

INSPECTION REPORT

SPRINGFIELD JUNIOR SCHOOL

Swadlincote

LEA area: Derbyshire

Unique reference number: 112633

Headteacher: Mrs Lana Coy

Reporting inspector: Miss Fiona Robinson
22182

Dates of inspection: 4th - 8th February 2002

Inspection number: 194986

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 School
School category:	Community
Age range of pupils:	7 - 11
Gender of pupils:	Mixed
School address:	Springfield Road Swadlincote Derbyshire
Postcode:	DE11 0BU
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Joan Lane
Date of previous inspection:	May 1997

INFORMATION ABOUT THE INSPECTION TEAM

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22182	Fiona Robinson	Registered inspector	English Art and Design Music	What sort of school is it? The school's results and pupils' achievements. How well are pupils taught? How well is the school led and managed? What should the school do to improve further? School data and indicators
3129	Kevern Oliver	Lay inspector		Pupils' attitudes, values and personal development How well does the school work in partnership with parents? How well does the school care for its pupils?
13395	Joanna Illingworth	Lay inspector		Supporting - How well does the school care for its pupils?
27592	Barry Duckett	Team inspector	Mathematics Information and communication technology Design and technology	
20007	Trevor Neat	Team inspector	Physical education Religious education Science	
2911	Eric Stead	Team inspector	History Geography	How good are the curricular and other opportunities offered to pupils?

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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?	14
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	16
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	18
HOW WELL IS THE SCHOOL LED AND MANAGED?	19
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	21
SPECIAL EDUCATIONAL NEEDS	21
PART C: SCHOOL DATA AND INDICATORS	23
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	27

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Springfield Junior School is situated in Swadlincote, located in South Derbyshire. Most pupils who attend the school live in the surrounding area, an ex-mining area of mixed housing. The school provides for children with moderate and profound learning disabilities in the South Derbyshire area and has 43.4 percent of its pupils on the special educational needs register, which is well above the national average. Thirty-eight pupils have statements of special educational needs, which is a high proportion. The nature of the special educational needs include pupils with moderate and severe learning difficulties, profound multiple, emotional and behavioural difficulties. It has 257 pupils on roll, of whom 146 are boys and 111 are girls, aged between seven and eleven years. The percentage of pupils eligible for free school meals is broadly in line with the national average. The proportion of pupils speaking English as an additional language is very low and all of these pupils are confident and competent speakers and writers.

HOW GOOD THE SCHOOL IS

Springfield Junior School is an effective school. It has a strong and influential headteacher and everyone connected with the school works together very well. The team spirit is strong and this underpins the good improvements that are being made. By the age of eleven pupils' standards are below average in English and mathematics. They are average in science. Teaching is good and this is why all pupils especially those with special educational needs are achieving higher standards than they were at the time of the previous inspection in May 1997. All the pupils at Springfield Junior School are fully included in every aspect of the day-to-day life of the school. Pupils are very well prepared for future citizenship because of the very good attention given to their spiritual, moral, social and cultural development. The school promotes very good links with parents, who play an important role in supporting their children's education. The school gives good value for money.

What the school does well

- The school is well led and managed by the headteacher and her senior staff.
- The provision for pupils with special educational needs is excellent and promotes very positive attitudes to learning.
- The quality of teaching is good. Teachers work in close partnership with support staff to raise standards and support the pupils well in their learning.
- The provision for pupils' spiritual, moral, social and cultural development is very good and underpins the very positive ethos of the school.
- There is a very effective partnership with parents, the community and other educational institutions.

What could be improved

- Standards are below average for the eleven-year-olds in English and mathematics.
- Standards are well below average in design and technology.
- Design and technology, history and geography do not have a balanced share of curriculum time because of the way that the topic cycle is organised and the classes are structured.
- Standards achieved by the higher attaining pupils are too low in science.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has improved well since the last inspection in May 1997. It has addressed all of the weaknesses identified then. The new headteacher provides strong leadership, and significantly more pupils are now achieving average standards in their work. The provision for pupils with special educational needs is excellent. They are well supported and make very good progress. The quality of teaching has improved, especially in literacy and numeracy. Planning has improved in English, mathematics and information and communication technology (ICT),

which is having a positive impact on pupils' learning. Schemes of work have been completed in most areas and there is a rich and varied curriculum in place in all areas except for design and technology (DT). Very good systems have been developed so that pupils' progress can be accurately monitored and recorded. The school has identified the need to challenge the higher attaining pupils and is in a strong position to tackle its priorities 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.

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

Key

well above average A

above average B

Average C

below average D

well below average E

In the 2001 Year 6 National Curriculum tests, standards were well below average in English, mathematics and science. In comparison with pupils from similar schools¹, results were well below average in each of these areas. The reason for this is the very high percentage of pupils with special educational needs in the year group – about 50 per cent. The school worked hard to meet its targets in English and mathematics, which were very challenging and were not met. The current targets are challenging and achievable and the school is on course to meet them. Standards in the school have improved steadily in line with the national trend since 1997. Pupils enter the school with well below average attainment. They make at least satisfactory progress throughout the school with some good progress in Year 6. Pupils with special educational needs make very good progress in relation to their prior attainment.

Currently, standards in Year 6 are below average in English and mathematics and about average in science. Over time there have been steady improvements in all subject areas except for DT where standards are well below average because teaching is less secure and the resources are unsatisfactory. Eleven-year-olds are achieving above average standards in art and design and music, average standards in religious education (RE), physical education (PE), geography and history, and below average standards in ICT. However, improvements are just starting to show through since the opening and use of the new computer suite, but it is early days. Across the school there is little difference in the attainment of boys and girls. Pupils with special educational needs make very good progress. Those who speak English as an additional language make satisfactory or better progress, like their classmates

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. All pupils have a very positive attitude to school and to their work, which they undertake with great enthusiasm.
Behaviour, in and out of classrooms	Very good. Pupils' behaviour in all areas of the school is very good. During the last school year, there were six fixed period exclusions involving two pupils.
Personal development and relationships	Very good. Boys and girls are keen to help. They are careful with their own and each other's belongings. Relationships are very good.
Attendance	Satisfactory. The school works very hard, and is successful, in its efforts to

¹ Schools with the same proportions of pupils known to be entitled to free school meals.

	promote attendance.
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The pupils' very good behaviour and their very positive attitudes help them to learn well.

TEACHING AND LEARNING

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

Teaching is improving all the time and is better than it was at the last inspection. Good teaching is helping standards to rise as well as supporting the pupils' very good attitudes and behaviour throughout the school. More than half the lessons were good or better, with nine lessons being very good or excellent and one lesson being unsatisfactory. This happened because the higher attaining pupils were not challenged by their work. Pupils are taught basic skills well, and their teachers have a good knowledge and understanding of the National Literacy and Numeracy Strategies. This helps the pupils to make good progress. Pupils with special educational needs are very well supported in their learning and they make very good progress because their work is pitched at the right levels for them. Pupils who speak English as an additional language are taught as well as their classmates. However, design and technology is not taught sufficiently well, especially where teachers' subject knowledge and understanding are not secure.

There are a number of strengths in the teaching. Planning is good with clear lesson objectives that are effectively shared with pupils enabling them to gain a good knowledge of their own learning. Pupils are well motivated to achieve their learning targets and teachers use effective opportunities to focus, check and extend pupils' thinking. Pupils are well organised and managed, with very positive relationships and systems for managing behaviour. These strengths result in pupils concentrating very well and working hard. Most teachers are skilled at using the best methods to help different groups of pupils to learn effectively and this works well in most areas of the curriculum except for science. Day-to-day assessment is most effective in the main subjects where teachers successfully use assessment information to plan the next stages in learning. Assessment arrangements are not securely in place in DT and are at an early stage in ICT. Homework is used effectively to support pupils' learning especially in literacy and numeracy.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The curriculum is broad and relevant. The balance of time in DT, history and geography is currently under review. A good range of out of school activities, clubs and visits, including residential ones, successfully enriches the day-to-day curriculum. These extend the pupils' experiences very well.
Provision for pupils with special educational needs	Excellent. These pupils are supported very well and they work very hard. They are fully included in every aspect of school life and make very good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Pupils get on well together and they help and support each other very well. They are aware of the wonderful world about them. They have a very good understanding of right and wrong.
Provision for pupils with English as an additional language	Very good. The school makes very good provision for these pupils and they are fully involved in every aspect of school life, making good progress.
How well the school cares	Good. Staff know the pupils very well and they take good care of them. Pupils' personal development is monitored very carefully. The school has not fully

for its pupils	implemented assessment procedures in science.
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Parents are encouraged to help in the school and at home and this partnership has a positive effect on the pupils' learning. They are well satisfied with what the school offers.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides clear, strong educational direction for the school. There is a very good team spirit and everyone connected with the school works together very effectively to guide the school forward. Some subject co-ordinators do not have enough opportunities to monitor teaching and learning.
How well the governors fulfil their responsibilities	Good. The governors have a wide range of experience, and they are supportive of the school in many ways. They have a clear understanding of what is best for the school if it is to continue moving forward successfully.
The school's evaluation of its performance	Good. The school's evaluation of its own performance is used well to guide future planning. Target setting and tracking of pupils' individual progress is carefully carried out in English and mathematics.
The strategic use of resources	Good. All additional funds are well managed to promote learning and improve standards.

The school is well staffed with teachers and very good support staff. The accommodation is a stimulating and bright learning environment. Learning resources are satisfactory except in DT. Funds are well managed, and governors are aware of the importance of making the necessary comparisons to ensure that the school is competitive.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> The school expects children to work hard and to achieve their best. It is easy to approach the school with questions and problems. The quality of teaching. Pupils make good progress. Children like school. 	<ul style="list-style-type: none"> The range of activities outside lessons. The amount of work the children do at home. Information concerning their children's progress.

The inspection evidence supports the positive views of parents. The inspectors found that the school provides a good range of activities outside lessons. They consider that the parents are kept well informed of their children's progress. Inspectors are satisfied with the amount of work children do at home.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Good progress has been made since the last inspection. Significantly more pupils are now achieving average standards, both in the national tests and their classwork. There are significant gains in the pupils' attainment year-on-year and there is an upward trend in pupils' performance over time. There are a very high proportions of pupils with special educational needs in each year group. The school is the main provision for pupils with special educational needs in the South Derbyshire area and provides excellently for pupils with moderate and profound learning difficulties. They are fully included in every aspect of the school's life and make very good progress in relation to their prior attainment. The school's targets for attainment are increasing each year and the current targets are challenging and achievable for Springfield Junior School. The current task for the school is to identify and promote the attainment of the higher attaining pupils. Standards were lower in the past, with no formal identification of the higher attaining pupils. Good teaching, and the formal identification of these pupils, is now enabling them to achieve as well as they can in all areas except for science.
2. In the 2001 Year 6 National Curriculum tests, standards were well below average in English, mathematics and science. In comparison with pupils from similar schools, results were well below average in English, mathematics and science. This was because there was a very high number of pupils' with special educational needs in this year group. The school does especially well with pupils who have not succeeded in a number of other schools. These pupils achieve well in relation to their prior attainment. The school is working hard to meet its suitably challenging targets in English and mathematics, with some success.
3. Inspection findings show that in the main subjects of English and mathematics, attainment is below average by the age of eleven. It is average in science. Throughout the school pupils are making significant gains in their learning due to some good teaching and well-organised group work that is matched well to their ability in English and mathematics. There is a lack of challenge in the science planning and the needs of the higher attaining pupils are not met well enough in science. This limits the standards they can achieve. Pupils with special educational needs make very good progress in relation to their prior attainment, and this is due to work being pitched at the right levels for them.
4. Pupils attain standards in line with those set out in the locally agreed syllabus for religious education. Pupils make satisfactory progress in RE including those with special educational needs. Pupils in Year 6 show a developing understanding of religious beliefs in making choices and reflect on their own feelings and experiences.
5. Standards in ICT are below average overall, but they are just starting to improve now that the new ICT suite is in use. The eleven-year-olds are making satisfactory progress, and the other pupils are now progressing satisfactorily. Standards are above average by the age of eleven in art and design and music. They are average in PE, geography and history, and are well below average in DT. This is because teaching, learning and planning fall short of expectations. The school is working hard to raise standards in English and mathematics, with some success and is now giving more rigorous attention to raising the achievement of all pupils. Successful strategies are in place to tackle the performance of both boys and girls across the main subjects, with more rigorous attention being paid to assessments. Progress is satisfactory overall, and is often good throughout the entire school. Pupils who speak English as an additional language make the same progress as their classmates. There is excellent provision for pupils with special educational needs and they make very good progress in relation to their prior attainment.
6. The increase in pupils' attainment and progress in most subjects is due to an improvement in teachers subject knowledge and understanding, especially in English and mathematics. Teachers are more experienced at assessing what their pupils have learnt and target setting is most effective in English. The headteacher, staff and governors are making good use of collecting and analysing data. They know where the strengths and weaknesses lie in English and mathematics. However assessment is less well developed

in science where there is a lack of challenge for the higher attaining pupils. Teaching and learning are monitored well in the main subjects. There is strong effective teamwork from current staff, with a main focus on raising standards. When pupils join the school their attainment is well below average, and many of the pupils with special educational needs have been disapplied from the national tests by the age of seven.

7. The literacy and numeracy strategies are having a positive effect on raising standards. The eleven year olds have levels of fluency and understanding that fall short of expectations for their age. This holds good for the lower attainers and the pupils with special educational needs. These groups can read simple texts and they research information well from a range of sources. They find more difficulty with spellings when recording their work. The higher attaining pupils achieve the higher Level 5 in reading and are confident and independent readers. Writing falls below the expected standard, but pupils are using the correct grammar at a lower level than other pupils of a similar age. By the age of eleven, most pupils in the middle and upper mathematics sets are able to apply the four rules of arithmetic to one and two digit numbers mentally with mostly accurate results. A significant number of those in the lower mathematics set are insecure with their tables and with division. Overall, the proportion of pupils who are able to apply the four operations of number with the expected degree of competency and accuracy is below average. This year the school is progressing well towards its targets in English and mathematics, which are sufficiently challenging and likely to be met.
8. The school makes very good arrangements to ensure that all pupils are included in the full range of activities. This ensures that there is little difference in the progress and attainment boys and girls make throughout the school. The very small number of pupils for whom English is not their first language, speak and write English with competence and so achieve equally well in lessons. As a result they make the same good progress as other pupils and achieve well for their abilities. Provision for pupils with special educational needs is excellent and most pupils make very good progress over time. Achievement throughout the school is satisfactory with regard to the targets contained in pupils' individual education plans. Comprehensive records of achievement and progress are kept, being very effectively used to inform teaching and planning. Higher attaining pupils have satisfactory opportunities to achieve at a level compatible with their capability in most subjects, although there is underachievement in science.

Pupils' attitudes, values and personal development

9. The overwhelming majority of Springfield's pupils enjoy coming to school. For them it is a happy place in which they are able to learn, play with their friends and make good progress. They are proud of their school. The positive attitudes reported at the time of the previous inspection in May 1997 have been maintained.
10. Pupils get on very well with each other and their teachers. They cheerily welcome visitors to their community and are polite to everyone who works with them. Pupils have impressive respect for each other's feelings and show excellent care and concern for each other both in the classroom and during break times. In a Year 3, English class on story writing, for example, two boys discreetly comforted a girl who became upset. At lunchtime a Year 6 pupil cheerfully helped a pupil with mobility problems sit down at a table and start his lunch.
11. Behaviour in class is very good. Pupils enjoy their work and are capable of sustained periods of effort and concentration when working on their own and in groups. Throughout a Year 6, geography lesson on map reading, for example, pupils were interested, busy and proudly keen to explain what they had achieved. In a Year 5, musical composition lesson that involved the creation of the sounds of a jungle morning, everyone, including those with special educational needs, contributed and enjoyed performing and writing down the results of their work.
12. Pupils know and understand the school's code of conduct and behaviour system. They are impressively supportive and tolerant of classmates who have severe behavioural problems and do not allow themselves to be distracted from their lessons when problems occasionally do arise. Pupils enjoy each other's success and congratulate classmates who produce good work. An example of this was the way, in a Year 3 literacy lesson pupils showed their delight with the detailed and imaginative story plan which one of them produced. The overall result of such good attitudes and behaviour is that teachers and pupils are able to get on with the day-to-day tasks of teaching and learning. Everyone, whatever his or her abilities, makes at least

satisfactory progress and pupils with special educational needs make very good progress due to the caring supportive atmosphere.

13. The playground is a noisy mixture of excitement and enthusiasm as pupils play well together. Pupils take care of their less able friends and ensure that they are included in a wide variety of games. Pupils themselves ensure that everyone adheres to the rule that confines ball games to one area of the playground. They quickly tell off anyone who is inclined to break it. No bad behaviour or bullying was seen during the course of the inspection.
14. Pupils are encouraged to be responsible for themselves and their actions and to contribute to the life of the school. They fetch and deliver registers and equipment around the school and help teachers prepare for lessons and clear up afterwards. The school council, which meets regularly, is made up of elected representatives from every class. Recently it has successfully lobbied for improvements to the older lavatories, advised on how to stop outbursts of rough play in the playground, contributed to plans for a new activity garden and ensured that all monitors are fully aware of their roles and responsibilities.
15. Attendance, which is in line with national averages, is satisfactory. During the last school year, there were six fixed period exclusions involving two pupils.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

16. Improvements in the quality of teaching have made a significant contribution to the rise in standards since the school was last inspected. In the May 1997 inspection teaching was unsatisfactory in five per cent of the lessons seen and teaching was identified as a strength of the school. The standard of teaching has improved. This is due to effective monitoring of teaching and learning supported by good professional development. More than half the lessons were good or better, with nine lessons being very good or excellent and one lesson being unsatisfactory. This happened because the higher attaining pupils were not challenged by their work. Pupils in the school are highly motivated and hardworking and the best teaching was in some Year 3 / 4 classes and in a Year 5 / 6 class.
17. There are many strengths in teaching in the junior classes. Teachers have good expertise, particularly in the core subjects of English and mathematics. The majority of basic skills are well taught and pupils with special educational needs are making very good progress in learning because work is matched especially well to their needs. The remainder of pupils including those with English as an additional language are making good progress in learning. Where there is a lack of challenge, as in the planning for the higher attainers in science, these pupils achieve less well. Speaking and listening skills and reading skills are taught well. Throughout the school the management of guided reading is good and ensures pupils explore a range of texts. Planning is well thought out and is shared with pupils throughout the school. At the end of lessons teachers structure their questions for individual pupils, helping them to remember the main points of the lesson. Pupils with special educational needs, and those who speak English as an additional language, understand this approach because the teacher asks them questions that are linked to their understanding. Numeracy skills are promoted well through a strong focus on pupils acquiring a wide mathematical vocabulary, as well as the mental recall of basic number facts and simple calculations. Teachers also ensure that pupils learn to apply their skills in practical and problem solving activities and they provide good opportunities for pupils to use numeracy skills in other subjects such as science. This is an improvement on the previous inspection when pupils were not given regular opportunities for practising these skills. Overall, ICT skills are taught satisfactorily. Teachers have undertaken appropriate training but further support is needed to ensure that everyone has the skills and confidence to teach ICT effectively.
18. There are few weaknesses in teaching. However, there is a lack of challenge for the higher attaining pupils in a minority of science lessons. The teacher's expectations were not high enough and the work was not challenging enough for the higher attaining pupils.
19. The quality of lesson planning is good and is consistent throughout the school. It is related well to medium term planning and a strong feature of the planning is the clear learning objectives identified for each lesson. These are revisited at the end of the lesson and pupils are asked for their opinion on the progress they have made. This helps to consolidate their learning effectively. Pupils with special educational needs, and those

who have English as an additional language, understand this approach because the teachers ask them questions that are directly linked to their understanding. All the time learning is progressing well and standards are improving. Homework supports classwork effectively.

20. An effective range of teaching methods is used and is being adapted well to the requirements of different subjects and the needs of pupils in the class. Teachers give clear explanations, give good examples and demonstrate what they mean well. Effective use is made of questioning to check, focus and extend pupils' thinking. This was evident in a Year 5 literacy lesson, when the teacher used excellent questioning to extend the pupils' ideas, following reading the poem *World at my Window*, by Julia Copus. 'Is the writer sad about death?' asked the teacher.
21. Pupils' learning is promoted well by the many opportunities pupils are given to discuss their work with a partner and then report back to the class. Overall, the good teaching methods seen throughout the school in most subjects help pupils to acquire knowledge and skills easily to work hard.
22. The very good relationships seen in the school, together with the consistent application of the high quality behaviour management procedures, ensure that the organisation and control of pupils in lessons is very good. This strong aspect of teaching, together with the interesting and challenging activities provided, means pupils are interested in what they learn. Most concentrate very well and begin to take responsibility for their own learning. The promotion and monitoring of pupils' individual literacy targets is promoted very well by teachers and support staff.
23. Teachers are very skilled at moving learning forward and in nearly all lessons a good pace is maintained. This ensures that pupils remain focussed and work hard. Resources are thoughtfully chosen and effectively used to help pupils understand and make good progress. The contribution made by all support staff including those supporting special educational needs and English as an additional language pupils is very good and of a high quality. The individual support provided for pupils with profound and multiple learning difficulties is excellent. This is due to the fact that the support staff receive very good training and they plan very closely with class teachers for the work they undertake in each lesson.
24. During lessons most teachers use assessment procedures effectively. This enables them to refine what they are teaching when necessary and supports pupils well. At the same time they are suitably challenging the higher attaining pupils in English and mathematics. Where teaching is satisfactory in science and unsatisfactory in mathematics, this challenge is missing. On the whole the quality of marking is satisfactory and where it is done well it followed the school policy and includes helpful comments to help pupils improve. Where the marking is less effective this does not help to promote pupils progress effectively.
25. Teaching is very good for pupils with special educational needs and those who have English as an additional language. Throughout the school, teachers and support staff are fully aware of the targets set for pupils with special educational needs and meet regularly with the special educational needs co-ordinator (SENCO), to review and plan the next step in learning. Individual education plans (IEPs) are used effectively to guide work at different levels. Pupils with special educational needs are fully included in all activities and are helped to achieve well for their abilities and are very well supported by support staff. They have very good access to the curriculum because of the expert support and encouragement given to them in group activities and in lessons.

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

26. The school provides a broad and relevant curriculum that includes all The National Curriculum subjects together with religious education, personal, social and health education, sex education and a drugs awareness programme. However, the curriculum lacks balance in three areas - DT, history and geography.
27. As was the case at the time of the last report, wherever possible teaching and learning for science and the non-core subjects is planned within general topics. These are presented as two-year rolling programmes; one programme designed for Years 3 and 4, the second for Years 5 and 6. The underlying reasons for this

arrangement are historic, stemming from a time when the year groups were of widely differing numbers of pupils. Numbers in the current year groups present no reason for the arrangement to remain in place. Currently there is an imbalance in planned teaching time for subjects such as DT, history and geography. The headteacher and the governors are aware of these facts. Consultation meetings are planned to reconsider both the two-year programmes of topic-based study and the restructuring of the topics' content to ensure cohesive programmes of learning. At the same time the headteacher intends to introduce consideration of the provision of a curriculum map to enable teachers to plan for the introduction and progressive development of skills and concepts as pupils move through the school. The school is in a strong position to implement these initiatives.

28. At the time of the previous inspection policies and schemes of work were not available for all subjects. These documents are now in place and have been recently reviewed in accordance with the national guidelines that have been adopted by the school. The amount of time devoted to teaching and learning accords with that suggested for pupils aged between seven and eleven years.
29. The school effectively follows the guidelines for religious education in the locally agreed syllabus. The governors have an agreed policy for sex education and parents are aware of it and of their rights of withdrawal from non-compulsory elements. Much information about sex education is given during appropriate elements of the science programme of study. The school nurse supports teaching for the additional single gender lessons. Drug awareness is well promoted, both through science lessons and the Derbyshire Constabulary's Resistance in Drug Education (RIDE) programme. The school's provision for pupils' personal, social and health education is good; the policy supports learning in these areas effectively across the curriculum.
30. The effectiveness of the school's strategy for teaching literacy skills is very good, and is good for teaching numeracy skills. For these subjects pupils are placed in three ability sets in each year group, and there is one mixed Year 3 / Year 4 group which provides well for pupils with special educational needs. Pupils of all capabilities are dealt with effectively in literacy lessons and most numeracy lessons. In science there is a lack of challenge in the planning for the higher attaining pupils.
31. Arrangements for extra-curricular activities, including visits, visitors and a residential experience, are good overall and provide a good enrichment to the basic curriculum. Additional provision for the younger pupils would increase the overall effectiveness of the programmes. Attendance at the after-school clubs is high; for example, forty-seven pupils were present at the Animal Club to watch a demonstration by a visiting speaker. Pupils in Years 5 and 6 have a three-day joint residential visit. This is planned to develop their social awareness and personal skills, and as an opportunity to give hands-on fieldwork experiences to enhance geography skills.
32. The school's provision for equal opportunities is good. There is a whole-school policy in place of which all members of staff are aware. Teachers have suitable awareness of the gender issues of equal opportunities and, for example, boys and girls have equal opportunities to take part in extra-curricular activities and, over time, to have some school responsibilities. There are particularly good arrangements currently in place to ensure that pupils with mobility problems do not miss out on the learning opportunities available during the residential visit. The school sets a good standard for inclusive education in this respect. Whilst a strength of the school is its focused attention to providing for pupils with special educational needs and for lower attaining pupils, there are some weaknesses in the overall provision for higher attaining pupils.
33. The provision for pupils with special educational needs is very good. It is good for those who speak English is an additional language. The needs of pupils are identified early and there is an excellent programme of support available for pupils with special educational needs. The school is aware of the need to provide additional support sensitively so as to ensure that pupils do not lose their full entitlement to the full range of curricular opportunities.
34. The school's links with the local community are good and these help to promote pupils' learning well. For example, a pottery factory provides both resources for art and design and detailed information to support the study of community history and culture. An interior décor outlet also contributes generously to

resources for design and technology. The Rotary Club generously donates prizes to reward pupils' literacy development and the members of the Lions Club give good support to PHSE² programmes. There are good links with the nearby Christian church; the vicar visits regularly to lead acts of worship and pupils attend the church for Christian festivals and for role-play sessions to learn, for example, about Christening and wedding ceremonies.

35. The school has well established and very good links with other schools in the area. There are regular information-giving meetings with partner infant schools to ensure the smooth transfer of young pupils into the school. The cluster group of eight local primary schools also meet together regularly in order to share good practice. These meetings are not confined to the teaching staff; parallel meetings are arranged for school secretaries and finance officers to also share good practice. Liaison with the three high schools - that pupils move to at age eleven - are particularly good. Pupils spend a day in each high school whilst in Year 5. This practice enables them to make informed choices regarding which high school they will transfer to at the end of Year 6. In Year 6 pupils spend a day in the school of their choice - special educational needs pupils have a longer visit - to make the transfer process as smooth as possible. In addition, high school teachers visit the school to teach some lessons to Year 5 and Year 6 pupils.
36. The school has well-established links with a number of other educational establishments in the area and these provide opportunities for the professional development and training of their staff and students. For example, student teachers and trainee nursery nurses; pupils from the high schools on work placements.
37. The school works very well to promote pupils' personal development. The inspection team noted many incidents that gave clear evidence of the effectiveness of this provision. They were very impressed by the courtesy and care shown by the pupils. All the elements of pupils' spiritual, social, moral and social development are fostered very well. The school has successfully addressed the concerns expressed in the last inspection report about how well pupils' appreciation and awareness of other cultures are promoted and the extent to which pupils take responsibility for their learning.
38. The spiritual aspect of pupils' development is catered for very well through the opportunities teachers provide in lessons, for example, in the stories they read. An extremely well structured programme of assemblies, some led by local clergy, makes a considerable contribution to this provision. Religious education gives clear insights into a range of values and beliefs, and pupils' ideas and opinions are valued greatly by members of staff and their peers. Moral and social development is nurtured very effectively through the excellent example set by the adults in school and the very good arrangements for promoting constructive behaviour. Straightforward messages are delivered in assemblies, such as one of those seen by inspectors about caring for each other. Pupils get many chances to show initiative and involve themselves, for instance as members of the school council. The school has an effective programme in place for teaching citizenship. Pupils know a great deal about their own and other cultures. This is due in part to the school's involvement in a local heritage project: "Pits, pots and people", and the provision of visits, for example, to mosques and temples. Visitors, including a group teaching about Caribbean customs, also play a very important role.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

39. The school takes good care of all its pupils and provides them with an orderly, secure environment in which they can learn and progress. Its procedures make a positive contribution to standards of attainment. Pupils' academic performance is well monitored and supported. The school is also effective in promoting high standards of behaviour and in giving all pupils, including those with special educational needs and those who speak English as an additional language, very good personal support and guidance. Parents are happy with the care that their children receive. They are particularly pleased with the way that the school helps pupils to become more mature and responsible.
40. Pupils' social development is very well monitored and promoted. Some of the monitoring and support is informal, but none the less very effective. Members of staff know individual pupils very well. They have a very good understanding of their physical and emotional needs and therefore are able to give them appropriate

PHSE : stands for personal, health and social education²

guidance. Very good relations between pupils and adults in the school enhance the quality of care. Pupils are confident that members of staff will help them to deal with problems and concerns. The school's formal arrangements are also very effective. Procedures for recording progress for pupils with special educational needs are excellent. The personal progress of other pupils is tracked effectively through the system of sanctions and rewards. Members of staff are therefore aware of individuals who are having problems and able to give them help and advice. All pupils get good guidance on coping with life in school and in the wider world. A good induction programme helps the new intake to get to know one another and their teachers, and to settle quickly into school routines. Year 6 receive special support in the run-up to their national tests (SATs)³, and they also get good preparation for their transfer to secondary school. Pupils of all ages learn about healthy lifestyles and making choices through PHSE lessons. The PHSE programme also encourages them to be open about problems such as bullying. Pupils say that issues of this kind are fully aired and discussed in circle time monitoring the personal development.

41. The school's systems for monitoring and promoting attendance are very thorough. Class teachers record pupils' presence or absence at the start of school sessions in accordance with legal requirements. The registers therefore provide a sound base for tracking pupils' attendance rates. The school makes very good use of information technology to do this. The school clerk enters the registers each week on computer, using the computerised tracking system. This produces comprehensive attendance reports, which members of staff regularly analyse for trends and problems. The system identifies pupils who are often absent, enabling the school to contact their parents in an effort to improve their performance. Close monitoring is effectively combined with incentives for good attendance, such as vouchers for meals at a local restaurant. The school has a strict definition of "authorised absence". Anything in excess of ten days holiday leave is treated as unauthorised absence.
42. Procedures for promoting good behaviour are very effective, and the school successfully creates an ethos that fosters high standards. It has high expectations, which are set out in the code of conduct and are accepted by both pupils and parents. The rules are clearly shown in each classroom, and pupils are fully aware of the consequences should they misbehave. The school has a very good system of rewards that is linked effectively to target setting. For example, individuals receive merit points for achieving their personal targets. Members of staff manage pupils' behaviour well and have a consistent approach to discipline. Pupils usually respond very well to teachers' high expectations. The school has a very good system to deal with instances when positive discipline is required. The sanction of "pay back time" covers a wide range of breaches of discipline, and is effectively applied both in lessons and in the playground. Pupils respect the system and say that that it is fair and effective.
43. The school has put in place very good measures to prevent oppressive behaviour. It has a good formal anti-bullying policy, and the issue of racism is effectively covered by its equal opportunities policy. Pupils are well supervised at lunchtime and are encouraged to socialise together. The school's procedures are effective, and pupils with special educational needs or with English as an additional language, are fully integrated with, and accepted by, their peers.
44. The school handles child protection very effectively. Its formal policy accords with national guidelines, and the headteacher, who is the designated child protection officer, has good links with the local social services department. All members of staff understand the need for vigilance on the issue and are aware of the school's procedures.
45. There are good arrangements for safeguarding pupils' welfare, and overall members of staff do their best to create a safe and secure environment for pupils. Their medical needs are fully recorded, and members of staff are well trained and briefed on the administration of medicines. Provision for first aid is good. The school has a comprehensive policy on health and safety, but in practice there are a number of hazards around the site. The school is aware of them and has plans to address them as soon as practicable.
46. The school now has a very good comprehensive assessment, recording and reporting policy that outlines clearly the philosophy behind assessment and monitoring pupils' achievements and its place in the planning cycle. Since the last inspection, the school has revised and developed its assessment

³ SATs stands for standardised attainment tests.

procedures for English, mathematics and science, as a whole school policy and these are now very good. It has been designed by the assessment coordinator together with the senior management team and is a very good example of best practice. It enables teachers to track the progress of pupils in their class and those in ability sets for English and mathematics. The systems are still in their infancy and need to be extended to cover all areas of the curriculum, where assessment is largely informal; less structured and has less impact in raising standards.

47. Whilst procedures are very good, the use of information produced by assessment is less effective. The school has identified the need to ensure that teachers fully implement the strategies and review the quality and impact of planning together with the application of assessment procedures through systematic monitoring and by ensuring that all outcomes are recorded. There is evidence of a mismatch of some pupils' work to their ability in science, and more capable pupils are not always rigorously challenged.
48. In English and mathematics teachers are already using the results of formal assessments, such as end of key stage and interim SATs tests, frequent reading and teacher-designed tests together with profiles of the work pupils have covered and understood. These build up information about every pupils achievements and learning needs. It is being used to develop comprehensive learning plans, set realistic targets, predict future needs, track the progress of individual pupils as well as attainment groups and make plans for school development. These building blocks should enable the school to move forward with confidence and, if applied more rigorously in practice, should transform the way in which the school enables pupils to learn. The staff need further training in how to successfully apply the systems and to gain in confidence. Assessment strategies for science are satisfactory but those for design and technology are unsatisfactory. Informal arrangements in other subjects now need to be formalised so that everyone has access to what the pupils know, understand and can do.
49. There are very good procedures in place for assessing the progress for pupils with special educational needs. Their attainment progress is thoroughly monitored and recorded and carefully tracked in order to ensure continuity and progression through the school. Their individual education plans are up to date and include detailed records and the results of thorough assessments. The special needs co-ordinator discusses pupils' progress with the support services. There is a constant cycle of review and target setting for each pupil and progress is fed back to class teachers. All of this speeds up progress and improves attainment. Pupils with special educational needs have very good individual targets for both literacy and numeracy which are used to inform planning very effectively.
50. The school has made good progress since the last inspection by maintaining high standards of care and strengthening its procedures.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

51. Parents have very positive views of Springfield Junior. They believe that it is a very good school, which takes very good care of all their children. They are confident that the headteacher and all the other staff are helping their children, whatever their abilities, to learn and mature. More than 90 per cent of the parents who filled-in the pre-inspection form and talked to the inspection team felt that the school was well led and managed.
52. Springfield's governors and staff are committed to working in partnership with parents in order to ensure that every pupil's needs are, as far as possible, met. The headteacher therefore has an open door policy and parents are welcomed into the school. Parents appreciate the way that requests, queries and difficulties are dealt with as quickly as possible. They are pleased that the school seeks their views on school developments.
53. Formal information for parents such as the prospectus and the Governors' annual report to parents is well produced and contains a range of useful and relevant information about the school. A regular newsletter keeps parents in touch with both the routine and major events of school life. There is a home-school agreement which all parents' support. Reading diaries are a key feature of school life and are frequently checked by both teachers and parents. Briefing sessions are provided for those who want to know more about the curriculum and the Key Stage 2 SATs, which are taken by pupils in Year 6.

54. Parents are kept in touch with their children's progress through formal consultation meetings in the autumn and spring terms. There is also an optional meeting in the summer, after pupils' end-of-year reports have been sent home. The end-of-year reports are very good. They cover the whole curriculum and deal not only with what pupils have learnt but also their behaviour, personal development and what they need to do in order to make progress. There is also advice on how parents can help their children and space for parents to write their own comments. There is a special meeting in the spring term for the parents of Year 6 pupils who are preparing for their SATs.
55. Springfield Junior works very hard to ensure that the parents of children who have special educational needs are kept up to date on progress and fully involved in planning their children's education. Parents therefore meet teachers regularly and are involved in the preparation of their children's individual education plans. Sympathetic and unobtrusive support is a major feature of the way that the school deals with the most severe needs.
56. Parents are involved in all aspects of school life. They are made most welcome at whole school assemblies. A team of six parents regularly comes into school to listen to readers and help teachers with various craft activities in the classroom. Another eight are fully involved in a very successful school-based Family Literacy scheme in which children and parents work together and produce, amongst other things, reading books for use in the school. Yet another group of parents helps to maintain and prepare the "Story sack library" which encourages pupils to enjoy reading and develop their literacy skills.
57. The Friends of Springfield Association supports a wide range of school organised events such as the Christmas and strawberry fair, the former of which raised £600 for school funds this year, a fashion show and school discos. Parents are always willing to help with extra pairs of hands on educational trips and visits.
58. Twenty-two per cent of the parents who completed the pre-inspection questionnaire felt that the school did not provide a wide enough range of out-of-school activities. The inspection team looked carefully into this and found that there was in fact a considerable number. There are, for example, clubs for computers, recorders, animals, drama, homework and a variety of sports. As a result of consultation with parents, a breakfast club and a French club is also being planned.

HOW WELL IS THE SCHOOL LED AND MANAGED?

59. Good progress has been made in most of the key issues since the last inspection in May 1997. The headteacher, who was appointed in October 2000, has provided strong leadership and made effective progress in moving the school forward. Standards are improving significantly in the main subjects. Teaching is good, with a number of very good features, and the curriculum is rich, broad and relevant. It is currently reviewing its balance especially in the areas of DT, history and geography. There is excellent provision for pupils with special education needs and the headteacher in partnership with the SENCO provides inspirational leadership in this area. Generally the leadership and management of the school is effective.
60. The headteacher provides clear, strong educational direction for the school and all the teaching staff share a number of responsibilities, which they do very well. Everyone works together as a very effective team. This includes learning support staff, non-teaching, administrative staff, caretaking, cleaning staff and lunchtime staff. Governors have many strengths that they bring to the management of the school. They are fully aware of the strengths and weaknesses in the school and know what areas need developing in order to make the school even better. They play a full role in deciding the school's priorities and setting the budget. They act as 'critical friends' and support the school well in all its endeavours. The school development plan is a very good document, which will lead the school forward successfully. It is carefully costed with timescales and responsibilities clearly indicated. This ensures that everyone is fully involved and committed to improving the work of the school.
61. The headteacher and her team are very clear that improving standards, teaching and learning are their main priorities. They are successful. There are effective systems for monitoring the work of the school, and these have had a significant impact on what has improved so far. Targets are set for individuals and groups in the main subjects and they are very successful for special educational needs pupils. However, there is

some underachievement of the higher achieving pupils in science across the school. The entire process focuses the teachers and support staff on the performance of their pupils and makes an effective contribution to the overall aims to improve standards. Teaching and learning are monitored effectively in English and mathematics by the subject co-ordinators. Other subject co-ordinators monitor planning and pupils learning however, there are few opportunities for them to monitor the teaching in their subjects. Teachers' performance is monitored effectively and this helps to improve standards throughout the school.

62. The governing body fulfils all of the statutory requirements effectively. The governors are kept well informed about what is happening in school and know the school very well. The chair of governors and other governors visit the school regularly to keep abreast of what is taking place. They undertake their roles and responsibilities conscientiously and they assist in the school on a regular basis. Above all, they maintain very good links between the school and the local community. They have a special, sensitive understanding of the needs of the special educational needs pupils. They are clear about the standards the school achieves. Governors know how the school performs against national standards and those of similar schools and this helps them when they are setting targets for improvement.
63. Springfield's headteacher and governors, working through their finance committee, manage the school's finances well. Financial planning is good and clearly linked to the school's plans for improvement. The headteacher, who has been in post for just over a year, ensures that teachers too are involved in this kind of planning. The headteacher and governors recognise the importance of making the best possible use of funds and resources. Therefore purchases and projects, both large and small are always scrutinised to ensure that Springfield gets the best possible value for money. Where it is appropriate they always follow the local education authority's codes of practice. Current spending matches the school's priorities and is appropriately allocated to staffing, accommodation and resources for teaching and learning. There is a planned underspend to account for the appointment of a new deputy headteacher. Springfield is classified as an enhanced resource school, which specialises in teaching pupils who have special educational needs. It therefore receives considerable extra funding from the local education authority. All of these funds are properly spent on special educational needs provision. Springfield School gives good value for money because of the range and quality of education, which it provides for pupils of all abilities, especially those with special educational needs and the standards that it subsequently achieves. Overall the school achieves good value for money.
64. The overall standard of accommodation at Springfield Junior is good. Classrooms are light and airy and the large hall has ample space for PE and whole school activities such as assemblies. There is ample storage space, a roomy library, an indoor swimming pool, rooms for small group and special needs work and a computer suite, which has been put in since the time of the previous inspection.
65. The school has sufficient well-qualified teachers to ensure that the curriculum is properly delivered and that pupils, including those who have special educational needs, are well catered for. There is a professional development scheme for all staff, which ensures that everyone is kept up to date and has the expertise needed to help their pupils learn. The school's administrators are very professional and share in Springfield Junior's commitment to helping pupils achieve the best that they can. The school has been operating without a deputy head for almost a year. Whilst this has not had an adverse effect on the day-to-day running of the school it has caused a number of workload related problems for the headteacher and her senior management team.
66. The previous inspection criticised the school's computers and library stocks. Since then both have improved. An up to date computer suite has been built and it is being used by all classes. As far as the rest of curriculum is concerned resources for art, geography, history, music and those needed to meet the needs of pupils who have special educational needs are good. Resources for English, mathematics, science, religious education and physical education are satisfactory. Resources for design and technology are not however satisfactory since they are barely sufficient to meet the needs of the curriculum.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to improve standards and the quality of education even further the headteacher, governors and staff should:

Raise standards in English and mathematics by;

- ❑ Implementing the planned development work and extending the arrangements for monitoring and evaluating teaching and learning. (*Paragraphs 47, 48, 85, 92, 93*)
- ❑ Providing more opportunities for pupils to use their writing in different ways across the other curriculum subjects. (*Paragraphs 81, 82*)

Raise standards in design and technology by;

- ❑ Making sure that every teacher builds on pupils' previous learning and successfully extends what they know, understand and can do. (*Paragraphs 5, 107, 108, 110, 111*)
- ❑ Providing teachers with the opportunity to observe effective lessons in the school so that their own teaching can begin to improve. (*Paragraph 111*)
- ❑ Ensuring that all DT activities are well planned throughout the school. (*Paragraphs 107, 108, 110, 111*)
- ❑ Sharpening up the systems for assessing and recording what pupils have learnt in a lesson. (*Paragraph 111*)

Review the organisation of the classes and the topic cycle of the curriculum to improve the balance of time allocated to DT, history and geography. (*Paragraphs 26, 27, 9, 108, 116, 122*)

Plan and implement suitable tasks that extend and challenge the higher attaining pupils in science. (*Paragraphs 3, 8, 17, 30, 47, 97, 98*)

MINOR ISSUE:

Develop the role of all co-ordinators to include the monitoring of teaching and learning in their subjects. (*Paragraph 99, 111, 117, 123, 133*)

PUPILS WITH SPECIAL EDUCATIONAL NEEDS

67. Springfield Junior School is recognised by Derbyshire LEA as having enhanced resource stature and is the central special needs provision in South Derbyshire. A significant number of children with special educational needs attend the school from further afield. It has 43.4 percent of its pupils on the special educational needs register which is well above the national average. The nature of pupil's special education needs includes moderate and severe learning difficulties, profound and multiple learning difficulties, emotional and behavioural, speech and communication, autistic, visual impairment and multi-sensory impairment and physical difficulties.
68. The majority of pupils enter the school with very low levels of attainment and need a higher level of support, both from the classroom teachers, the SENCO and from the special educational needs learning support assistants. They are fully included in the life and work of the school and are excellently provided for.
69. The school has obtained very good, suitably qualified, support staff. This leads to very good progress amongst the pupils who are provided with valuable support in literacy and numeracy. There is excellent provision of support staff for the numbers of pupils needing help in the classroom and the quality of support has improved throughout the school.
70. Pupils with special educational needs achieve standards appropriate for their age and ability. Very effective individual education plans set clear targets that are achievable and reviewed regularly. Pupils are very well behaved and they are proud of their achievements. The excellent quality of provision, together with very good teaching is having a significant impact on pupils' learning. They enter school with very low levels of achievement and many have been disapplied from national tests at the age of seven. By the age of eleven years, some pupils are able to sit these tests and most pupils make very good progress.
71. Pupils with special educational needs have very good attitudes to their work throughout the school. They are very keen, interested and involved in their work. The teachers match work very well to the pupils ability, and skilful explanations and appropriate support help them to settle quickly and concentrate very well on

their activities. This occurred in a Year 3 / 4 art and design lesson where SEN pupils made very good progress in applying their painting skills on their rainbow fish.

72. The quality of teaching for pupils with special educational needs is very good where planning identifies challenging activities that are very well matched to their needs. Pupils are fully involved in all learning activities. Their contributions are greatly valued by teachers and other adults and pupils' self-esteem is high.
73. Pupils with special educational needs are fully included in all school activities and are given full access to the full range of National Curriculum activities, which are greatly enriched by a good range of activities organised in addition to the normal school day. Parents appreciate the amount of homework given which enables them to support their children's learning well.
74. The provision for pupils with special educational needs is excellent and all statutory requirements are met. Pupils' individual needs are recognised very quickly and support from teaching and non-teaching staff is organised very effectively and fairly. Targets for improvement are shared with parents and carers, and gains in skills, knowledge and understanding are recorded very efficiently. Targets are effectively shared with pupils and outside agencies are used well to support pupils in their learning. There are very good links with secondary schools to provide a smooth transition for special educational needs pupils.
75. Parents of all pupils with special educational needs are actively involved at all stages of the new Code of Practice including review procedures. Details of gains in skills, knowledge and understanding are reported regularly to parents during the termly review. The school is already implementing the new Code of Practice due to be in place in September 2002.
76. The co-ordinator is providing excellent clear educational direction for this area. She plays a very effective part in raising the awareness of all staff. She manages resources very efficiently and calls upon specialist assistance when required. Time is made available for her to carry out routine procedures and to carry out statutory reviews. The identified governor to monitor the provision for pupils with special educational needs carries out her role very well.
77. The very good standard of provision identified at the time of the previous inspection has been improved from very good to excellent. Staff are very experienced, extremely caring and hardworking. There is very strong teamwork and very good use is made of assessment to support pupils' learning.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	50
Number of discussions with staff, governors, other adults and pupils	25

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	8	18	22	1	0	0
Percentage	2	16	35	45	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 two, percentage points.

Information about the school's pupils

Pupils on the school's roll	Y3– Y6
Number of pupils on the school's roll (FTE for part-time pupils)	257
Number of full-time pupils known to be eligible for free school meals	61
Special educational needs	Y3 – Y6
Number of pupils with statements of special educational needs	38
Number of pupils on the school's special educational needs register	98
English as an additional language	No of pupils
Number of pupils with English as an additional language	3
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	9
Pupils who left the school other than at the usual time of leaving	15

Attendance

Authorised absence

	%
School data	4.9
National comparative data	5.6

Unauthorised absence

	%
School data	1.0
National comparative data	0.5

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2001	47	24	71

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	16	26
	Girls	16	15	16
	Total	27	31	42
Percentage of pupils at NC level 4 or above	School	38 (67)	44 (51)	59 ([77)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	22	24	34
	Girls	17	17	22
	Total	39	41	56
Percentage of pupils at NC level 4 or above	School	57 (44)	59 (49)	80 (53)
	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	0
Black – African heritage	0
Black – other	0
Indian	2
Pakistani	0
Bangladeshi	0
Chinese	0
White	252
Any other minority ethnic group	3

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	6	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.

Financial information

Financial year	2000/1
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	£
Total income	762,704
Total expenditure	692,211
Expenditure per pupil	2,704
Balance brought forward from previous year	4,140
Balance carried forward to next year	74,633

Recruitment of teachers

Number of teachers who left the school during the last two years	4
Number of teachers appointed to the school during the last two years	5

Total number of vacant teaching posts (FTE)	1
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
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

257

Number of questionnaires returned

165

Percentage return rate 64.2%

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	50	42	7	0	1
My child is making good progress in school.	45	50	4	1	0
Behaviour in the school is good.	44	42	7	2	5
My child gets the right amount of work to do at home.	33	48	16	2	1
The teaching is good.	52	44	3	0	1
I am kept well informed about how my child is getting on.	47	35	15	2	1
I would feel comfortable about approaching the school with questions or a problem.	66	30	3	0	1
The school expects my child to work hard and achieve his or her best.	63	34	2	1	0
The school works closely with parents.	39	47	9	3	2
The school is well led and managed.	55	37	3	1	4
The school is helping my child become mature and responsible.	50	43	5	0	2
The school provides an interesting range of activities outside lessons.	36	26	17	5	16

Summary of parents' and carers' responses

The inspection evidence supports the positive views of parents. The inspectors found that the school provides a good range of activities outside lessons. They consider that the parents are kept well informed of their children's progress. They are satisfied with the amount of work children do at home.

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

ENGLISH

78. The previous report indicated that standards in English were in line with national expectations for eleven year olds, however the National Curriculum test results - SATs - at the time were very low. However, the school has made good progress in all aspects of English, standards have improved steadily for pupils of all capabilities and they are still improving. Since 1997 the overall trend has seen an increase in line with national trends. In the most recent SATs in 2001 at the end of Key Stage 2, results were well below average with strengths in reading. There were a very high number of pupils with special educational needs in this year group (over 50 per cent), some of whom had been disapplied from the SATs at the age of seven years. In the year 2000 pupils' attainment in English had been above the national average. Across the board there is an overall trend to improvement despite the drop in standards last year. The National Literacy Strategy has been successfully implemented and there is a strong commitment to raising attainment in the school by staff and governors. There is good monitoring of planning, teaching and learning, assessment and tracking of pupils' progress and this is helping to push up standards. The quality of teaching has improved since the previous inspection and most of the teaching was at least good, with some very good teaching in each year group. There are very good procedures for assessment, and effective use is made of the information collected to set school, group and individual literacy targets. These are shared well and reviewed with the pupils at regular intervals. The current targets are suitably challenging and achievable and pupils are on target to meet these.
79. Inspection findings from the current inspection now show attainment in English to be below average by the end of Year 6. Standards of speaking and listening are below average due to the high proportion of special educational needs pupils in this year group. They are average for pupils of this age who do not have special educational needs and above for the higher attainers. Teachers provide pupils with good opportunities to ask and answer questions and to listen to and respond to others. As a result they present their own ideas and opinions clearly. This was illustrated well when Year 6 pupils were using language to create atmosphere and depict character and add interest to a descriptive writing lesson. High expectations and effective discipline ensure pupils listen attentively and build well on one another's experience. Speaking and listening are promoted well throughout the school.
80. Reading is a strength of the school and pupils have a genuine enjoyment of reading and exploring books. They bring their favourite books from home, recommend books they have enjoyed reading and are positive about their reading skills. There is a very good emphasis placed on reading and this enables pupils to explore and share books with enthusiasm. Reading skills are further enriched by the effective delivery of the 'Better Reading' partnership by the very good input of the learning support assistants. Pupils are gaining a good understanding of spoken language, which helps with reading for meaning. In Year 5, whilst reading the poem *World at my window* by Julia Copus, pupils in the upper ability group refer to the text to justify their opinions as they explain the difference between literal and figurative language as a result of imagery. Text is matched well to pupils' ability and the teachers act as very good role models for pupils. This was illustrated well by the lower attaining group of pupils who were keen to describe and evaluate the character of Barry Hunter from *The Angel of Nitchell Road* by Ann Fine. All pupils including those with special educational needs successfully completed this activity. By Year 6, the higher and average attaining pupils are mature and confident readers. By the age of eleven, most pupils make choices of favourite authors and can compare style and story settings. A Year 6 pupil talks with enthusiasm about the characters in the *Lord of the Rings* by J. Tolkein. The lower attaining pupils from Years 3 to Year 6 have extra help within their ability groups. Setting in the literacy hour is effective in making sure that work is pitched at the right levels for all pupils, whatever their capability. Teachers monitor the pupils' progress carefully, gaps are quickly identified and tackled so that progress does not slow.
81. Inspectors' evidence indicates that attainment in writing is below average overall. It is above for the higher attainers in Year 6 and well below average for the lower attainers. This includes a very high proportion of pupils with special educational needs. Pupils are highly motivated and there is more emphasis placed on writing this term. Given this, standards are on target to be higher at the end of Year 6. Presentation

including handwriting and spelling is neat in most cases, but where it is weaker it affects the quality of the written work in other subjects.

82. Pupils make good progress and teachers offer their pupils a good range of work within literacy. They are beginning to write in a variety of forms but more needs to be done across the school. By the end of Year 6 pupils have a good understanding and recognise the importance of writing for different audiences within literacy. There is a good focus on different styles and this includes poems, book reviews, letters, instructions, playscripts and recorded debates. They have a sound understanding of the conventions of different forms of writing and there is good teaching of these aspects. As a result pupils have a lively and thoughtful interest in writing. Unfortunately these good opportunities offered within literacy are more limited in history, geography and religious education. Sometimes this writing can be disappointing, for example in history.
83. Teachers use good strategies to ensure their pupils learn how to tackle different styles of writing. In a Year 3 lesson pupils made effective use of a planning sheet to help them to understand the story structure. There is skilful development of dialogue by the teacher as pupils commence their story. 'Once upon a time in a grassy meadow by a rocky hillside'. In a Year 6 lesson the teacher created a vivid picture as pupils considered atmospheric description, explored the use of language, to set the scene and illustrate character. The higher attaining pupils in Year 5 work at a higher level and are well motivated. Good use is made of ICT throughout the school to support pupils' written work and there are good examples on display throughout the school.
84. The quality of teaching is good overall and there are examples of very good teaching throughout the school. The majority of lessons, including literacy, group reading and extended writing are well planned. The organisation of pupils into groups according to their ability ensures that the work is well matched to pupils of different ability. Work is planned to build well on pupils' previous knowledge. This is supported by the good assessment within the lesson and over a period of time. The teachers use good methods and organisation to support pupils' learning. The school's very good procedures for behaviour management, which are consistently applied by staff, mean that the management of pupils is very good. This is also enhanced by the excellent relationships teachers have with pupils and very good attention is given to including all pupils in learning opportunities. Pupils with special educational needs are supported excellently and they make very good progress in relation to their prior achievement. Where appropriate, pupils with English as an additional language are supported well. Homework supports learning effectively and is matched to work in the classroom.
85. The subject is very well managed and there is a clear, shared plan for the way forward. The co-ordinator has worked very hard to support staff in the implementation of the literacy strategy, and she has been very successful. There are very good systems for monitoring and evaluating standards. Trends are quickly identified so that gaps can be suitably tackled. Teaching is well focussed and the National Literacy Strategy has had a positive impact on standards and teaching. The English curriculum is securely in place and staff know the subject well. Day-to-day assessment is good, and is used well as a basis for planning the next stages in learning for all the pupils. Staff identify higher attaining pupils and plan suitable work for them. Standards are improving across the school and there is a strong commitment by staff to do the best for all of the children.

MATHEMATICS

86. The most recent SATs results indicated that standards were well below average. This was because over 50 per cent of the year group had special educational needs. Inspection findings indicate that standards are below average for the eleven-year-olds. This does not reflect the picture at the last inspection where standards were judged to be average at the end of Year 6. The reason for these inconsistencies is a combination of several factors, not least is the high proportions of pupils who have special educational needs. The staff are all working hard to improve standards and they are successful. Whilst some pupils are still working below the levels expected for their age, the percentage of those pupils who do not have special needs achieving Level 5 in mathematics is improving significantly. This year the school is well placed to meet and in some cases exceed its current targets.

87. There are no significant differences between the performances of boys and girls. Pupils with special educational needs and those for whom English is an additional language have specific targets set for mathematics and this together with the continuous support they receive contributes to the very good progress these pupils achieve.
88. By the age of eleven, most pupils in the middle and upper mathematics sets are able to apply the four rules of arithmetic to one and two digit numbers mentally with reasonable accuracy. A significant number of those in the lower mathematics set are insecure with their times tables and division. Higher attaining pupils have a sound understanding of place value to thousands and decimals to two places. They are able to increase or decrease these in multiples or factors of 10 with confidence. This was evident in an upper Year 6 maths set where pupils were converting kilograms to grams and the reverse in a lesson investigating metric weight and its relationship to imperial units. Pupils generally are able to recognise numbers to six digits and they double and halve numbers, fractions and decimals with varying degrees of accuracy. Evidence in mathematics books indicates limited work in using and applying fractions, and the relationship between fractions, decimals and percentage is greatly under-emphasised. Lower attaining pupils are not confident in applying their mathematical skills to problem solving mentally, but the higher attaining pupils can explain their method competently. A very good lesson with Year 3 and 4 pupils involved relating three-dimensional solids to everyday objects and the ways in which prisms and pyramids could be distinguished by their properties and nets. The lesson was subsequently extended to solving simple problems using solid shapes and computer technology was used effectively to reinforce the lesson's objectives.
89. Pupils' numeracy skills are developed well across the curriculum. For example, in a DT project concerned with bread from around the world, Year 5 and 6 pupils measured and weighed the required ingredients prior to making their own buns. A variety of graphs were used to illustrate a bread survey from a frequency chart of information and these were printed out on the computer. This was successfully linked with work in geography, English, PSHE and science, making pupils' learning more effective.
90. The quality of teaching and learning is good overall. Examples of very good teaching were seen in each year group. This has contributed in large measure to pupils' good progress. In only one lesson were teaching and learning deemed to be unsatisfactory, because the work was not challenging enough. Teachers are very secure in their subject knowledge and in the National Numeracy Strategy, which they apply appropriately. Lesson objectives are made clear to pupils and good attention is given to the awareness and understanding of number relationships in mental practice. This helps to increase pupils' competence in mental computation. Pupils are encouraged to explain their thinking and this helps to consolidate learning. Similarly, the discussion periods at the end of lessons are invariably used to reinforce and extend what pupils have learnt. Teachers exhibit good relationships with their pupils and discipline is good but not obtrusive. Pupils' responses are always respected even when wrong and teachers positively promote pupils' confidence and self-esteem by constant praise and encouragement. Pupils are keen and enthusiastic about their recorded work and this has a positive impact on learning.
91. The adoption of the new 'Abacus' Mathematics scheme has speeded up progress over time. The lower attaining pupils, particularly those with special educational needs, are very well supported by educational care officers and whilst these pupils' standards remain well below average they make very good progress. This was clearly observed in a lower Year 6 mathematics set where group work was used effectively to promote knowledge and understanding of capacity. Pupils with special educational needs were fully involved in practical activities, making comparisons between the capacities of everyday containers and ordering them in size. Mathematical language was well used, and the activities contributed to positive learning by these pupils.
92. Very good procedures are in place for the assessment of pupils' progress and attainment. Pupils' written work is also carefully analysed to identify what they know, understand and can do as well as what they can achieve. Setting by ability is used effectively throughout the school and standards are improving all round. Booster classes are in place for those needing extra help in Years 5 and 6 and the school has made suitable provision for a homework club. All of which help to promote standards and to accelerate progress. Pupils with special educational needs are very well monitored through their individual education plans. Pupil profiles help to build up a cumulative picture of pupils' strengths and weaknesses from year to year. This helps staff to identify the areas for extra support, and this is indicated on pupils' targets.

The school recognises the need to extend pupils' ability to use ICT to develop their knowledge, skills and understanding across the curriculum and has started to tackle this effectively.

93. The co-ordinator is aware of the need to reinforce and extend the good strategies the school has adopted to raise standards. She has a good understanding of what is required to manage the subject so that better teaching and learning takes place. The subject is successfully monitored, any gaps are speedily identified and appropriate support provided. Resources for the subject are good and easily accessible, this facilitates learning well.
94. The school has made satisfactory improvement since the last inspection. Standards are steadily improving and progress and continuity are assured.

SCIENCE

95. The results of the SATs over the last few years reflect the high proportion of pupils with special educational needs. They indicate that standards are well below average. Inspection confirms the evidence of the tests, and shows that most pupils achieve satisfactorily as they pass through the school. Many, including pupils with special educational needs, do well. There is no difference in the standards attained by boys and girls. Since the last inspection, standards have been rising year on year at broadly the same rate as the national trend, thanks to consistently effective teaching and improvements in planning.
96. Pupils achieve appropriately in the different aspects of science. In investigations, Year 6 pupils begin to repeat observations to make sure their results are accurate, as in an experiment to discover which kind of paper is best for a danger sign. They also consider how they can improve their work, but do not always predict the outcomes of experiments when this is appropriate. The pupils' understanding of the work done by the main human organs is above average, and they know much about other aspects of life processes and living things. In their study of materials, pupils work above the expected level when they explain the disappearance of water in a range of situations, such as evaporation, absorption and percolation. They classify materials as liquids, solids and gases, but do not use the properties of the substances to explain their decisions. Pupils know that light travels in straight lines and make drawings to show the angle at which it is reflected from a mirror. They do not indicate in other drawings that they realise that we see objects because light is reflected from them into the eye.
97. An analysis of pupils' work shows that teachers do not plan often enough to meet the needs of higher-attaining pupils, who could achieve more. Planning is done over a two-year period to accommodate this form of class organisation. This results in the higher-attaining pupils in Year 4 doing the same work as the lower-attaining pupils in Year 3. The reason why a two-year planning period is used for Years 5 and 6 is not clear, since these pupils are taught in single age group classes.
98. Teachers ensure that much of the learning is done through investigations, helping to improve pupils' skills of enquiry. They use good ways of getting ideas across. Pupils respond well to this, showing positive attitudes to learning. A good example of this was seen in a lesson about gases for Year 6, in which small balls were used to help the class understand how freely molecules in gases move. Teachers manage their classes skilfully and pupils behave sensibly. Sometimes teachers do too much for their average and higher-attaining pupils, for example, directing how Year 6 should record their work. Some teachers do not use marking well enough to tell pupils how they can improve. Experienced educational care officers play a very valuable role in promoting the learning of pupils with special educational needs.
99. The new co-ordinator is having a positive influence on standards through her analysis and recording of information about pupils' attainment, and the improvements she has made to planning. She has not had suitable opportunities to assess the effectiveness of teaching and learning.

ART AND DESIGN

100. Standards in art and design are above average because of effective teaching. At the time of the previous inspection standards were stated to have been above average with pupils making good progress. These good standards have been maintained and there have been good improvements in the curriculum,

planning, display work and teachers' knowledge and understanding of the subject have improved. The co-ordinator has worked very hard to develop good teaching and effective learning throughout the school. Most pupils including those with English as an additional language make good progress. Those with special educational make very good progress.

101. In Years 3 and 4 pupils understand how to control pencil and watercolour in order to record degrees of shade and tone and have created interesting sculptures for their school environment. Pupils of all abilities, skilfully print a two-coloured pattern on paper. The lessons are well planned and there is good challenge for pupils of all abilities. Very good direct teaching enables them to develop their skills well with most pupils going on to printing imaginative designs on tropical tee shirts. The special educational needs pupils are very well supported and make very good progress in making their rainbow fish from the *Rainbow Fish* story studied in their literacy lessons. Good use is made of pupils' sketchbooks to support their learning.
102. In Years 5 and 6 pupils use ICT well to create repeating patterns. They bring their learning in history, geography and English to their designs of hats and masks. They have studied how the body moves when creating movement pictures and sculptures. Year 5 and 6 pupils effectively apply their knowledge of Picasso and Monet to their portraits, improving the standard and quality of their finished pieces.
103. All pupils with special educational needs participate in art and design lessons and make very good progress. All pupils are fully included in art experiences.
104. In the three lessons observed, the quality of teaching was good overall. Teachers have a very clear understanding of the skills they want children to learn. Questions are used well to remind them of their previous learning. Pupils are given valuable opportunities to explore their own ideas and to experiment. Where teaching is very good, teachers have very good subject knowledge and very good skills tuition, for example when creating two coloured patterns on paper. When making masks in Years 5 and 6 the pupils used their research skills effectively to find stimuli and information in stories, photographs, the Creation story studied in RE, and the work of other artists. ICT skills are developed well in art and design through the use of graphic programs. Pupils make good use of ICT to support their learning.
105. The co-ordinator has very good knowledge and enthusiasm for the subject which she passes on to her colleagues. Very effective links have been established with the secondary school and a secondary school teacher regularly works with the pupils on art and design projects. Very good use has been made of professional artists in school. 'Willow' sculptures have been created outside and a wonderful pottery panel in the entrance to the school features the face of every child in the school.
106. The art and design policy has been recently reviewed and the curriculum is planned well to give pupils experiences of different techniques and media including working with three-dimensional materials. Systems for monitoring the teaching and learning of art and design are in place and work well in pushing up standards.

DESIGN AND TECHNOLOGY

107. DT was not on the timetable during the inspection. The evidence available indicates that standards are well below average for the eleven-year-olds. There are not enough opportunities for pupils to learn this subject, or to develop their skills, and this is why standards are so low. Standards are not as good as those reported in the previous inspection. Overall progress falls short of expectations, with some satisfactory progress. Pupils with special educational needs and those with English as an additional language do not make as good progress in this subject as they do in others. These groups make satisfactory progress overall.
108. DT is taught in termly cycles each consisting of one activity only, linked to a cross-curricular theme which all pupils undertake and with each lasting up to ten weeks. Furthermore, DT activities are organised in such a way that Years 3 and 4 and Years 5 and 6 complete the same work. This affects the quality of pupils' learning, work is not pitched at the right level, the subject is not covered in sufficient depth and there are gaps in pupils' knowledge, understanding and skills across the school.

109. In one of the better examples the pupils in Years 5 and 6 had been involved in a 'making bread' project. They had prepared written guidelines on kitchen safety rules and aspects of hygiene, an important part of their work. Pupils accurately used the proportions of ingredients to make the dough, and followed their recipe in order to create their own bread rolls. Secure evaluations of the finished product indicated a sound understanding of what could be done in order to improve. Good links with other subjects, included ICT in which word processing was used to record the project together with a photographic record of each stage. This helped to make pupils' learning meaningful.
110. Year 3 and 4 pupils were involved in making money containers based on a variety of purse designs. After planning their own design, a paper template was constructed from which the finished article was created. Skills required little expertise in cutting, folding and stitching and the use of a very limited range of equipment and materials. However, some pupils' basic motor skills are not well developed and the quality of finished products was very variable. Pupils do not have enough time, or opportunity, to practise and refine the skills and techniques needed to accurately create the articles they are making. In addition pupils have limited experience in other areas of DT such as forces, structures, electronics and in creating energy.
111. The new co-ordinator has not yet had the opportunity to provide clear educational direction for the subject. There is a satisfactory policy in place and the scheme of work is based on national guidelines. The school has identified the need to provide in-service training for teachers lacking in confidence, knowledge and understanding. Resources are unsatisfactory and there is no systematic procedure for assessing pupils' attainment or progress. There have been no opportunities for the co-ordinator to monitor teaching and learning.

GEOGRAPHY

112. Standards achieved by the eleven-year-olds are average, as they were at the last inspection. Pupils with special educational needs make good progress. Most pupils including those with English as an additional language make satisfactory progress.
113. Pupils who were interviewed were able to offer more information and knowledge than was contained in their writing. They have secure knowledge of a range of map symbols, can orientate a map and give reasons for the use of a variety of different maps. Their knowledge of the vocabulary used in a river study are sound; they explain river features from source to estuary; state why settlements grow alongside rivers and something of the changes in river usage overtime. Younger pupils, in Years 3 and 4, use the ideas of similarity and difference, and cause and effect, when describing their own life style and that of children in Jamaica. They are able to offer reasons about why life styles are different. All pupils have sound geographical vocabularies and they enjoy being able to use the correct words and phrases.
114. Pupils' attitudes and interest is at least good, and it is sometimes very good. They settle quickly to tasks and concentrate hard. They respect maps and atlases and handle them with care; they share materials amicably and, when occasion demands, are able to collaborate to find answers to questions posed by their teachers. This aspect was demonstrated effectively when pupils in a Year 6 class worked in pairs to find the location of six figure co-ordinates during a map reading session. Pupils' behaviour is always good or very good, helping their learning to be effective.
115. Teaching is at least satisfactory, with some good and very good teaching. Work is well planned at the right levels, and this makes the lessons interesting so that the pupils want to learn. Joint planning between teachers in all the classes involved in the topics ensures that all pupils have equal access to the programme of study. However, there is only informal assessment of pupils' progress, and this needs to be formalised so that all staff have access to how well the pupils are doing. Teachers' subject knowledge is sound and in some cases good. Understanding is enriched when, for example, pupils are given opportunities to taste some of the products of the country that they are studying. In all classes the teachers ensure that the well-informed, patient classroom assistants are supporting pupils with special educational needs in a manner that actively promotes their understanding, good attitudes and behaviour. Effective use is made of ICT to support pupils' independent learning.

116. Geography is presented within a two year rolling programme of topics with other subjects. This has created an imbalance of time between DT, history and geography. The school has already identified this and has begun to tackle it.
117. The co-ordinators provides clear educational direction for this subject. They monitor planning and the quality of pupils' work. However, they do not monitor teaching and learning and this limits their information about the subject. The quality and range of resources is sound and the quality of maps and atlases have improved since the last inspection. These are used effectively during lessons to promote pupils' independent learning skills. The co-ordinator organises a good service to provide video films and book collections to supplement the schools' own resources.

HISTORY

118. At the time of the last inspection standards were average, with pupils making sound progress. This has been maintained. Pupils of most capabilities, including those with English as an additional language make satisfactory progress. Pupils with special educational needs make good progress.
119. History was not taught during the inspection, and, like geography, pupils' oral knowledge and understanding of history were more detailed than their recorded written accounts. Eleven-year-old pupils achieve satisfactory standards and they make satisfactory progress.
120. The pupils interviewed stated their interest in history and were enthusiastic and appreciative of the visits that were arranged for them. They were able to place the periods of history that they had studied in correct chronological order. Throughout the interview they used the past tense when talking about historical events or characters. They used the ideas of change over time, cause and effect, similarity and difference with confidence. They had obvious pride in being able to use historical vocabulary in context. Their knowledge, for example, of the order in which Henry VIII married his wives, together with reasons for the marriages, and of the names and functions of Greek and Egyptian gods and goddesses, demonstrated good recall of earlier learning and of interest in the subject matter.
121. Whilst it is not possible to make a secure judgement about the quality of teaching, the coverage of the content of the units of study provided by national guidelines is satisfactory. The local study, 'Pits, Pots and People' demonstrates the teachers' sound subject knowledge and a desire to give pupils first-hand fieldwork knowledge of their home area's historical and cultural background. The interviews held with Year 6 pupils strongly suggest that teaching over time has at least been satisfactory and, judged on the basis of pupil enthusiasm, often good.
122. History is presented within two two-year rolling programmes of topics; some, such as the local study, are history led whilst other topics include history, and others have no historical content. This creates an imbalance in the curriculum that is now being tackled. Assessment arrangements are informal, and these need to have a consistent structure so that everyone has access to what the pupils, know, understand and can do.
123. The co-ordinator monitors planning and pupils' learning, however there are no identified opportunities for him to monitor the quality of teaching. The quality and range of resources is sound and organises a good service to provide video films, and to borrow artefacts and book collections to supplement the schools' own resources.

INFORMATION AND COMMUNICATION TECHNOLOGY

124. Standards in ICT are below average for the eleven-year-olds. That said, attainment is starting to improve because of the new ICT suite, but it is early days. Pupils are now making satisfactory progress, including those with special educational needs and English as an additional language. The school was criticised in the last report for the lack of ICT provision for pupils in the school. The school has addressed

these criticisms in its three-year development plan and has adopted a number of initiatives to improve pupils' access to ICT.

125. The acquisition of nine, networked multi-media personal computers housed in an ICT suite has enabled teaching to be more structured and focused on specific ICT skills. However, there are still limitations because of the organisation of the subject and the classes, but the school is currently working to improve this. National guidelines have been adopted as the scheme of work and pupils receive regular lessons that develop their ICT skills effectively, a significant improvement since the last inspection. This has had a positive impact on learning and is starting to improve standards. All pupils have recently been introduced to the early stages of the ICT program but there are limited opportunities to practise, consolidate and extend what they have learned.
126. In a combined Year 3 / 4 lesson pupils were taught the technique for sending an attachment to an e-mail message. This linked well with recent work on the study of the Caribbean in geography, where pupils had been communicating with children from a similar school in Jamaica. Earlier work observed in displays and pupils' files indicated some experience with the 'Dazzle' art program where pupils had successfully experimented with face pictures, star patterns and Christmas card designs.
127. Pupils in Years 5 and 6 were observed using the 'Textease' program to create a plan of their classroom. Using the appropriate tool bar skills such as cut and paste, highlight and drag, the majority were able to achieve these things successfully although their ability to keep shapes the same size was limited. Photographs from the school's digital camera were used well to illustrate a DT activity. Effective use is made of ICT to support pupils' learning in other subjects. For example, pupils had also recorded a 'Bread from around the World' survey on a variety of graphs. Pupils are beginning to use the Internet facility to develop their independent learning skills. ICT is used satisfactorily to support most curriculum subjects, especially English and geography. An increasing use is made of databases, spreadsheets and graphics to record information in mathematics and science. Despite the school having a comprehensive range of CD Rom facilities, these are not used frequently enough to have a positive impact on raising standards.
128. Whilst the pupils are becoming more independent in the use of ICT, their attainment remains low because their experience of using computers across all ICT strands is limited. There is evidence of pupils using controlling activities through the computer, for example to program a floor turtle to carry out pre-programmed moves. The school has adopted an excellent Family Learning and Literacy initiative where some parents and their children have produced beautifully illustrated stories such as *Josh and the Fox* and *Tilly*, making very good use of word processing skills and which are designed to be read to younger children. They are less experienced at using drop down menus, databases and graphics and require much assistance in carrying out tasks.
129. Pupils are very enthusiastic about ICT and are keen to use the computers. They are invariably very well behaved, exhibit good attitudes and are keen to support each other. Pupils exhibit much respect for the equipment and they are not afraid to learn by trial and error. All of this helps them to learn effectively.
130. Teaching and learning are satisfactory, and frequently better. Teachers are confident with the computer, offering appropriate levels of support so that learning moves forward successfully. In the better lessons the teachers used skilful questioning to draw out what pupils knew, successfully helping them to improve and refine their knowledge and skills. Lessons followed on appropriately from the previous ones, and teachers are skilful at making informal assessments of pupils' progress. They are generous in their praise to raise all pupils' confidence and self-esteem. This was particularly evident with pupils with special educational needs whose progress was good. Learning is best where teachers have good subject knowledge and high expectations of what pupils can achieve but, despite training, teachers' confidence and competence is variable.
131. Resources to support learning are good, and this helps standards to improve. Budgets for ICT are generous and the school makes good use of funding for the technology. There is a clear development programme in place for renewal, replacement and enhancement of equipment. Three additional computers have been purchased and the school is considering the acquisition of a scanner and replacing all classroom computers with newer equipment.

132. The newly appointed co-ordinator is very keen to develop the subject throughout the school. Together with the co-ordinator for multi-media activities, projects are planned which will allow pupils to further develop their computer skills. These include the production of a school newspaper and website.
133. Staff have received considerable training in the new technology and there is good documented knowledge of teachers' skills. There are better procedures for planning but teaching and learning are not monitored. More work needs doing on assessing pupils' ICT skills and monitoring their progress effectively. The co-ordinator is aware of the need for a revision and re-evaluation of the ICT program and has clearly prioritised objectives to raise the standards of teaching and learning over the next two years.

MUSIC

134. During the inspection two lessons were observed in Years 3 and 4 and Years 5 and 6, and discussions were held with pupils. At the time of the previous inspection attainment was found to be above average for eleven-year-olds and this remains the case today. There has been a good improvement in the teaching of music. Teachers' subject knowledge and understanding are more secure, planning and resources have improved, and pupils' musical skills are consistently developed throughout the school.
135. Pupils throughout the school enjoy their music making activities. Their understanding and enjoyment of music is well developed through a good range of activities. They make good progress in developing their musical skills and acquire an accurate and mature vocabulary. By the age of eleven pupils have a good understanding of pitch and rhythm and have made a good start at composing their own music. Sound use is made of ICT to support learning and Years 3 and 4 pupils have a good understanding of instruments of the orchestra.
136. Good links are made between music, speaking and listening, art and design, religious education and mathematics. For example, in a Year 3 and 4, music lesson there was good tuneful singing of the song *A sailor went to sea, sea, sea* before pupils make up a good range of musical actions and musical accompaniments to go with the song. The teacher has a very good subject knowledge and understanding and skilfully develops pupils' musical vocabulary and their ability to make up musical actions and accompaniments in groups. As a result of good teaching they make at least good progress with their 'action' rhymes. In a Year 5 / 6 lesson the teacher skilfully develops a lively discussion concerning jungle sounds at daybreak, before encouraging the pupils to compose original 'Jungle' musical compositions. Through good teaching and clear explanations, they make good progress in composing their music, recording it as a graphic score and performing their piece of music from this. Throughout the lesson attitudes and behaviour were very good owing to the high expectations of the teacher. Pupils were encouraged to evaluate their work and describe how it made them feel.
137. All pupils are fully included in musical experiences and make very good progress due to the very high quality of input from all support staff. Pupils with English as an additional language make good progress due to good teaching.
138. The quality of teaching and learning in the two lessons seen was good overall and pupils' literacy and numeracy skills are developed well through songs and composition. Lessons are carefully prepared and the quality of the curriculum is good. Teachers have secure subject knowledge and understanding and a realistic expectation of the pupils' performance. As a result pupils co-operate very well in lessons, listen carefully and display very good attitudes, which helps them to make good progress in lessons. The co-ordinator provides good, clear educational direction for this subject. Opportunities are provided for pupils to share their skills in performance in the school and out in the community. They perform in the local church and on a daily basis there is wonderful singing in assemblies. Currently the co-ordinator is researching and developing ICT opportunities within music, developing music logbooks for all pupils and extending her own monitoring role.

PHYSICAL EDUCATION

139. Pupils attain average standards by the time they are eleven, as they did at the time of the last inspection. Where it is possible to judge those areas in which weaknesses were identified at that time, these appear

to have been addressed effectively. Teachers show satisfactory levels of subject knowledge. Only lessons in dance and swimming were observed during the current inspection. Pupils, including those with special educational needs, make satisfactory progress.

140. Pupils seen swimming attained average standards. At the time of the last inspection pupils in Years 5 and 6 walked to a local leisure centre for instruction. This took up too much time and the school changed its arrangements. Currently, Years 3 and 4 have lessons in the school's own pool. Most pupils can swim 25 metres by Year 6. Only one lesson was observed. That was of good quality and the pupils' standards were in line with those normally seen for their age group. They made good progress, thanks to the instructor's good knowledge of teaching methods and techniques, his clear instructions and effective coaching. Pupils were very keen to learn and showed good levels of perseverance.
141. In dance lessons, satisfactory teaching results in pupils achieving appropriately. Pupils in Years 5 and 6 were observed practising for a performance on the theme of *The Creation* to be given for parents. A strong feature of their work was the ability of the group to keep in time with each other and with the music. This was helped by the clear instructions of the teachers. Their high expectations of behaviour ensured that all the pupils applied themselves, but the girls involved themselves more in the performance than the boys. The pupils show good control in their movements and carry them out with suitable accuracy. Those taking the part of fierce winds in the dance gave suitable weight to their actions, but others who represented sparkling lights did not vary their speed sufficiently. More guidance from the teachers about how to improve the quality of the dances is needed to raise standards.
142. Pupils benefit from a wide range of learning experiences, including orienteering. They also gain from the involvement of outside bodies, such as a nearby premier league soccer club, in coaching them. The subject co-ordinator has only been in post for a short time, but has already worked successfully to increase pupils' opportunities for competition in sports such as netball and football. She is aware of the need to put in place effective arrangements for assessing pupils' attainment and progress. More gymnastics mats are needed to ensure pupils' safety and to provide appropriate opportunities for work on the floor.

RELIGIOUS EDUCATION

143. Pupils at the end of Year 6 attain standards in line with those set out in the locally agreed syllabus for religious education. This was the case at the time of the last inspection. Since then, planning has been improved and work to continue to raise the status of the subject has continued successfully. Pupils make satisfactory progress, including those with special educational needs and those who speak English as an additional language.
144. Pupils in Year 6 show a developing understanding of religious beliefs, including Christian ones. They know about the importance of beliefs in making choices such as the one the Good Samaritan made. They reflect on their own feelings and experiences when writing about "special memories". One pupil wrote about the birth of his brother, saying: "Now I've got someone to talk and play with." Sometimes teachers do not give their classes opportunities to report on the consequences of choices they have made. Pupils study a good range of faiths and this contributes well to their cultural awareness. They know about different places of worship and the objects that are used in religious practices, such as the font in Christian baptism. They do not always recall the names of these artefacts, forgetting, for example, what Jews call the scroll from which they read in the synagogue.
145. The satisfactory standards that pupils attain are due to consistently effective teaching. A creditable proportion of the lessons seen during the inspection were of good quality. The strengths that characterise the teaching are:
- a. good questioning to establish the main teaching points and assess pupils' understanding;
 - b. teachers use a variety of approaches to interest pupils. This was particularly successful in a lesson for Years 3 and 4, based on the story of the men who built houses on sand and rock. The teacher used song and role play to enliven pupils' learning; and
 - c. teachers manage their classes well, ensuring that everyone pays attention and all are involved.

146. The overuse of printed worksheets, noted during the last inspection, results in reduced opportunities for pupils to develop their writing skills. The marking of pupils' work does not always help them improve their knowledge and understanding of religious education sufficiently.
147. A good range of learning experiences, including work linked with other subjects such as art and design and music, add considerably to pupils' enjoyment of lessons. The pupils' spiritual, moral, social and cultural development is boosted significantly by their work in religious education. Pupils' very good attitudes to learning enhance the progress that they make. The knowledgeable subject co-ordinator has worked hard to support her colleagues, to liaise with partner schools and to prepare for the imminent publication of a new agreed syllabus. She is aware of the need to draw up a plan for further development, including the refinement of procedures for assessing and recording pupils' attainment and progress, and the use of ICT in religious education.