaken the design activity planned. Year 3 have made pizza boxes using pre-drawn templates. Year 4 pupils have made pop up books, with moveable parts and designed their own wrapping paper. Years 5/6 have designed purses, hats and robots. Many items show imagination, good attention to detail and pride in the finished product, for example the Harry Potter sorting hat. Each year, older pupils in Years 5 and 6 also have their design curriculum enriched by a mini business enterprise project. This helps to bring the subject to life as pupils have to use their design skills to devise a game, build it, resource it, advertise it and run it at a profit.
143. The gap in the pupils' experience is in control technology. While a program is available, the pupils do not have the necessary computer skills for the activity planned. Throughout the school pupils do not use computers on a regular basis to fully support their design work. This has been identified by the co-ordinator in her action plan as a priority to address.
144. There are some difficulties with coverage that the school has to overcome especially for Year 5 pupils who are taught with both Year 4 and Year 6 pupils. The school has addressed this by using a 2-year cycle. The design and technology programme has sound links with other subjects such as health education, music, art and design and English. The curriculum makes a good contribution to pupils' social

skills as they design work collaboratively in small groups and also work independently on their own designs.

145. The co-ordination of design and technology while satisfactory needs to be further developed, as the co-ordinator does not monitor teaching and learning. The co-ordinator has produced a useful set of examples and templates to illustrate methods of joining and supports staff informally through discussion. Resources are satisfactory. The co-ordinator has an appropriate action plan which has identified the need to review the balance of materials, components, tools and techniques after the revised curriculum has been in place for a full year.

GEOGRAPHY

146. At the last inspection, standards were considered to be in line with national expectations in both Years 2 and 6. Pupils made good progress through the school. Their understanding of geographical concepts by the age of seven was satisfactory. They had a good awareness of environmental issues, local area work was good and map work skills were taught well. Information and communications technology was well integrated in the teaching. Since that time, progress has been satisfactory overall.
147. On the evidence available, pupils make steady progress and are achieving standards in line with what is expected in Year 2. Some pupils can recognise the larger countries of the world on a map. They have studied the world map, and identified places visited by Barnaby Bear. They have looked at maps of the United Kingdom and then of their immediate area. They have identified key features in their surroundings and have written to Barnaby Bear to tell him why their area is special. They have prepared simple plans of their bedroom. In Year 2, when Barnaby visits Brittany, they learn about what he might take, how he would travel and the type of shops he might find in another country. Formal written work is limited in extent because much of the work is oral, given the limited curriculum time available.
148. In Years 3 to 6, the written work indicates that the standards pupils are achieving by Year 6 are average. Average knowledge and skills are developed as pupils learn about the weather in Year 3, maps and settlements in Year 4, rivers in Year 5 and water in Year 6. In all year groups, there is a common weakness in the over-reliance on worksheets to structure pupils' learning and gives pupils little opportunity for independent writing. It also constrains the depth to which the units of work are covered. However, there is added value for pupils in opportunities to extend their experience through visits. Teachers use structured fieldwork well to support children's learning, mainly through the annual school journey for the oldest pupils, village study days for pupils in Years 3 and 5/6, and a Skegness visit for Year 2. Pupils with special educational needs and those with English as an additional language make similar progress to the others. Overall, pupils' geographical skills are satisfactorily developed in the units covered.
149. Teaching was at least satisfactory at the last inspection and was good in the one lesson observed in Infant classes in the current inspection. No teaching was observed in Years 3 to 6. Teachers have satisfactory expectations for learning and behaviour and as a result pupils have positive attitudes to learning. However, as shown in the scrutiny of work, there are missed opportunities to promote literacy skills through geography and this is a weakness. One positive example was in Year 5/6 where the pupils were writing letters to local dignitaries, to protest against a local planning decision.
150. Assessment procedures are unsatisfactory, with no structures in place. There is a geography policy and a clear framework for medium term planning. Resources for teaching geography are good. Limited use is made of ICT in Year 3 where pupils research weather symbols. The subject is managed and led soundly, though there are no opportunities for the direct monitoring of teaching and learning in lessons.

HISTORY

151. Standards in history by 7 and 11 years of age are similar to those found nationally. There is steady progress in learning, because teachers plan lessons well and have a good understanding of the subject they teach. Present inspection findings reflect judgements in the last inspection, when teaching and learning was sound.

152. In the infants, pupils have a growing awareness of the passing of time. They observe changes in their environment, as they study old and new buildings and create simple time-lines, by sequencing toys in order of age. Pupils in Year 2 are interested in famous people from the past, such as Guy Fawkes and write simple accounts of the Gunpowder Plot. They bring this learning to life by using evidence from photographs and drawings to help make models of the Houses of Parliament. Effective learning is also linked to developing understanding about important dates, such as Remembrance Sunday, and the meaning that lies behind the symbol of the poppy. By the end of the infants pupils refer to in *the past*, and long *ago*, indicating their growing understanding of chronology.
153. In the juniors, pupils study different periods of time in greater depth and begin to recall specific dates and events in British and world history. This is evident in Year 3, when pupils explore the reasons for Roman and Anglo Saxon invasions of Britain and the changes this brought about. Further work, related to the study of more recent British history, uses the music of the Beatles as a pathway for study. Pupils make comparisons about now and then and devise questionnaires to find first-hand evidence to support their judgements. In all year groups effective teaching opens up discussion in history lessons. Considering the role of women in Ancient Greek society or empathising with the plight of child labour in Victorian times, are good examples, when pupils draw from their own historical research to give their point of view.
154. Pupils work hard in history lessons and enjoy their learning. Their good social skills and behaviour means that lessons can move on at a pace and resources are shared amicably. For instance, when sharing access to the computer to research information about life in Athens and Sparta. Pupils with special educational needs make steady progress in lessons, because of the help of extra adult support. Pupils from ethnic minorities speak and write English confidently and also achieve steady progress. There are far more girls than boys in each class in the juniors and so teachers ensure that boys as well as girls are chosen to answer questions and are included in discussions. There is no marked difference between the learning of boys and girls.
155. Teaching is sound overall, but there are pockets of good teaching. Teachers have good subject knowledge and often their own enthusiasm and deeper understanding of the subject enlivens learning. Whilst some topics of study such as the Victorians, are effectively resourced, few artefacts and resources were used in the lessons observed during the inspection. Whilst teachers plan lessons with clear historical content, the range of personal writing in history can be limited by the use of worksheets. In the upper juniors, good use is made of homework to encourage independence and width in learning. Assessment of pupils' work is linked to achievement of targets set in national guidelines for history.
156. The subject is managed soundly, though there has been little direct monitoring of teaching and learning. Resources are being built up for certain topics but in general the range and quantity needs improving.

INFORMATION AND COMMUNICATION TECHNOLOGY

157. The school has maintained the strengths in ICT identified at the previous inspection, particularly the level of resourcing, which is of very good quality. It has also resolved fully the key issue identified in 1997 concerning the teaching of all aspects of the subject to ensure that pupils developed all the necessary skills and knowledge. Improvement in the subject has been good over the past four years.
158. Standards are average by the end of Years 2 and 6. Pupils develop skills and knowledge well from a low starting level in reception. Pupils in infant classes develop good confidence levels in handling the computer. They know how to load files when using a range of software, enter data or text, save and print it. Some Year 2 pupils are developing good skills in the subsequent editing of text. In one Year 2 lesson, pupils successfully began using the spell checker to assist the correcting of work. They then investigated how to enlarge and move text in order to present it better. There was considerable astonishment at the speed and power of the computer when making such changes, especially when pupils chose font size 72 to display their labels! In this work there was considerable evidence of above average attainment.

159. The same holds true of junior classes. In some of the work observed in lessons and on display around the school, there is more evidence of above average standards, particularly in data processing. Overall, standards are average by the age of eleven across all strands of the subject, including the use of computers to control and monitor processes and machines. Pupils acquire skills and knowledge at good rates and become competent users of ICT. They know how to compile data using manual and computer based methods and can explain the advantages and disadvantages of each. In their work on branching data bases in an excellent lesson, Year 4 pupils showed that they were aware of the need to phrase questions carefully to distinguish between musical instruments with different characteristics. All the pupils compiled a tree that allowed the sorting of instruments into families and the separating out of instruments with more similarities than differences. Year 6 pupils use the programming language Logo successfully to find efficient ways of drawing squares. The higher attaining pupils then replicated these in symmetrical arrangements by using a nested repeat command, although lower attaining pupils only managed to build asymmetrical patterns one square at a time.
160. The quality of teaching and learning in ICT is good. Teachers have improved their subject knowledge well since the previous inspection. During the current inspection they were seen to be developing good methods with the new interactive white board². Both teachers and staff were enjoying investigating the power of this resource and teachers put it to good use in helping pupils practice and refine their skills. ICT lessons are generally well paced, the resources are used effectively and there is good focus on the development of basic skills. There is some good use of ICT to sharpen skills in mathematics and English, though computers are not used consistently to develop knowledge and skills in other subjects. The use of computers in classrooms is restricted, though the computer suite is used very successfully as a resource for learning.
161. Pupils enjoy their work in ICT; they listen carefully, concentrate well and show good levels of co-operation in the work. Because of the way the work is organised, and also due to the good expectations held by teachers, pupils are given good opportunities to work independently and responsibly. On several occasions, pupils were observed to assist each other in learning and in some cases, pupils sought help from other pupils or showed others how to resolve a problem. Pupils are gaining useful skills in research through the use of the Internet and CD ROM and this is benefiting learning throughout the curriculum. Behaviour and relationships in ICT lessons are both good.
162. The subject is managed well. The coordinator is aware of the need to establish a consistent means of assessing the development of skills and knowledge and is ready for the challenge that more involvement in the direct monitoring of standards, teaching and the curriculum will bring. However, the potential for future improvement to these things is good. The school has very good facilities for ICT, including a well resourced computer suite. These are increasingly well-used to improve pupils' progress and the standards achieved.

MUSIC

163. At the last inspection, standards in music were satisfactory, with composition skills developing well and particular strengths in singing. The quality of teaching was usually good. At that time, the school had the benefit of several competent musicians on the staff. It is not possible, at present, to make a judgement on the standards achieved either by the age of seven or eleven as most class music is taught on Friday when inspectors were not present. As a result, only two lessons were observed, and neither of these was in Years 2 or 6. However, the quality of singing across the school is good.
164. One lesson each was observed in the infants and juniors. In a good Year 1 lesson, pupils were developing a percussion accompaniment to the story *we're going on a bear-hunt!* A wide variety of untuned percussion instruments were available and pupils clearly enjoyed experimenting with these. The teacher guided pupils to test instruments so that they could decide which sounds were most suitable for

² This is a whiteboard that is linked to a computer-controlled projector. A large scale image of the computer screen is projected. The teacher or the pupil uses their finger to make choices or to select text, much as they would do with a mouse.

their story. Pupils demonstrated a good sense of rhythm as they prepared for their final performance. The lesson was well managed, providing opportunities for all pupils to be involved and to develop their skills in composition.

165. In a very successful Year 4 lesson, taught by the co-ordinator of music, there was a strong focus on the elements of music, particularly rhythm. Pupils had the interesting challenge of producing as wide a range of sounds as they could from a piece of paper. Having provided time for pupils to experiment, the teacher drew them back to the theme, and moved on to investigate methods of recording the sound made by their instruments. For example: the teacher asked *what symbol might reflect a short three-fingered tap on a vertical sheet of paper?* Eventually, the pupils moved on to replicate a rhythmic pattern using the sounds they had developed. A final performance, to a given rhythm on a backing track, was recorded so that pupils could begin to evaluate the effectiveness of their work. A particular strength of this lesson was the very good rapport between the teacher and pupils and the good subject knowledge of the teacher. These factors underpinned the good learning evident in the lesson.
166. At this stage, pupils are achieving well in line with what is expected. No evidence was available as to how well the oldest pupils achieve, although they have the benefit of being taught by a specialist teacher. Across the school, pupils have good opportunities for composition activities and they listen to a wide range of music regularly, particularly during the daily assemblies.
167. On the evidence available, the quality of teaching and learning is at least satisfactory across the school. The subject knowledge of the teachers observed is satisfactory overall and where taught by specialist teachers it is good. This enables them to teach basic musical skills and knowledge soundly, whilst providing challenge for pupils' creative abilities. All staff are now following a school-developed scheme for music, which is aligned to the national guidance, but reflects the capabilities of the class teachers. This provides a clear theme for each term. There are regular opportunities for progression of composition skills as pupils get older. Some use is made of information technology to support pupils' learning. There is a focus on the development of correct musical vocabulary throughout the school.
168. The co-ordinator provides a clear educational direction for music. She monitors teachers' planning, and provides them with support when necessary, though there has been no direct monitoring of music in other classes. There are no short-term assessment procedures and this is an area for development. Recorder lessons are provided, taken by a parent-governor and these are supported by around thirty children. The school choir, building on the strengths in singing evident in assemblies and around the school, meets regularly, although boys are significantly underrepresented in its ranks. Overall, there are clear signs that music is in good heart in the school.

PHYSICAL EDUCATION

169. When the school was inspected in 1997, standards in PE were average, progress was satisfactory and pupils were taught soundly. Good improvement has been made to the subject and today, teaching and progress are good and there are strengths in standards in some aspects of the subject.
170. The curriculum for PE covers all the necessary strands. Because of the time of year, lessons were observed only in gymnastics and dance during the inspection, but curriculum planning and the school's records show that swimming, athletics, games and outdoor pursuits are taught as required by the National Curriculum. Standards in gymnastics are above average by the age of eleven. They are average in dance, but below average in swimming. The assessments of swimming skills made by the school show about half of the Year 4 pupils achieve the desirable length of 25 metres by the time their course of instruction finishes. Because few pupils attend swimming sessions outside school, this is also the level of accomplishment when pupils leave school at the end of Year 6. School managers took a specific decision to provide swimming tuition in Year 4, so that pupils had the chance to reach the desirable level of proficiency as early as practicable. The proportion of pupils able to swim 25 metres is, however, less than that found in most primary schools.

171. Country dancing is enjoyed by Year 4 pupils and in a good lesson observed during the inspection, skills and knowledge were being suitably developed. Few pupils have much prior experience of any form of dance and several pupils showed that the memorising of the dance steps was challenging. However, they achieved average levels of skill during the lesson and anticipated their next lesson with joy.
172. In gymnastics, standards are above average by the time pupils leave school. This shows good progress is made from Year 1 onwards, as at that time, skills and knowledge in this aspect are fairly basic. Infant pupils learn how to move and balance with increasing confidence and awareness of the limitations imposed by their own body and the space about them. They scale apparatus with confidence and begin to sequence movements soundly. Standards are average in gymnastics by the age of seven.
173. Junior pupils polish and refine their movement skills well. There is good translation of movement sequences developed in floor work to that on apparatus. Demonstrations are used well in the main to encourage more fluent sequences and the development of poise. There are sometimes missed opportunities for pupils to evaluate their own work. Instead, some teachers tend to do this for the pupils. Since demonstration and teacher led evaluation are regular features of lessons, it would take little effort to turn the responsibility for evaluation over to the pupils.
174. The quality of teaching of PE is good. Staff have good subject knowledge and teach the subject with confidence. Support staff take a good role in the development of skills with the pupils they work with. The pace of lessons is good, there is full attention paid to safety and pupils are well organised and very well managed. In return, pupils respond well to the opportunities to learn more about the subject. They work energetically, but in a controlled way in lessons and enthusiasm is very evident. There are good levels of concentration, skills are built at a good rate and pupils try hard to improve their work.
175. The management of PE is effective. There is little monitoring of any form of standards, progress and teaching and assessment of skills is a weakness. Nonetheless, the subject has been improved well since the previous inspection, it is resourced properly and the accommodation is spacious enough, both indoors and out. There is good potential for further improvement in the future.

RELIGIOUS EDUCATION

176. Provision for religious education has been sustained at the satisfactory level found at the previous inspection. There have been some improvements including the updating of the policy and training sessions have been held based on the local authority agreed syllabus. These have both had a positive effect on the quality of provision in the subject.
177. Discussion with pupils and staff, together with samples of books from the autumn term indicates work undertaken is average. Only one lesson took place during the inspection week. In this mixed Year 4/5 class the teaching was good. Pupils made good progress because the teacher used questions and resources effectively to extend pupils understanding of the significance of rituals and symbolism, both for religious and cultural purposes.
178. Pupils' workbooks show that by Year 2 pupils have experienced a range of religious and Bible stories such as, Noah's Ark and Rama and Sita. They have learnt about different festivals, including Harvest, Diwali, Christmas and the creation story. Pupils have considered the importance to different religions of prayer and holy books. They have some understanding that different religions have celebrations where people might wear special clothes, make special food and use holy objects. In all, standards in the infant classes are average.
179. Pupils' folders show that by Year 6 pupils have average knowledge of the major religions, based on some in-depth work of each of the different religions studied. Discussion with pupils in Years

4, 5 and 6 illustrate that that most have retained their factual knowledge and older pupils can make some comparisons between customs and beliefs of different religions. They can explain with interest and accuracy the basic requirements of belonging to the Sikh, Muslim or Christian faith. Pupils generally have positive attitudes to different religions and use correct religious terms. The school has an inclusive approach to all faiths and uses opportunities such as assemblies to further pupils' knowledge of faiths and festivals. For example older pupils discuss their own religious practices, such as fasting during Ramadan. Pupils' moral and social development is well fostered in their RE work.

180. While the work of the pupils is generally neat, there is an over reliance on worksheets, which means that more able children are not always fully extended. While marking is generally positive, comments are not detailed enough to help pupils improve their work. There is little evidence of using the Internet or CD-ROM regularly for research purposes.
181. Some classes have religious corners and the attractive displays and messages in the hall shows that different religions are valued. The syllabus makes a good contribution to pupils' spiritual, moral and cultural understanding. For example older and younger pupils are taught to respect people, animals, and the environment. There are good links between religious education and the schools programme for personal, social, and community education.
182. The co-ordination of religious education is satisfactory. The co-ordinator has had responsibility for her subject for just over a year and has a clear understanding of how to take the subject forward. She monitors the planning, and has led training sessions and updated the school's policy statement. However she does not have the opportunity to monitor teaching and learning which limits her ability to identify what needs to happen to extend the pupils' learning. The co-ordinator's action plan has identified the need to increase these resources to match each major religion and to further extend the pupils' first hand learning through trips to different places of worship.