

ADDENDUM

BREADSALL HILL TOP JUNIOR SCHOOL

ST ANDREWS VIEW

DERBY

DE21 4ET

URN: 112747

INSPECTION NUMBER: 197776

Please read the paragraph below in conjunction with the published inspection report for the above school. This paragraph clarifies the statement regarding attainment on entry in the section INFORMATION ABOUT THE SCHOOL.

‘The attainment on entry in Year 3 is average. However, the number of pupils who enter the school at times other than at the beginning of Year 3 often face difficulties in their learning and this lowers standards by Year 6.’

Issued by Schoolhaus Limited on behalf of

Glynn Storer RgI

INSPECTION REPORT

BREADSALL HILL TOP JUNIOR SCHOOL

Derby

LEA area: City of Derby

Unique reference number: 112747

Headteacher: Ms N Elks

Reporting inspector: Mr G T Storer
19830

Dates of inspection: 12th – 15th February 2001

Inspection number: 197776

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Junior school

School category: Community

Age range of pupils: 7 to 11

Gender of pupils: Mixed

School address: St Andrew's View
Derby

Postcode: DE21 4ET

Telephone number: 01332 341451

Fax number: 01332 341451

Appropriate authority: The Governing Body

Name of chair of governors: Mr D Cunningham

Date of previous inspection: 29th September 1997

INFORMATION ABOUT THE INSPECTION TEAM

| Team members | | Subject responsibilities | Aspect responsibilities |
|-------------------------|----------------------|--|---|
| Mr G T Storer 19830 | Registered inspector | English as an additional language Science Design and technology Physical education | What sort of school is it? The school's results and achievements How well is the school led and managed? What should the school do to improve further? |
| Mr J Griffin 12882 | Lay inspector | | Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents? |
| Mr D Pattinson 19120 | Team inspector | Equal opportunities Mathematics Information and communication technology Geography History | How good are curricular and other opportunities offered to pupils? |
| Mrs C Canniff 18703 | Team inspector | Special educational needs English Art Music Religious education | How well are pupils taught? |

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REPORT CONTENTS

| | Page |
|---|-----------|
| PART A: SUMMARY OF THE REPORT | 6 |
| Information about the school | |
| How good the school is | |
| What the school does well | |
| What could be improved | |
| How the school has improved since its last inspection | |
| Standards | |
| Pupils' attitudes and values | |
| Teaching and learning | |
| Other aspects of the school | |
| How well the school is led and managed | |
| Parents' and carers' views of the school | |
| PART B: COMMENTARY | |
| HOW HIGH ARE STANDARDS? | 10 |
| The school's results and pupils' achievements | |
| Pupils' attitudes, values and personal development | |
| HOW WELL ARE PUPILS TAUGHT? | 12 |
| HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS? | 14 |
| HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS? | 16 |
| HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS? | 18 |
| HOW WELL IS THE SCHOOL LED AND MANAGED? | 19 |
| WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER? | 22 |
| PART C: SCHOOL DATA AND INDICATORS | 24 |
| PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES | 28 |

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Breadsall Hill Top Junior School is situated in a mixed residential area on the outskirts of Derby and serves the local community living on nearby housing estates. This area is designated as an Education Action Zone. With 256 pupils on the school roll, this school is about the same size as other primary schools nationally. The school faces challenging social and educational circumstances. Unemployment in the area is quite high and some families experience hardship. Just over 23 per cent of pupils are eligible for free school meals. This is above the national average. Pupils' attainments on entry to Year 3 are below average and a considerable number of pupils face difficulties in their learning. There are 65 pupils on the school's register of special educational needs and three pupils with Statements of Special Educational Need. This is about average for a school of this size. Just under two per cent of pupils speak English as an additional language. This is slightly higher than in most schools nationally. The school also deals with a high turnover of pupils; during the four years to the end of Year 6, between a quarter and a third of the pupils enter or leave the school at times other than the beginning of Year 3 and end of Year 6.

HOW GOOD THE SCHOOL IS

This is an effective school. Pupils make good progress to the age of 11; most pupils' attainment in mathematics is close to the national standard, in science it is above and in English it is slightly below. The quality of teaching is satisfactory overall. There are examples of good and very good teaching throughout the school, but more consistently in Years 5 and 6. The headteacher provides very good leadership. She receives good support from the governing body and together they have improved aspects of leadership and management. They have a clear view of the way ahead and are committed to school improvement. The school provides good value for money.

What the school does well

- Standards of attainment in science are above the national average.
- The school's very good arrangements for teaching personal, social and health education are particularly successful in developing pupils' moral and social skills.
- The headteacher keeps a close check on the quality of teaching and learning; this gives governors and senior managers a clear view of the school's strengths and weaknesses and helps them to plan effectively for improvements at the individual teacher or whole-school level.
- The governing body is rigorous in overseeing the work of the school and very successfully ensures that arrangements for the care and education of pupils conform to current laws and regulations.
- Good relationships between all members of the school community help to create a positive atmosphere that adds to the quality of pupils learning.

What could be improved

- Standards in writing, information and communication technology, geography and music.
- Individual education plans that guide the teaching and support for pupils with special educational needs.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has achieved a good level of improvement since the previous inspection. Standards of attainment in English, mathematics and science are higher. Arrangements for teaching history and design and technology are better than they were: teachers are planning more consistently to meet National Curriculum requirements and they cover the curriculum more thoroughly. The school has more resources for teaching information and communication technology. These are helping teachers to improve the rate at which pupils progress, but standards remain below national expectations by the time that pupils leave the school. There is now a clear policy for the use of homework that ensures that most homework is relevant and contributes to pupils' learning. The school has very successfully introduced a programme of personal, social and health education. As a result, pupils attain high standards: their behaviour is good, relationships between pupils and staff are very good and learning is more effective. The school's procedures for checking on the quality of teaching and learning are more rigorous than they were and this improves the quality of planning for school improvement. Education Action Zone initiatives are resulting in closer collaboration with neighbouring schools; this provides additional opportunities for in-service training for teachers and for curriculum

development. The school has improved its links with parents by providing better information. This allows parents to be more involved in their children's education. Several parts of the building have been carpeted and re-decorated, providing a more interesting and pleasant place for pupils to work.

STANDARDS

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

| Performance in: | compared with | | | | Key |
|-----------------|---------------|------|------|-----------------|---|
| | all schools | | | similar schools | |
| | 1998 | 1999 | 2000 | 2000 | |
| English | E | D | D | C | well above average A above average B |
| mathematics | E | E | D | C | average C below average D |
| science | D | D | B | A | well below average E |

In the most recent national tests for 11 year olds, pupils' attainments were below the national average in English and mathematics and above average in science. In English and mathematics, these results were on a par with those in similar schools, whilst in science they were well above average. Results in these subjects have improved steadily since 1998. The work of pupils currently in Year 6 indicates that standards in English and mathematics are continuing to improve. In English, standards in speaking and listening and in reading are close to national expectations, although standards in writing are still below average. Pupils do not have a firm grasp of structuring and punctuating complex sentences and their spelling is not good enough for pupils of this age. Teachers are using a new spelling programme in order to address this problem but it is too early for it to have had any significant impact. In mathematics, more pupils are now on course to attain the nationally expected level. In science standards remain above average. Many pupils in the present Year 6 came to the school with below average attainment on entry. This is compounded by the fact that high levels of pupil mobility mean that many have spent less than the normal four years in the school. These factors affect pupils' attainments and the school's results must be evaluated in this context. The majority of pupils are achieving good standards in relation to their age and prior attainment. Most pupils who are capable of attaining nationally expected standards do so, and most pupils with the potential for higher attainment go on to attain above average levels. As a result, whilst remaining below the national average, the school's results in English and mathematics have improved at a similar rate to results in schools nationally. Pupils with special educational needs make satisfactory progress but this does not always match the gains made by others in the class. This is because individual education plans do not contain enough detail, either in the targets that they set or in the methods that they recommend to guide teachers and supporting staff on how to improve the learning of these pupils. Standards in religious education are consistent with those recommended in the local education authority's guidance. Standards in most other subjects are in line with national expectations by the time that pupils leave the school but standards in geography, music and information and communication technology are below those normally expected of 11 year olds.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|--|---|
| Attitudes to the school | Good. Pupils are enthusiastic and enjoy coming to school; most work hard and make a real effort to improve. |
| Behaviour, in and out of classrooms | Good. Pupils behave well in lessons and there is little evidence of bullying or of any other unpleasant behaviour in the playground. |
| Personal development and relationships | Very good. Pupils treat each other with respect and this contributes to the very pleasant and harmonious atmosphere in and around school. |
| Attendance | Satisfactory. Pupils' attendance is improving steadily and is close to the national average. |

TEACHING AND LEARNING

| | |
|----------------------|-----------------|
| Teaching of pupils: | aged 7-11 years |
| Lessons seen overall | Satisfactory |

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

The overall quality of teaching is satisfactory. Teaching was satisfactory or better in 88 per cent of the lessons inspected. In 31 per cent of the lessons, the quality of teaching was good and in 18 per cent it was very good. There was 12 per cent of unsatisfactory teaching during the inspection. The teaching of music is unsatisfactory overall: the teaching of singing skills is ineffective, some tasks are not demanding enough for pupils in Key Stage 2 and there are not enough planned opportunities for pupils to compose. There were examples of good and very good teaching throughout the school, but more consistently in Years 5 and 6. In most subjects, other than information and communication technology, teachers have good levels of knowledge and understanding. For example, teachers have undertaken additional training, with the result that the teaching of the basic skills in English and mathematics is good; these improvements are contributing to rising standards of attainment. Teachers use a good variety of methods and plan interesting tasks that ensure that most pupils are enthusiastic, concentrate well and become increasingly independent. A strength of teaching is the successful management of pupils. Teachers have high expectations of pupils' behaviour and response. To develop this, most form very constructive relationships with their pupils that are based on mutual respect. However, occasional weaknesses in the management and control of pupils meant that in a small number of lessons, pupils did not make the progress that they should. The teaching of science is consistently good. Effective links with other subjects ensure that pupils' learning in science is frequently and effectively reinforced. Teaching meets the needs of pupils with special educational needs satisfactorily. A key factor is the quality of relationships between teachers, classroom assistants and pupils with special educational needs: they enable these pupils to be fully included in all activities, whilst ensuring that the learning of others in the class is not interrupted. However, individual education plans do not always identify clearly enough what these pupils need to learn and how this can be achieved. Consequently, when teachers plan tasks at different levels, as in most English and mathematics lessons, it is difficult for them to be precise in meeting pupils' specific needs. This restricts progress that lower attaining pupils make in some lessons. Teachers set work for higher attaining pupils at a sufficiently challenging level to allow them to attain above average standards in English, mathematics and science, but not always in other subjects.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|---|---|
| The quality and range of the curriculum | Good: the school teaches all subjects of the National Curriculum and extends them with a suitable range of educational visits, extra activities and sports. |
| Provision for pupils with special educational needs | Satisfactory, although individual education plans do not contain enough detail to guide teachers' and support assistants' planning. |
| Provision for pupils with English as an additional language | Good: pupils who speak English as an additional language make rapid gains in confidence and competence and achieve satisfactory standards in all subjects. |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | Good: moral and social development are particular strengths, although pupils do not learn enough about the richness and diversity of other cultures. |
| How well the school cares for its pupils | This is a caring school in which pupils' well-being is a priority. |

The school has improved its partnership with parents by providing a better range of information about what the school has to offer its pupils, about the curriculum and about pupils' progress, to help parents play an active part in their children's education.

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|--|---|
| Leadership and management by the headteacher and other key staff | Good: the headteacher and senior staff provide effective leadership that results in a strong sense of purpose and a good level of teamwork amongst all of the staff. |
| How well the governors fulfil their responsibilities | Good: governors are increasingly involved in overseeing the school's curriculum, financial planning and staffing and in monitoring of health and safety matters. |
| The school's evaluation of its performance | Good: regular monitoring of teaching and learning ensures that the school's improvement plan is effective in its evaluation of the school's performance and in identifying areas for further development. |
| The strategic use of resources | Good: the governing body uses the school's budget and other grants very effectively, according to principles of best value and in the interests of the pupils. As a result, staffing, accommodation and learning resources are maintained at good levels. |

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most | What parents would like to see improved |
|--|--|
| <ul style="list-style-type: none"> • The school expects pupils to work hard and achieve their best. • Their children make good progress at school. • The school is well led and managed. • Teaching is good. • Parents are comfortable in approaching staff with questions or problems. • Pupils' behaviour is good. • The school is helping their children to become mature and responsible. • Their children like school. • The school works closely with parents. • Parents are kept well informed about how their children are getting on. | <ul style="list-style-type: none"> • The range of activities outside lessons. • The work that their children are expected to do at home. |

There were 122 questionnaires (48 per cent) returned and eight parents attended the pre-inspection meeting. Parents' responses were very supportive of the school and of the quality of education provided for their children. A small number of parents expressed concern over some aspects of the school's work. The inspection endorses the positive views of parents but finds little evidence to support their concerns other than in the area of additional activities. These are satisfactory but competitive sports and musical activities are under-represented.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. When pupils enter the school, either at the beginning of Year 3 or later on in Key Stage 2, most are attaining standards that are below those normally expected for their age. In the most recent National Curriculum tests for 11 year olds, pupils' attainments were below the national average in English and mathematics and above average in science. Results in these subjects have improved steadily since 1998 and there are indications that standards of literacy and numeracy are continuing to rise. In the current Year 6, standards in speaking, listening and reading are closer to the nationally expected level than in previous years, although standards in writing are still below average. Pupils do not have a firm grasp of structuring and punctuating complex sentences and their spelling is not good enough for pupils of this age. In mathematics, more pupils are on course to attain the nationally expected standard in the 2001 tests. In science standards remain above average.
2. Compared with similar schools, pupils' results were average in English and mathematics, whilst in science they were well above average. However, the 'similar schools' comparison does not fully reflect the work of this school. It does not take any account of factors such as pupils' low attainment on entry, special educational needs and mobility, all of which are important when evaluating this school's results. A quarter of all pupils is on the register of special educational needs and many are unable to attain nationally expected standards because of the difficulties that they face. Since 1998 over 40 pupils have entered and left the school at times other than at the normal time of transfer. Many of those joining the school spent less than the normal four years at the school before taking the tests and some came with a history of learning difficulties or disruptions to their education. All of these factors affect pupils' performance in the national tests.
3. The majority of pupils make good progress. Most pupils who are capable of attaining nationally expected standards do so, and most pupils with the potential for higher attainment go on to attain above average levels. As a result, whilst remaining below the national average until the year 2000, the school's results in English and mathematics have improved at a similar rate to results in schools nationally. All pupils make good progress in their personal and social development. This progress is an important factor that allows most pupils to adopt helpful patterns of behaviour and response and enables teachers to establish calm interactive conditions in which profitable learning can take place.
4. Standards in religious education are in line with the local education authority's recommendations. Pupils achieve satisfactory standards in most other subjects but standards in geography, information and communication technology (ICT) and music are below those normally expected of 11 year olds. Insufficient time is given to geography to enable the curriculum to be covered in depth and the development of skills is not given sufficient emphasis in the limited time available. In ICT, the school does not have the necessary resources to teach some elements of the curriculum effectively and some staff lack the expertise to make full use of the school's new computers in all subjects. In music, standards in singing remain low and there are not enough opportunities for pupils to compose. The school is on course to achieve its target for raising attainment in English this year but this year's target for mathematics may not be high enough, given pupils' current performance.
5. The school successfully meets the needs of most of its pupils. There are no significant differences in the attainments of pupils of different gender, background or ethnicity. Pupils with English as an additional language make good progress in literacy, numeracy and in other subjects. This is due to the regular specialist teaching they receive and the good opportunities for inclusion with mainstream pupils that greatly improve the quality of their

learning. However, though satisfactory overall, the progress of pupils with special educational needs does not always match the gains made by others in the class. Individual education plans do not contain enough detail, either in the targets that they set or in the teaching methods and strategies that they recommend, to guide teachers and supporting staff on how to improve the learning of these pupils.

Pupils' attitudes, values and personal development

6. Provision for pupils' personal and social development is very good. As a result, pupils have positive attitudes and values. They behave well and form very good relationships with each other and with the teachers and other adults in the school. The good partnership with parents contributes significantly towards these positive outcomes. The good standards at the time of the previous inspection have been fully maintained.
7. Pupils' attitudes to school are good overall. Based on questionnaire returns, nearly all pupils like school. When questioned, most pupils, including those with learning difficulties, are positive about the support they get from their teachers and other staff. They like the positive atmosphere in the school, particularly the way most teachers make their learning enjoyable and the absence of unpleasant behaviour or bullying. Most are proud of their school. Their pride is based primarily on the good progress they know they are making. They also mention the 'unique, magnificent mural', produced with the help of a visiting artist, as a reason for being proud of their school. However, pupils in Year 6 would like a wider range of clubs and opportunities for sporting competitions against other schools. They consider these opportunities are less than when they joined the school. Pupils' favourite subjects and lessons are those where they are practically involved, such as physical education, ICT, science and art. Most are also positive about personal, social and health education. The best attitudes and behaviour occur in lessons where teachers' expectations are high, work is demanding and pupils are busy and engaged in a variety of activities, which provide the right level of challenge for them.
8. Pupils' behaviour is good. Most pupils behave consistently well in classrooms, during lunchtime and at playtimes. The good and reliable behaviour of nearly all pupils is a key element in establishing a good atmosphere for learning in almost all lessons. Prior to moving in groups, pupils form orderly lines and move about in a calm and responsible way. Behaviour of pupils at lunchtime and playtimes is good. There is a pleasant atmosphere in the playground. Pupils play energetically and happily in mixed age and gender groups. They use equipment safely and sensibly. The good links between teaching and lunchtime staff and the availability of play equipment which appeals to boys and girls are key features in maintaining the good playground atmosphere. There is no sign of any bullying, racism or other antisocial behaviour. There have been no permanent exclusions in recent years and fixed term exclusions are rare. Parents' questionnaire responses fully support this positive picture.
9. Relationships between adults and pupils and among pupils are very good. Very good relationships among pupils, including those with special educational needs, are a striking feature of the school. Adults act as good role models. They treat each other and the pupils with courtesy and respect and most pupils respond in a similarly pleasant way. Teachers value pupils' work and effectively praise effort and good work. As a result, pupils are comfortable about expressing views, for example when they take part in role-play during religious education or in personal, social and health education (PSHE) lessons. Pupils are very positive about the help they get from their teachers. Most pupils work well in pairs or small groups and give each other constructive help; they are caring and considerate.
10. Pupils' personal development is very good overall. The school successfully helps pupils to become mature and responsible. They know and calmly carry out the daily routines expected of them. They enjoy speaking with visitors. When questioned in groups, they are receptive to different views expressed by others. Pupils show concern for others, if they are

ill or otherwise upset. They regularly, and without prompting, hold doors open for each other and adults. Pupils are keen to help others. For example, through the 'Reading Partnership', Year 6 pupils regularly support the less able Year 3 pupils with their reading. They become more able to work well in groups as they move through school. As a result, in Year 6 nearly all pupils work very well in pairs and small groups during lessons. They enjoy contributing to charitable appeals by collecting stamps and baking biscuits. They take responsibility routinely for their class and school duties. For example, Year 6 run the tuck shop at breaktime and individual classes carry out a range of lunchtime jobs on a rota basis. Pupils show initiative in relation to their learning. For example, many pupils use the Internet at school or at home to find out information for topic work. Pupils take good care of property and resources and help keep the school in an attractive condition.

11. Attendance is satisfactory. It has not changed significantly in recent years and remains broadly in line with the national average. The unauthorised absence level is just above the national average. Punctuality is good. Nearly all pupils come to school on time and settle to their work promptly and calmly.

HOW WELL ARE PUPILS TAUGHT?

12. The quality of teaching is satisfactory. During the inspection, teaching was satisfactory or better in 88 per cent of lessons. In 31 per cent of lessons teaching was good and in 18 per cent of lessons it was very good. There were good and very good lessons throughout the school, but most consistently in Years 5 and 6. This makes a significant contribution to the quality of pupils' learning and increases the progress that they make. However, there was unsatisfactory teaching in 12 per cent of lessons and the teaching of music was unsatisfactory overall. Teachers are competent at teaching the basic skills of literacy and numeracy and this has a positive impact on pupils' achievements; standards in English and mathematics are steadily rising. The teaching of science is effective throughout the school. The majority of staff plan well to ensure that pupils' knowledge and understanding builds progressively as they move through the school, but in subjects such as geography, ICT, music and, to a lesser extent, science, teachers give too little emphasis to some aspects of the development of skills.
13. Most teachers are good at managing pupils' behaviour. A consistent emphasis on the importance of good behaviour and manners in all classes creates a positive atmosphere for learning. Pupils listen carefully, respond quickly, carry out instructions promptly and persevere with difficult tasks, as for example in a Year 5 and 6 numeracy lesson on symmetry. However, the teacher's failure to manage pupils' behaviour effectively contributed to unsatisfactory teaching in a small number of lessons in Year 4, where pupils became restless, inattentive and their work rate was low.
14. Teachers have good knowledge of most of the subjects of the National Curriculum. This contributes particularly well to effective teaching and learning and to the raising of standards in English, mathematics and science. Teachers have clear objectives for most lessons. They explain the purpose of the lesson at the beginning of the session, often displaying it on the board, and make their expectations clear, so that pupils know exactly what they are to learn and do by the end of the lesson. There was a good example of this in a Year 6 literacy lesson in which pupils were refining their answers to comprehension questions. Pupils knew exactly how much time they had for the activity and what standards they were expected to achieve. This effectively focused their attention and helped most to succeed.
15. Teachers use a good range of methods and, for the most part, there is a successful balance between direct teaching of the whole class and group and individual work. Teachers set tasks that are appealing to pupils and motivate them. The organisation of most lessons and teachers' effective questioning encourages pupils to be actively involved. The pace of lessons is satisfactory overall, although the timing and content of different sections of some lessons are not right for maximising learning. For instance, in a Year 3 English lesson, there

was little opportunity to review work and help pupils to overcome any problems they encountered, and in a Year 4 mathematics lesson the teacher did not plan enough work to usefully occupy pupils for the time available. The inappropriate use of time was a contributory factor to unsatisfactory teaching in a small number of lessons throughout the school.

16. Teachers generally set tasks that place suitable demands on pupils and promote new learning. In the majority of lessons pupils learn new skills as well as practise more familiar ones. The teaching of pupils in ability sets for mathematics throughout the school and for English in Year 6 enables teachers to match work more successfully to the needs of pupils of differing levels of attainment. This has effectively improved the quality of pupils' learning, particularly in Year 5 and 6, where the teaching of these subjects is consistently good. However, in some lessons pupils are not presented with sufficient challenge. Not enough consideration is given to what higher attaining pupils in Year 4 have already learnt and can do in mathematics. In Year 6, the guided reading session for lower attaining pupils does not give enough support to help them to understand the text. When work is not set at the right level, pupils do not make as much progress as they should.
17. When teaching is very good, the programme of work is tailored precisely to the needs of pupils and the teaching inspires them to apply effort and concentration to their learning as, for example, in the Year 5 and 6 mathematics lesson on symmetry. The match of task to prior learning and the clarity of teaching enabled pupils to make considerable gains in their understanding and recognition of symmetrical patterns. The very good relationships between teachers and pupils created an atmosphere of trust and mutual respect, which motivated pupils to do their best.
18. When teaching is unsatisfactory, lessons lack pace and tasks do not make pupils think enough about what they are learning, for example, when pupils complete a worksheet which keeps them busily engaged in rewriting information to no real purpose, rather than in exercises to consolidate or extend their learning. The teaching of music is unsatisfactory because not enough attention is paid to developing pupils' skills, particularly in singing. Too few activities are planned for the time available and practical tasks are unchallenging, dull, repetitive exercises. Pupils make little progress and attainment is below the expected level.
19. Teachers' use of day-to-day assessment in lessons is satisfactory overall. There were several examples of teachers using on-the-spot assessment of what had been learned and making relevant changes within the lesson or to planning. This helped them to consolidate or extend pupils' learning more effectively. The final part of the lesson is frequently used to review what has been covered in the lesson. However, teachers do not always allow sufficient time to explore whether pupils have achieved what was intended or to explain how they could further improve. The marking of pupils' work is generally consistent. In the best examples, detailed marking praises achievement and suggests how the work could be improved. Throughout the school, teachers use homework appropriately to extend the work in the class.
20. The teaching of pupils with special educational needs is satisfactory overall. Teachers are concerned to ensure that pupils with special educational needs make progress in lessons. They ensure that support assistants work where they can be of most use in helping pupils with their work. Most teaching of pupils with special educational needs takes place within the classroom. However, pupils with special educational needs do not always make the progress that they should. This is because their individual education plans do not provide precise information about the areas of weakness. Targets are not sufficiently specific to enable teachers to plan suitable ways of raising the attainment of these pupils. Very little use is made of specialist computer programs to support and extend pupils' learning.

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

21. The school curriculum complies fully with current laws and regulations. Teaching includes all of the subjects required by the National Curriculum for pupils aged seven to 11, religious education in accordance with guidance provided by the local education authority and very effective arrangements for pupils' health education and personal and social development.
22. The school has successfully introduced the National Strategies for Literacy and Numeracy. Most teachers use them consistently and effectively and this is helping to raise standards in English and mathematics. In mathematics in all years and English in Year 6, pupils are taught through ability groups, and this too is working well to help raise standards. However, there are still some weaknesses in the overall structure of the curriculum. The time devoted to geography prevents pupils learning to any depth. Lessons in ICT are sometimes too long to ensure that all pupils maintain concentration and involvement, as adult support to help the large number of pupils working on computers at any one time is sometimes limited. In history, there is too long a gap from when pupils have lessons in Year 5 to when they next do history in Year 6. These weaknesses require attention to help improve pupils' learning.
23. The planning of the curriculum is detailed, and helps teachers to teach effectively. There are policies and agreed programmes of work for all subjects, which are helping to guide teachers' planning. They are reviewed at intervals to help ensure that the curriculum keeps abreast of developments. Consequently, there are now fewer weaknesses in whole-school planning than at the time of the last inspection. Planning for design technology and ICT have improved considerably and both subjects are now well represented in the school's curriculum. Most essential skills in these subjects are taught well, although some elements of ICT, such as control technology and the use of computer models and simulations, receive less attention than others. Teachers plan for the use of computers in some other subjects, but there is still scope for pupils to use and apply their ICT skills more regularly as an aid to learning across the curriculum.
24. There are, however, weaknesses in curricular planning. In subjects other than English, mathematics and science, planning does not focus sufficiently on more and less able pupils to enable them to make the best possible progress. In geography and music, planning does not focus enough on the development of essential skills. The planning of work for pupils with special educational needs is often not sufficiently closely matched to their needs to enable them to meet targets identified in their individual education plans. This affects the rate at which these pupils learn.
25. A satisfactory range of educational visits, such as the Year 6 residential visit and the visits to Carsington Water by Year 5 and Twycross Zoo by Year 4, enrich the curriculum. Teachers offer number of after-school and lunchtime activities, such as newspaper, art, dance, games, gymnastics and mathematics clubs that extend the curriculum. Teachers take every opportunity to bring the curriculum to life for pupils. They use materials, which pupils can handle and learn from at first hand, such as historical artefacts, plan activities such as role-play to involve pupils in their learning and encourage visits from artists, authors, health professionals and representatives of local charitable and community groups.
26. The school ensures that all pupils have equality of opportunity and access to the curriculum provided by the school, irrespective of their ability, gender and background. Teachers make every effort, in all lessons and activities that support the curriculum, to ensure that the contributions of all pupils are celebrated and valued. All pupils learn to respect one another and support each other's learning. The school's adherence to principles of social and educational inclusion makes a good contribution to pupils' academic and personal development.
27. Teachers give very good emphasis to pupils' personal, social and health education (PSHE) within the curriculum. They promote these areas actively and consistently as part of a

carefully structured programme, which is embedded in the life of the school. For example, the need to be a good friend to others, as part of an agreed emphasis on the importance of caring and the promotion of friendship, is given a high priority in discussions, assemblies and displays around the school. The school motto “achieve and be proud” is often stressed, and permeates through the work of the school, helping to raise pupils’ self-esteem through a variety of different and successful approaches. Pupils’ achievements outside school are valued and celebrated. Pupils in Years 5 and 6 are given regular opportunities through structured meetings to discuss and help solve problems encountered in day-to-day relationships. These approaches make an important contribution to the positive attitudes and values of most pupils. Pupils in most classes have specific responsibilities, which they carry out conscientiously. All of these different arrangements help to develop pupils’ sense of responsibility and initiative, and help explain why this area is so strong. The PSHE programme includes suitable work on the importance of a healthy diet and exercise for maintaining a healthy lifestyle and on the use and misuse of drugs. For example, pupils in Year 6 learn about the affects of smoking on the body through an enactment, with individual pupils taking the part of vital organs! Sex education is taught in line with the governing body’s agreed policy.

28. The community makes a satisfactory contribution to pupils’ learning. Community service groups have helped to repair benches in the school grounds. The school has links with a home for senior citizens, and harvest gifts are distributed. Local charities are supported, such as homeless groups in Derby. People in the community sometimes help to bring the curriculum to life, for example by sharing personal reminiscences about wartime, in history lessons. However, there are very few commercial or industrial links to help make pupils aware about the world of work. There is scope for the school to build more effective links with the community to help further pupils’ learning and development.
29. The school works in successful partnership with neighbouring schools. An Education Action Zone initiative successfully links local schools for the purpose of staff training and curricular development. There are strong links with the infant school from which most children come, and the many established arrangements help ensure that the move between schools is smooth and efficient. The large number of schools to which Year 6 pupils transfer make the establishment of strong links difficult to achieve. However, links are established to help maintain satisfactory continuity in pupils’ learning when they move to the next phase of their education.
30. The school gives good emphasis to pupils’ spiritual, moral, social and cultural development. All areas make positive contributions to the personal development of pupils, including those with special educational needs. However, pupils do considerably better in some of these aspects than in others. This is because there are no curricular guidelines to ensure that all areas are equally well represented. Moral development receives considerable emphasis, and remains a strong area, as at the time of the last inspection. Pupils’ social development is good, and this is an improvement since the last inspection. However, the spiritual and cultural development of pupils does not feature as strongly.
31. The spiritual development of pupils is satisfactory, but teachers do not plan systematically enough for this aspect of pupils’ learning in religious education, assemblies and other lessons. There are moments of reflection in assemblies, such as when pupils consider what makes a good friend. Prayers are used sensitively to reinforce assembly themes, and enable pupils to further reflect on specific issues. The school complies with legal requirements in respect of a daily act of worship. However, pupils have too few opportunities to experience the different moods of music both in assemblies and lessons. Pupils express moods and feelings in personal, social and health education lessons, and this sometimes contributes to their spiritual development. There are too few planned opportunities for pupils to experience the joy and excitement of learning, although examples were observed in Year 5. For example, pupils gasp in astonishment when their class teacher builds images showing the movement of a chaffinch in an art lesson.

32. The school promotes pupils' moral development very successfully. All adults in school provide effective moral leadership, and give pupils a clear sense of direction about moral issues. All work hard and mostly successfully to reinforce good standards of behaviour, and to develop mutual respect and understanding. They use praise regularly to improve pupils' self-confidence. There is an effective system of rewards and sanctions, which are clearly understood and consistently applied, though not always successfully in one or two classes. Individual class approaches to rewarding pupils, such as the 'football league' approach adopted in Year 6, help to motivate and encourage pupils further. School and class rules are prominently displayed in all classrooms. This helps to develop a moral stance based on right and wrong, good self-discipline and care for each other and their school. Teachers make good use of assemblies to establish collective moral and social values. The school fosters values such as honesty, fairness and respect for truth and other people's property. The consistent and positive approaches to the moral development of pupils result in good behaviour and good attitudes to learning.
33. The school provides a good range of experiences to promote pupils' social development. All who work in school are good models of social behaviour, because they show respect for, and relate well with, others. The benefits of working together and supporting one another are strongly promoted, for example, through the week's assemblies on the theme of friendship, when class meetings are held to share class successes and discuss problems and when pupils work together in lessons. A good example of the latter is when pupils work in pairs on computers: most help and support one another constructively, enabling partners and others in the class to succeed. Pupils also learn to co-operate and work together effectively by taking part in special events and residential visits, such as that to an Outdoor Activity centre near Shrewsbury. Pupils develop an understanding of citizenship by raising money for charitable appeals. There are many opportunities for pupils to take responsibility in their classrooms as 'smiley monkey helpers', bell ringers, book distributors and message takers. Visits, such as to the courts of justice in Nottingham, make good contributions to social development. There is a range of after-school activities to enable some pupils to expand their personal interests and these also contribute to pupils' social development.
34. The cultural development of pupils is satisfactory. The school celebrates the culture of the area through its limited community involvement. For example, pupils visit Derby Playhouse to learn about sets, costume and seating. They are given insight into the culture of the locality when they learn about Queen Victoria's visit to Derby. They sometimes learn about other cultures through carefully chosen stories in assemblies, and through a study of festivals in religious education. In history, pupils find out about past cultures and beliefs, such as those of the Aztecs. In geography, Year 4 pupils find out about Kenyan village culture through an effective study of Baricho. However, music makes an insufficient contribution to the cultural development of pupils and non-European cultures are rarely represented in work in art or music. There are too few opportunities for pupils to listen to the works of famous composers. There is not enough emphasis on encouraging pupils to appreciate the richness and diversity of other cultures, which restricts pupils' overall cultural development.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

35. As at the previous inspection, the care arrangements for pupils are good. The procedures for, and use of, assessment information are satisfactory overall. The educational and personal support and guidance for pupils are good.
36. Procedures to promote and ensure pupils' well-being are good. Support for pupils experiencing difficulties is good. School has good arrangements for induction to Year 3 and other classes. Pupils and parents are well supported in Year 6, with the sometimes difficult task of choosing the 'right' secondary school. Pupils confirm that they are well cared for when they are ill or otherwise distressed. Child protection procedures are good. The procedures to follow, and the designated staff member, are known by adults in the school.

Pupils are made appropriately aware of this issue as part of their personal and social education.

37. Procedures to ensure pupils' health and safety are satisfactory overall. The local authority carries out regular health and safety audits. Teachers make pupils aware of health and safety issues in practical lessons, such as in physical education. This effectively contributes to the development of a safety conscious attitude among them. Fire alarm testing and the inspection of portable electrical equipment are routinely carried out by external agencies. Fire drills are carried out regularly.
38. Procedures for monitoring and promoting good behaviour and discipline are very good overall. Pupils are involved in making their classroom rules. Regular class meetings reinforce pupils' commitment to maintaining an orderly working environment. The main emphasis is on recognising and rewarding good behaviour and nearly all pupils respond positively. Ongoing praise, in lessons and assemblies, and contacts with parents by telephone or postcard are routine features. Class teachers deal effectively with low-level classroom incidents and have a clear route for referring more serious incidents. In nearly all classes, teachers use praise effectively and maintain clear and consistent boundaries between what is acceptable and unacceptable behaviour. Very good links between teaching and lunchtime staff are another key feature. The practice, whereby lunchtime staff record both very good behaviour and any unsatisfactory behaviour in the playground, gives a very good balance to their role. As a result, the playground is an orderly, pleasant place where nearly all pupils relate well to the lunchtime staff.
39. Procedures for monitoring and eliminating oppressive behaviour, including bullying or racism, are very good. The few pupils with significant behaviour difficulties are clearly identified. There is a firm yet proportionate set of sanctions in relation to classroom and playground behaviour. A behaviour detention and report system for more serious incidents is in routine operation. The lunchtime staff feel that they have the support of teaching staff and the headteacher. As well as the home school agreement, all parents have a copy of the lunchtime code. The school has effective procedures for involving parents where concerns about pupils' behaviour arise. Measures to deal with bullying or racism are well established and very effective. Assemblies and the PSHE programme are used to remind pupils regularly of the importance of telling adults if they see any signs of bullying or racism. As a result, pupils confirm that they feel comfortable reporting the rare incidents which occur and that these are handled effectively by staff.
40. Procedures for monitoring and improving attendance are satisfactory. The school takes a firm line on matters of attendance. The few pupils with persistently poor attendance are identified. The Educational Welfare Officer is effectively involved in helping to resolve such cases. First day of absence telephone contact with parents is the norm. A 'Late Book' is used routinely to identify latecomers. Recognition and rewards are given for full annual attendance.
41. The monitoring of pupils' academic performance is satisfactory overall. Procedures for assessing pupil's attainment in English and mathematics are good. There are regular 'end of topic' tests and assessments. In addition, the results of the twice-yearly tests in English and mathematics are carefully recorded and monitored. One outcome of this is the identification of pupils needing the 'booster' sessions, which give extra support for pupils with identified needs in literacy and mathematics. Another is that this enables the school to track pupils' progress from year to year. Test data with information from teacher assessment is used to set and amend end of key stage targets. Pupils' individual assessment folders, containing samples of pupils' work in English, mathematics and science, provide another useful source of information about progress. These assessment tasks are marked and levelled against end of key stage descriptions so that teachers and pupils are clear about the standards being achieved. Pupils use this information to set their own targets. Parents are informed of the targets. These assessments are carried out each term and the targets reviewed and

updated. For example, the comprehension work and writing of Year 6 pupils are regularly levelled and pupils know and understand the marking system. This, along with teachers' constructive comments, enables pupils to identify which aspects of the task they need to improve upon. Assessment of other subjects of the curriculum is under-developed and is limited to broad evaluations of how pupils have performed during the last topic. There is no systematic approach to the assessment of skills and this weakens teachers' planning for the next stages of pupils' learning.

42. Teachers' use of assessments is satisfactory overall. Where teaching is good, teachers make effective use of this information so they can plan suitable starting points for lessons. The use of day-to-day assessment in lessons is satisfactory overall; several examples were seen of teachers using on-the-spot assessment of what had been learned and making relevant changes within the lesson or to planning. Reading tests identify the standard pupils have reached and their progress is checked. However, they do not identify clearly where problems lie and are of little use in planning subsequent teaching or support. Every effort is made to identify pupils who may have special educational needs. Standardised tests are used to identify pupils who are having difficulty with their reading and spelling. However, pupils' individual education plans do not provide precise enough information about the areas of weakness. Targets are too general to enable teachers to plan individual improvement strategies that will help pupils to achieve these targets. Information about how progress is to be monitored and the frequency of the strategies are not identified. There is not an effective enough system for measuring the progress of these pupils. This reduces the progress that lower attaining pupils make
43. The school's procedures for monitoring and supporting pupils' personal development are good. Pupils and their needs are well known to staff. The coherent, well-delivered PSHE curriculum makes a significant contribution. There are regular opportunities for staff and pupils to discuss common concerns and there are clear channels of communication with parents, should the need arise. Pupils who experience difficulties with relationships or behaviour have targets in these areas and the school's system of rewards and sanctions helps pupils to improve these aspects of their performance. Reports to parents provide clear information and targets for pupils to work towards in personal as well as academic development.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

44. The school's partnership with parents makes a good contribution to the quality of education that the school provides and to the standards that pupils achieve. There has been a considerable improvement in the effectiveness of this partnership since the previous inspection. As a result, parents are very positive about what the school provides and achieves. Nearly half the parents replied to the questionnaire and eight attended the pre-inspection meeting. Parents' responses to the questionnaire and at the meeting were almost unanimous in their support for the school. Only the issues of homework and additional activities gave rise to significant levels of concern.
45. The school works tirelessly and systematically to involve parents in their children's learning to sound effect. It routinely consults parents, for example about procedural matters, and responds positively to any issues raised. As a result, the format of the autumn meeting for parents has changed to an appointment basis and has been made more purposeful by sharing pupils' targets with parents. The practical implications of the home school agreement, again introduced following consultation are examined by means of planned homework activities which involve parents working with pupils. To maximise attendance at parents' consultation evenings, each event is held over two days at different times. Parents are invited to comment on curriculum workshops, on literacy and numeracy, and their views sought on future workshops. Family learning and volunteer reading initiatives provide additional support for adults to help with pupils' learning. A significant amount of discussion occurs with individual families, for example where behaviour or attendance issues arise.

There is a strong emphasis on promptly discussing and addressing any concerns and this is much appreciated by most parents. Based on questionnaire returns, nearly all parents feel comfortable raising questions or problems with school. The very good response level to the parental questionnaire, is an indicator of the very effective links which school has created.

46. The quality of the written information that the school provides is good. All pupils have a homework planner, which provides a routine communication link between school and home. Half-termly shared targets and consultation evenings provide additional overview on pupils' work. Pupils' annual progress reports are satisfactory overall. There is significant variation in quality, between year groups. The better reports, for example in Year 5 last year, give parents a clear picture on how well pupils are getting on, their level of effort and areas for improvement. Other reports are more general and give little information about what pupils know, understand and can do. The practice of getting pupils and parents to comment are positive features. Pupils record their thoughts on current performance and identify what they plan to do to improve in the following year. Parents are also invited to comment and around half do. School-related information is of good quality. Regular newsletters keep parents well informed on ongoing school life. The brochure gives a clear outline of school's expectations and character. The governors' annual report provides an adequate picture of the main issues which the governing body are working on. Now that this report is issued in the autumn term, more up-to-date information on pupils' performance in tests is possible. This is a positive development.
47. Information and other links with parents of special education needs' pupils are sound. The school's procedures comply with the special educational needs Code of Practice. This means that parents are invited to attend all meetings, identify levels of support or set and review targets. However, the system is weakened by inconsistencies in the quality of pupils' individual education plans. Where these are too broad and general in the advice they give, parents are not in a position to support their children's learning effectively in the home.
48. Parents' involvement with the work of the school makes a satisfactory contribution to pupils' learning and to the life of the school. Discussions with pupils indicate that the majority have somebody at home who checks that homework is done. Parents of most special educational needs pupils attend their annual reviews. Typically around two thirds of pupils are represented at the main parents' evenings in the autumn and spring terms. Nearly half attended a recent curricular workshop on numeracy. Many parents attend and enjoy end of term productions and celebration assemblies. Pupils' achievements at school and outside of school are celebrated. This provides recognition and reward for good performance. Although parents do not organise fund-raising events, they give good support to summer and Christmas fairs, organised by the school. Parent governor positions are filled.

HOW WELL IS THE SCHOOL LED AND MANAGED?

49. The overall quality of leadership and management is good. The headteacher and senior staff manage the school effectively and efficiently. The leadership provided by the headteacher is very good. The headteacher has a clear view of what the school needs to do to improve the quality of pupils' education and the standards that they attain. She has already begun to introduce suitable measures to do this. For example, arrangements for tracking pupils' progress and for evaluating the quality of teaching and learning throughout the school are more thorough than at the time of the previous inspection. As a result pupils' attainments in the national tests at the end of Year 6 have improved steadily over recent years.
50. The school's aims clearly stress the importance that it places on good relationships, firm discipline based on sound moral values and on all pupils having equal opportunities in everything that it offers to them. The headteacher has generated a strong team spirit amongst the staff. Staff have a firm commitment to supporting each other and to helping the school to improve. There is a consistency of approach that ensures that the school's fundamental aims and values are reflected in most important areas of the school's work.

This results in a well-ordered and pleasant learning environment, within which pupils are confident and well behaved.

51. A range of responsibilities is given to staff. The deputy headteacher's role as teaching and learning co-ordinator enables him to help the school to focus on its planned areas for development and other members of staff manage areas such as staff development, assessment and community relations. In most respects, these arrangements work well; teachers with management responsibilities contribute effectively to the standards of care and education that pupils receive. However there are weaknesses in the management of the school's provision for pupils with special educational needs. This task is split between two members of staff, with no one person responsible for overall quality and consistency. Whilst the arrangements that the school makes are generally consistent with the recommendations of the Code of Practice, targets and teaching methods identified on pupils' individual education plans are often too general to ensure that these pupils receive the well-focused support that they need to make progress. Some teachers have only recently taken on the responsibility for managing a subject throughout the school. They are enthusiastic and are developing an understanding of the strengths and weaknesses in their subjects, but they have not all been able to complete this picture by seeing other teachers at work. This reduces their effectiveness as subject managers.
52. The governing body is very effective in fulfilling its responsibilities and making sure that the school provides all that it should for the pupils. There have been improvements in this area since the last inspection; the content of teaching in design and technology and in history lessons is now fully in line with the requirements of the National Curriculum. The governing body is well informed. Governors have a clear picture of what goes on in the school. They work well together through their committees. For example, governors have gained a good understanding of the school's financial dealings as a result of the work of an effective finance committee, and the premises committee keeps a careful oversight of health and safety matters. Individual governors have profitable links with classes and oversee work in literacy, numeracy and special educational needs.
53. Since the last inspection, the school has improved, to a very good standard, the way it monitors, evaluates and develops its teaching. The headteacher, deputy headteacher and managers of the core subjects regularly observe teaching or work alongside other teachers in the classrooms. They give targets for improvement to individual teachers and identify issues for whole-school development that are contributing to the successful implementation of the National Strategies for Literacy and Numeracy. Teachers and governors compare the achievements of pupils at Breadsall Hill Top Junior School with those of pupils nationally and in similar schools. The school looks for differences in the attainments of different groups of Year 6 pupils from year to year and analyses pupils' answers to specific questions in order to identify strengths and weaknesses in the curriculum. This has resulted in greater emphasis on pupils' speaking and listening and on measures to improve pupils' writing.
54. The school's priorities for development are chosen well. They are clearly set out in its improvement plan, together with specific targets and suitable action plans to help it to achieve its intentions. There is a continuing focus on what the school plans to do to improve the areas of weakness that were pointed out in the previous inspection. In addition, the school has thoughtfully identified other issues, including improving the quality of teaching and using assessment data more effectively, on which it wishes to concentrate its efforts. Financial planning effectively links spending with priorities in the school's development plan. This is an improvement since the 1997 inspection. The headteacher and governing body systematically and thoroughly review progress towards improvement targets and amend the plan, where necessary, to ensure that adequate time and funding is available for staff to carry out improvements thoroughly.
55. Careful financial planning effectively supports the school's educational aims and priorities. This planning is appropriately forward-looking and governors are already considering

initiatives that extend beyond the current year. This ensures that the school meets its ongoing financial commitments, and targets available funds on identified areas for development that are carefully linked with its drive to raise pupils' attainment. For example, money allocated for the ICT suite was intended to help the school to improve pupils' performance in this subject. As a result, attainment in this subject has improved. The governing body, in close collaboration with the headteacher and school secretary, manages the school's delegated budget efficiently. The use of the school's budget is carefully planned and regularly monitored. The school uses specific grant funding, such as the Standards Fund, appropriately. The school applies the principles of best value for money well. It uses data to compare its performance with that of similar schools and strives to improve the performance of all of its pupils. It is very rigorous in ensuring that services provided by outside bodies are economic and effective.

56. The number of teachers and support staff effectively meets the demands of the curriculum and enables the school to give sound support to pupils with special educational needs. As a result, pupils with special educational needs make satisfactory progress and those for whom English is an additional language learn well. There is a good balance between the number of experienced teachers and those who have been more recently trained. The school secretary supports the smooth day-to-day running of the school effectively. The school has made suitable arrangements to manage the performance of teachers, including a system of appraisal, and these are beginning to contribute to improvements in teaching and learning. Arrangements for supporting teachers who are new to the school are helpful for newly qualified teachers. They receive the support of an experienced mentor and the school provides time for them to attend meetings, undertake additional training and observe good practice. Together, these arrangements help newly qualified teachers consolidate their teaching skills and overcome difficulties that arise.
57. The quality of accommodation is good and enhances pupils learning. It has improved significantly since the previous inspection. The new ICT suite and the outside block, housing Year 4 pupils, are the most significant improvements. The building is attractive, welcoming and cleaned to a high standard by the site manager and his staff. Major internal repairs and redecoration mean the main accommodation now provides a stimulating and pleasant place for pupils to work in. Displays in classrooms and corridors are of good quality. They celebrate a wide variety of pupils' work and help build pupils' self-esteem. The spacious classrooms in the main building, together with good levels of storage space, positively support learning. Whilst the grounds are spacious overall, the playground is compact for the number of pupils. Use of the field to provide additional opportunities at playtime is confined to periods of fine weather.
58. The resources in the school are satisfactory. The school has the benefit of a good computer suite, and a good selection of resources and equipment for physical education, art and religious education lessons. However, there are not enough computers in the classrooms and the pupils do not have the opportunity to use them for individual research work. The range of resources is inadequate in music, where there is a lack of large percussion instruments and there is a shortage of resources for geography. The school's use of a residential trip adds to the quality of resources. There are insufficient resources based on other cultures to allow teachers to include this aspect in a range of subjects such as English, music, art and history.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

59. In order to extend the school's current achievements, the governors, headteacher and staff should jointly:

- (1) Raise standards in writing, information and communication technology, geography and music by:
 - giving more emphasis to the teaching of spelling, punctuation and the structure of writing;
(Paras: 1, 60, 63.)
 - continuing the staff training in information and communication technology until all staff have the expertise to plan and teach the subject effectively;
(Paras: 4, 100.)
 - giving pupils more opportunities to practise and reinforce writing and information and communication technology skills through work in other subjects;
(Paras: 23, 63, 73, 96, 99.)
 - allowing more time for geography and ensuring that the planned content of lessons is carried out in greater depth;
(Paras: 4, 22, 87.)
 - giving more emphasis to teaching fieldwork skills in geography, composing skills in music and to the skills of control technology and investigating situations by using simulations and computer models;
(Paras: 4, 12, 23, 24, 87, 89, 91, 98, 99, 102.)
 - improving the teaching of singing so that there is more attention to teaching the techniques that help pupils improve the quality of their work;
(Paras: 4, 102.)
 - ensuring that teachers have the necessary resources to teach geographical and information and communication technology skills effectively.
(Paras: 4, 58, 87, 99.)
- (2) Improve the progress made by pupils with special educational needs by:
 - ensuring that there is more consistency in the preparation of individual education plans;
(Para: 41.)
 - ensuring that staff responsible for preparing individual education plans use assessment and other data more systematically to identify the small steps that each pupil needs to take and the methods that teachers and other support assistants should use to help them succeed.
(Paras: 5, 20, 24, 42, 64.)

OTHER ISSUES THAT SHOULD BE CONSIDERED BY THE SCHOOL

- i) Giving pupils more opportunity to carry out scientific investigations;
(Paras: 12, 75, 78.)
- ii) Improving pupils' understanding of the richness and diversity of other cultures.
(Paras: 34, 58, 82.)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

| | |
|--|----|
| Number of lessons observed | 51 |
| Number of discussions with staff, governors, other adults and pupils | 34 |

Summary of teaching observed during the inspection

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|------|--------------|----------------|------|-----------|
| 0 | 18 | 31 | 39 | 12 | 0 | 0 |

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

Information about the school's pupils

| | |
|--|--------------|
| Pupils on the school's roll | Y3 – Y6 |
| Number of pupils on the school's roll (FTE for part-time pupils) | 256 |
| Number of full-time pupils known to be eligible for free school meals | 60 |
| Special educational needs | Y3 – Y6 |
| Number of pupils with statements of special educational needs | 3 |
| Number of pupils on the school's special educational needs register | 65 |
| English as an additional language | No of pupils |
| Number of pupils with English as an additional language | 4 |
| Pupil mobility in the last school year | No of pupils |
| Pupils who joined the school other than at the usual time of first admission | 20 |
| Pupils who left the school other than at the usual time of leaving | 15 |

Attendance

Authorised absence

| | |
|---------------------------|-----|
| | % |
| School data | 4.9 |
| National comparative data | 5.2 |

Unauthorised absence

| | |
|---------------------------|-----|
| | % |
| School data | 0.6 |
| National comparative data | 0.1 |

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

Attainment at the end of Key Stage 2

| | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
| Number of registered pupils in final year of Key Stage 2 for the latest reporting year | 2000 | 26 | 31 | 57 |

| National Curriculum Test/Task Results | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | 16 | 18 | 23 |
| | Girls | 21 | 21 | 27 |
| | Total | 37 | 39 | 50 |
| Percentage of pupils at NC level 4 or above | School | 65 (61) | 68 (57) | 88 (69) |
| | National | 75 (70) | 72 (69) | 85 (78) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | 11 | 17 | 18 |
| | Girls | 16 | 17 | 24 |
| | Total | 27 | 34 | 42 |
| Percentage of pupils at NC level 4 or above | School | 48 (52) | 60 (49) | 74 (65) |
| | National | 70 (68) | 72 (69) | 79 (75) |

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

Ethnic background of pupils

| | No of pupils |
|---------------------------------|--------------|
| Black – Caribbean heritage | 2 |
| Black – African heritage | 0 |
| Black – other | 1 |
| Indian | 2 |
| Pakistani | 0 |
| Bangladeshi | 0 |
| Chinese | 0 |
| White | 251 |
| Any other minority ethnic group | 0 |

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

| | Fixed period | Permanent |
|------------------------------|--------------|-----------|
| Black – Caribbean heritage | 0 | 0 |
| Black – African heritage | 0 | 0 |
| Black – other | 0 | 0 |
| Indian | 0 | 0 |
| Pakistani | 0 | 0 |
| Bangladeshi | 0 | 0 |
| Chinese | 0 | 0 |
| White | 2 | 0 |
| Other minority ethnic groups | 0 | 0 |

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes**Qualified teachers and classes: Y3 – Y6**

| | |
|--|------|
| Total number of qualified teachers (FTE) | 10 |
| Number of pupils per qualified teacher | 25.6 |
| Average class size | 32 |

Education support staff: Y3 – Y6

| | |
|---|-----|
| Total number of education support staff | 7 |
| Total aggregate hours worked per week | 145 |

FTE means full-time equivalent.

Financial information

| | |
|----------------|-------------|
| Financial year | 1999 / 2000 |
|----------------|-------------|

| | |
|--|--------|
| | £ |
| Total income | 401506 |
| Total expenditure | 395293 |
| Expenditure per pupil | 1621 |
| Balance brought forward from previous year | 18463 |
| Balance carried forward to next year | 24676 |

Results of the survey of parents and carers

Questionnaire return rate

| | |
|-----------------------------------|-----|
| Number of questionnaires sent out | 256 |
| Number of questionnaires returned | 122 |

Percentage of responses in each category

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 51 | 44 | 5 | 0 | 0 |
| My child is making good progress in school. | 50 | 47 | 2 | 0 | 1 |
| Behaviour in the school is good. | 41 | 52 | 4 | 0 | 3 |
| My child gets the right amount of work to do at home. | 41 | 43 | 12 | 2 | 2 |
| The teaching is good. | 51 | 46 | 1 | 0 | 2 |
| I am kept well informed about how my child is getting on. | 45 | 45 | 8 | 2 | 0 |
| I would feel comfortable about approaching the school with questions or a problem. | 59 | 37 | 3 | 1 | 0 |
| The school expects my child to work hard and achieve his or her best. | 64 | 35 | 1 | 0 | 0 |
| The school works closely with parents. | 46 | 44 | 8 | 2 | 0 |
| The school is well led and managed. | 61 | 35 | 3 | 0 | 1 |
| The school is helping my child become mature and responsible. | 56 | 40 | 2 | 1 | 1 |
| The school provides an interesting range of activities outside lessons. | 20 | 46 | 15 | 7 | 12 |

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

ENGLISH

60. Standards in English have risen steadily since 1998. Pupils' results in the national tests have improved in line with results nationally during this time. Although the 2000 test results are below the national average they are in line with those for schools with a similar background. These results were better than teachers had predicted and more pupils achieved the above average Level 5. Pupils' performance at this level was above the average for similar schools. Inspection evidence indicates that standards are close to average in speaking and listening and in reading, with the majority of pupils working at the expected level. However, standards in writing remain below average.
61. Pupils' speaking skills have improved since the last inspection. Standards in speaking and listening are broadly in line with national expectations. Most teachers successfully create the conditions necessary for effective listening by good classroom management and by planning lessons which pupils find interesting. Only when introductory discussions go on too long, do a small minority of pupils become restless and lose concentration. Pupils are aware of their audience. They listen carefully to what others have to say and show respect for their opinions and ideas, for example in a Year 6 PSHE session on conflict resolution. Teachers help pupils to understand what they hear by clearly and accurately explaining meanings of difficult words and phrases, such as 'photosynthesis' in a Year 5 science lesson. Support assistants also help pupils with special educational needs to understand what they hear by simplifying the language that teachers use. There are more opportunities in lessons throughout the curriculum for pupils to develop their speaking skills. For example, pupils take part in discussions in PSHE, perform role-play as part of history and religious education lessons, and prepare group presentations of their research findings in science. As a result, many Year 6 pupils speak clearly and confidently. They use extended sentences when explaining their work or the reasons for their answers to questions about different texts. They are also beginning to ask thoughtful, well-structured questions.
62. By the time that they leave the school, most pupils read confidently and are achieving standards in reading that are about average. The school has taken positive steps to encourage boys to read by purchasing a range of non-fiction texts to meet their interests. Most pupils in Year 6 use the sounding technique effectively or break words up into syllables when they encounter difficulties with unfamiliar words. Older pupils have sufficient research skills to look up information in library reference books but have more limited experience of doing this on the computer. Teachers use the school's reading scheme effectively to enable pupils who are still developing the basic skills of reading to make progress in small steps. Staff hear pupils read regularly but reading records do not identify specific strengths and weaknesses and this makes it harder for teachers to plan a programme of work that ensures lower attaining pupils make the best progress. Teachers' assessments of pupils' reading skills highlight weaknesses in pupils understanding of the texts they read. Whilst most pupils were able to talk about the main plot of a story and the characters, teachers feel that comprehension is an area for concern. Teachers have been concentrating on this area in order to improve pupils' progress. During the inspection, pupils in Year 6 used a comprehension exercise satisfactorily to explore meaning beyond the literal and give reasoned answers to questions about the text.
63. Standards in writing are below average but improving. Pupils write for a range of purposes and are beginning to choose suitable styles for writing expressively in stories, writing out instructions or presenting an argument. The use of story has helped pupils to improve the structure of their writing and to sequence events in a logical way. Although pupils are beginning to use some interesting words when writing descriptively, on the whole the language they use is basic. As well as that, they do not have a firm grasp of structuring and punctuating complex sentences. This is because they are not secure about using joining

words. As a result, writing lacks interest, colour and at times clarity. Pupils have greater success in correctly punctuating simple sentences with capital letters and full stops. Other punctuation such as commas, exclamation and question marks are not used as accurately. Spelling too is not good enough for pupils of this age. This is because they have not grasped the basic rules and convention of spelling. Teachers are using a new spelling programme in order to address this problem but it is too early for it to have had any significant impact. There are also too few planned opportunities for pupils to use and develop writing skills through other subjects of the curriculum. A strength of the school's focus on improving writing is the way pupils are involved in assessing their own work and using the teachers' helpful comments to set their own targets for improvement.

64. The school has extended its programme of assessment in English and teachers are using the information that assessment provides more effectively. For the most part, pupils of differing abilities are achieving well. This is because work is suitably matched to their earlier attainment and so the majority makes good progress. Pupils are assessed regularly in preparation for the national tests and results are used to target pupils who are achieving just below the expected level. More focused attention in a smaller 'booster' group is helping these pupils to address weaknesses in their learning. However, work for less able pupils is not always sufficiently challenging and planning does not address the specific needs of pupils with special educational needs. Many of the targets in their individual education plans, particularly for reading and spelling, are not specific enough and do not identify what aspect pupils find difficult. This reduces the impact of the support that these pupils receive and the progress that they make.
65. The quality of teaching and learning is satisfactory. It is consistently good and very good in Year 5 and 6. Teaching was unsatisfactory in only one lesson during the inspection. The main characteristics of the very good and good teaching are the teachers' high expectations and the good use of open-ended questions, which challenge pupils to give more thoughtful and deeper answers. The lessons proceed at a brisk pace, teachers make good, appropriate use of praise to encourage and motivate pupils, and relationships with the class are very good. Consequently, pupils are keen to please, concentrate well and work hard throughout the lesson. In these lessons teachers make very good use of the final part of the lesson by involving pupils in assessing their learning against the original learning intentions and correcting any common errors. This ensures that pupils make progress in the lesson and teachers gain the necessary information for planning the next session. The planning for pupils' learning in Year 5 is very detailed. The teachers prepare their own modern-day version of the story of 'Jack and the Beanstalk' to extend pupils' understanding of how stories and styles change over time. Teachers fully involve pupils in modelling a story plan using the skill of writing in note form. Pupils enjoy the story and listen carefully to the teachers' advice. They are motivated to try hard and make good progress in the use of note writing skills and in structuring their stories.
66. Teachers follow the school's literacy strategy closely and most lessons are organised and structured effectively. This is improving the overall quality of teaching and learning. The weekly planning format is sound and teachers are clear about what they want pupils to learn. They explain the purpose of the lesson at the beginning of the session, often displaying it on the board so that pupils know what they are about to learn and do by the end of the lesson. This focuses their attention and helps them to carry out the task more effectively. Pupils work in set classes in Year 6 and mixed ability classes throughout the rest of the school. In most lessons work is clearly matched to different ability groups within the class which results in focused learning for most pupils. However, there are occasions when pupils are not sufficiently challenged; for example lower attaining Year 6 pupils easily supplied the missing rhyming words in the poem 'Sir Winter' and questioning about the text focused only on the literal and did not extend pupils' reasoning skills.
67. When teaching and learning are unsatisfactory pupils' behaviour is not managed in a satisfactory way. Pupils do not respond to the strategies used and are inattentive. The

momentum of the lesson is lost due to constant interruption. The teacher provides pupils with a good range of books from which to carry out their research. Pupils are interested in these, but there is not enough time to carry out the task effectively as the introduction to the lesson is too long, taking up too much of the allotted time. .

68. The leadership of the subject is good. There are effective systems for assessing pupils' attainment and monitoring progress. As a result, the co-ordinator has a good understanding of the strengths and weaknesses of the subject and there are very good priorities for further development. Funds allocated by the Education Action Zone are being used effectively to employ an extra well-trained classroom support assistant to work with the 'booster' groups in Year 6. There is a satisfactory range of books, with extra sets purchased to cater for the current focus on reading and writing which is helping to raise standards. The Newspaper Club provides Year 6 pupils with a valuable opportunity to apply their literacy skills in a real-life situation.

MATHEMATICS

69. Standards in mathematics are close to national levels by the end of Year 6. Results in the national tests have shown steady improvement since 1998. The school is gradually narrowing the gap between its performances in the national test and the picture nationally. In the most recent national tests, standards were below the national average but equal to those in similar schools. Standards are continuing to rise and most pupils in the current Year 6 are on course to attain or exceed the nationally expected standard by the time that they leave the school. Factors contributing to recent improvements include:

- the successful introduction of the National Numeracy strategy;
- pupils being grouped by ability to ensure that work is more closely matched to pupils' abilities and needs;
- the mostly good or very good teaching in Years 5 and 6 which is helping to ensure that many pupils make good progress in their last two years;
- the increasing emphasis on good questioning in all groups which encourages pupils to explain their thinking;
- the increasing use of information gained from an analysis of test and assessment results which helps staff to identify and overcome problems;
- the regular assessment of pupils progress which is helping to improve teachers' planning;
- the setting of targets by pupils themselves which motivates and involves pupils and provides clear direction for their learning;
- an emphasis on the development of a mathematical vocabulary in classroom displays which reinforces pupils' mathematical understanding.

70. Most pupils make sound gains in learning in all areas of the subject as they move through the school. However, most make better progress in Years 5 and 6 than in Years 3 and 4, because of the better quality teaching. Pupils with special educational needs also make satisfactory progress. However, individual education plans do not give enough detail about pupils' mathematical and other learning difficulties to guide teacher's planning effectively and this reduces the progress that these pupils make in some lessons.

71. Year 3 pupils accurately describe the properties, and use mathematical names, of common two- and three-dimensional shapes. They recognise number sequences such as odd and even numbers, and solve simple money problems using efficient mental calculations. Year 4 pupils use place value of numbers to 1000, learn about reflective symmetry of two-dimensional shapes and present data on bar charts. Year 5 pupils approximate numbers to the nearest 100 and 1000, and start to add two- and three-digit numbers mentally. By the end of Year 6, pupils recognise approximate proportions, using fractions to describe them. They construct and interpret simple line graphs. They confidently solve more complex number problems using a variety of approaches. Higher attaining pupils accurately calculate

the exact measurement of angles around a point, working at levels which are above average for their age.

72. Teaching is sound but varies, from very good to unsatisfactory in particular classes. Most teaching of groups in the upper school is good or very good. In Years 3 and 4, teaching is satisfactory. Where teaching is good or better, teachers' high expectations result in challenging work and pupils put more effort into getting it right. Purposeful questioning develops clear understanding of new knowledge. A good choice and use of resources ensures that learning is effective. Helpful marking identifies areas for improvement. High levels of enthusiasm from the teacher and a brisk pace help to keep pupils motivated and involved. Teaching was unsatisfactory in two lessons. The teachers did not use assessment information effectively and so tasks were either too easy or hard for pupils. Pupils were not allowed to work at their own pace, but proceeded at the rate of the slowest. Control strategies were weak and so pupils were slow to respond and their work rate was low. These factors reduced the progress that pupils made.
73. Other weaknesses affect how well pupils achieve. Teachers do not use mathematics sufficiently in real-life problems to help sharpen pupils' skills or to bring the subject to life for them; worksheets are still overused as a resource for learning. Some teachers do not pay sufficient attention to ensuring that work is presented tidily at all times. Teachers do not use ICT sufficiently, as at the time of the last inspection.
74. The subject is well led by a good teacher of mathematics and an experienced co-ordinator. A recent audit of the subject provides evidence of his conscientious and committed approach to raising standards. There are clear plans for the subject's further development, which include developing links with other subjects. Successful mathematical activity evenings for parents have been held to familiarise them with new requirements. The subject co-ordinator regularly checks to see that the scheme is being carefully followed. He has seen most teachers teach mathematics to help him assess the quality of teaching and learning. Resources are audited regularly, but a list would help all staff know what is available. Overall, the school has made sound improvement since the last inspection and is maintaining the push towards improving standards.

SCIENCE

75. In the most recent national tests for 11 year olds, pupils' attainments in science were above the national average and well above those in similar schools. The work of pupils currently in Year 6 is consistent with this picture of above average attainment; the majority of pupils are on course to attain or exceed the nationally expected standard by the time they leave the school. Pupils are gaining good levels of knowledge and understanding of different areas of science. There is, however, scope for pupils to undertake more investigative and experimental work. Pupils are gaining satisfactory skills in this area but their attainments are not as high as in the knowledge-based components of the curriculum. Pupils of all abilities are learning well and making good progress. Factors contributing to this include:
- a high proportion of good and very good teaching throughout the school;
 - topics that are appealing to pupils yet challenging enough to bring the best out of more able pupils;
 - effective links with other subjects that allow teachers to reinforce pupils' understanding of science whilst teaching other subjects;
 - pupils' positive response during science lessons.
76. By the time that they leave the school, pupils have a good understanding of life processes and living things, of materials and their properties, and of physical processes. Most pupils know the correct names for the major organs in plants and in human beings. Many describe accurately where they are and what they do, with more able pupils making thoughtful comparisons between plants and humans and drawing reasonable conclusions, for example

about nutrition or reproduction. They know the conditions that affect growth and development and understand why various environmental conditions give rise to different organisms. Pupils know about different materials, for example that some are conductors and others are insulators. They apply this effectively in work on electricity, magnetism or temperature. Most pupils describe accurately how forces such as friction and gravity affect motion, with more able pupils understanding the concept of 'balancing forces' when talking about why objects float or how a parachute works.

77. The teaching and learning of science are good. Teachers have good levels of knowledge and understanding or, if this is lacking, prepare carefully for the work to be covered. As a result, they use scientific vocabulary confidently and explain the underlying ideas in a way that pupils can understand. This gives a clarity and authority to their teaching that adds considerably to the quality of pupils' learning. Topics, such as the current Year 6 human body project, are appealing and so motivate pupils effectively by engaging their interest and enthusiasm. Group work and individual research assignments involve pupils in their learning and increase the progress that they make; more able pupils respond particularly well to teachers' high expectations and produce a very good standard of work. There is evidence that teachers plan investigative and experimental work. For example, pupils' files contain accounts of investigations into thermal insulators, the rate at which jelly dissolves and separating mixtures. In doing this work, pupils make predictions, take measurements, record results and draw simple conclusions. However, this area of pupils' learning is weakened by the fact that teachers sometimes present information on worksheets and, whilst pupils gain some benefit from interpreting what is there, they do no real investigating at all. Pupils would benefit from more regular opportunities to plan and conduct their own experiments that are reliable and fair.
78. The management of the subject is sound. The co-ordinator is introducing national guidelines alongside the school's existing scheme of work and is increasing the school's resources to ensure that new topics can be taught effectively. There are procedures for teachers to assess pupils' knowledge and understanding at the end of each topic. These help highlight areas of weakness and allow teachers to plan the content of future teaching accordingly. However, the planning for and assessment of pupils' skills in science remain areas of weakness in the current curricular arrangements.

ART AND DESIGN

79. Standards in art are in line with national expectations. Throughout the school there are also examples of work which show that some pupils are producing work of an above average standard for their age. Pupils of all abilities, including those with special educational needs, have similar opportunities to achieve in class work and make satisfactory and sometimes good progress in the development of their art skills. As they move through the school, pupils develop a greater understanding of the materials and techniques that they are using and show greater attention to detail in their work.
80. Pupils use a range of media, including paint, pastels, pencil, and textiles. They investigate and try out ideas and techniques in painting, drawing, printing and collage before attempting the main piece of artwork. Year 6 pupils are making good progress in the development of their drawing skills. Their montage work, where they drew the other half of a face cut from a magazine, is of a high standard. They have very carefully studied the shape and structure of the face and made good use of line and tone to define the contours and detail. Pupils also use their art skills to enhance work in other subjects. Year 4 pupils' paintings of 'The Blitz' reflect work done in history. They show good colour mixing skills, which have captured the violent glow of burning buildings. Pupils are introduced to a range of famous artists such as Anthony Green and Mondrian. Pupils in Year 3 have been learning about the style of Mondrian. They have combined this with their exploration of cool colours to produce attractive geometric designs using a computer program.

81. Only one lesson was seen during the inspection. The quality of teaching in this lesson was very good. The lesson was very effectively planned and prepared so that it successfully helped pupils improve their drawing skills and build their confidence. The teacher used her own drawing skills to good effect, carefully demonstrating the drawing of a chaffinch, and showing pupils how they could approach the task. Pupils found it difficult to believe that they could successfully draw what appeared to be a very complex drawing. The teacher managed this well, successfully turning pupils' apprehension into enthusiasm. She gave pupils a set of cards showing the sequence of steps. The cards were turned over one at a time creating an atmosphere of excited anticipation, as each stage of the drawing was completed. Combined with the teacher's explanations and demonstrations this made for good systematic teaching of skills and techniques enabling pupils to make very good progress. On completing the basic outline, pupils applied their understanding of tone and shading to produce very effective finished drawings. In the final session pupils evaluated their own and each other's drawings against the original learning objectives enabling the teacher to assess pupils' progress. Pupils enjoyed the lesson and rose to the challenge working hard to produce their best effort. They were respectful of other's efforts and readily praised their work.
82. The art curriculum is satisfactory and provides pupils with the opportunity to develop the full range of art skills. The good quality displays of pupils' artwork and the work of artists make a good contribution to the school's ethos and culture. The co-ordinator monitors the quality of pupils' work by looking at the displays and collecting samples for the subject portfolio but has not had the opportunity to observe teaching. This reduces her effectiveness as a subject manager. Resources are good, although the school needs more pictures and posters to support pupils learning about the work of artists, especially those from non-western cultures, which are currently under-represented in the work of the school.

DESIGN AND TECHNOLOGY

83. Standards in design and technology are rising. Most pupils are on course to attain nationally expected standards by the time that they leave the school. This is a considerable improvement on the standards reported at the time of the previous inspection. By the time they leave the school, pupils investigate man-made objects to find out how they work and how they have been made. For example, pupils in Year 5 look at the workings of a Victorian toy in order to understand how cams act on the moving parts. Pupils use their understanding of different tools, materials and techniques to plan their own projects and to produce, quite detailed, designs. Designs for shelters in Year 6 show the exact dimensions of different parts and indicate how components will be joined or strengthened. By the end of Year 6, pupils evaluate and modify their work as it progresses, paying attention to how well things work and to the quality of the finished object.
84. The teaching of design and technology is satisfactory overall and in some lessons during the inspection teaching was good. This is also an improvement since the previous inspection when teachers did not give enough emphasis to design or to pupils evaluating their work. Much of this improvement is because planning for design and technology projects is more systematic and coherent than it was. Planning follows national guidelines. This ensures that all aspects of design and technology receive balanced coverage. Teachers choose topics carefully so pupils learn and develop skills progressively and experience a wider range of materials and techniques. They also make effective links with other subjects, such as history and geography, and this gives added meaning and purpose to pupils' work. In a particularly successful lesson in Year 3, there was a good balance between the direct teaching of skills and pupils experimenting and finding their own solutions. The teacher was comfortable with pupils' excitement and enthusiasm. He valued pupils' efforts and gave constructive criticism that successfully channelled their energy into productive work. Similarly in a Year 5 class, the teacher placed consistent emphasis on the importance of accurate measurements and careful design work. This provided a valuable opportunity for pupils to apply numeracy skills in a real setting and laid the foundations for effective design work.

85. Pupils really enjoy their work in design and technology. Pupils throughout the school show interest in their work. They are enthusiastic and the work rate in lessons is high. Pupils are co-operative, working in pairs or sharing tools and equipment sensibly. Pupils are proud of what they achieve and readily discuss their work with others. This was particularly apparent in a Year 3 lesson when pupils were delighted with their original designs and methods for constructing chairs.
86. The recently appointed co-ordinator leads the development of design and technology effectively. She has done much to raise the profile of the subject throughout the school. The revision of the content of the curriculum and the introduction of improved planning guidelines have moved the school forwards and are central to the raising of standards. There are suitable plans to develop the subject further but these do not include arrangements for the co-ordinator to observe teaching and learning. This gap in the provision reduces the co-ordinator's effectiveness as a curriculum manager.

GEOGRAPHY

87. Standards in geography are below what is expected nationally by the end of Year 6. Standards are too low because:
- insufficient time is given to geography to enable the curriculum to be covered in depth;
 - the development of mapping and fieldwork skills is not given enough emphasis in the limited time available;
 - work in pupils' folders suggests that pupils of different abilities do not often receive work that is closely matched to their needs;
 - teachers do not assess progress consistently to help them build on pupils' previous learning;
 - the subject co-ordinator has no opportunity to observe teaching to find out what is working well and what must be improved;
 - there are shortages of resources, such as ordnance survey maps, for the teaching of skills;
 - some tasks, such as colouring, are undemanding and do not extend pupils' understanding in the limited time allocated to geography.
88. Despite these weaknesses, pupils make some gains in learning as they move through the school, but in limited areas of the subject, such as in their knowledge and understanding of places. Most Year 3 pupils know the countries of the United Kingdom, and can locate the approximate position of their place of birth. By Year 4, pupils know some of the countries of Africa. They accurately locate Kenya on a map, and make sensible comparisons between the way of life of the residents of the Kenyan village of Baricho and of people in Derby. For example, they know how the inhabitants of Baricho obtain their water, and compare this with turning on a tap at home. By the end of Year 6, pupils know quite a lot about mountains. They know how some mountains are formed and name and locate some of the world's tallest mountain ranges, such as the Andes. They describe and contrast the physical and human features of different localities, but to levels below national expectations.
89. Pupils develop some aspects of mapping skills as they move through the school, and map work is evident in other subjects such as history. Year 4 pupils study an atlas to discover the world's major continents and oceans. They examine a map of Baricho to discover where important features in the village are located. By Year 6, pupils can locate specific geographical features on maps, using simple grid references, and draw an aerial view of the school. However, fieldwork does not feature prominently enough in the school's geography curriculum and pupils' skills in this area are weak.
90. Only two lessons of geography were inspected. The teaching was satisfactory in both Year 4 lessons observed. Good features of teaching included a suitable emphasis on questioning to develop geographical understanding, work which was matched to meet the needs of pupils

of different abilities, and good support of pupils to help ensure that they concentrated on the required tasks. Most pupils are keen to please their teacher and ask and answer questions enthusiastically. This positive approach helps to ensure all make at least sound progress in limited areas.

91. Geography has not been high on the agenda for development in recent times. There are now suitable plans for the subject's needed development, such as the introduction of a multi-cultural topic linked to history and by improving resources. The use of ICT in geography is evident, but requires further development. There are good links with some other subjects, such as history, but few links with mathematics that increased use of measuring and fieldwork would provide.

HISTORY

92. Pupils attain satisfactory standards in history by the end of Year 6. Their knowledge of events, people and changes in the past are broadly in line with national expectations. Pupils learn about history from a range of different information sources, including books, video, objects of historical importance and visits in the local area, which help to bring the subject to life for them. For example, the very good display of Victorian pictures, postcards and objects generates interest and enthusiasm for history in Year 5. This is an improvement since the last inspection when little historical enquiry took place. Pupils' understanding of the passage of time develops satisfactorily, through their use of terms, dates and timelines. This was especially evident in Year 5, with key events in the reign of Queen Victoria indicated on a timeline.
93. There are sound links between history and other subjects such as, English, art, ICT and geography. Pupils reinforce and communicate their understanding of history in different ways including drama, writing, pictures, the Internet, maps and discussion. Links with English are used well to develop historical understanding. For example, when studying the Romans, Year 3 pupils write front-page reports for the 'Roman Times', Year 4 pupils write about life as an evacuee in the Second World War, and Year 5 complete reports on the first ever train to Derby. In a link with art, pupils in Year 3 re-created Roman mosaics. In links with geography, Year 6 pupils use maps to plot the route of Christopher Columbus, show the extent of the Aztec Empire and compare this with a map of modern Mexico. These links mean that pupils' work in history makes a worthwhile contribution to their progress in other subjects.
94. Pupils make sound progress to the end of Year 5 in developing historical knowledge, skills and understanding. For example, Year 4 show good levels of knowledge and understanding about King Henry VIII, and Year 5 show they have acquired considerable information about Queen Victoria's visit to Derby. By the end of Year 6, pupils know how the Aztecs made books, discover how life could be brutal for children, and find out about their homes, clothes and other aspects of their day-to-day life. However, at present no teaching of history takes place in Year 6 until almost half way through the pupils' final term at school. This gap is too long to ensure that work carefully builds on previous learning, and is unsatisfactory.
95. Teaching is satisfactory throughout the school, although one lesson in Year 5 was good. The lesson was effective because the teacher's subject knowledge was secure. Her teaching was confident, lively and motivated the pupils, she asked searching questions to develop historical understanding, and tasks challenged and interested the pupils.
96. The subject is led well. However, the subject co-ordinator has not had the chance to observe the teaching of history for herself to help identify strengths and weaknesses. There are no consistent approaches to assessing pupils' progress as they move through the school. As a result, teachers do not have the necessary information to plan work that builds on pupils' previous learning. Links with ICT are evident, but require further development in history.

However, the subject is now secure within the school's curriculum. This is an improvement since the last inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY

97. Standards in ICT are below nationally expected levels by the end of Year 6. However, the subject is now given much greater emphasis than at the time of the last inspection. As a result, standards are rising throughout the school and pupils of all levels of ability are making satisfactory progress. Contributory factors for this are that:
- pupils have more frequent access to ICT through regular use of a computer suite. This improves the rate at which pupils gain and develop skills;
 - teachers' confidence is increasing as a result of effectively targeted training and support;
 - teachers are ensuring that important skills are taught soundly and in a logical order. This is helping to ensure that pupils make satisfactory progress;
 - the range of software is increasing, allowing pupils to use computers in more aspects of their learning;
 - the subject is soundly led and there are clear plans for its continued development. For example, pupils' progress is to be recorded against statements on a recently compiled individual record.
98. Pupils are becoming familiar with a variety of uses of computers such as e-mail, the Internet, word processing and data handling work. They use computers quite regularly to produce, organise, amend and present ideas, but to levels below nationally expected standards for the end of Year 6. For example, Year 3 pupils are selecting and using different ways of communicating ideas in pictures and text to produce a poster encouraging the use of the school tuck shop. Year 4 pupils, in a link with mathematics, are using two- and three-dimensional shapes to organise, re-organise and analyse information. They are beginning to move the cursor around the screen using the mouse with increasing confidence and their keyboard skills are gradually improving. Pupils in Year 5 use e-mail to send and exchange messages to their e-pals across the Atlantic at a school in New Hampshire, but this link is at an early stage of development. By Year 6, pupils have compiled a questionnaire to get information from a database. They can enter and save data. Pupils are starting to use the Internet to obtain information that they need. However, many pupils are not yet confidently doing so without support.
99. Pupils are not gaining the necessary skills to control equipment by a series of instructions, nor do they explore patterns and relationships with the aid of ICT-based simulations or models. The school has few resources for this aspect of the work. Pupils' progress in these areas is unsatisfactory. Pupils sometimes use computers to help their work in other subjects. For example, as part of their science work, Year 4 pupils find out about the human skeleton and Year 6 pupils research human organs, using relevant software. However, this does not happen very often. Pupils have few opportunities to apply the skills that they learn and this further reduces their progress.
100. The teaching of ICT is satisfactory. It was sound in most lessons inspected and three lessons were good. In these lessons, teachers' subject knowledge was secure, although further training will be required before all staff have the necessary expertise to make full and effective use of the school's new resources. Whole-class teaching was lively and computers were used effectively to reinforce pupils' learning. Pupils working on computers were given support when this was required. Teachers' explanations were clear and concise and this helped pupils to make progress. Pupils were given lots of praise and this raised levels of confidence. However, some teachers do not plan well enough to keep pupils purposefully occupied throughout the lesson. This slows the pace of the lesson and the rate of pupils' progress.

101. ICT makes a good contribution to the personal development of pupils. Most pupils work co-operatively in pairs, helping and supporting each other effectively. Pupils' attitudes to learning are sound, but range from good to unsatisfactory. Where they are good, as for example in a Year 3 lesson on designing posters, pupils respond well to the teacher's expectations and are genuinely interested and involved. Where they are unsatisfactory, pupils in Year 5 do not persevere with the e-mail task, and waste time.

MUSIC

102. Standards are below national expectations for pupils aged 11. There has been a decline in standards achieved by pupils since the previous inspection. Standards in singing have not improved and are still unsatisfactory. The tone quality is thin and a significant number of pupils are unable to accurately match their voices to the pitch of the melody. Poorly developed aural skill results in repetition of inaccuracies in the melodic line even when pointed out by the teacher. Pupils have limited skills in playing percussion instruments and are slow to perform simple beat patterns accurately in ensemble. They are becoming familiar with symbols representing dynamics. When listening and responding to music, Year 4 pupils use appropriate vocabulary to describe the mood conveyed but make little reference to the musical elements when discussing how the composer achieved these effects. No composing took place in the lessons seen and there was no evidence of composing in pupils' completed work. Teachers' planning indicates that there are some opportunities for pupils to invent their own rhythmic and pitch patterns, although these do not occur on a regular basis in each year group.
103. The quality of teaching and learning is unsatisfactory. The management of classes is generally satisfactory and pupils are willing to work at the activities presented. However, the uninspiring content and delivery of lessons generates no real interest or excitement. As a result, pupils of all levels of ability make insufficient progress. Pupils spend too much time repeating dull exercises. Insufficient attention is given to developing pupils' skills in a musical context. In most lessons, there were too few activities for the length of time available. Opportunities were missed for extending pupils' skills with more demanding tasks and the time was filled by repeating the same rhythmic exercise. The listening repertoire, illustrating the musical elements that are the focus of a lesson, is sometimes poorly chosen. Demonstrating changing of volume in a piece of music by manipulating the volume control ignores the nature and expressive quality of music and contributes little to pupils' understanding.
104. There are no extra-curricular activities such as choral singing, instrumental ensembles or instrumental lessons for pupils who are interested in extending their musical skills. There are also no opportunities for pupils to take part in local schools' music festivals or to perform in the community. These factors were also reported at the previous inspection.
105. Management of the music curriculum is unsatisfactory. Little has been done to develop the curriculum since the previous inspection. The co-ordinator has recently introduced a commercial scheme to support teaching. Medium-term planning is basic. Learning objectives are not specific enough and there are no criteria to inform assessment. There is an imbalance between the key music skills. Some pupils do not have class music lessons on a weekly basis, making it difficult for pupils to maintain progress in the development of their skills. There are adequate instrumental resources, although the range is narrow and there are too few representing other cultures. The appreciation of music from non-western cultures does not receive enough emphasis in the music curriculum.

PHYSICAL EDUCATION

106. Pupils reach nationally expected standards in the aspects of the physical education curriculum that were seen during the inspection. This reflects the findings of the previous inspection. Teachers' planning for physical education indicates that all elements of the

National Curriculum programmes of study receive appropriate attention. Pupils have the opportunity to take part in a programme of outdoor and adventurous activities. They do this as part of a residential visit. They also take part in swimming and some exceed the nationally expected standard for their age. Most pupils of all levels of attainment in both key stages, including those with learning difficulties, make satisfactory progress.

107. By the end of Year 6, pupils move effectively, using hands and feet, and include turning, rolling, jumping and balancing movements. Most develop satisfactory fluency and control. For example, pupils in a Year 5 gymnastics lesson use these skills effectively to devise linked sequences that they practise and improve. Pupils in Year 6 devise and perform simple dances, using their bodies to portray moods and emotions and interpret music expressively. By the time that they leave the school, pupils sustain energetic activity and understand the effect of exercise on their bodies. They learn the skills associated with particular games and some extend their skills by taking part in extra-curricular and competitive sports.
108. The majority of pupils have good attitudes to their work in physical education. They are attentive to their teachers and follow instructions promptly and accurately. Older pupils are responsive to coaching and rise to the challenge to improve. They persevere in the face of difficulty, for example overcoming initial embarrassment to join in fully with dance activities in Year 6. Most pupils work sensibly in pairs or groups, giving each other constructive help to succeed. Pupils enjoy their work in physical education and this is reflected in the numbers participating in extra-curricular activities. The quality of pupils' learning is sound. This results from pupils' positive response and from the range and variety of experiences that the school provides.
109. The teaching of physical education is generally sound, although there were examples of good teaching in Years 5 and 6. Teachers' planning is satisfactory and identifies suitable objectives. When these are shared with pupils, as they were in a very successful gymnastics lesson in Year 5, they give a clear focus to teaching and learning that improves pupils' progress. Most teachers have secure subject knowledge. They give clear explanations and monitor pupils' response carefully. This ensures that all pupils are able to work confidently and to make appropriate progress. Some teachers have particular expertise. Their awareness of individual pupils is good and results in effective individual coaching that helps pupils improve aspects of their technique. This worked particularly well in the Year 5 gymnastics lesson and the Year 6 dance lesson, during which most pupils improved the quality of their work. Teachers manage their pupils effectively. Most have successfully established positive patterns of behaviour and response and they use an appropriate balance of praise and challenge. This allows the lesson to 'flow' and effectively maintains the pace of pupils' learning. When isolated incidents of inappropriate behaviour occur, teachers mainly use the school's discipline policy to good effect. For example, in a Year 3 gymnastics lesson, timely interventions by the teacher controlled the potentially disruptive behaviour of a small number of pupils and allowed the lesson to proceed successfully.

RELIGIOUS EDUCATION

110. Attainment is broadly in line with standards set out in guidance provided by the local education authority. Pupils have a satisfactory knowledge, and understanding, of Christianity and the main beliefs and practices of Hinduism and Sikhism. Their knowledge of faiths other than Christianity was a weakness at the time of the previous inspection and standards have risen in this aspect. However, much of the written work is limited in scope and does not fully reflect pupils' learning.
111. Year 6 pupils have a sound knowledge of the key features of Sikhism. They know that Guru Nanak is the founder of Sikhism, about the ten human Gurus and the significance of the 'five Ks'. They know why people go on pilgrimages to places such as the Golden Temple at Amritza and Lourdes. Pupils learn about the importance of religion in some people's lives. For example, in a Year 5 lesson pupils learned how Florence Nightingale's belief in God

influenced the direction her life took and how the strength of her beliefs sustained her through difficult times. Pupils in Year 4 are developing an insight into symbolism as they learn about different symbols associated with Christianity and Sikhism. They know that symbols such as the cross, the fish symbol, the Khanda and ik onkar play an important part in the rituals and worship of different faiths.

112. Pupils have good attitudes towards the subject. They share ideas with each other and show respect for different opinions and beliefs. This makes a positive contribution to pupils' learning.
113. Teaching and learning is satisfactory overall and was good in two of the lessons inspected. Lessons are carefully planned and have a clear focus. Teachers begin with a brief question and answer session, which recaps what pupils have previously learned and prepares them for the new learning. Teachers make good use of artefacts and pictures to motivate and interest pupils and to help make explanations easier to understand. When teaching is good, teachers present learning in interesting ways. For example, the teacher took on the role, including costume, of Florence Nightingale and pupils questioned her about her life and her reasons for becoming a nurse. This was greatly enjoyed by the pupils whose learning was greatly enhanced by this approach. In another lesson pupils were required to write in the person of someone making a pilgrimage. Teachers make suitable use of short sessions at the end of lessons to help pupils identify what they have learned but there is little time for reflection.
114. The co-ordinator has a very good understanding of the subject. She has recently reviewed the policy and has amended the scheme of work to better meet the needs of the school. As yet there are no formal assessment procedures and the co-ordinator has not had an opportunity to monitor work in classrooms. The co-ordinator has identified appropriate priorities for future development. The subject is well resourced with a good range of artefacts for all religions. Good use is made of visits to the local church and gurdwara and where possible visitors are invited to talk to pupils about their own faiths. This adds considerably to the quality of pupils' learning and enables them to see that faith is a part of real, everyday, life.