

INSPECTION REPORT

St. Elizabeth's Catholic Primary School
Belper

LEA area: Derbyshire

Unique Reference Number: 112907

Inspection Number: 197099

Headteacher: Mrs. Anne Strudwick

Reporting inspector: Julian Sorsby
14042

Dates of inspection: 11th – 14th October 1999

Under OFSTED contract number: 707196

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
Type of control:	Foundation
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Matlock Road Belper Derbyshire DE56 2JD
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr. R. Pick
Date of previous inspection:	February 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Julian Sorsby, Rgl		Attainment and progress
		Support, guidance and pupils' welfare
		Teaching
		Pupils' spiritual, moral, social and cultural development
	Equality of opportunity	Leadership and management
	Special educational needs	The efficiency of the school
Mary Malin, Lay Inspector		Attendance
		Support, guidance and pupils' welfare
		Partnership with parents and the community
		Staffing, accommodation and learning resources
Jean Hayes	Mathematics	
	Science	
	Design and technology	
	Art	
	Physical education	
	Areas of learning for children under five	
Natalie Moss	English	Curriculum and assessment
	Information technology	
	Geography	
	History	
	Music	

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MAIN FINDINGS

What the school does well

- Pupils' behaviour is very good, and is a strength of the school.
- Pupils' attitudes to work are very good, and are a strength of the school.
- Provision for pupils' spiritual and moral development is very good, and are strengths of the school.
- The school's partnership with parents and the community is very good, and is a strength of the school.
- The school's provision for pupils with special educational needs is very good, and is a strength of the school.
- Teaching is usually good, and often very good.
- Pupils' progress is good overall, and often very good.
- Pupils' attendance rates are good.
- Provision for extra-curricular activities is good.
- The efficiency of the school is good.

Where the school has weaknesses

- I. In the quality of teaching in Years 3 and 4.
- II. In a lack of consistency in the way in which teachers deal with inappropriate behaviour, and provide for higher attaining pupils.
- III. In pupils attainment and progress in information technology.
- IV. In the support and monitoring of teaching and curriculum development by the headteacher and in the monitoring of subject teaching, curriculum implementation and lesson planning across the school by subject co-ordinators.
- V. In marking and in its procedures for assessment of pupils attainment and progress and the use of assessment data for planning during Key Stages 1 and 2.
- VI. In the breadth, balance and relevance of the curriculum and the planning for children under five years old.
- VII. In opportunities for all pupils to increase their multi-cultural awareness.
- VIII. In its lay and professional leadership and management.
- IX. In the arrangements for the professional development of staff.
- X. In the safety of the driveway and the exit from the school campus.

This is a caring school in which pupils make good progress and attain well, but in which there are a number of weaknesses. The weaknesses are outweighed by what the school does well, but they will form the basis of the governors' action plan, which will be sent to all parents or guardians of pupils at the school.

How the school has improved since the last inspection

- XI. In pupils attainment and progress in which improvement has been satisfactory except in information technology.
- XII. In the quality of teaching overall in which improvement has been satisfactory.
- XIII. In the development of the curriculum and schemes of work in all subjects, except for children under five years old. The curriculum and scheme of work in information technology is yet to be fully implemented. Overall, with the exception of those areas noted, improvement has been satisfactory.
- XIV. In the quality of the school's partnership with parents and the broader community in which improvement has been good.
- XV. In the role and work of support staff in which improvement has been satisfactory.
- XVI. In the range and quality of learning resources in which improvement has been satisfactory.
- XVII. In the range of work undertaken in design and technology, in which improvement has

been satisfactory.

XVIII. Improvement since the last inspection has been satisfactory overall, and conditions exist in the school for continued satisfactory improvement.

XIX. The school has set realistic and achievable targets for pupils' attainment by the Year 2000.

XX. From the key issues raised in the last inspection report, the following matters remain to be dealt with:

- develop the role of the deputy headteacher and the curriculum co-ordinators (this has yet to be completed)
- develop the quality of marking and assessment to ensure that work is matched more closely to the individual learning needs of the pupils.

Standards in subjects

The table shows the standards achieved by 11 year olds in 1998 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools	Key <i>well above average A</i> <i>above average</i>
English	A	B	
Mathematics	A	C	
Science	A	C	

Attainment at the end of Key Stage 2 in English in comparison with all schools and similar schools has remained unchanged since 1998. In both mathematics and science attainment in comparison with all schools and similar schools has improved since 1998. For both subjects, in comparison to all schools, the improvement has been from above average to well above average. In comparison to similar schools the improvement has been from below average to average. Good progress has been made. Pupils' attainment in information technology in both Key Stages 1 and 2 is below national expectations.

By the time they begin studying the National Curriculum at the age of five, children's attainment is above that expected for their age. By age seven, based on the National Curriculum tests and teacher assessments, pupils' attainment in reading and mathematics is well above the national average, while in science and writing it is above the national average.

Quality of teaching

Teaching in:	Under 5	5 - 7 years	7 - 11 years
English	Good	Good	Good
Mathematics	Good	Satisfactory	Very good
Science		Good	Good
Information technology		Satisfactory	Good
Other subjects	Very good	Good	Good

While teaching of children under five years old is good in English and mathematics and very good in other subjects, the curriculum being taught at the time of the inspection is inappropriate for this stage of the year. Overall, throughout the school, teaching was good, but almost one in every eight lessons seen was unsatisfactory. Almost all the unsatisfactory teaching occurred in Years 3 and 4. Teaching has improved since the time of the last inspection, when the quality of teaching overall was judged to be satisfactory.

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

- **Other aspects of the school**

Aspect	Comment
Behaviour	The majority of pupils behave very well. A small minority behaves unsatisfactorily in lessons, particularly in Years 3 and 4.
Attendance	Pupils' attendance rates are good. Punctuality is good at the start and throughout the day.
Ethos*	Good. Its basis in religion is reflected in the school being a warm, caring community. The school provides a good climate for learning, and there is an appropriate commitment to high standards.
Leadership and management	Overall, the leadership and management, both lay and professional are unsatisfactory. The headteacher receives insufficient appropriate support from the governing body, who are not sufficiently active in discussion, decision making and in performing those functions appropriate for governors, such as producing their annual report and participating in discussions and negotiations with statutory authorities. Some governors are new to the governing body, and overall, governors are not sufficiently informed about the school, their role or how to perform it. The lack of an active senior management team weakens the school's ability to further develop and progress.
Curriculum	The curriculum for pupils under five years old is unsatisfactory. The curriculum in Key Stages 1 and 2 is broad and balanced, and covers all subjects of the National Curriculum, religious education, sex education and drugs misuse education. Extra-curricular provision is good.
Pupils with special educational needs	Provision for pupils with special educational needs is very good and they make similarly good progress to all other pupils. Provision for pupils with special educational needs is a strength of the school.
Spiritual, moral, social & cultural development	Provision for pupils' spiritual and moral development is very good and is a strength of the school. Provision for social development is good and for cultural development is satisfactory overall. Provision for pupils' multicultural awareness is unsatisfactory.
Staffing, resources and accommodation	The school is appropriately staffed and resources are satisfactory overall. Resources in information technology, history and geography are unsatisfactory. The school's accommodation is satisfactory.
Value for money	The school achieves good value for money.

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* *Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

The parents' views of the school

What most parents like about the school	What some parents are not happy about
<ul style="list-style-type: none"> ●. The encouragement they receive to participate in the life of the school ●. That the school is easily approachable when problems occur ●. That the school enables pupils to achieve a good standard of work ●. That the school teaches positive values and attitudes ●. That pupils are well behaved ●. That pupils like coming to school 	<ul style="list-style-type: none"> ●. On no aspect of the school did a parent express dissatisfaction.

KEY ISSUES FOR ACTION

In order to further enhance pupils' attainment and rectify the weaknesses identified in the inspection the headteacher, governors and staff should:

- ◆. Improve the quality of teaching, in particular in Years 3 and 4 by:
 - . ensuring a consistent approach is adopted and maintained by all teachers when dealing with inappropriate behaviour by the minority of challenging pupils. (see paragraphs 32, 64 and 125)
 - . introducing effective procedures for the monitoring and support of teachers and arrangements for the professional development of staff. (see paragraphs 80, 126, 133, and 151)
- ◆. Improve pupils' attainment in information technology by completing the introduction of the full curriculum and scheme of work and providing more opportunities for pupils to practice their skills across the school curriculum. (see paragraph 41, 134, 135, 139 and 140)
- ◆. Continue to strengthen the role of subject co-ordinators by providing them the opportunity to monitor the teaching of their specialist subjects across the school, and its curriculum delivery. (see paragraphs 42, 46, 50 and 79)
- ◆. Improve procedures for assessing pupils' attainment and progress and the use made of assessment data in planning, by:
 - .introducing a single procedure for assessment and recording across the whole school and ensuring its implementation by all teachers. (see paragraphs 49 and 81)
 - . improving the consistency and quality of marking, and ensuring that marked work contains comments that will assist pupils to improve their work. (see paragraph 50, 63, 76, 115, 157 and 165)
- ◆. Improve the breadth, balance and relevance of the curriculum for children under five years old, and ensure an ongoing building up of their skills and knowledge through their work. (see paragraphs 30 and 39)

- ◆. Introduce changes in the working of the governing body to ensure it provides appropriate support to the headteacher by:
 - . improving their knowledge and understanding of their role and how to perform it. (see paragraph 47)
 - .improving their understanding of what is appropriately their role and that of the headteacher, and ensuring that they carry out their role and do not delegate it to the headteacher. (see paragraphs 75, 77 and 78)
- ◆. Re-establish an effective senior management team and develop the management role of the deputy headteacher. (see paragraph 75)
- ◆. In order to diminish present hazards, ensure an appropriate separation of pupils from vehicles outside the school and on the driveway and negotiate with appropriate authorities to make safe the exit from the school grounds to the main road. (see paragraph 68)

In addition to the key issues above, the following less important weakness should be considered for inclusion in the action plan:

- . Provision for higher attaining pupils to extend their knowledge and understanding is inconsistent between classes, and lacking in some. (see paragraphs 35, 43, 44, 112 and 132)
- . Provision for pupils to extend their multi-cultural knowledge and awareness is unsatisfactory. (see paragraph 58)

• **INTRODUCTION**

• **Characteristics of the school**

1.The school is situated in the town of Belper, near the City of Derby. It was established 63 years ago by the Franciscan Order of Sisters and serves the Parishes of Belper and Ripley, taking children from a very wide catchment area. There are 206 pupils on roll between the ages of 4 and 11, with boys outnumbering girls by 108 to 98. Pupils are taught in seven classes, there being two mixed ability classes for Years 5 and 6. In all other classes there is a single year group, except the Year 2 class that also contains two Year 3 pupil. In the reception class of 22, there are 17 children under the age of 5. Pupils are taught all subjects of the national curriculum, including religious education. The number of pupils registered at the school is broadly in line with the national average for primary schools. The average class size is thirty.

2.Pupils come from a wide range of backgrounds and socio-economic circumstances, but predominantly their socio-economic background is above the national average. There is a mix of parental occupations ranging from professional to manual work. The school has a homogeneous population, with all families having their origins in the United Kingdom, and no pupils for whom English is a second language. Pupils' attainment on entry to the school is above national expectations.

3.Approximately three and a half per cent of pupils are eligible to receive free school meals, this figure being lower than the average for primary schools nationally. One and a half per cent of the pupils have a statement of special educational need, this being in line with the national average. A comprehensive Special Educational Needs Policy is in place, in which measures of support for pupils at Stages 1-5 are clearly laid out such that all requirements of the Code of Practice are addressed by the school. Almost nine per cent of pupils are recognised as having special educational needs, which amounts to eighteen pupils. This is average for primary schools nationally.

4.The school has set the following targets for eleven-year-old pupils' attainment by the year

2000. Pupils gaining Level 4 or above: English 74 per cent; mathematics 84 per cent. The following targets have been set for seven-year-old pupils' attainment by the year 2000. Pupils gaining Level 2 or above: English 85 per cent; mathematics 85 per cent.

5. The school's published statement of aims is as follows:

- To develop a broad and balanced curriculum, sufficiently differentiated to cater for individual needs.
- To develop the core skills of numeracy, oracy, literacy and scientific investigation.
- To develop in each pupil a deeper awareness of the Catholic Faith and a knowledge and understanding of other religions and cultures which will spiritually enrich their lives.
- To foster an openness of mind, which will maintain an interest in learning as a continuous process throughout life.
- To give pupils an appreciation of their own worth, a pride in their achievements and an opportunity to achieve their full potential.
- To develop an awareness of personal, social and moral values where there is concern and respect for people and property within a Christian Ethos.
- To provide and maintain a safe, secure, happy, attractive and challenging environment in which to learn.
- To develop links between staff, parents, governors and the wider community so as to enhance the quality of the education provided.
- To manage the resources of the school in an efficient way.

1. In the words of the published statement "The Mission Statement aims to reflect the spirit of Franciscanism by showing respect for each other and all God's creation, which is summed up in the school motto "Plenitudo delectio legis" - "Love is the fulfilment of the Law".

2. The governors' policy for admission:

- Children will be considered for admission in the following priority order:
- Baptised children of practising Catholic parents residing in the parishes of Our Lady of Perpetual Succour - Belper and St. Joseph's - Ripley.
- Baptised Catholic children outside the named parishes for whom there is no other Catholic school within travelling distance.
- Baptised children of staff residing outside the named parishes for whom travelling to other Catholic schools would be difficult.
- Siblings of children already in school with preference given to those closest in age to the brother or sister in the school.
- Baptised children (not Roman Catholic) from Christian homes, where governors are satisfied that the parents desire them to have a Roman Catholic education. Children from other faiths where governors are satisfied that the parents desire them to have a Roman Catholic education.

1.Key Indicators

Attainment at Key Stage 1¹

Number of registered pupils in final year of Key Stage 1
for latest reporting year:

Year	Boys	Girls	Total
1999	22	14	36

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	21	19	22
	Girls	13	13	13
	Total	34	32	35
Percentage at NC Level 2 or above	School	94 (97)	89 (88)	97 (94)
	National	85 (77)	86 (81)	90 (84)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	21	22	21
	Girls	13	13	13
	Total	34	35	34
Percentage at NC Level 2 or above	School	94 (91)	97 (94)	94 (94)
	National	82 (80)	86 (84)	91 (85)

¹

Percentages in parentheses refer to the year before the latest reporting year

Attainment at Key Stage 2²

Number of registered pupils in final year of Key Stage 2
for latest reporting year:

Year	Boys	Girls	Total
1999	25	16	41

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	21	21	23
	Girls	15	14	15
	Total	36	35	38
Percentage at NC Level 4 or above	School	88 (91)	85 (61)	93 (86)
	National	70 (65)	69 (59)	78 (69)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	19	20	19
	Girls	15	13	15
	Total	34	33	34
Percentage at NC Level 4 or above	School	82 (69)	81 (72)	82 (94)
	National	68 (69)	69 (65)	75 (72)

Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year			%
	Authorised Absence	School	4.4
		National comparative data	5.7
	Unauthorised Absence	School	0.6
National comparative data		0.5	

Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year:			Number
	Fixed period		1
	Permanent		0

Quality of teaching

Percentage of teaching observed which is:			%
	Very good or better		30
	Satisfactory or better		87
	Less than satisfactory		13

8. PART A: ASPECTS OF THE SCHOOL

8. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

8. Attainment and progress

2.Children join the Reception class at St. Elizabeth's in September if their fifth birthday is in autumn or spring, and in January if they are summer born. On entering the school, children display a full range of skills and experiences and overall their achievements are above average. Children make good progress overall, and by the time they are five most have reached the level expected nationally, with some children reaching this stage before the age of five. This enables them to make a good start on the National Curriculum. Children develop early in literacy, numeracy, personal and social skills. They quickly gain confidence from being part of a class and co-operate well with others.

3.In 1999 by the end of Key Stage 1, the proportion of pupils achieving the expected level two in the National Curriculum Tests in reading, writing and mathematics and the teacher's assessment in science was well above national average in reading and mathematics and above the national average in writing and science. Since 1998 results have improved slightly in English, mathematics and science and overall, pupils have made good progress in all three subjects. A third of the cohort of pupils in 1999 achieved Level 3 in science, which is well above the national average and a quarter achieved Level 3 in mathematics, which is above the national average.

4.In 1999 by the end of Key Stage 2, the proportion of pupils achieving the expected Level 4 in the National Curriculum Tests in English, mathematics and science was well above average compared to all schools nationally. Compared to similar schools, with pupils from similar backgrounds, pupils' attainment in English was above average, while that in mathematics and science was average. Attainment in English in comparison with all schools and similar schools has remained unchanged since 1998. In both mathematics and science attainment in comparison with all schools and similar schools has improved since 1998, when compared to all schools it was above average and compared to similar schools it was below average. In 1999, 39 per cent of pupils achieved Level 5 in English, and 44 percent in science, these results being well above the national average. 17 per cent of pupils reached Level 5 in mathematics, this being below the national average of 24 percent. Given their attainment at Key Stage 1, the 1999 National Curriculum test results at the end of Key Stage 2 indicate pupils make good progress in English and mathematics and science. Observations during the inspection confirm pupils' levels of attainment is well above the national average and indicate that pupils make good progress in their learning in the core subjects of English, mathematics and science.

5.In English, pupils at Key Stage 1 express their ideas clearly, answer questions with some degree of expression and have developed a wide range of vocabulary, which they use well. They listen intently, follow stories with interest and pay attention in other subjects. They read proficiently using a wide range of appropriate strategies, for example, phonics, and use them to establish fluency in reading. Pupils' writing is very good. By the end of Key Stage 2 pupils' have developed very good speaking and listening skills. Pupils of all attainments listen well and express their ideas clearly. They read extensively, both fiction and non-fiction, for both meaning and enjoyment. Pupils' writing shows well-developed structure, an extensive and growing vocabulary, a range of styles and a clear sense of writing for a purpose or an audience. Pupils, including those with special educational needs, make satisfactory progress in Key Stage 1 and good progress in Key Stage 2.

6. In mathematics in Key Stage 1, pupils use their mathematics and their numeracy skills confidently. They recognise sequence and can add and subtract numbers up to 100. They have a developing understanding of fractions, and know how to add and subtract. They understand time, and use standard and non-standard measures effectively. Pupils can use their developing mathematical skills in a range of settings, such as shopping and in some investigative work. They have a good knowledge of three-dimensional shapes and identify them by an understanding of their properties

7. Pupils in Key Stage 2 have a good understanding of decimals and fractions, and units, tens, hundreds and thousands. They use mental strategies and simple formulae, and can undertake complex long multiplication and division. Pupils have a very good understanding of symmetry and can experiment and investigate symmetry. Numeracy standards are good, and pupils apply their knowledge, with ease, in other subjects of the curriculum. Pupils become competent in data collection and are able to display data using a variety of scales on graphs. In Key Stage 1, the majority of pupils, including those with special educational needs, make satisfactory progress. All pupils in Key Stage 2 make good progress.

8. In science at Key Stage 1, pupils are able to conduct simple tests and experiments. They make predictions based on their own experience and on the information available to them. They write down their predictions and record their results accurately. They have a sound grasp of, for example, materials and their properties. They study different types of material and investigate their reaction to heat and cold, testing them and explaining their answers. They are very competent in experimenting and investigating, and understand well the concept of a fair test, varying one factor at a time. In Key Stage 2 pupils have a broad knowledge of the topics included in the curriculum, including a growing awareness of their own bodies and how they work. They know how to set up and conduct fair tests, predict outcomes and to present and evaluate their results. They use and apply their knowledge very well. Some higher attaining pupils design and carry out more complex experiments. All pupils, including those with special educational needs, make good progress in both Key Stages 1 and 2.

9. Despite satisfactory teaching in Key Stage 1 and good teaching in Key Stage 2 in information technology, attainment in both key stages is below national expectations. This is a result of the school not having implemented its new policy and scheme of work for the subject. In Key Stage 1, pupils can use a range of information technology equipment, such as keyboard and mouse. They begin to understand the fundamentals of communicating with computers, through text and pictures, and of the handling of information stored on computers. Pupils are able to give instructions to a robotic device to control its movements across the floor. In Key Stage 2, pupils continue their use of a painting program, making pictures linked to other curriculum areas. Pupils' skills in communicating through computers and handling information improve throughout the key stage, although not sufficiently. Pupils of all ages, including those with special educational needs, make unsatisfactory progress in information technology.

10. In design and technology, history, geography and art, all pupils, including those with special educational needs, make satisfactory progress in both Key Stages 1 and 2. In physical education, all pupils in both key stages make satisfactory progress, with the exception of pupils with special educational needs in Key Stage 2, who make good progress. All pupils in both key stages, including those with special educational needs, make good progress in music.

11. Both literacy and numeracy are used well across all subjects of the curriculum.

12. Following analysis of 1999 results, the school has set the following targets for seven-year-old and eleven-year-old pupils' attainment by the year 2000.

	Percentage of seven year old pupils reaching Level 2	Percentage of eleven year old pupils reaching Level 4
English	85	74
Mathematics	85	84

13. In 1999 the results achieved were as follows:

	Percentage of seven year old pupils reaching Level 2	Percentage of eleven year old pupils reaching Level 4
English	94	88
Mathematics	97	85

14. Although lower than the 1999 achievements, targets for pupils for the year 2000 are realistic because of the much smaller cohort of pupils currently in Years 2 and 6 and the much higher proportion of them who have special educational needs. Target setting has been based on the testing of pupils' knowledge and understanding at the time of they enter Key Stage 1, national testing at the end of Key Stage 1 and voluntary testing that has taken place in Years 3, 4 and 5.

21. **Attitudes, behaviour and personal development**

15. Children make a happy and confident start to school. They establish effective relationships with adults and each other and work well as part of a group. All are keen to participate and can concentrate for long periods of time, given their age. They are polite, co-operate well with each other, take turns and are willing to share equipment. They are keen to carry out instructions and behave very well.

16. Pupils in both Key Stages 1 and 2 have very good attitudes to learning. They enjoy their work, listen attentively and concentrate hard. Pupils are confident, enthusiastic and very articulate; they ask interesting and thoughtful questions. Often, pupils are totally engrossed in their activities and strive hard to produce work of high quality. Pupils usually collaborate well and have positive attitudes both when working in groups and independently. Many pupils work at a good pace and use resources well. When evident, these very good attitudes have a positive effect on attainment and progress. However, attainment and progress are often slightly reduced by a lack of attention by a small minority of pupils, especially in Years 3 and 4.

17. The behaviour of the majority of pupils, both in class and at playtimes, is very good and they are polite and courteous. Around the school, pupils follow the school rules and show respect for property. There has been one fixed period exclusion. It is noticeable that for the majority of pupils, procedures for ensuring good behaviour need only be administered in a very low key fashion, because of the expectation among pupils that they will each behave responsibly. Attitudes and behaviour are similar to that reported at the time of the last inspection.

18. Relationships in the school are good. There is a high level of respect between adults and pupils and the school operates as a harmonious community. Support assistants and lunchtime supervisors have good, caring relationships with children. Pupils relate well to one another and show respect for the feelings of others.

19. There are opportunities for pupils to take responsibility, which they accept with pride. Younger pupils select and support charities of their choice, raising funds through their own schemes. They have also been responsible for setting up the gardening club and for development of the pond area. Year 6 pupils play key roles in the school such as prefects and house captains. Pupils' personal development is somewhat restrained by their being no forum

for them to participate in putting forward their ideas about the school, such as a school council, despite they're being very articulate, thoughtful and trustworthy. Personal development is further restrained by pupils being "over managed" by staff. For example, some teachers give too many instructions to pupils, diminishing opportunities in lessons for them to use their own initiative. Despite these shortcomings, overall, pupils' personal development is satisfactory, and pupils are courteous and trustworthy and have respect for property.

20. Pupils with special educational needs show sustained interest in their work, and develop good independent study skills. Their behaviour, and the quality of their relationships, are equally as good as those of other pupils. Pupils' attitudes, behaviour and personal development are similar to those reported at the time of the last inspection.

27. Attendance

21. Pupils' attendance is similar to that reported at the time of the last inspection and is good. As measured for the term prior to the inspection, at 96 per cent, levels of attendance are above the national average and this makes a positive contribution to pupils' attainment and progress. Authorised absence during the term prior to the inspection was 3.5 percent and unauthorised absence was 0.3 percent. Punctuality at the start and throughout the day is good.

28. QUALITY OF EDUCATION PROVIDED

Teaching

22. Teaching is good overall and often very good, with 87 per cent being satisfactory or better and almost 30 per cent being good or better. Four excellent lessons were observed. However, 13 per cent of teaching is unsatisfactory, almost all of this occurring in Years 3 and 4. Teaching has improved since the last inspection, at which time teaching was reported as being satisfactory.

23. The quality of teaching for children under five is good or better in 88 per cent of lessons observed. Teachers and support staff work together and ensure that children quickly settle into school life and there are excellent pupil management skills in evidence. High expectations are set and these are supported by very good organisation, in particular in-depth questioning to extend and clarify children's knowledge. Good use is made of assessment opportunities and the teacher knows her pupils well. Time is used skilfully, which ensures each child is heard and responded to within a culture of brisk lesson patterns. Planning is strong in many respects but, at this time in the academic year, it puts too much emphasis on requirements for the over-fives at the expense of the under-fives, mainly at the expense of independent learning activities. Sufficient resources are provided and accommodation use is improving with the development of the outdoor area and the planned use of rooms as the next intake of children occurs in January 2000. However, the lack of attention to the appropriate areas of learning for children under five years old results in some opportunities being missed to use the available space for independent self-initiated learning. This limits progress, especially for the more able and the less able.

24. In Key Stage 1 the quality of teaching is good or better in 36 per cent of lessons, and satisfactory in 57 per cent of lessons. One unsatisfactory information technology lesson was observed in Key Stage 1.

25. In Key Stage 2, the quality of teaching is good or better in 62 per cent of lessons, and satisfactory in 19 per cent of lessons. Five unsatisfactory lessons were observed in Key Stage 2, this being almost one in five lessons observed. All of the unsatisfactory teaching occurred in Years 3 and 4, primarily due to the inappropriate behaviour of a minority of pupils.

26. Where teaching is good or better, lessons are well planned with a strong emphasis on literacy, numeracy and on encouraging and supporting the pupils to become independent learners. Teachers have a good knowledge of their subjects and appropriately high expectations of the pupils. They plan for the needs of all pupils, ensuring that the highest attainers are sufficiently challenged. For all pupils with special educational needs, individual education plans are detailed and provide teachers with sufficient information to use effectively in their own planning. Homework is used to reinforce learning in school. Teachers assess pupils' attainment regularly and record outcomes. Assessment information is effectively used in planning. Where teaching is good or better, pupil management is good.

27. Where teaching was unsatisfactory planning was often weak. In some unsatisfactory lessons, there had been too little formal assessment of pupils' knowledge and understanding, and hence, planning was inappropriate. Teachers' expectations of pupils were often too low, and little or no variation was built in to cater for pupils of differing abilities, resulting in high attainers being unchallenged by the work and low attainers being unable to cope. For example, in one unsatisfactory lesson, the only activity undertaken by pupils was to tick words on a pre-prepared work sheet, with all the pupils carrying out the same task. In several of the unsatisfactory lessons, pupil management was poor, and insufficient effort was made by the teacher to restore order when the minority of poorly behaved children began to disrupt proceedings. An increasing number of pupils became noisy and disenchanted, and the lesson deteriorated.

28. There is specialist support for pupils with special educational needs and this enables them to make good progress and to attain well. The teaching of pupils with special educational needs is good and often very good. Teachers plan effectively, bearing in mind the differing needs of all pupils. Teachers and support staff make good use of assessment to monitor pupils' progress towards attaining the learning targets. Individual education plans are particularly good, with clear, sensible, agreed and achievable targets, which are known to all teachers and support staff dealing with the individual pupils concerned. Pupils with special educational needs are helped to meet the targets on their individual education plans by matching of activities and support to their needs, and their progress is regularly monitored and reviewed. The school is conscious of the needs of higher attaining pupils, and additional more difficult work is provided for them, but not consistently in all classes at all times.

29. One unsatisfactory feature of teaching in almost all classes, is the lack of opportunity for pupils to use their initiative, take risks and learn from their mistakes. It is a feature of the school that teachers too closely manage much of the work of pupils.

30. Planning throughout the school is based very securely in a thorough knowledge of the National Curriculum. Teachers' planning is linked clearly to the medium and long-term plans within a subject and this assists in the planning for pupils to build on their skills and knowledge. In most lessons, the management of behaviour is good and ensures that pupils' attention is redirected to learning. Time in most lessons is used very efficiently. Teachers generally prepare good materials and use resources well to support learning. The good quality of teaching is a major factor in the overall quality of education provided by the school. Homework is set regularly and this makes a significant contribution to the standards of all pupils. Observations of the teaching of information technology demonstrated that the teaching of the subject was satisfactory or better in five of the six lessons seen. However, there is insufficient use of information technology in the teaching of the broad range of subjects of the curriculum, and pupils thus lack sufficient opportunity to improve their skills.

31. The quality of teaching in literacy is good or better in 63 percent of literacy lessons, and satisfactory in a further 25 percent. One unsatisfactory literacy lesson was observed. Through the use of technical language, teachers support the teaching of literacy in all other subjects of the curriculum. The quality of teaching of numeracy is very good or better in forty-three percent of numeracy lessons, and satisfactory in a further forty-three percent. One

unsatisfactory numeracy lesson was observed. Teachers support the teaching of numeracy in many subjects of the curriculum.

38. The curriculum and assessment

32.The curriculum for the under fives is unsatisfactory overall. This is because it does not provide in full for the development of children in line with recommended areas of learning for this age group. Planning is towards the National Curriculum and does not make enough provision for the large group of children who need to address the national learning outcomes for five-year-olds. There are many of these latter points included in the direct lessons given, but opportunities for self-initiated investigation, exploration and experiment are limited. There is also a lack of provision for physical development. Although there was a general issue from the last inspection to put in place curricular policies and attendant schemes of work, the school does not have its own separate scheme of work for children under-five years old.

33.The curriculum at both Key Stage 1 and Key Stage 2 is sufficiently broad, balanced and relevant and covers all subjects of the National Curriculum, with the exception of information technology, which is still in the process of being fully implemented. Planned teaching time is in line with the recommended minimum. Statutory requirements are met by satisfactory provision for pupils' personal, social and health education, including sex education and drugs awareness and there is satisfactory preparation for the next stage of education, with the exception of information technology. However, there is insufficient use of information technology in the teaching of the broad range of subjects of the curriculum, and pupils thus lack sufficient opportunity to improve their skills

34.Since the last inspection, a whole school curriculum plan has been satisfactorily developed, with topics timetabled to ensure their coverage at an appropriate standard during the appropriate academic year. Learning objectives have been more closely matched to the needs of individual pupils and long term planning is now firmly implemented. The National Literacy and Numeracy strategies are being carefully and constructively implemented throughout the school, with clear signs of an acceleration of progress in English. The school is effective, as at the time of the last inspection, in offering a balanced curriculum with clear, timetabled skills and knowledge targets for all subjects, though information technology is not as well implemented as other subjects. The school has appropriate plans to quickly remedy this deficiency.

35.There are clear policies for each subject, and curriculum co-ordinators have drawn up schemes of work in all subjects, which provide coverage of all necessary learning intentions and ensure breadth, although they do not ensure ongoing assessment of pupils' knowledge and understanding. Schemes of work are under constant review. Teachers expand on these schemes for each half term and each week, while still maintaining a variety of teaching methods. These schemes of work often provide valuable cross-curricular links, as in the case of history and English. This is a sensibly balanced curriculum, but monitoring is not yet used effectively. Curriculum co-ordinators see teachers' plans and the headteacher has an overview of planning, but there is not always sufficient monitoring of teaching in curriculum subjects or monitoring of pupils' written work to determine individual levels of attainment. Curriculum topics, in subjects such as geography and history, end with an assessment to reflect upon their success.

36.The detailed coverage and coherence of the schemes of work outline the progress for pupils in each year group. Topics are carefully planned with continuity of learning in mind and work in many subjects is revised to consolidate it while new learning is taking place. The schemes of work ensure full coverage of attainment targets in each subject. The homework policy ensures that work increases in quantity and range as pupils mature, though it is not always used to extend and enhance the research skills of higher attaining pupils. These pupils are not always fully challenged, particularly when the work they are given does not take

account of their better knowledge, understanding and skills.

37.The curriculum meets statutory requirements. There is a school sex education policy and drug awareness is taught. There is good equality of access to the curriculum for all pupils, irrespective of gender, ethnic origin or academic attainment. The school makes good provision for the differing needs of most of its pupils, particularly those who have special educational needs, but higher attainers are not always stretched to their full potential. Teaching pupils with special educational needs in groups outside their classroom is well organised so that they do not miss important learning in the classroom. Activities for pupils with special educational needs in the classroom are carefully graded to match their individual education plans or statements, so that the provision is effectively used to raise their attainment. High attaining pupils are offered appropriate work of a higher standard, but the practice is inconsistent and sometimes does not occur. The school began a successful series of 'booster' lessons last year to target pupils who were not attaining as highly as they should.

38.The provision for the arts in the school curriculum is satisfactory, including visits from theatre companies and pupils participating in the Derby Arts' Festival. The range of extra-curricular activities is good. Within the school a wide range of opportunities include choir and recorder groups, sport such as football, rugby, basketball and netball and clubs such as the wildlife club. Visits take place to areas and sites of geographical and historical interest, such as the local heritage centre and Carsington Water, and these greatly enhance pupils' enjoyment and understanding of their academic subjects. This range of activities is appreciated by pupils and parents alike. The school grounds are effectively used for physical and environmental studies.

39.The last inspection report outlined the need for the development of the roles of curriculum co-ordinators and for the subsequent monitoring of subject teaching. Although co-ordinators now have a fuller and more integrated approach to their roles, they are still not allocated sufficient non-teaching time to monitor colleagues teaching of their specialist subjects.

40.Parents are given curriculum information and an explanation of the national tests and the school's and their own children's results, to enable them better to support their children's education. Individual governors are beginning to become involved in individual subjects of the curriculum through extending their knowledge of the curriculum and, where possible, visiting classrooms. However, they do not fully understand their role in ensuring full delivery of the national Curriculum program of study.

41.The quality of assessment is unsatisfactory overall. However, assessment procedures for children under five years old are satisfactory. Pupils are assessed on entry and results are analysed. Ongoing assessment is used to ensure children are learning. This is also used to provide information on attainment on entry to Key Stage 1 classes and to help in grouping pupils by ability within their classes, particularly in English and mathematics.

42.At the time of the last inspection, assessment, recording and reporting were being implemented and assessment portfolios for every pupil were planned. Although the school still has a clear assessment and recording policy, it has not succeeded in implementing it fully to enable staff to monitor progress better and to match work to pupils' previous attainment. Individual teachers maintain records of achievement for their pupils, but except for reading records, these are seldom of sufficient detail to enable teachers to use the information in a meaningful way in their planning. Assessment procedures are insufficiently rigorous to inform future planning. Most teachers do use verbal assessment effectively, so that pupils know immediately how successful their work has been. A little use of self-evaluation by pupils is made in assessment in some subjects, but the practice is not widespread throughout the school.

43.There is little monitoring of teaching by subject co-ordinators and insufficient monitoring of

pupils' written work for assessing curriculum outcomes. Marking is regular, but inconsistent, as noted in the last inspection report and often thin in comment, without guidelines for pupils on future improvement. There is a lack of a consistent, whole school approach to assessing pupils' attainment, such as by all teachers working together to sample work and grade it. The headteacher keeps a portfolio of graded work in English, mathematics and science, but neither in these subjects nor any other of the curriculum, do teachers jointly review pupils' work and compare it to examples of work at the various levels of attainment. Assessment procedures are not used consistently throughout the school, nor are they always linked effectively to curricular planning. Because this detracts from teachers' planning, it has a negative effect on pupils' attainment and progress.

44. The school has a clear system for the assessment of pupils with special educational needs, involving the school's support system, the local education authority's specialists, the use of individual education plans and statements for pupils with the highest levels of need. Pupils withdrawn from lessons study the same subjects as those in class. Individual curriculum requirements set out in these pupils' individual education plans are full and each classroom teacher has a copy available.

45. The school is acquiring more assessment data, through standard test results at Key Stages 1 and 2 and through the optional yearly tests now being carried out. However, the analysis of this data is still in its infancy and it is not being used fully to help plan progress for the future.

52. Pupils' spiritual, moral, social and cultural development

46. The provision for pupils' spiritual and moral development is very good, that for their social development is good and for their cultural development is satisfactory. The staff work hard to ensure that all pupils are fully involved in lessons and within the constraints of the school's procedures, in the life of the school. They value pupils' contributions, regardless of ability or special educational need. This has a positive effect on pupils' moral and social development.

47. The school's aims and policies provide a firm basis for pupils' spiritual and moral development. They promote self-esteem and self-confidence, an awareness of the needs of others and the concept of community and personal responsibility. Pupils are provided with a strong sense of identity within the Catholic and wider communities, and through prayer and reflection, pupils enhance their already strong experience of spirituality and their sense of morality.

48. Many opportunities arise naturally for pupils to express their feelings and emotions. Moments of revelation such as appreciating the significance of prime numbers in mathematics develop pupils' sense of wonder at the world around them. School assemblies and the saying of a prayer at the start and finish of each session of the day, encourage personal thought and reflection. Class rules are built on sound personal values of respect for oneself and others, and emphasise the fundamental values by which we should live.

49. The school makes very good provision for pupils' moral development. This supports the view held by parents. There is a strong moral code demonstrated by teachers through their actions. They are a strong and valued role model. Class rules emphasise notions of fairness and justice, right and wrong, and address the consequences of unsatisfactory behaviour or actions. Moral attitudes and behaviour are explored through the curriculum. For example, the studying of other periods of history and life in other parts of the world clearly addresses issues of the value of life, and develops the principles that govern personal behaviour. The consequences of the school's provision for moral development are visible in pupils' very good behaviour and attitudes to one another.

50. The school's prospectus explains what is expected of pupils, and this, with the behaviour policy, forms a firm foundation for social development. Pupils discuss their class rules,

developing their sense of responsibility to themselves and others. Pupils have some opportunities to help with tasks around the school. For example, they help in assemblies, classes have monitors for a range of tasks such as returning registers and there is a school choir. Year 6 pupils carry out a range of prefectorial duties. Teaching methods used in the National Literacy and Numeracy Strategies help pupils to develop as independent learners as they get older, and subjects such as science help pupils to develop their initiative, for example in devising their own methods of carrying out tests. Pupils do not, however, have the opportunity to express their thoughts on aspects of the school, for example, through a school council. The school provides good opportunities for pupils to join in community life, for example, through its harvest celebrations, and through participation in local musical and sporting events.

51.The school's provision for the development of cultural education is satisfactory overall. Pupils have good opportunities to learn about and participate in art, music and drama, such as the Derby Arts Festival and the Belper Schools' Musical. They learn extensively about their own culture, this aspect of their studies being supported by regular visits, such as to the local mill, and in school activities such as a Victorian day. Many pupils learn to play musical instruments, and join in local festivals. There are also regular and frequent visits concerning religious education. There is, however, a lack of opportunity provided for pupils to learn about other cultures. Those activities that do occur tend to be either curriculum related such as studying Pakistan in geography or through occasional assemblies recognising other people's festivals, such as Passover and the Chinese New Year. There are very few multi-cultural images and no multi-cultural artefacts on display around the school. This results in development of pupils' multicultural understanding being confined to a few discrete periods of time rather than being a continuous process of raising pupils' consciousness. This is a particularly significant weakness due to the homogeneous nature of the school community and the need to prepare pupils for life in the wider community.

52.The school's provision for the development of pupils with special educational needs is good. Pupils with special needs are encouraged to be full and active members of the school community. It is of particular merit that the school has taken significant steps, and been highly successful in ensuring that a physically disabled member of its community is fully integrated into all aspects of school life.

53.Strong provision for spiritual, moral, cultural and social development is seen in the under-fives setting. There are many opportunities for meaningful prayers and a strict discipline code is given. There is good social provision to which children respond well. Cultural events are celebrated and children value the feelings of others. However, as with the rest of the school, little knowledge of other cultures is imparted.

54.The quality of provision for pupils' spiritual, moral and social development is unchanged since the last inspection. It is not possible to compare provision for pupils' cultural development as no judgement was made at the time of the last inspection.

61. Support, guidance and pupils' welfare

55.The school's support guidance and consideration of pupils' welfare is satisfactory overall and makes a sound contribution to the standards they attain. This maintains the quality noted in the previous inspection.

56.Procedures for monitoring pupils' academic progress are unsatisfactory. Marking, although satisfactory overall, lacks consistency across the school. Records of pupils attainment are superficial, and there is no uniformity of records between subjects and classes. Those records that do exist are not always effectively utilised by teachers in their planning. Procedures for monitoring personal development are good. Staff know their pupils very well and have good relationships with them. Pupils are given some responsibilities in the classroom and about the school, and are encouraged to be independent in their work. Staff demonstrate a genuine concern for the pupils in their care and parents recognise this as a strength of the school. Pupils with special educational needs are helped to meet the targets on their individual education plans by matching of activities and support to their needs, and their progress is regularly monitored and reviewed.

57.Procedures for monitoring and promoting discipline and good behaviour are good. There is a behaviour policy in place but it is sometimes inconsistently applied and specific instances of unsatisfactory behaviour are not always handled in the same way across the school, giving some pupils mixed messages. Pupils know the difference between acceptable and unacceptable behaviour, and are proud when good behaviour is rewarded. Good procedures are in place to deal with the very rare occurrences of harassment or bullying, and on these occasions good provision is made to suitably involve parents.

58.Procedures for monitoring and promoting attendance and punctuality are good. Registers are taken promptly at the beginning of each morning and afternoon session and returned to the office immediately. The school has a very good system of contacting parents if a pupil unexpectedly fails to arrive at school.

59.Procedures for promoting child protection, health and safety and pupil well being are satisfactory overall. Good child protection procedures are in place and the Child Protection Co-ordinator has recently received updated training. All staff, including non-teaching staff, are aware of the procedures to follow in the event of concerns and are kept well informed by the co-ordinator.

60.The school's arrangements for the admission of pupils, and for their transfer to their next schools, are good.

61.Fire drills are carried out at least every term and fire and electrical equipment is tested regularly by external contractors. Regular health and safety audits and risk assessments take place and most hazards are dealt with immediately. However, the exit from the school driveway onto a busy, single carriageway section on the main A6, immediately adjacent to a "blind" curve in the road, presents a very serious hazard. This was sadly confirmed by an accident involving a parent and pupil leaving the school by car on the first afternoon of the inspection. Along the length of the long school driveway, and at its end outside the school, there is further danger because of a lack of clear separation of children from vehicles. Vehicles were observed moving forward and reversing with children moving between them. Although not identified as a key issue, these hazards were identified in the last inspection report.

68. Partnership with parents and the community

62.Partnerships with parents and the community are very good and strengths of the school. These are improvements on the previous inspection. Parents are committed to and supportive of the school and many are involved in their children's learning both at school and at home. This makes a positive contribution to their attainment.

63.The quality of information provided for parents is very good. However, neither the school prospectus nor the governors' annual report to parents comply fully with statutory requirements. Parents receive informative academic reports which state what pupils know

understand and can do. These are complimented by very good informal communications between home and school and formal parent's evenings. The school operates an open-door policy and parents feel that staff are approachable, welcoming and are prepared to meet at any time. Parents are encouraged to communicate with the school, and teachers are committed to partnership with them. A very clear induction pack gives parents of new pupils information about the school and how they can help their children's learning. The prospectus is clear and informative and the school issues regular newsletters, which keep parents well informed of school events.

64. Parents give good support to their children's learning and many help with work and reading at home. Some parents help in school by sharing their skills, such as working with small groups to support art and reading. Parents assist with school visits and a number volunteered to paint the school during the holidays. They are very supportive of the school, the staff and school functions. During the week of inspection there was a school Harvest Assembly that was exceptionally well supported by parents, both through their presence and their gifts. Much of the produce was subsequently distributed to a local homeless people's hostel. There is an active parent teacher association, which raises considerable funds for the school by organising social events, which are equally well supported by parents.

65. The school has developed very strong links with the local community. Local senior citizens visit the school to talk to pupils about life when they were younger. During the week of inspection a retired octogenarian schoolteacher gave a talk on schools in Victorian times. The school has developed very good links with local industry, and pupils benefit from, for example, visiting a local supermarket to have a look behind the scenes and a local bakery to see demonstrations of bread making. Local companies also support the school through donations, such as materials for use in art lessons printers, software and a fax machine for use in the school. Two local banks provide matched funding for school projects and there are also links with a fast food restaurant. Good links exist with the secondary school to which most of the children transfer and curriculum links have been established concerning religious education and mathematics.

66. Pupils' actively participate in the community in support of others by raising money for several charities such as the Catholic Fund for Overseas Development, the National Society for the Prevention of Cruelty to Children and the Royal Society for and the Prevention of Cruelty to Animals. They take part in the Derby Arts Festival with considerable success and "well dressing" is a regular feature in the school calendar for which Year 5 pupils are responsible for the design and making of a picture. Pupils take part in a broad range of visits to support the curriculum, such as museums, art galleries and theatres.

73. THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

73. Leadership and management

67. The leadership and management of the school are unsatisfactory and have deteriorated since the last inspection.

68. A little over a year ago, the whole school community was deeply effected by the tragic and untimely death of a highly respected and valued member of the senior management team. In trying to re-establish a viable management structure, a decision was taken by the headteacher to co-operatively manage the school. In essence, this meant that the senior management team ceased to function, although no decision was ever taken to disband it. In deed, remaining members of the team continue to consider themselves as members, although meetings have not been called for over a year. Previously the team would meet every week. This has left a leadership vacuum, which the headteacher acting alone has been unable to adequately fill. In failing to re-establish a strong management structure, both the headteacher and the governing body have not addresses an important aspect of their responsibility for

strategic planning. The governing body has not acted as a critical friend. The consequence of the weaknesses in leadership and management has been that many of the issues highlighted in this report, although previously identified by the school or through the previous inspection report, have not been fully acted upon, or that not all actions taken have been successful. This detracts from the overall quality of provision made by the school, and hence from pupils' attainment.

69. The headteacher is supported by the deputy headteacher, and enjoys the confidence of all staff and governors. However, the governing body has failed to fully implement parts of two key issues identified in the previous report. The management role of the deputy headteacher has only been superficially developed by his taking on the responsibility of staff development. This area is not being appropriately managed, and staff do not have the opportunity to have detailed confidential discussions with senior management about their own personal professional development needs. Marking and assessment have also not been appropriately developed.

70. While all members of staff and the governing body were involved in developing the school's aims and mission statement, governors are not well informed about the educational direction of the school, and rely upon the headteacher and staff for planning its development. There is no shared common vision for the future of the school. This makes it unnecessarily difficult for the school to strive for excellence, or to adopt with ease, new requirements in education such as those relating to literacy, numeracy and new National Curriculum requirements.

71. With the exception of the areas of finance and special educational needs, the governors' support of the headteacher is not based on a detailed knowledge of the school and a clear understanding of their role and that of the staff. They do not fully carry out their responsibilities for strategic planning or for the quality of education, and they do not fulfil the role of critical friend to the school. Although regular meetings take place, and governors receive reports from the headteacher, they frequently pass responsibility for deciding upon and taking action, back to the headteacher. Being unsupported through the lack of an effective senior management team, she understandably is sometimes unable to shoulder all such responsibilities. The now abandoned practice of the headteacher having a half time teaching commitment was not a viable option in this school because of the lack of effective support for the headteacher from above and below.

72. On a day to day basis, the headteacher effectively manages pupils and staff. Job descriptions are clear and realistic, and staff understand their roles and are committed to them. Staff manage their responsibilities effectively in relation to the time and opportunities made available to them. The role of subject co-ordinators has improved since the last inspection, although it does not yet encompass all aspects of monitoring of subject teaching or curriculum coverage, because of a lack of time being made available. The role of key stage co-ordinator, although present, has not been developed. Teacher appraisal does not take place and the link between job descriptions, staff development and the school's decision making structure is tenuous, and primarily driven by national initiatives such as the National Numeracy and Literacy Strategies. The special educational needs co-ordinators manages their joint role very well. All pupils' individual education plans are up to date and the agreed targets within each are realistic and meaningful. The school fulfils all its statutory responsibilities with regard to the Code of Practice for pupils with special educational needs, the Sex Discrimination Act and the Race Relations Act.

73.Support and monitoring of teaching is provided solely by the headteacher, who observes each teacher on average once a term. This is inadequate. The senior management is not always aware of the strengths and weaknesses of individual teachers and because of the lack of monitoring, the opportunity for staff to be supported and encouraged to build on good work and remedy any weaknesses is seldom present.

74.The current school development plan, drafted by the headteacher is well written and expresses the school's short-term objectives and how they will be achieved. The school uses all available information derived from national tests of pupils' attainment and progress, to monitor and evaluate the outcomes of its work. However, the lack of a unified approach to assessment and record keeping results in insufficient information being available to the school to influence medium and long term planning, except for the results of statutory tests and assessments and the detailed records of pupils with special educational needs.

75.The management of the school has failed to establish a policy for the under fives. There has been an assumption that the Key Stage 1 co-ordinator, being the class teacher of under-fives, will do all that is required. Since the last inspection she has received some training from the local education authority. The school's lack of a good system of evaluation and forward developmental planning has allowed the current position to occur.

76.The school's ethos is good. The whole school community enjoys a calm, friendly and supportive atmosphere and the school provides an effective learning environment in which pupils strive for high attainment. The school takes very seriously the provision of equality of opportunity for all pupils.

83. Staffing, accommodation and learning resources

77.Overall, the school's staffing, accommodation and learning resources are satisfactory and meet the needs of the curriculum.

78.The school has an appropriate number of qualified and experienced teachers, and a good number of support staff. Staff turnover is low. All staff are conscientious, keen and hard working. There is effective team working between teachers and support staff. Each member of staff has a job description and all teachers are allocated one or two curriculum subjects. The staffing for pupils with special educational needs is good. Support staff are clear about their work and responsibilities, are full members of the team and are greatly valued.

79.Arrangements for the professional development of staff are unsatisfactory. Although the headteacher is herself appraised every two years, and despite there being trained appraisers on staff, the school does not participate in any appraisal scheme. Although many staff attend courses, the procedure for deciding upon appropriate training courses and prioritising between them, has little relationship to the needs of individual staff as there is no mechanism for defining them. There is no structure present for individual and confidential professional dialogue to take place between staff development decision-makers and staff themselves. Priority during the past two years has been training and development related to the introduction of the National Literacy and Numeracy Strategies, and this has been effective.

80.Overall the accommodation is adequate for the provision of the curriculum. Some classrooms are cramped for the number and size of the pupils using them. The school hall is a very good facility. This was demonstrated at the Harvest Assembly during the week of inspection, when the whole school plus a very large number of parents and visitors was able to use it. The hall is used for physical education, lunches and assemblies. Discussions concerning the location of the two reception classes that will be on role from January 2000 have been satisfactorily concluded.

81.Outside facilities are good. There is a large flat playing field, and two good sized hard

playgrounds, which provide good facilities for physical education lessons and general playtime activities. The playgrounds are well marked for team games. There is a pond area with a seat on a raised patio, which is fenced around and locked when not in use. The whole campus is very neat and tidy with no evidence of graffiti or vandalism. Displays in classes are colourful and imaginative and walls and corridors are used to display pupils' work and enhance learning. The internal and external décor and maintenance of the school is good. The school is clean and well maintained by the caretaker.

82. There is a satisfactorily stocked school library. The quality and range of learning resources are satisfactory overall. Some new purchases have been made to support the introduction of the national literacy strategy, and there is a satisfactory range of fiction available. Resources are adequate in all subjects except information technology, history and geography where they are unsatisfactory. Good use is made of the local area, through visits to places such as the local heritage centre and local churches.

83. The level of staffing for the under-fives is satisfactory. Because there is a lack of evaluation and appraisal in the school, the staff development already undertaken has not been followed through sufficiently to ensure enhanced provision. The accommodation is satisfactory but there is no all-year-round, suitable outdoor play area. Resources are adequate but not generous. There is no outdoor large apparatus.

84. Since the last inspection, arrangements for the professional development of staff have deteriorated, as have arrangements for staff appraisal. There has been improvement in the role and work of support staff. Overall, resources have improved. Because of the additional space required as a consequence of the school's efforts to reduce class sizes, accommodation has deteriorated.

91. The efficiency of the school

85. As at the time of the last inspection, the school's efficiency is good. The allocation of the budget continues to be closely linked to educational priorities, supported by efficient systems and prudent planning.

86. The school plans carefully and thoughtfully for the future. Key governors have high levels of financial expertise and experience, and are closely involved with researching and planning longer-term strategy, and with monitoring ongoing expenditure. The headteacher is fully involved and her views are actively sought. She is responsible for drafting the budget and the school development plan, which contains criteria by which to judge the success of spending decisions, those responsible for its implementation and target dates.

87. All funds received for specific purposes, such as funds to support pupils with special educational needs, are efficiently managed and used. The school operates on a very tight budget, but through competent financial planning, it does so very effectively. Funds carried forward between years have been satisfactorily reduced.

88. Finance staff are competent, conscientious and efficient, and there are very good internal systems for the safety of funds, and the checking and balancing of day to day transactions. Ongoing expenditure is carefully monitored, and spending options are suitably explored. The school also seeks to obtain good value for money when making purchases of supplies and equipment or employing services. The school has resolved the range of items identified for improvement in the most recent auditor's report.

89. Staff, both teaching and non-teaching are well deployed. Classroom support staff are particularly well utilised in support of pupils who have special educational needs. Caretaking and cleaning staff keep the school well maintained and in good order. Administrative staff ensure that the school runs smoothly and that their activities are supportive to teachers and unobtrusive. All available space is used effectively. The school grounds are used well, and give pupils a variety of activities to enhance the quality of play. Learning resources are used efficiently overall, although resources are not used effectively to allow enough self-initiated learning for pupils under five years old.

90. Pupils' attainment on entry is above average. The quality of teaching is good overall, with many examples of very good teaching. In consequence, pupils make good progress as they move through the school. The pupils also have good attitudes to their work and behave well. The school uses its resources well. The unit cost per pupil is well below the national average for primary schools. Bearing all these factors in mind, the school continues to provide good value for money.

97. PART B: CURRICULUM AREAS AND SUBJECTS

97. AREAS OF LEARNING FOR CHILDREN UNDER FIVE

91.Children join the Reception class at St. Elizabeth's in September if their fifth birthday is in autumn or spring, and in January if they are summer born. Many have attended nurseries, and on entering St. Elizabeth's, they attend full time. There is a good process for meeting parents and introducing children to the class. As the inspection was early in the school year there were seventeen under fives in a class of twenty-two children. When children start school most are above average ability in language and literacy, mathematics and personal and social development. The testing of pupils' knowledge and understanding at the time of their entry to the school confirms this. They have good background knowledge and are physically well developed. By the time they are five, children's attainment is in line with the targets set nationally and a good proportion of the class have reached these targets ahead of their fifth birthday.

98. *Personal and social development*

92.Children settle very quickly into the routines of school, reacting well to the stimulating and caring environment provided for them. They put on their coats for break but need help with ties, buttons and shoe fastenings after physical education. Children play, work and co-operate well in activities such as the home corner. They sustain interest and persevere when undertaking directed activities with their teacher, for example keeping time in music. Most pupils are keen to carry out instructions and are very well behaved. Relationships in the Reception class are very good, both between adults and between adults and children. The teacher's and classroom assistant's expectations of behaviour and politeness are high. They act as good role models for the children, who follow their example. Teaching is very good, the competent organisation sets firm boundaries for behaviour and allows children to feel secure. Children appear confident and are happy to talk about their learning. The good level of personal and social development, which the children have on entering the school, is sustained and this has a very positive impact on their receptiveness to early school learning.

99. *Language and literacy*

93.Children listen attentively when required. They can sustain this concentration for long periods of time, given their age. Their responses are confident and they use a good vocabulary. Children really enjoy telling the story from a book. They appreciate the story-line, the humour and how the characters feel. They know how books are organised and that the print carries meaning. Children regularly take books home to share with their families. At present they are being introduced to the characters in the reading scheme and using large books with the teacher. Constraints of space and a lack of attention to the recommended learning activities limit opportunity for extended role-play in small groups for younger children. Some pupils have made a start at linking sounds to letters. Pupils are developing good pencil control and practice writing patterns and correct letter formation, copying under the teacher's model of writing. The progress in five weeks is very good and all children can now write their own names. The teaching is good overall. The direct oral teaching of literacy is very strong. The systematic organisation ensures good reading and writing skill practice. However, there is an over emphasis in the planning on formal skills and a lack of time for role play or more open ended learning, such as pretend writing or telephoning.

100. **Mathematics**

94.Children engage in well-planned mathematical activities, which enable them to make good progress. They know number rhymes and recognise and draw squares, rectangles and triangles. Constraints of space and a lack of attention to the recommended learning activities limit opportunity for practising weighing and measuring with sand and water. They can count and compare sets of things, for example how many of them have grey socks and which coloured socks are mostly worn. Their accurate counting is due to firm systematic training through good direct teaching. All recognise and can write numbers up to four, a third of the under fives can write numbers up to ten successfully. The teaching is good overall with many very good features. The direct teaching and pupil management are very good. However, planning of the mathematics, during the inspection, put too much emphasis on whole class teaching at the expense of individual work. There is not enough time given to exploration of measures and shapes in the practical areas or cooking and investigations.

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

95.Children have made a good start with their knowledge of the scientific world. They have good observational skills and can describe what they see in details, for example their own teeth. They have good background knowledge and can relate this to current work to increase their knowledge base. In speculation on what teeth are made of, a wide range of materials was listed and they knew that older relatives have teeth made of plastics. They have some knowledge of past and present and show interest in clothes worn in former times. Cutting skill is good as shown in their snake mobiles. Their technology theme to design cardboard crockery for the 'Polly put the kettle on' topic is extended into their play in the home corner. Teaching is very good in this diverse curriculum area. The level of work is well matched to the children's ability and their knowledge base expands rapidly. Very good use is made of time and resources, for example and abundant supply of mirrors to examine teeth.

102. **Creative development**

96.Children's ability is above average and progress is good. Teaching is very good. Management of the children is excellent in music and the well-planned lessons ensure good progress is made. The art lessons systematically cover the necessary skills. Children are taught well but provision for explorative, self-initiated activities is limited. Free-hand sketching is well developed and pupils can reproduce the most common two-dimensional shapes. Observational and descriptive skills are very good, such as describing the difference between plain and wired glass when drawing windows. Their musical ability is very good. They can clap in very simple rhythm and make basic use of simple percussion instruments.

103. **Physical development**

97.Children are well above average in co-ordination and control of large movements, and increasingly can control small objects and clothing items. They use space well in physical education lessons and move safely and with consideration of other people. At present their timetable limits construction and making models with various media. Fine finger skills lack practice. Teaching is good. The physical education lessons in the hall are very good. This is because of the excellent subject knowledge, discipline and organisation. However, there is not enough time planned for self initiated exploration and practice of the finer finger skills. For example, exploration with such materials as clay dough, sand, building kits or a range of tools.

104. **ENGLISH, MATHEMATICS AND SCIENCE**

104. **English**

98.Tests administered by the school on entry show that the standard of English at this stage is above national expectations. By the end of Key Stage 1, the results of the 1999 national tests indicate that the proportion of pupils attaining Level 2 and above in reading is well above the national average and in writing it is above the national average. The proportion of pupils achieving Level 3 in reading is well above the national average, but the level for writing is

below the national average. These results were well above the average for similar schools and represented an improvement on 1998 results. By the end of Key Stage 2, the standard is well above the national average both for those reaching Level 4 or above and for those reaching Level 5 and also in comparison with similar schools. In 1999, a lower proportion of pupils reached the higher standard in Key Stage 2 than in 1998. At the time of the last inspection, attainment and progress were both judged to be good in reading, as they are now, but there is evidence that the standards in writing in Key Stage 2 have risen in the intervening period. Apart from a slight dip in 1998, there has been a rising trend in attainment over the last three years.

99. In relation to their attainment on entry, children in the reception class make satisfactory progress in language and literacy skills. On entry, children do not always communicate with clarity and confidence, but their speaking and listening skills develop rapidly. They listen attentively and with enjoyment to stories and rhymes, joining in where appropriate. They develop confidence in speaking when re-telling stories or offering their own ideas. By the time they enter the reception classes, most children are well in line to attain national expectations for the desirable learning outcome in literacy.

100. The school recognises the need for emphasis on the skills of speaking and listening. In Key Stage 1, pupils speak willingly and relevantly, but many lack the ability to structure their speech well and to illustrate their ideas fluently. They listen well and respond to teachers and to each other readily, but not always in a sustained manner. Generally, pupils read with interest and some motivation. Most acquire adequate phonic skills by the end of Key Stage 1 to enable them to correct their own mistakes and to approach unfamiliar words with ease. With the implementation this year of the National Literacy Strategy, more pupils are acquiring these phonic skills and reading is showing signs of rapid improvement throughout the school.

101. By the end of Key Stage 1, pupils speak and read confidently and with expression and listen attentively in discussions, lessons and assemblies. They understand the books they read, are able to find information on current topics in the library and use dictionaries and thesauruses. Handwriting and presentation are often well developed and vocabulary is wide.

102. By the end of Key Stage 2, the vast majority of pupils reach the standards expected nationally for their age group. The proportion reaching levels above expected standards at this age is high, well above the national average. By the time they leave school, pupils can make fluent and spontaneous verbal presentations. They listen very attentively and contribute relevantly in challenging discussions. They read a good range of modern fiction and they are confident in finding, understanding and using information from non-fiction sources. They write well for a range of purposes and audiences, including stories, poems, brochures and letters. Standards of presentation and handwriting are often good, but there are often weaknesses in spelling, punctuation and grammar.

103. Pupils make good progress in English at both key stages. The National Literacy Strategy has been well implemented and has provided the long-term objectives needed to increase opportunities for systematic matching of work to pupils' abilities and to ensure greater balance and continuity, noted as lacking in the last inspection report. Implementation of the literacy hour in the Reception class has accelerated the acquisition of good reading skills and pupils are now entering Key Stage 1 with good phonic knowledge. Pupils in Key Stage 1 learn to speak at increasing length and in a variety of situations. Their listening skills are developed through regular small group discussions and the skilful use of question and answer by most teachers. They make steady progress in reading, learning letter-sound combinations and developing research skills which benefit from pupils' regular visits to the library. They make progress in spelling skills through regular practice and their writing develops from simple sentences to well developed stories and clear factual accounts of events.

104. By the end of Key Stage 2, pupils' progress in speaking and listening is well developed

through challenging discussion. They read increasingly widely, from Roald Dahl to 'The Secret Garden' in Year 6, and their knowledge and comprehension of non-fiction increases. The majority of pupils read texts confidently, accurately and with good comprehension and expression. Some higher attaining pupils are able to use reference books with ease. These fluent readers are encouraged to progress onto a wider range of literature and non-fiction from the school and classroom libraries, which are adequately stocked and well used. Pupils' knowledge about literature and their ability to talk about characterisation develops throughout the school. In Key Stage 2 pupils grow competent in planning, drafting and revising and can present a final copy. Pupils discuss their own and others' writing when writing their own animal stories in a Year 5/6 class. They learn the use of captions, the importance of capital letters, full stops, the use of speech marks and the power of persuasive language, observed as pupils wrote their own poems in a Year 4 class. All these skills are used and applied across the wider curriculum. For example, pupils write about contrasting localities in geography and in history lessons they write about the Tudors and the Ancient Egyptians. Pupils with special educational needs make similar progress to all other pupils, in both key stages because their learning targets carefully address their difficulties.

105. Pupils' response to English lessons is good. They enjoy group discussion and listen carefully to instructions. In most lessons, they settle to work rapidly and eagerly. They write readily, at length and with concentration, for the most part. They show eagerness to enlarge their vocabulary and enjoy the shared reading which allows them to exchange ideas and contribute their own opinions. This personal response was very evident in a Year 5/6 lesson when pupils were looking at the power of vocabulary in 'The Secret Garden' as a text for shared reading and discussion. Pupils' attitudes towards lessons are also good. They work, for the most part, well in pairs and groups and their behaviour is generally good. Pupils take great pleasure and pride in presenting their work to the whole class.

106. Almost all teaching observed in English lessons was satisfactory or better, and two-thirds was good or better. Teaching in the majority of lessons is good in Key Stage 1 and ranges from unsatisfactory to very good in Key Stage 2. Teachers' are secure in their knowledge and understanding of the subject and this enables them to plan work to target the full range of pupils' abilities. Teachers are skilful in using questions which encourage pupils to discuss and explore their ideas and opinions, clarifying their understanding of the task in hand. Class control is usually good and sensitive to pupils' needs. Teachers' planning is thorough, both for individual lessons and over the course of time, using the National Literacy Strategy schemes of work in the subject and work added to that framework, in the form of longer pieces of writing. Lessons are well managed, with clear introductions and well matched tasks for pupils of different abilities, except, sometimes, for the higher attainers. Good use is made of end of lesson reviews to draw together what has been learnt. Some teaching for pupils with special educational needs in groups or individually outside of classroom lessons provides well in developing pupils' literacy skills, and some good examples were seen of class teachers supporting pupils with special educational needs by working alongside them in class. Work is marked with the pupils during lessons on a regular basis and consists of evaluative and positive comments which foster and encourage pupils to improve and extend their learning. Written work, however, is inconsistent in the way in which it is marked, often offering little guidance for pupils' further progress.

107. The special needs co-ordinator, teachers, classroom and learning support staff are effectively deployed to support pupils with special educational needs. These pupils make progress in reading at both key stages, particularly in Key Stage 2, as well as in developing speaking, listening and writing skills, because their learning targets carefully address their difficulties in these areas.

108. The subject fully meets National Curriculum requirements in breadth and coverage of all the targets of speaking and listening, reading and writing. Progress in English is enhanced by several factors. A firm policy and detailed schemes of work, tailored and reviewed to meet the

demands of the National Literacy Strategy, ensure clarity of aims and objectives throughout the school. The range of activities covered in the schemes of work enhances the English curriculum and has a significant impact on the standards and richness of opportunities offered to all the pupils. Teachers make regular informed assessment of pupils' progress and attainment in reading, though there no graded portfolio of work showing expected grades, which could enable teachers to assess pupils' progress with greater ease. Test results are used to inform teachers' future planning. Class teachers' marking of written work does not always provide ideas for development or progress, although it is always kept up to date. In some classes, pupils are given very helpful feedback to aid them in enhancing progress.

109. Curriculum management of English is satisfactory. Recent changes have included the division of responsibility for the subject between two co-ordinators, one for each key stage. This has the advantage of helping to provide continuity of planning and learning between the key stages, though there is a need for the co-ordinators to work even more closely in the development of assessment and recording techniques and the analysis of test results, to help them set firm targets for their pupils. There has been recent improvement in the curriculum and teaching and learning methods through the inclusion of the National Literacy Strategy, and some attention has been given to training needs for the changes in literacy teaching. Because of lack on non-teaching time the co-ordinators have little opportunity to monitor teaching and the learning in the subject regularly. Review of the curriculum is constantly taking place and staff receive help and advice. Support staff are well deployed to support learning, and their work has a positive effect on standards of attainment and pupils' progress. Accommodation is adequate to support the subject. The school and classroom libraries are satisfactorily stocked and provide pupils with opportunities to extend their reading, though the stock of reference books is limited. Resources in the classrooms are also adequate, though pupils do not use word-processors regularly to draft and improve their work and too little use is made of information technology in the teaching of the subject as a whole. Displays in classrooms and corridors reflect good standards of work in English. Books and equipment are easily accessible to teachers. Both the teaching of English and the progress being made by pupils, have improved since the last inspection.

116. **Mathematics**

110. In the Key Stage 1 National Curriculum assessment tests in 1999 in mathematics, the percentage of pupils reaching both the expected level and the higher level of attainment was above the national average. Over the previous years, attainment in mathematics at this key stage had dipped slightly in 1997 and then risen to approximately the 1996 level by 1998. The 1999 test results have shown slightly improved figures for those reaching the expected level and greatly improved results for those reaching the higher level. Inspection evidence confirmed the test results.

111. By the end of Key Stage 2, in the National Curriculum tests of 1999, the percentage of pupils attaining at the level expected for their age was well above the national average. When compared with similar schools mathematical performance at this level was average. The percentage of pupils whose performance reached the higher level was below the national average, and well below average for similar schools. Over the previous years results showed an improvement in 1997 and then a return to just above the 1996 level. National test results for the 1999 cohort show a substantial improvement in the proportion of pupils reaching the expected level, and a very slight improvement in the proportion reaching the higher level. Inspection evidence found attainment reflects this improvement, the majority of pupils are above the national average.

112. By the end of Key Stage 1 the majority of pupils can competently add and subtract with numbers up to 100. They use their knowledge of units, tens and hundreds to find quick ways of adding and subtracting with whole tens. They can give change accurately in shopping. Pupils can name three-dimensional shapes and recognise the properties of each. They can

compare lengths and tell the time to quarter-hours. They make competent graphs, for example of pond creatures. There is evidence of investigative work requiring pupils to apply mathematical knowledge.

113. By the end of Key Stage 2 pupils can solve problems and give information in a clearly organised way. They have good mental recall of all multiplication tables. They are competent with calculations including fractions, decimals and percentages. Their use of correct mathematical terms is very good. Geometrical drawing is careful and accurate. They measure angles and perimeters, construct triangles and calculate areas. Data collection is done well and pupils are able to work with a variety of scales along their graphs. They can interpret information from a large variety of presentations.

114. In Key Stage 1, the majority of pupils make good progress. The pupils with lower prior attainment and those with special educational needs have tasks well matched to their needs, and make similarly good progress. The progress rate is greatest in the younger part of the key stage.

115. Pupils in Key Stage 2 make good progress. The pupils with lower prior attainment and those with special educational needs have tasks well matched to their needs, and make similarly good progress. Although pupils' progress is slow at the beginning of the key stage, it is very good in Years 5 and 6. The best progress is made in lessons where the teachers have accurate knowledge of what each child already knows and can do, coupled with the setting of high, but realistic, expectations. Overall, progress in Key Stage 2 is good.

116. Throughout the school pupils' attitudes to mathematics and their behaviour in lessons is good. However, in the three middle classes of the school there are small groups of pupils whose unsatisfactory behaviour is a cause for concern. Pupils' enjoyment and interest in the subject are very strong. Most pupils are able to concentrate for long periods so that good progress is made. Pupils are very polite, they work well in groups and treat apparatus with respect. There were some good examples of pupils using their initiative, mainly in computer work.

117. No unsatisfactory teaching was observed during the inspection. Teachers have entered into the National Numeracy Strategy with enthusiasm and their teaching is very positive. Overall, judged through the lessons observed and through the scrutiny of pupils past work, the teaching in Key Stage 1 is good, but there are some weaker points. The strong elements overall are the teachers' subject knowledge and lesson planning. They set high expectations in most cases although in the Year 2 lesson observed, there was a tolerance of too high noise levels. Teachers' classroom organisation and methods are basically sound, however, in a few instances, classroom routines are inefficient. The work, while matched well to most pupils' needs, does not always challenge the most able. In some cases oral work is allowed to last too long and pupils' concentration has waned. Homework setting, or use of parents to promote learning, is under-developed although there is a suggested mathematical game on the parents' notice board.

118. At Key Stage 2 teaching is good overall with very good improvement in the older age groups. However, of the five lessons seen, one was unsatisfactory and another was excellent. Features of the very good teaching, which occurs in Year 5 and Year 6, are the high expectations and good day to day assessment leading to well matched work for pupils' needs. The good teachers have an all round competence, however the data collection work seen from the last academic year indicated that not enough use is made of computer generated outputs. Teachers in Years 3 and 4 show many strong qualities but at points in their lessons allow the poor behaviour of a minority to interfere with overall pupils' progress.

119. Mathematics is managed by a recently appointed co-ordinator who has experience but has different subject expertise. The National Numeracy Strategy initiative has provided some necessary background information for the co-ordinator. Following the action plan from the previous inspection report, the school has strengthened the published scheme of work and written a brief policy statement. All teachers have been well trained in the National Literacy Strategy and the co-ordinator has made good use of existing mathematical expertise on the

staff for training purposes. Monitoring of teaching and results in this subject are unsatisfactory. There is no whole school system for collecting and sharing results; therefore the co-ordinator lacks clear information from all groups with which to instigate developmental planning. A recent beneficial action is the beginning of direct liaison with the Governing Body. Mathematics is used well across the curriculum, especially in science and technology.

126. **Science**

120. In the 1999 teacher assessment tests at the end of Key Stage 1, the percentage of pupils reaching the expected standard was slightly above the national average. The percentage reaching the higher level was significantly higher than the national average. The 1999 results represented an improvement over 1998, particularly in the proportion of pupils achieving the higher level. Inspection evidence found pupils' attainment to be above average, indicating higher attainment by current Year 2 pupils over that of the previous cohort. Pupils, including those with special educational needs, make good progress.

121. In Key Stage 2 results in the 1999 National Curriculum tests showed that pupils' attainment was well above the national average at the expected levels. The proportion of pupils attaining the higher level in that year was also well above the national average. When compared with similar schools pupils' performance at the expected levels and at the higher level was in line with those schools. Attainment rose in 1997 but in 1998 sank back to the levels of 1996. The results for 1999 show an improvement, in particular in the proportion of pupils reaching the higher level. The inspection evidence found the majority of pupils are above average at the end of the key stage. At both key stages the last inspection found science attainment in line with national expectations, so standards have improved. Pupils, including those with special educational needs, make good progress.

122. By the end of Key Stage 1 many pupils have good standards in experimental skills and knowledge. When experimenting pupils observe well and predict satisfactorily. For example when exercising vigorously for a minute they understand that they would need more oxygen to make their muscles work and have to breathe faster. They realise a test has to be fair. They explore the effects of heating and cooling on materials and are conscious of irreversible changes. They have some knowledge of forces and magnets.

123. By the end of Key Stage 2 pupils achieve good standards through regular practical science. Pupils can select apparatus and present conclusions by means of charts. They can describe the main functions of living organisms. They recognise the need for classification and can use keys effectively to identify species. They understand the processes of dissolving substances, evaporation and condensation. They describe sound and pitch and have knowledge of forces.

124. All pupils have good attitudes. They enjoy science and are keen to answer questions. They listen carefully and use technical language confidently and fluently. Pupils' behaviour is usually good, except for a small minority of pupils in the middle age ranges, which has a detrimental effect on progress. During practical work pupils handle equipment carefully and share resources well. Pupils are aware of the need to care for their own bodies properly. They demonstrate a good sense of responsibility towards the environment and the living organisms, which inhabit it.

125. The quality of teaching is equally good at both key stages. There was no unsatisfactory teaching in this subject. One fifth of teaching was satisfactory, three fifths good and one fifth very good. At Key Stage 1 teachers demonstrate competence throughout all the teaching skills. At Key Stage 2 there is some lowered expectation to do with behaviour and handwriting in Year 3 and 4 classes. Planning for challenging investigative work for the more able is under exploited, though lessons do have a practical approach. There is some very good homework

set in the Year 5 and Year 6 class, but in other cases, throughout the school, opportunities are missed to set work to consolidate knowledge.

126. The science co-ordinator has a specialist qualification and has put in place all elements on the action plan from the last inspection. The policy and scheme of work are now satisfactory and there has been staff training by the co-ordinator on more difficult topics, which has been useful in raising standards. A published scheme of books ensures the curriculum is taught progressively and by consistently building on prior knowledge. Safety aspects are taken into account. A bank of assessment devices is now in use, which adequately provides information to class teachers to inform their teaching. However, there is no whole school collection of this data in a form that would give the co-ordinator an overview of standards reached in the topics. Monitoring of the curriculum and in particular, of teaching, is unsatisfactory. A small amount of time was allocated after the last inspection, but is not currently available due to budget constraints. Therefore the co-ordinator is not adequately informed to develop the subject. Resources have been reviewed and there is now a good collection, which is well housed. In particular, a most valuable resource has been established in the form of a wildlife and wetlands area in the school grounds. Recent visitors to the school have included a group of scientists from Nottingham University.

133. OTHER SUBJECTS OR COURSES

133. Information technology

127. Comparatively little direct teaching of information technology was seen during the inspection. Observations of teaching, evidence from discussion with teachers and pupils, together with scrutiny of pupils' work and teachers' planning, showed that the development of pupils' skills in the use of information technology is below that of national expectations for the respective age groups at the end of both key stages. The main factor, which is inhibiting progress, is the delay in acquisition and installation of computer hardware, which is imminent, but not yet completed. In the meantime, pupils are learning appropriate skills, but with too little ability to practise them with frequency and continuity.

128. All pupils, including those with special educational needs are making unsatisfactory progress in developing their information technology skills. Although pupils usually make satisfactory progress in lessons in the understanding of the use of computers and software programmes, there is insufficient practice of skills to ensure continuity of learning. Pupils have few opportunities to use computers in other curriculum areas such as for mathematical work, in English, in music or for charts and spreadsheets.

129. Key Stage 1 pupils can use a keyboard with increasing confidence as they progress through the school. They can also use a drawing programme to create mathematical shapes. Pupils in Key Stage 2 are able to use information technology for an increasing variety of purposes. Pupils use word processing facilities to produce and edit work, though these skills are not as sound as they should be, because practice is infrequent. Pupils in Key Stage 2 can also use a painting programme to produce effective pictures of an Egyptian landscape with pyramids. Some good work is also being done in Key Stage 1 with control machines and pupils are able to devise a sequence of instructions to send a machine on a given path.

130. In the lessons observed, teaching was satisfactory. Overall, subject knowledge is variable and not all teachers are confident with the subject. Planning is satisfactory in those lessons where the subject is taught directly. Teachers sometimes make good use of computers in other lessons as a resource, but only a few pupils at a time are able to benefit from these occasions, for example, creating word-processed sentences to support their literacy work.

131. Pupils are enthusiastic about the subject and keen to work with the computers and control

machines. They listen carefully to the instructions given by teachers, treat equipment with respect and care and work well together in pairs and small groups.

132.The new co-ordinator offers effective management and support for class teachers. There is a strong policy and a sound scheme of work is now ready to be implemented. The co-ordinator has built up a sample portfolio of the appropriate range of work at different levels of attainment, to be implemented once the hardware is in place and this successfully covers all required curriculum strands of the subject.

133.Although the last inspection report judged learning to be satisfactory at both key stages, the limited supply of computers noted then is still a barrier to progress in the subject. Each classroom has one computer, and a few have two. However, this situation is about to be rectified, with the opening of a small computer suite and the provision of complementary software. It is not yet possible to include a number of aspects within the scheme as the school does not possess the necessary hardware. Assessment is unsatisfactory, as there is too little work completed by pupils for assessment procedures to be implemented as yet. The resources are unsatisfactory, as there are insufficient computers to deliver the subject effectively at this moment, although plans are in place for this to be remedied.

140. **Art**

134.Art is taught in its own right and to support other areas of the curriculum, particularly writing, science, design and technology, mathematics and music. A particularly successful feature is the annual charity Well-Dressing in Belper, for which pupils enter a designed flower-picture plaque. This is a co-operative project between adults and pupils and has provided a particular source of enrichment to all involved since 1995. Every summer good samples of art already displayed at school are passed on to the local library that then shows them to the wider public during the autumn. Year 5 and year 6 enter the Derby Arts festival in various media and pupils in the annual Christmas card design competition have achieved some success. Pupils are currently entering the National Trust competition, the theme of which links well into the school's wildlife development area for science.

135.In Key Stage 1 all pupils, including those with special educational needs, make satisfactory progress. They are proficient at making images of what they can see, touch and imagine. In reception pupils use direct observation and are taught to use different materials, such as paint and collage. Year 1 and Year 2 gain ideas from looking at the work of other people, in particular famous artists. Year 1 has observed faces really well. They have achieved a very high standard of coloured pencil drawing in self-portraits by following the influence of Picasso's more traditional paintings. Year 2 has produced arresting primary colour collages under the influence of artefacts and designs in African Art. Most of the artwork is two-dimensional.

136.In Key Stage 2 all pupils, including those with special educational needs, make satisfactory progress. As in Key Stage 1, there is an emphasis on two-dimensional form. Year 3 pupils have captured human movements very well through simple traced outlines of limbs and torsos. Year 4 pupils have tried to improve the proportions in face sketching. Pupils in Years 5 and 6 have applied knowledge of cubism to their sketching of faces and have competently made and used some printing blocks of string and card, producing some good results. Much of the work is individual and uses an adequate range of media, but there is little large co-operative work evident so early in the year. There are good photographs of larger works made from paper sculpture and wire construction in the past.

137.Pupils' attitudes are good and they clearly enjoy their art experiences. They describe eagerly what they observe and the how they achieve their results.

138.It was not possible to observe sufficient teaching of this subject during the inspection to form a judgement on the quality of teaching. For the older pupils art lessons are alternated with design technology, in order to allow time to develop and modify ideas. Expertise is periodically brought into the school and an arts project and an artist parent have recently added to the provision. Since the last inspection a good policy and work scheme has been written and resources have been strengthened adequately. Art is used well in other subjects, for example in careful sketching of fruits and seeds on individual dispersal charts and large part-diagrammatic plant pictures. The co-ordinator gives a good lead and there is much informal dialogue with colleagues. In common with other subjects, due to a lack of non-teaching time, the art co-ordinator is unable to monitor curriculum delivery throughout the school. Therefore, well-informed development planning for the future is not in place.

145.

Design and technology

139.In both Key Stages 1 and 2, all pupils, including those with special educational needs, make satisfactory progress.

140.In Key Stage 1, pupils make satisfactory progress in acquiring the skills of designing and making. Pupils use a range of materials including food, construction kits, paper, card and textiles. Pupils learn to overcome difficulties, for example, when making spectacle-face-masks. Pupils cut, shape and join materials appropriately.

141.Pupils make satisfactory progress in Key Stage 2 in designing and making, including developing good evaluation, planning and organising skills. By Year 6, pupils design and make pizzas and the boxes to contain them. They make alarms and construct vehicles using wood frameworks with reinforced corners as well as commercial kits. In 1998 pupils worked collaboratively to make an animated fairground. This year, pupils are designing and making a Millennium quilt. Pupils use textiles, food, electrical and mechanical components, construction kits and they are beginning to incorporate the use of control technology.

142.Pupils' attitudes are good. Most pupils work successfully together in teams as required, share resources and make joint decisions. They use tools carefully and safely. They are aware of the impact of technology on everyday life and the need to care for the environment.

143.Although few lessons were observed in this subject due to timetabling pressures, it was evident from a scrutiny of pupils' work and discussions with pupils and teachers, that the quality of teaching is satisfactory. Teaching and the curriculum have improved since the last inspection and there is now a good range of topics covering all requirements of the National Curriculum. Expectations are usually appropriately high but not all previously used unchallenging worksheets have been eliminated. Pupils are encouraged to evaluate their work and most work undertaken is age appropriate.

144.Since the last inspection an enthusiastic co-ordinator has been appointed. She has received good training and supports her colleagues well. She is able to advise teachers and check planning informally, but is hindered in her monitoring of the subject by the lack of a whole school policy on monitoring. Assessment has been introduced. However, apart from in-class records and the annual report, the data is not available to give precise information of standards, trends or provision needed. Resources have been improved dramatically since the last inspection.

151. Geography

145. In both Key Stages 1 and 2, all pupils, including those with special educational needs, make satisfactory progress overall, with the more rapid progress being made in Key Stage 2.

146. By the end of Key Stage 1, pupils can name some world countries and sometimes locate them in an atlas. They describe and compare places that they study in the local area. They look closely at buildings, such as local mills, complete simple maps and gather information using primary and secondary sources. They are able to thoughtfully discuss geographical features, such as weather, offering good ideas and sensible suggestions.

147. By the end of Key Stage 2 pupils apply their enquiring minds appropriately to their geography studies. They use a range of information sources to research questions posed by teachers. They collate this information and later describe, for example, how rainforest layers affect environmental issues. They present thoughtful reasons for the way in which weather affects our lives and use their own drawings and maps to present information and for purposes of comparison of their own local area and, for example, features pertaining to Italy. Pupils in Years 3 and 4 use fieldwork undertaken at Carsington Water and Elvaston Castle to advantage, drawing firm conclusions from primary and secondary evidence.

148. Pupils have positive attitudes to their work and usually become fully involved. They show an obvious interest in the subject and some pupils in Key Stage 2 show willingness to research topics for themselves. They are attentive to their teachers and collaborate eagerly and productively with each other. The presentation of their work is usually satisfactory and often good, showing care and effort.

149. As geography was not observed during the inspection, it is not possible to make a judgement on the quality of teaching. However, evidence was gained from looking at pupils' written work and discussions with pupils. Lessons are thoroughly planned and include practical and stimulating activities that engage pupils' interest. Teachers understand the subject and are clearly often successful in communicating their knowledge to pupils.

150. The curriculum includes sensible breadth and balance of activities. Links are made between subjects, so that new learning in one consolidates and uses existing knowledge in another. Following a visit to the local heritage centre, for example, pupils return to school, use their drawing skills and write with interest on their findings, thus supporting their practical skills in English. The policy in the subject provides clear topics in the two year rolling programme alternating with history and teachers follow clear schemes of work in these topics. Many pupils learn to reason for themselves and to draw their own conclusions. Skills and the success of topics are assessed by review at the end of each topic. The subject co-ordinator monitors the quality of written work, but there is no opportunity for the co-ordinator to monitor teaching in the subject due to lack of non-teaching time. Comment in the marking of pupils' work is often brief or absent and does not show pupils the way to progress in their work. Recording of pupils' work does little to inform the teacher of individual progress in the subject, or to assist their planning.

151. The local area and visits further afield are used well to extend learning in school. A limited range of resources is carefully chosen to support topics and skills such as mapping. However, there is insufficient provision of atlases and up-to-date maps to encourage research skills, especially in Key Stage 1, and resources overall are unsatisfactory.

152. Since the last inspection report, a sound policy has been produced and has been followed by a comprehensive scheme of work, which has done much to ensure continuity in teaching and progress in pupils' learning. The potential of information technology is still not being fully realised.

159. History

153. In both Key Stages 1 and 2, all pupils, including those with special educational needs, make satisfactory progress overall, with the more rapid progress being made in Years 5 and 6.

154. In Key Stage 1 pupils understand what is meant by history. They study and discuss past, present and future and look at specific features of the past. Pupils' look at their own lives and construct and follow simple time lines, enabling them to achieve a sense of chronology. They make simple judgements on why one period of history is different from another. Some pupils are quick to use their knowledge from previous work to provide an appropriate and logical response to questions about other periods. Pupils enjoy studying the lives of famous people, such as the Guy Fawkes, and begin to focus on the relevant skills and understanding required for the study of history in Key Stage 2.

155. In Key Stage 2, pupils' understanding of the past continues to develop satisfactorily. Pupils can recall and explain the main historical figures and events of the periods they study, such as varied aspects of Ancient Egypt. They have knowledge of other periods, such as England in the times of Queen Victoria, Queen Elizabeth I and Henry VIII, and retain snapshots of life in more recent times. They display knowledge of the key evidence, figures and issues relating to these periods. Their ability to find out historical information from books is limited, but they have some experience of evaluating evidence from source material and are able to think historically.

156. When pupils are suitably challenged they show enthusiasm for the subject, as when writing detailed accounts of Belper's past. Many work hard, are attentive and contribute well to discussions, though others become disengaged in lessons when their imaginations are not sufficiently fired. Many show motivation and pride in their work and most enjoy the subject. However, a minority of pupils sometimes behave badly, and failure to manage such situations particularly in Years 3 and 4 results in other pupils being distracted from their work.

157. In lessons observed during the inspection, the quality of teaching varied considerably. In Key Stage 1, the one lesson observed was good. In Key Stage 2, one lesson was excellent, one was very good and one was good, but two were unsatisfactory. The best lessons were observed in Years 5 and 6. Lessons are frequently planned with care, a clear focus and good structure. Units of work in the rolling programme, which alternates history with geography, ensure that pupils progress in their historical skills and build upon them. Generally, lessons contain a good balance between teacher exposition and pupil activity. These activities spur pupils to use their imaginations and challenge them to think historically at levels appropriate to their abilities. Most teachers plan to cover specific historical skills but not all have clear objectives of what they wish pupils to learn, nor do they always challenge the pupils to use thought and initiative in their approach to topics. Teaching is sometimes integrated well with the teaching of other subjects, particularly geography and English, as seen in the use of debates about historical figures.

158. The school has a suitable policy and scheme of work in history, which satisfy the requirements of the national curriculum, whereas at the time of the last inspection neither was in place. The two-year topic programme ensures that the subject is integrated into the curriculum framework. However, there is little opportunity to monitor the effectiveness of the teaching of history, because of the lack of non-teaching time for the co-ordinator. Although long-term plans are monitored by the co-ordinator through scrutiny of pupils' work and there is some review of each topic at its conclusion, there is little formative recording of pupils' progress and marking is often sparse and uninformative.

159.Resources for the subject are unsatisfactory due to there being insufficient artefacts available to give pupils sufficient opportunity for the use of primary source material. This situation has not improved since the last inspection report. The school makes good use of trips and visits to places of historical interest, such as Elvaston Castle and of visitors to the school, as seen in an engrossing Reception class lesson where an elderly visitor showed photographs and recounted descriptions and anecdotes of school life early in this century. These help to reinforce pupils' knowledge of the past and of this century and to bring history to life.

160.Since the last inspection the school has improved the provision for the teaching of history by the implementation of a relevant policy and schemes of work. Progress in the subject remains satisfactory, with pupils in the later years of Key Stage 2 showing the highest level of interest and evidence of stimulating teaching. There is still a shortage of artefacts and information technology is insufficiently used in the teaching of the subject.

167.

Music

161.In both Key Stages 1 and 2, all pupils, including those with special educational needs, make good progress. This is an improvement over the last inspection. In both performances and in lessons, pupils are working at levels above those expected for their age.

162.In Key Stage 1, pupils sing with a sense of pitch and rhythm. They make expressive use of pitched and unpitched percussion and demonstrate effectively the use of these instruments to produce a range of loud and soft sounds. In Key Stage 2, pupils sing in rounds. A Year 3 class learned, in one lesson, how to improvise a chord sequence vocally, responding to groups of three beats. Pupils combine listening and appreciation with the acquisition of knowledge, such as the ethnic background of calypso music observed in a Year 5/6 lesson. Most older pupils could tell the difference between pulse and rhythm and recognise note clusters. They have easy familiarity with many musical terms, such as ostinati (persistent musical phrase or rhythm), they know the sounds made by different instruments, different styles of playing, patterns of composition and varied rhythms.

163.At both key stages, pupils' response to the subject in singing lessons, in singing in assemblies and in music lessons is one of total involvement and enjoyment of the activity. Younger pupils, for example, control their excitement well and continue to concentrate when playing percussion instruments. Almost all pupils co-operate well when practising in pairs or small groups. Behaviour in lessons is good. When pupils are singing, particularly in school and class assemblies, a general enthusiasm and commitment to the activity is evident. Pupils are highly motivated, showing mature and ready response to music and to the instructions of teachers. The choir and recorder groups are strong areas in the school, demonstrating musical talent and a spirit of teamwork, together with pleasure in creativity. Pupils learn to love music as well as to understand it.

164.The teaching of music is good in Key Stage 1 and satisfactory in Key Stage 2. In the better lessons much attention is given to the correct way to hold and strike percussion instruments. Firm management enables pupils to progress. Pupils are actively encouraged to offer constructive criticism of their own and others' performances. Careful planning is a feature of lessons, giving them a structure that builds on previous learning. This teaching is marked by a range of strategies and approaches that stimulate pupils' interest and introduce them to the ideas, concepts and practice of music. Class control often seems effortless, because the lessons are so greatly enjoyed and anticipated by the pupils. However, there are too few opportunities for pupils to develop an understanding of a wide range of music from different periods and cultures, to develop their appraisal skills, to use information technology in musical composition or to study a wide range of composers.

165. The co-ordinator directs the subject with vigour and enthusiasm. The school has developed a good policy and has initiated schemes of work based on a commercial scheme, which successfully provide comprehensive coverage of the subject and ensure a consistent level of progress. Pupils' awareness of musical heritage, however, is insufficiently broad and there is too little opportunity for critical listening and appreciation of music of different styles. Few teachers have expertise in the subject but they are well supported in their long and short-term planning, and continuity of learning is ensured through careful use of the commercial scheme. Assessment is measured individually, often on the spot, and by outcome, especially in performance work, but there is no written assessment for each pupil in teachers' records. Resources are satisfactory and the classrooms allow for the adequate delivery of the subject.

166. About twenty per cent of pupils take part in musical activities that take place out of school time, for example, choir and recorder groups. These provide good opportunities for those pupils to enhance their musical skills and develop their confidence in performance both in front of their peers and the wider community. A small number of pupils receive tuition in string and woodwind playing.

173. **Physical education**

167. Since the last inspection the school has improved its provision for physical education and now provides a satisfactory curriculum throughout the school. In particular resources are now good. It was not possible to judge physical education at Key Stage 1 due to timetable restraints. At Key Stage 2, standards of attainment in the games and gymnastics are in line with those expected for pupils of a similar age. All pupils know the importance of safe practice, of warming up and cooling down and the effect exercise has on their bodies.

168. Pupils make satisfactory progress throughout the school because the scheme of work is planned to enable pupils to revise skills regularly, practising and extending their knowledge as they move up through the school, in all areas of the physical education programme. Year 4 pupils move, jump, turn and balance well in gymnastics. They throw and catch fairly accurately as they develop strategies for small group games. Years 5 and 6 are able to demonstrate above average skill in small groups doing netball skills. Their throwing, catching and shooting are very accurate. Pupils with special educational needs make good progress and they are well supported by classroom assistants. They take a full part in activities.

169. Sixty-six percent of teaching observed at Key Stage 2 was satisfactory, while thirty-three percent was very good. All lessons are well planned following the scheme of work. Teaching is knowledgeable and enthusiastic with coaching based on real understanding of what can be achieved and how skills build into games. Teachers are good role models and set good standards through their own expertise and by appropriate dress. Teaching firmly enforces equal opportunities for all pupils. For instance, boys enjoy netball skills. Lessons are well organised and proceed at a brisk pace. Discipline is satisfactory overall and very good for the older pupils. Dance, swimming, athletics and outdoor pursuits are all allocated time on the school's curriculum map for physical education. The school is beginning to keep some photographic records.

170. Pupils have positive attitudes to physical education. They behave well, are polite and respond well to teachers' instructions. They try hard to improve their performances. Pupils work collaboratively in games and develop a good sense of fair play and team spirit, which effectively contributes to their moral and social development.

171. Physical education makes a good contribution to pupils' literacy. Pupils develop good speaking and listening skills. For example they listen to instructions to perfect sequences of movement for gymnastics and in learning the rules of team games. The management of physical education is satisfactory. The co-ordinator has considerable personal expertise, which has been used well in the past to train and strengthen teaching in the school. Resources are very good and the work scheme satisfactory. However there is a lack of opportunity to monitor the subject throughout the school, due to a lack of non-teaching time for the co-ordinator. Accommodation is satisfactory indoors and outside, the school has a good-sized field and hard area. The local swimming pool is well used. The school runs a netball club during winter and a football club to practice team events. Teams, managed by the subject co-ordinator, compete locally in football, rugby, netball, basketball, athletics, cross-country and cricket. Pupils have an option to join a tennis-coaching scheme. The level of extra curricular sport is satisfactory. Regular after school sports and dance are offered by commercial enterprises using the school premises.

178. PART C: INSPECTION DATA

178. SUMMARY OF INSPECTION EVIDENCE

172. The inspection was carried out by four inspectors, including a lay inspector, who were in school for a total of 14 inspector days. During the inspection, 47 lessons or parts of lessons were observed. Inspectors listened to pupils read and talked to them about their work. Samples of pupils' work were inspected in all classes. A wide range of documentation was scrutinised, including teachers' planning, policy documents, development plans, budget figures, pupils' reports, attendance registers and the minutes of governors' meetings. Discussions were also held with the headteacher, deputy headteacher, subject co-ordinators, teachers, administrative staff, governors, parents and others. Twenty parents attended a meeting with an inspector and gave their views on aspects of the school's work and achievements. Seventy-one questionnaires, representing thirty-four per cent of pupils, were returned and analysed by the inspection team, together with letters from eleven parents who wrote on an individual basis to the registered inspector.

173.DATA AND INDICATORS

Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y6	206	3	18	7

Teachers and classes

Qualified teachers (YR – Y6)

Total number of qualified teachers (full-time equivalent)	7
Number of pupils per qualified teacher	30

Education support staff (YR – Y6)

Total number of education support staff	4
Total aggregate hours worked each week	79

Average class size:	30
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Financial data

Financial year:	1998/1999
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	£
Total Income	312 135
Total Expenditure	319 011
Expenditure per pupil	1 393
Balance brought forward from previous year	10 671
Balance carried forward to next year	3 797

PARENTAL SURVEY

Number of questionnaires sent out:

206

Number of questionnaires returned:

71

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	46	49	1	3	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	61	35	0	4	0
The school handles complaints from parents well	27	45	21	1	1
The school gives me a clear understanding of what is taught	24	59	7	8	1
The school keeps me well informed about my child(ren)'s progress	30	48	14	8	0
The school enables my child(ren) to achieve a good standard of work	45	45	8	1	0
The school encourages children to get involved in more than just their daily lessons	31	46	15	4	3
I am satisfied with the work that my child(ren) is/are expected to do at home	32	46	15	6	0
The school's values and attitudes have a positive effect on my child(ren)	61	38	0	1	0
The school achieves high standards of good behaviour	61	34	4	1	0
My child(ren) like(s) school	55	41	3	1	0

Other issues raised by parents

Summary of responses