

INSPECTION REPORT

NIGHTINGALE INFANT SCHOOL

Derby

LEA area: City of Derby

Unique reference number: 112725

Headteacher: Mrs Janet Toombs

Reporting inspector: Mr David Speakman
20086

Dates of inspection: 17 – 20 September 2001

Inspection number: 198808

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	3 to 7
Gender of pupils:	Mixed
School address:	Amber Street Derby
Postcode:	DE24 8FT
Telephone number:	01332 348356
Fax number:	01332 208257
Appropriate authority:	The governing body
Name of chair of governors:	Mr Philip Wade
Date of previous inspection:	24 November 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
20086	David Speakman	Registered inspector	Mathematics Design and technology Special educational needs	The school's results and pupils' achievements How well pupils are taught How well the school is led and managed What the school should do to improve further
9974	Daljit Singh	Lay inspector		How well the school cares for its pupils How well the school works in partnership with parents
30853	Susan Betts	Team inspector	Science Information and communication technology Music	How good the curricular and other opportunities offered to pupils are
8316	Jozefa O'Hare		English Art and design Religious education Equal opportunities	Pupils' attitudes, values and personal development
8839	Mike Egerton	Team inspector	Geography History Physical education The Foundation Stage	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Nightingale Infant School is bigger than other infant and nursery schools with 153 pupils on roll in the infant classes, 44 in reception, 16 children full time and 69 part time in the nursery. There are vacant places in all year groups. The school is situated near to the centre of Derby, in an area that experiences very high levels of social deprivation. Most pupils live in the area near to the school. The school experiences high levels of pupil movement, and each year only about three fifths of the pupils who reach the end of Year 2, started their schooling there. The majority of pupils of statutory school age are of white origin, but there are a small number of mixed-race pupils and some of Black Caribbean origin. There is also a very small minority of Indian and Chinese pupils. There are 4 pupils from a traveller background. Five pupils have English as an additional language, with the main other language being Punjabi. The percentage of pupils entitled to free school meals at almost 60 per cent is well above the national average. There are 50 pupils on the school's register of special educational needs. The proportion is above the average for a school of this size. Three of these have statements and this percentage is about average. Pupils' attainment on entry to school is well below the level expected for children of this age.

HOW GOOD THE SCHOOL IS

The school's effectiveness is good. It provides a good quality education and although standards in English, mathematics and science are below average, pupils start from a very low base and achieve well throughout the school. The quality of teaching is good at all stages. Pupils are encouraged to develop good attitudes to their learning, behave well and respect others, and relationships between pupils and between pupils and adults are very good. Leadership and management of the school are good. The many significant strengths of the school far outweigh the areas that could be improved. When the above factors are set against the average cost of educating each pupil, the school provides good value for money.

What the school does well

- Enables pupils to achieve well at all stages of the school through good teaching.
- Encourages and achieves good behaviour, good attitudes towards school and very good relationships.
- Provides a very good curriculum for children in the Foundation Stage.
- Cares very well for all pupils.
- Leadership and management of the school are good.

What could be improved

- Standards in mathematics, science and all aspects of English.
- Attendance.
- Provision for pupils' spiritual development.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in November 1997 and a number of significant areas were identified for attention. The school has made good progress in meeting the recommendations of these key issues. Standards in design and technology, geography, music and religious education have improved and are now as expected for pupils at seven years old. Although test results in English, mathematics and science show insufficient improvement, there are signs of improvement especially in numeracy and in the progress the pupils make in English. There has been a good level of improvement in the leadership and management of the school and these are now good, particularly with the increased involvement of the governing body. The school's financial management has also improved and this is now satisfactory. Attendance is still a cause for concern, but the school is trying hard to improve, with good procedures for monitoring and promoting good attendance. However, not all parents support the school's drive to get children into school and the high level of pupil mobility, over which the school has little control, has a negative impact on the figures. The accommodation

has improved with a new dining hall, but there are still shortcomings.

The quality of teaching has improved and no unsatisfactory teaching was seen during this inspection. Apart from those subjects where there has been improvement, standards have been maintained. The provision for pupils with special educational needs is better and these pupils now make good progress. The curriculum for children in the Foundation Stage is now very good, an improvement since the last inspection. Provision of pupils' spiritual, moral, social and cultural development has improved. It is now good for their moral and cultural development and very good for their social development. There has been good improvement in these areas and a good level of improvement overall, since the previous inspection. The school has a good capacity to improve even further.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on National Curriculum test results.

Performance in:	Compared with			
	all schools			similar schools
	1998	1999	2000	2000
reading	E	E*	E*	E
writing	E	E*	E*	E
mathematics	E	E*	E	C

Key

well above average A

above average B

Average C

below average D

well below average E

E indicates that the school ranks in the lowest 5% of all schools.*

Children enter the Foundation Stage with standards that are well below those expected for children at this age. They achieve well, but their attainment remains below the level required for them to meet the early learning goals, except in the areas of physical and personal development. Attainment at the end of Key Stage 1 in reading, writing and mathematics has risen generally in line with the national trend since 1997. Standards are currently well below national expectations in English and below in mathematics and science. Standards in the numeracy aspects of mathematics are better and are improving, so pupils are currently working at expected levels. The below average standard in literacy limits pupils' achievement in all subjects, but through good teaching and support, pupils attain the expected levels in all other subjects by the time they are seven. Standards in information and communication technology and religious education are satisfactory. The achievement of pupils at all levels of attainment, including those with special educational needs, is good.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have good attitudes to school and learning. Most pupils are enthusiastic and keen to work.
Behaviour, in and out of classrooms	Most pupils behave well in class, although there is a small amount of inappropriate behaviour, which affects learning. Behaviour around the school is good. Pupils generally respond well to the school's positive approach to managing their behaviour.
Personal development and relationships	Pupils form very good relationships with adults and with each other. Their personal development is less well developed. They have not sufficiently developed effective skills in being able to work independently or in showing initiative in planning their own work.
Attendance	Poor, it is well below average.

In lessons, pupils listen well to their teachers and have good attitudes to their work, because of the very good relationships that exist in the school. These help the pupils to learn effectively. Pupils generally respond well to the school's positive approach to managing their behaviour. They move around the school in an orderly manner. They have not sufficiently developed the ability to work independently or in show initiative in planning their own work.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2
Quality of teaching	Good	Good

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

Teaching has shown improvement since the previous inspection. It is now good and there is now more very good and excellent teaching. No unsatisfactory teaching was seen during the inspection. Teaching is good in English and satisfactory in mathematics in the infant department. The effectiveness of the National Literacy Strategy is satisfactory and effectiveness of the National Numeracy Strategy is good. This means that pupils' progress in acquiring numeracy skills is good and standards in numeracy are as expected for pupils at this age. Basic skills are taught well and provide a sound foundation from which pupils can progress. Lesson planning is good. The learning purpose of each lesson is clearly stated so pupils know what is expected of them. Teachers ensure that pupils have the necessary basic knowledge, such as relevant vocabulary, at the beginning of each lesson. Pupils are managed well; relationships at all levels are very good and promote the good behaviour that leads to good learning. Expectations of good behaviour are made clear and the pupils' good behaviour is recognised, rather than negative points being emphasised. Pupils respond to this well. Work is well directed to pupils' attainment and assessment data is generally used satisfactorily in planning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good in the Foundation Stage and satisfactory for pupils in Years 1 and 2. It is broad, balanced and relevant, with appropriate emphasis placed on developing literacy and numeracy.
Provision for pupils with special educational needs	There is good provision for pupils with special educational needs. Individual Education Plans are relevant and the attention and support pupils receive in class enables them to make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. It is satisfactory for pupils' spiritual development, good for their moral and cultural development and very good for social development.
How well the school cares for its pupils	Very good steps are taken to ensure pupils' welfare, health and safety and personal welfare. It provides a happy, purposeful and disciplined learning environment. Assessment procedures are satisfactory.

The school provides a satisfactory curriculum that meets all statutory requirements. The curriculum in mathematics, science, music and religious education is good, through good levels of enrichment and breadth. Provision for extra-curricular opportunity is good. The school is in the early stages of tracking pupils' progress in a detailed manner and is developing a systematic means of analysis of results. There is a satisfactory range of assessments as pupils progress through school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher and other staff with management responsibility work well together to ensure effective provision and accurately identify the school's strengths and weaknesses. Curriculum coordinators work effectively to improve provision and standards in their subjects.
How well the governors fulfil their responsibilities	Good. The governing body is now much more involved in the running of the school, and they have a good understanding of where the school's strengths and weaknesses lie.
The school's evaluation of its performance	Good. The headteacher, managers and curriculum coordinators identify where the school needs to improve what it provides. They prepare relevant action plans, detailing what the school needs to do to achieve the required improvement.
The strategic use of resources	Satisfactory. The school takes care to ensure that money is appropriately targeted. Spending is satisfactorily linked to priorities in the school development plan. The school is beginning to consider the impact of their financial commitments on standards.

The headteacher effectively monitors teaching. This has led to improved quality since the time of the previous inspection, when there was a significant amount of unsatisfactory teaching. The governing body is now much more involved in the running and the life of the school. The governors' understanding of the school's strengths and areas for development are based on their first hand experiences in the school. They support the headteacher well in her work. There are too many levels in the school management structures and some staff with significant responsibility feel that they have a greater contribution to make in the leadership and management of the school. The school applies the principles of best value satisfactorily. There is a satisfactory number of appropriately qualified and experienced teaching staff. Resources in school are satisfactory overall apart from Language and Literacy where there is a marked shortage of books. Resources in music and religious education are particularly good. Some of the accommodation is unsatisfactory.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Progress pupils make in English and mathematics • Teachers' understanding of the context from which the pupils come • Provision in the Foundation Stage • Behaviour of pupils in school • They feel they can approach most staff with concerns or questions 	<ul style="list-style-type: none"> • The raising of pupils' cultural awareness • Rough behaviour on the playground intimidating some pupils • The school building

The inspection team agrees with the positive points raised by parents. The provision for pupils' cultural development is judged to be good, including that for raising their multi-cultural awareness. No evidence was found during the inspection that pupils feel intimidated by the behaviour of other pupils and therefore the inspection team cannot agree with these views. However, the accommodation has significant weaknesses, but the school copes well with these.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

- 1 In the National Curriculum assessment tests in 2000, the standards attained by seven year old pupils in reading and writing were very low (in the bottom five per cent) when compared to all schools, and well below average in mathematics. When compared with similar schools, standards in reading and writing were well below average but average in mathematics. Attainment in the 2001 National Curriculum assessment tests fell again. This was due to the high proportion of pupils with special educational needs in this year group. Although results have remained well below average since 1997, the overall rate of improvement has been consistent with the national trend. It has been slightly below the national trend in writing, in line in reading and better in mathematics. Standards of literacy in other subjects are below those expected for pupils of this age. Inspection evidence shows that pupils achieve well below average standards in English and below average standards in science and in some aspects of mathematics that rely heavily on pupils' knowledge of language and literacy. Standards in numeracy are as expected for seven year olds.
- 2 The school has a high level of pupil movement in and out of school. In any year group, less than two thirds of the pupils complete the three years in school. Some others leave and are re-admitted and movement from one district to another interrupts these pupils learning, because they change schools too often. The area suffers high levels of social deprivation, and many parents lack the skills to be able to support the school in their children's education. Pupils also start school with well below levels of attainment. Although the pupils achieve well, these factors limit the standards the school can achieve in the short time that the pupils are with them.
- 3 Assessments completed within the first few weeks of starting school indicate that the overall attainment on entry to the reception class is well below average. The majority of children have poorly developed language and literacy skills. Their speaking and listening skills are poor. Personal and social development is below that expected. This affects the standards pupils achieve. Starting from their well below average baseline, all groups of pupils, including those with special educational needs, make good progress in all areas of learning, except in language, literacy and communication, where they achieve satisfactorily. By the time they reach the end of the Reception Year many of them will have achieved the Early Learning Goals in their personal and social and their physical development. Standards remain below expectations in mathematics, creative development and their knowledge and understanding of the world. In language and literacy and communication, standards remain well below expectations. In mathematics although good progress has been made in the acquisition of numerical skills children will still be below the required standard because of difficulties in their understanding of mathematics that have a strong language element, particularly problem solving.
- 4 Standards of literacy across the curriculum are below those expected for pupils at this age. Skills in speaking and listening, reading and writing all remain below average. There are satisfactory standards in numeracy in other subjects and in mathematics, but when pupils have to interpret questions involving language, standards are unsatisfactory. The school has implemented the National Literacy Strategy satisfactorily and the effectiveness of the implementation of this strategy is satisfactory, enabling pupils to achieve well. The effect of the school's implementation of the National Numeracy Strategy is good and this has a very positive impact on pupils' skills with number. Information and communication technology is used satisfactorily in other subjects.
- 5 Pupils with special educational needs make good progress. Targets contained in their Individual Education Plans are based on literacy, numeracy and personal development, including behaviour. Records show that they achieve them well. In lessons they make good progress through the good quality support provided. Pupils with English as an additional language make good progress, as they use English to a satisfactory standard.

- 6 Standards in speaking and listening are below average, with a large proportion of pupils whose skills are still well below those expected nationally. Pupils report and share their learning during the final sessions of lessons, but sometimes struggle to be clear. In discussions, they answer questions that are suited to their capabilities. Through this pupils acquire confidence in speaking and listening. Reading standards are well below average by the time pupils are seven. During the inspection, many pupils were unsure of the sounds that letters make. Consequently, some of them were unable to read simple words such as 'fit', or read common words such as 'you'. There is a home-school reading record, but very few parents help their children to read at home. Consequently, pupils do not receive the regular help they need to help them take an interest in books or to practise the newly acquired skills. In the infant classes pupils make good progress in improving reading skills. However, standards are still below average by the time they are seven. A few pupils read fluently and describe what they have read with appropriate accuracy. Many struggle to read and hesitate when trying to read even simple texts. Pupils' skills in writing are well below average. Analysis of work completed by last year's Year 2 shows that pupils' writing is of a limited range and consists of simple stories and accounts of visits. Some pupils' books contain pictures or sentences written by the teachers in discussions with the pupils. Standards of spelling are below average. Pupils are beginning to use capital letters and full stops accurately to punctuate their sentences. Standards of handwriting are satisfactory. Samples of work completed by Year 2 indicate that some of them are able to use joined script. It is evident that the pupils are acquiring good basic skills, which lay the foundation for a fluent, joined script.
- 7 In mathematics and science, standards of attainment are limited by the pupils' ability to think clearly about questions and their knowledge of language and literacy in these subjects. In mathematics, Year 2 pupils are currently working at levels below those expected for pupils of this age. Standards in numeracy are better in lessons seen and in Year 2 lessons, standards are often as expected for seven year olds. However, there is a weakness in attainment in aspects of mathematics that involves problem solving or language because of pupils' limited skills. Too often pupils do not think clearly about what is being asked, but give the answers to what they think they hear or read. For example, pupils see mathematical symbols and automatically look for the obvious answer. Their thinking skills are insufficiently developed to deal with questions that are out of the ordinary.
- 8 Scrutiny of pupils' work in science shows that pupils increase their knowledge and understanding satisfactorily in the infant classes. For example, by the end of the year, above average pupils in Year 1 can give explanations on how plants grow or identify items which are attracted to a magnet. All pupils are beginning to record their experiments in appropriate ways. Samples of pupils' work shows that they carry out investigations adequately. Pupils of above average attainment in Year 2 can predict what will happen to chocolate if it is heated, and record this on a pre-prepared chart. Pupils attempt to give reasons for their observations.
- 9 Standards in information and communication technology are in line with national expectations for pupils by the time they are seven. They are beginning to use simple word processing packages independently to produce writing, showing a satisfactory knowledge of the keyboard and how to use a mouse. They edit work at a basic level such as adding spaces between lines of text in order to organise it, and how to use shift for capital letters. Pupils in Year 1 are aware that that some computer programs allow them to make choices. They took turns in choosing games from a 'toy box', in order to improve both their control of the mouse and raise their awareness of what computers can do. Pupils in Year 2 use a CD-ROM to find answers to questions.
- 10 Standards in religious education are now in line with the requirements of the locally agreed syllabus for religious education. By the time they are seven, the pupils have a secure knowledge of Old and New Testament stories. They know about religious beliefs that underpin the world's major faiths such as Christianity, Judaism, Sikhism, Islam and Hinduism. Pupils are beginning to understand why people pray and the different customs of religions, some common to many faiths. They are beginning to gain a good sense of what is of importance and of value to people following different religions. Through their religious studies, pupils not only learn about other religions but also how religions impact upon the lives of the followers. They are beginning to appreciate that religion can guide people's actions.

Pupils' attitudes, values and personal development

- 11 The pupils' attitudes and enthusiasm for school are good and therefore, make a positive contribution to their learning. Since the previous inspection, when it was judged that the pupils had good attitudes to learning, the school has maintained and continued to build upon these standards. There were very few parents who attended the pre-inspection meeting and who answered the questionnaires, but they were generally pleased with the attitudes and values encouraged by the school.
- 12 Pupils enjoy coming to school, because they are welcomed warmly by all adults and valued individually. They feel secure, from their first day in the nursery and in their classes. During the inspection, it was evident that pupils are encouraged to develop a strong sense of belonging and to be proud of their school. These factors contribute to the pupils' good learning.
- 13 Pupils with special educational needs have positive attitudes towards their work, especially when they are supported in small groups, within the classroom, by learning support assistants. They take their work seriously and value the support and attention that they are given.
- 14 There is a strong emphasis placed on the personal, social and emotional development of children in the Foundation Stage. They settle well to their activities through the encouragement of all adults. This is an area identified as a significant weakness when children first enter the nursery and all staff work hard to help the children to develop their skills and their self-esteem. This results in the children making very good progress in this aspect of their learning. In the nursery, children confidently come in at the start of each session. By the time they are in the reception classes they confidently go into their group activities with the minimum of fuss and organise themselves into the tasks they have been given. In these activities they appreciate the needs of others, share resources and wait to take their turn. Almost all of the children cooperate happily with each other. Children take responsibility well for tidying away the things they have used. A marked feature of both the nursery and the reception classes is the way children will happily converse with an adult and engage them in their work. This is a clear indication of how much their self-esteem is being developed.
- 15 Positive behaviour is achieved throughout the day in all classes. Inappropriate behaviour is dealt with swiftly and effectively, without losing the impetus of learning. In lessons, pupils listen well to their teachers and try very hard to complete their work. In their investigations in science, for example, the pupils showed interest about different kinds of food. They have good attitudes to their work, because of the very good relationships that exist in the school. These help the pupils to learn effectively.
- 16 Pupils move around the school in an orderly manner. This was observed during the inspection, when the pupils in the outside classrooms were observed going into the main building and to the dining hall. During breaks, the pupils play sensibly together. Parents expressed some concerns regarding boisterous behaviour, but no such instances were observed during the inspection. In a discussion with the pupils, it was evident that they did not consider this to be a problem. There were no exclusions in the year before the inspection.
- 17 Personal development is good. While the school carefully promotes pupils' self confidence and provides good opportunities for them to show initiative, the pupils start from a very low base and are immature when they enter school. In addition, there are serious social problems. As a result, there is a significant proportion of pupils with special educational needs, which include emotional problems. Mobility of pupils is an additional factor. Nevertheless, the school makes every effort to help all pupils to mature and to grow into responsible young people. For example, the nursery staff help their children to choose activities. They work hard to encourage independence and confidence in the children. Carefully planned activities provided by staff assist pupils to develop independence. The position of the school library seriously affects opportunities for pupils to develop independent learning and reading because it is only open twice weekly for specific reading sessions and this is insufficient to develop pupils' independent learning skills satisfactorily.

- 18 Poor attendance severely disrupts all aspects of pupils' learning, achievement and personal and social development. Both authorised and unauthorised absence is very high and above the national average for similar schools. Attendance is below 90 per cent and this is primarily due to a significant minority of pupils with persistent levels of poor attendance. Their parents often condone absence and fail to provide plausible explanations for absence and some other parents do not value the importance of education. Ill health is also a major cause for authorised absence. Punctuality is sometimes unsatisfactory for many of the pupils who rely on their parents who accompany them to school. This problem also disrupts learning and sets a poor example for pupils to follow. However, attendance has significantly improved since the last report.

HOW WELL ARE PUPILS TAUGHT?

- 19 Teaching is good and promotes the good quality learning. The vast majority of lessons seen were of a good or better quality. Of the 57 lessons seen, the quality of teaching in 34 was good or better, in eight it was very good or better, and the teaching in two lessons was excellent. No unsatisfactory teaching was observed during the inspection. Teaching effectively enables all pupils to achieve well and develop good attitudes. This represents an improvement on teaching at the time of the previous inspection when about one in ten lessons was unsatisfactorily taught and there was no very good or excellent teaching.
- 20 Teaching for children in the Foundation Stage is good, as is that in Years 1 and 2. It is good in English, art and design, design and technology, music and religious education. Teaching in all other subjects is satisfactory with teaching in some subjects having good and very good features.
- 21 Teachers' knowledge and understanding of the subjects that they teach and of their pupils' learning needs is good. Teachers appreciate the learning needs of their pupils, in particular the limited language and literacy skills. This means that teachers often focus on basic skills and ensure that pupils have the necessary understanding of the vocabulary at the beginning of lessons. This includes making sure that pupils know the meanings of key words, such as ascending, larger, smaller and place value when they are ordering numbers. This means that they are not confused by the vocabulary. Basic skills are taught well across a wide range of subjects. The development of literacy and numeracy skills plays an important part in the school and all adults promote this effectively. Learning objectives are also introduced at the beginning of lessons. Pupils are clearly told what they should be learning and this has the effect of motivating and challenging them. They respond well and the clarity of intended learning helps the progress that pupils make in lessons. The brisk pace at which lessons take place also supports good progress in lessons. This ensures pupils at all levels of attainment produce good quantities of work.
- 22 The planning of lessons is good and is based on satisfactory assessment of standards and pupils' needs. Good targeting of work extends to oral sessions, when questions at appropriate levels and phrased in specific ways are directed to pupils of different levels of attainment, giving them confidence to answer. Activities are appropriate and effectively enable pupils to achieve the intended learning outcomes of lessons. Interesting activities stimulate pupils, engage their attention at the beginning of lessons and encourage their participation. High interest levels also ensure that pupils sustain concentration and that they work hard to make good progress in acquiring good levels of skills, knowledge and understanding. In an excellent music lesson, the teacher used a very good range of musical instruments in a highly stimulating way and was very successful in raising and sustaining pupils' interest and enthusiasm. This promoted the excellent quality of learning that took place in this lesson. Teachers use a good range of methods to motivate and interest pupils, such as the 'teaser' with the number board that one teacher has introduced. Pupils have to spot which reversed numbers (31 and 13 for example) are inverted on a hundred square. This has now become a part of the class routine and they look forward to this each day. This takes place on three number squares, each one for a different attainment level and ensures that all pupils are included in the activity, and have the same opportunity to consolidate their knowledge and understanding of place value in number.

- 23 Teachers' expectations of their pupils are high. They are fully aware of the levels that their pupils are at and plan appropriately demanding exercises. Marking is satisfactory, though not consistent across classes. All pupils have the same opportunity to achieve well and all are fully included in all aspects of lessons. Teachers mostly expect high standards of behaviour in lessons. Pupils are generally managed well and high standards of behaviour are established and maintained in class. However, there are a few occasions when the school's approved behaviour management procedures are not fully implemented and then behaviour deteriorates and the lesson is less successful than usual. Expectations of behaviour are generally made clear and pupils are aware of how they should behave in class to enable lessons to progress appropriately. Pupils value the recognition of good behaviour, rather than the teachers drawing attention to what they have done wrong. They respond well to this style of behaviour management.
- 24 Support staff are effective in their work in class and they make a positive contribution to the learning of the pupils in their care. They are fully involved in the planning of the lesson and are well aware of their specific responsibilities in class. They know the pupils well and have good relationships with them, providing sympathetic but firm guidance. Support staff effectively support the teachers in their work and work confidently and competently either along side them or with groups of pupils as directed. Many show initiative and step in to support the teacher, in an unobtrusive way, without prompt. This is especially so with the support given to pupils with special educational needs. Resources are used to good effect and provide interest and variety in lessons.
- 25 Teachers are very aware of pupils with special educational needs in their classes. They are skilled at rephrasing questions to ensure that pupils have understood lessons, although pupils do not always understand what they are being asked, despite the best efforts of the staff. Teachers write pupils' Individual Education Plans in conjunction with the special needs coordinator. Pupils receive good support from the classroom support assistants who are well briefed and competent to meet pupils' needs.

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

- 26 The school provides a satisfactory curriculum that meets all statutory requirements. It is broad, balanced and relevant, with appropriate emphasis placed on developing literacy and numeracy. There is good provision for pupils with special educational needs. The curriculum in English, science, music and religious education is good. Many policies and schemes of work have been updated since the time of the last inspection. This helps to provide continuity throughout the school, and addresses the criticism made in the last inspection report. Information and communication technology is being developed to support learning across the whole curriculum. Religious education is taught in accordance with the recommendations of the locally agreed syllabus. The strategies for teaching literacy are satisfactory, and for teaching numeracy skills are good. Time allocations for all subjects are appropriate. Extra time is given to literacy and numeracy, which is appropriate for these pupils' needs. The Foundation Stage has a broad and balanced curriculum, which meets the recommendations for the Early Learning Goals for young children. The quality of the curriculum for children in the Foundation Stage is very good. There is good provision for personal, social and health education and the policy for sex education is being updated. Effective use is made of acts of collective worship to explore personal, social and moral themes such as friendship. The school prepares pupils well to continue their education in the junior school.
- 27 There is good provision for equality of access to the curriculum for all pupils including those with special educational needs, in the nursery and all other classes. English presents few barriers to learning for those pupils who have English as an additional language, and these pupils' needs are fully met. Boys and girls are treated in a similar manner. There are good systems in place for supporting pupils with special educational needs whose Individual Education Plans are in place, and of a consistently good quality. The pupils' targets are clearly defined, and their long term progress is reviewed termly. Their ongoing work is monitored continuously. Pupils with special educational needs have full access to all curriculum opportunities provided by the

school. The inclusion of all pupils who have special educational needs to access the curriculum is good.

- 28 Planning throughout Key Stage 1 is good. Policies, which reflect the aims of the school, have been developed for all subjects but not for spiritual, moral social and cultural aspects of pupils' education. Most of these have been rewritten since the last inspection. There is a satisfactory equal opportunities policy in place, which is effectively reflected in all subject policies. The policies for health and safety and for sex education are being revised currently. There is a homework policy, which is used satisfactorily. Effective schemes of work, which provide for pupils of different levels of attainment, are adapted from government guidelines. These are implemented effectively. They promote the development of skills, knowledge and understanding in a progressive way. The plans provide details of knowledge and skills to be taught, and medium and daily plans follow a common format, which is useful to help teachers recognise where they fit into the whole school picture. The headteacher receives medium term plans termly, in advance for each phase and also for each teacher. Lessons are planned within years and subjects. Teachers and support assistants discuss the effectiveness of plans and make adjustments accordingly. This rigorous and consistent planning is having a positive impact on standards within school.
- 29 There is good provision for extra-curricular activities, including a choir, a dance club, a games club, an All Stars club and a library club for pupils in the Foundation Stage and for Year 1 and 2 pupils. Dancing and singing at lunchtime were seen during the inspection to be enjoyed by between 10 and 15 pupils each day. These clubs are open to all. There are good links with the neighbouring company Rolls Royce. Visits by employees help with reading, and independent learning in science through a 'Science Alliance'. Last year pupils in Year 2 visited a York Youth Hostel for a weekend residential visit.
- 30 All pupils have equality of access to all subjects of the curriculum and aspects of school life. As a result, there are no barriers to pupils' learning and to their full participation in all that the school offers to its pupils. There is a good policy for this important area and all staff, including welfare and non-teaching assistants, implement the guidelines. This is evidenced in most lessons, and around the school. The school is presently exploring arrangements whereby pupils could be taught in single year groups for English and mathematics, rather than in mixed Year 1 and 2 classes, as at present.
- 31 The provision for pupils' spiritual, moral, social and cultural development is good, overall. Due attention is given to pupils' personal, social and health education, for which there is a very good policy in place to guide staff. In addition, there is a healthy eating policy in school and pupils are aware that diet choices can affect their well being. Pupils develop their personal responsibility by volunteering for jobs in and around the school. A very good example was observed in the reception classes, where the children volunteered to clear up, to change the weather display or to take the registers to the office.
- 32 There is no policy for pupils' spiritual, moral, social and cultural development. As a result, teachers have no guidelines as to how they may develop these aspects in all subjects and in collective worship. They, therefore, do not plan specifically for these important areas of pupils' development.
- 33 The overall provision for pupils' spiritual growth is satisfactory. During the inspection, there were occasions for reflection, particularly in class assemblies. This was observed in one of the reception classes, when the teacher asked the children to think how they could make other people happy by smiling at them. She lit a candle to help them think about it. Throughout the school, the pupils are encouraged to know that they are unique and valued individuals. During the inspection, there were few occasions, where a spiritual element of wonder and mystery was apparent. For example, the children in the nursery unit were fascinated at the way the colour changed on their computer screens. However, opportunities are missed to explore the less tangible aspects of life, in assemblies and in lessons. In addition, the school is not clear as to the meaning of spiritual awareness and how it may be developed in all aspects of pupils' learning.

- 34 The provision for pupils' moral development is good. They are taught a clear understanding of right and wrong. Staff seize opportunities to reinforce good behaviour through a variety of effective strategies and they all work hard to develop high standards. For example, rules for behaviour are discussed and agreed upon in each class. These include playtimes. Pupils are helped to understand the lives and actions of others and of themselves, in sessions such as circle time, in which ideas are shared and discussed. All adults take care to value pupils' contributions and pupils are encouraged to be proud. The points system, whereby the pupils earn or lose points for their behaviour, helps them to appreciate that there are consequences for their actions. In addition, school contracts are used to encourage partnership between parents, children and staff. Throughout the school, there is a strong emphasis on mutual respect. This factor contributes to the very good relationships seen. All adults in the school act as very good role models. Their calm and caring approach helps the children to feel secure from the first day.
- 35 The school has a well planned personal, social and health education programme. As a result, the provision for pupils' social development is very good. Pupils consider those less fortunate than themselves when they collect for charities. Every term, there are several appeals, which raise generous amounts for a number of causes. Most recent ones are for the NSPCC, the local Hospice, the Children's Society and supporting the Derby Cathedral by participating in concerts. These appeals also involve the nursery children. In addition, pupils are encouraged to suggest suitable causes of their own. For example, they organised a sponsored silence to raise funds for physical education equipment and for books. There is also a good range of extra-curricular activities on offer. Through these, pupils learn to take up interests and to develop socially.
- 36 The provision for pupils for cultural education is good, overall. Ample opportunities are provided for developing pupils' knowledge and understanding of the local culture, for example, through its links with members of churches in the vicinity of the school and to places such as the mosque. Through religious education, the pupils learn about the variety of faiths within the community and the British society. They study about Christianity, Islam, Judaism, Sikhism and Hinduism. In addition, there are carefully chosen stories and music from other cultures, which effectively widen pupils' understanding of the wider world. Through initiatives such as the 'Book Bug', pupils' awareness of English literature is also raised. The headteacher and staff seek opportunities to promote pupils' cultural development through theatre visits to the school as well as speakers and other presenters. There are very good examples when an Asian dance group presented the story of Rama and Sita through drama, in which the pupils participated. On another occasion, there was a musical presentation about the Rainforest, in which the whole school took part. All these factors contribute well to pupils' appreciation of their own culture as well as the diversity and richness of other cultures. Parents expressed concern that the provision for pupils' cultural development is unsatisfactory. This is not the case, as this provision is good.
- 37 The previous report judged the provision for pupils' spiritual, moral, social and cultural development to be satisfactory. While provision for spiritual education remains satisfactory, the school has improved standards of provision well in other areas.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

- 38 The provision for pupils' welfare, support guidance safety and well being, particularly pastoral support is very effective. This complements the good provision for child protection and enables the school community to learn in a safe, secure and warm environment.
- 39 Staff listen and respond effectively to pupils' concerns and take appropriate action to ensure their safety and well being by providing very effective levels of personal support and guidance. They use formal and informal contact time to acknowledge and celebrate pupils' achievements, taking concrete steps to raise pupils' self esteem and confidence, both inside and outside of the classroom. All teachers and support staff have very purposeful and constructive relationships with pupils, which enhance learning and contribute to the warm and friendly environment.
- 40 The personal, social and health programme makes a significant contribution to the safety and well being of the school community. Pupils learn to value themselves and acknowledge the

contribution of others. They are taught to appreciate the Christian values of love, friendship and commitment, which support learning, achievement and their personal and social development. This complements learning about aspects of health, drugs, anti bullying, racism and enables pupils to make informed choices.

- 41 There are effective procedures for monitoring and improving attendance. These procedures are effectively implemented and are beginning to improve the existing low levels of attendance. Improved attendance is primarily due to the hard work and commitment of the staff. Registers are taken at prescribed times and comply with statutory requirements. All absences are thoroughly investigated. Absences are systematically monitored and data is analysed. All absences are referred to the education welfare officer, but sanctions taken by the education welfare service have no significant impact on persistent poor attenders. Teachers reward good and improved attendance. The school continues to work diligently to improve attendance further.
- 42 The school's good policy on behaviour and discipline is implemented fairly and generally consistently. It achieves and encourages good standards of behaviour and enables pupils to understand and comply with the school rules. There are satisfactory strategies in place to combat all types of anti-social behaviour. All incidents of bullying are thoroughly investigated, recorded and monitored.
- 43 Since the last report the arrangements for pupils' welfare, support, guidance and safety have been sustained and levels of attendance continue to rise.
- 44 Assessment procedures are satisfactory, are being kept under regular review and are used well to inform future planning. The school is in the early stages of tracking pupils' progress in a detailed manner and is developing a systematic means of analysis of results. There is a satisfactory range of assessments as pupils progress through school. Initial assessments on entry to the nursery in language, literacy and mathematics and personal and social education are followed by ongoing assessments throughout reception years. Standard tests for six year olds are used in reading and mathematics, and Standard Assessment Tests or Tasks in English and mathematics and teacher assessments in science take place at the end of Year 2. There are satisfactory arrangements for other assessments. These include pupil portfolios of work in English, mathematics and science, as well as half-termly assessments in numeracy. Plenary sessions at the end of lessons are used well to check what pupils have learned in lessons. There is now a self-evaluation by pupils at the end of the year, which is added to their record of achievement. Results of assessments are now used to prepare group and personal targets for pupils. This ensures all pupils are provided with work at an appropriate level and have the opportunity to make good progress.
- 45 There are mainly satisfactory recording systems in place for daily and weekly assessments. All teachers keep a record of achievements of pupils against lesson objectives in literacy, numeracy and science, though in numeracy these are based on oral assessments, which are not moderated between classes. The school is aware of this and is addressing the issue. A similar recording system is being developed for all other subjects. Evaluations of plans are briefly noted on planning sheets and used to inform future planning. Learning support assistants play a key role in assessing pupils' learning when they note down on a regular basis the way individual pupils respond in lessons. There are satisfactory reports sent to parents yearly.
- 46 Teachers use effective assessment procedures to identify children who are likely to experience learning difficulties at the earliest opportunity. After this pupils are monitored regularly to see if they have made sufficient progress to come off the register, or if they need further help. The staff track the progress of identified pupils closely. The school draws on the expertise of specialist services such as speech therapy, education psychology, special educational needs support services and medical departments. However, the limited allocation barely meets the school's needs.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

- 47 The few parents who attended the parents meeting, spoke positively about the learning in the school. Most parents rightly complemented on pupils' positive behaviour and the systems used by the school to achieve this. Parents are impressed with the system of rewards and the level of support and guidance their child receives. However, some parents expressed concerns about the provision for multicultural education, particularly Afro-Caribbean culture. Some parents were also concerned that their complaints are not effectively addressed. Inspectors agree with the positive views of parents and have addressed their concerns during the inspection. Inspection evidence indicates that the school offers satisfactory multicultural education and pupils from all backgrounds are fully included in all school activities. Staff recognise the diverse cultures and backgrounds of pupils and make constructive efforts to meet the different pastoral needs of all pupils.
- 48 Relationships between parents and the school are satisfactory. The school works effectively to ensure the support of parents. It continues to offer opportunities for parents to participate in the life of the school and their children's education. Parents are invited to class assemblies to celebrate their children's achievements. Parents are consulted regularly about their children's welfare and well being. Social events are organised by the school, for example, the Christmas fair and Easter bonnet competition. These events are well attended and supported by a significant number of parents. This provision and the school's efforts evidently have a positive impact on pupils' learning, achievements and the relationships between parents and staff. However, a significant minority of parents who fail to support the school's efforts to encourage higher and regular attendance and punctuality affects the relationship between parents and the school. Some parents believe their concerns are not addressed adequately and this affects their relationship with the school.
- 49 The parents of pupils with special educational needs are fully informed about the procedure at every stage, and are kept well informed of their children's progress.
- 50 The levels of information provided by the school are satisfactory. There is a half-termly newsletter produced by the school, which provides quality information about events in school and the community, informs parents about important dates, acknowledges and celebrates pupils' achievements. Parent governors work hard to ensure that parents receive information about the work of the school, particularly about the issues addressed by the governing body. They work closely with parents to address their concerns and convey them to the governing body. This work is complemented by the accessible information available to parents through the annual report from governors and the school prospectus. Both documents comply with statutory requirements. Parents also receive an annual report on their children's attainment and progress, which enables them to understand their children's attitude to work and progress. Parents are provided with opportunities to discuss the contents of the report. However, some comments made by teachers are vague and general. Teachers do not presently set targets for improvement, and information and communication technology and design and technology are reported under the heading Technology. The school therefore fails to meet statutory requirements. Parents of pupils with special educational needs are also provided with annual reviews and kept informed of their child's progress. This complements the opportunities for parents to attend parents' evenings to discuss concerns and levels of achievement. These meetings are not well attended.
- 51 The overall contribution that parents make to their child's learning is under developed and inconsistent with good practice. A significant number of parents are failing to observe the home-school agreement. These parents do not support the school's efforts to raise attendance and improve time keeping. Very few parents actively support learning in the classroom. Consequently, the lack of parental support for formal learning continues to affect the learning, achievement and personal development of pupils. However, the school continues to encourage the active involvement of parents through the 'Share' project. This community initiative provides parents with the necessary skills to support their child's learning in the home and school. A small minority of parents support these initiatives.
- 52 Since the last report, the school has continued to work hard and has developed further strategies to encourage the active participation of parents into the school to support learning.

HOW WELL IS THE SCHOOL LED AND MANAGED?

- 53 The headteacher's clear vision regarding the development and work of the school is good and effectively implemented. This has led to the good standards of provision, the good levels of achievement by all pupils and there are signs of improvement in attainment in some subjects. This vision is clearly communicated to, and shared by other members of staff and governors, and together they are highly committed to improving provision constantly and endeavouring to raise standards. They have a commitment to providing high levels of care and support for their pupils.
- 54 The headteacher and other staff with management responsibility work well together to ensure effective provision and accurately identify the school's strengths and weaknesses. The headteacher effectively monitors the performance of teaching staff and knows her staff well. She uses the outcomes of her observations effectively in continuously seeking the best quality teaching possible. She has a clear picture of where individual teachers' strengths and weaknesses lie, and she supports teachers' development effectively. This has led to improved quality in teaching since the previous inspection when 11 per cent of teaching was judged to be less than satisfactory and the best teaching was good. Now there is no unsatisfactory teaching and some excellent and very good lessons were observed.
- 55 Coordinators also monitor provision and standards in their subjects through analysing assessment data where available, scrutinising teachers' planning, observing lessons, and through discussion with other teachers and at management level. This enables them to identify where the school needs to improve what it provides. Coordinators prepare relevant action plans, detailing where the weaknesses are, what the school needs to do and how they are going to achieve the required improvement. For example, the design and technology coordinator and staff planned a full response to the recommendations in the previous report, addressed the weaknesses and now standards are better. The English and mathematics coordinators, together with others, have identified the levels of the impact that the pupils' limited language skills have on standards in their subjects. They have planned improvement and there are already signs that this is happening, with pupils making good progress.
- 56 There are a number of levels of management in the school: governing body, core management team, school development team and the senior management team. Each has a clear role and responsibilities and, because of good management, is effective. However, some teachers, in important positions, feel that they have valuable contributions to make at a higher level. Although the system is effective, it is complicated to manage and the core management team and governing body might usefully consider a re-structuring of the system, so that it would be effective in a more efficient way.
- 57 There were a number of criticisms made of the management of the school in the previous report. Although the governing body was committed to the school, it was judged that they did not have a clear understanding of their roles and responsibilities and their role in managing the school was insufficient. The governing body is now much more involved in the running of the school, and a large number of the governing body showed that they support the school whole heartedly and have a good understanding of where the school's strengths and weaknesses lie. This is not simply based on the word and reports of the headteacher, but through a direct involvement in the life and work of the school. Each of the governors' committees; curriculum, personnel, finance and buildings and premises are actively involved in the school and representatives of each demonstrate a good knowledge and understanding of the school's strengths and weaknesses and what they need to do to improve the school. The committee structure is effective, the whole of the governing body works well together and within committees and support the headteacher well. The governing body meets its statutory responsibilities.
- 58 Members of the governing body are fully involved in both strategic planning and in the daily life of the school. They work with the headteacher and staff to produce a school improvement plan that is relevant to these pupils' needs and ensures that the school keeps up with national initiatives. The school improvement plan details improvement in management, staff development, curriculum (linked to subject improvement plans) and resource development.

Each target carries details on activities to achieve targets, time scales, resources, how development will be monitored, indicators of success and evaluation. In this way the school monitors its development well and the school improvement plan is well linked to the finances available.

- 59 The coordination of special educational needs is good. The special needs coordinator works well with teachers and learning support assistants to review pupils' progress against the targets in their Individual Education Plans. The staffing by support assistants is good. They are well trained and committed and make a valuable contribution to pupils' progress. The governor for special educational needs is committed to its development, is fully involved in this work and makes a significant contribution to the good provision for these pupils. Financial allocation, through the local education authority 'bidding system' barely meets the school's needs and the governing body has to 'top up' from its own budget.
- 60 The financial management of the school is satisfactory and care is taken to ensure that the limited amount of money available is appropriately targeted and that the best value for spending is achieved. Spending is well linked to priorities in the school development plan. These are costed carefully and spending is carefully monitored throughout the year. The headteacher seeks out all possible funding for improvement and makes recommendations to the governing body. The headteacher prepares a number of alternative budgets, which are linked to the school improvement plan and presented to the governing body for approval. The governing body is not yet sufficiently pro-active in this respect and the finance committee has not fully established the practice of referring to the school improvement plan when making financial decisions. This is an area for development. Before major spending is confirmed, the governors ensure that they are getting the best value for money. They have placed a limit on what the headteacher can spend without consulting them. In this way she is able to run the school effectively on a day to day basis, but the governing body retain control of spending. The school applies the principles of best value well. A number of quotations are obtained for major investments and these are carefully analysed before agreement. The school also looks carefully at the impact on standards of their financial commitments to ensure value for money is achieved.
- 61 Day to day administration of the school is good. All budgets and overall financial matters are well managed throughout the year and the school works effectively with a local education authority, finance administration officer to support and monitor its financial management. The school administration officer is efficient and provides good support for the headteacher in running the school. Supported by a school clerk, the work of the office is efficiently completed. The headteacher and governors are well informed of matters that impact on their work.
- 62 There is a satisfactory number of appropriately qualified and experienced teaching staff with a good range of experience and skills well matched to the needs of the curriculum. The staff are hard working and committed to raising standards. They are keen to develop and work well as a team. The school makes satisfactory arrangements for the replacement of staff who are on long-term sick leave. Classroom assistants who work in reception classes every morning and in other classes every other week have a significant impact on the progress that pupils make. They attend training days of their choice and have attended courses and review meetings. Lunchtime supervisors have attended training on the behaviour policy. There are good procedures for staff development detailed in the staff development policy. Staff receive appropriate in-service training based on government and school priorities and personal needs. There are satisfactory procedures for the induction of new staff into the school, and there is a good quality staff handbook with clear information. Good procedures for performance management are now in place, and the first 18 month cycle is underway. Whole school and personal targets are set, and are due to be reviewed for the first time in October.
- 63 Some school accommodation is unsatisfactory. The inadequate facilities available for physical education hinder pupils' progress in gymnastics. The school hall, which is used for physical education and collective acts of worship is too small to accommodate the whole school and is a potential health and safety issue. The library is some distance from the classrooms and this adversely affects teaching and learning time. Travel to from the portable classrooms to the main building is time consuming and this wastes time in moving around the school. The

governing body and staff have made considerable improvements by addressing some of the problems of accommodation identified in the last inspection. The new canteen is adequate for the age and number of pupils using the facilities. The headteacher's office has also been renovated and is now more accessible and welcoming for parents and visitors. The school's outdoor facilities have been improved and are generally satisfactory and adequate for outdoor play and learning. The caretaker and cleaning staff continue to keep the school clean and tidy and the displays of pupils' colourful artwork ensure that pupils appreciate and value their learning environment.

- 64 Resources in school are satisfactory overall apart from language and literacy where there are significant weaknesses. Resources in music and religious education are particularly good. In language and literacy there is a marked shortage of books particularly in the library. The library itself is badly situated away from the classroom areas and consequently is under used, particularly for investigative work. In mathematics there is a shortage of appropriate software at Key Stage 1 and this limits the use of computers in this area of learning. In lessons resources are well used by the teachers to stimulate learning and support pupils.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

65 In order to further improve the quality of education, raise standards and promote further development, the governing body, headteacher and the staff should address the following issues:

- (1) Improve all aspects of English by:
 - Planning specifically for the development of speaking and listening skills in English lessons and in all other subjects;
 - Improving standards in reading through agreeing a range of whole school strategies for the teaching of reading;
 - Widening the range of writing opportunities;
 - Making sure that arrangements for teaching English provide equal rigour to pupils of the same age in different classes (especially single and mixed age classes).
(Paragraph references – 1, 4, 6, 30, 77–85, 86, 87)

- (2) Raise standards in mathematics and science by:
 - Improving pupils' ability to use and apply their knowledge and understanding;
 - Ensuring that pupils have a secure understanding of language and literacy in mathematics and science to improve independent work and problem solving skills.
(Paragraph references – 1, 4, 7, 8, 9, 91, 92)

- (3) Improve provision for developing pupils' spiritual awareness by:
 - Writing a policy to support the provision for pupils' spiritual, moral, social and cultural development;
 - Ensuring that opportunities for promoting pupils' spiritual development are identified and planned for in all subjects and in daily acts of collective worship.
(Paragraph references - 32, 33, 37)

- (4) Improve attendance and punctuality by:
 - Rigorously applying procedures already in place;
 - Explore further strategies that will make pupils keener to be in school at the beginning of the day.
(Paragraph references – 18, 48)

The governors should also consider the following minor issue when preparing their action plan:

Improve the pupils' annual written report to parents by:

- Ensuring they report in more detail what pupils find difficult as well as what they can do, and use this information to include more specific targets for improvement.
(Paragraph references - 50)

- Ensure that design and technology and information and communication technology are reported under separate headings.
(Paragraph references - 50)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	54
Number of discussions with staff, governors, other adults and pupils	22

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	6	26	20	0	0	0
Percentage	4	11	48	37	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	51	196
Number of full-time pupils known to be eligible for free school meals	0	150

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y2
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	8	42

English as an additional language	No of pupils
Number of pupils with English as an additional language	5

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	21
Pupils who left the school other than at the usual time of leaving	34

Attendance

Authorised absence	%
School data	8.2
National comparative data	5.2

Unauthorised absence	%
School data	1.6
National comparative data	0.5

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

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	44	38	82

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	23	23	33
	Girls	26	27	31
	Total	49	50	64
Percentage of pupils at NC level 2 or above	School	60 (47)	61 (51)	78 (59)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	23	30	29
	Girls	25	27	23
	Total	48	57	52
Percentage of pupils at NC level 2 or above	School	59 (45)	70 (62)	63 (72)
	National	84 (82)	88 (86)	88 (87)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	12
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	1
White	150
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y2

Total number of qualified teachers (FTE)	10.5
Number of pupils per qualified teacher	18.8
Average class size	25

Education support staff: YR – Y2

Total number of education support staff	7
Total aggregate hours worked per week	185

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	2
Number of pupils per qualified teacher	25.5
Total number of education support staff	2
Total aggregate hours worked per week	45
Number of pupils per FTE adult	13

FTE means full-time equivalent.

Financial information

Financial year	00/01
	£
Total income	689226
Total expenditure	693291
Expenditure per pupil	2114
Balance brought forward from previous year	18061
Balance carried forward to next year	13996

Recruitment of teachers

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	4
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	280
Number of questionnaires returned	5

Summary of parents' and carers' responses

Because there were fewer than 10 returns, a summary of the views of the parents who attended the Parents' Meeting is included.

Parents think that:

- Their children make good progress in English and mathematics.
- Teachers have a good understanding of pupils' backgrounds.
- There is good provision in the Foundation Stage.
- The behaviour of pupils in school is good.
- They feel they can approach most staff with concerns or questions.
- They would like to see better provision to raise pupils' cultural awareness.
- They are concerned that rough behaviour on the playground is intimidating some pupils.

- They think the school buildings need some improvement.

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

- 66 The quality of education provided for children in the nursery and reception is very good. Children enter the nursery with very low levels of attainment and although they do not reach the majority of the Early Learning Goals by the end of the reception year they do make good progress in all the areas of learning, apart from language and literacy, where progress is satisfactory.
- 67 Children enter the nursery when they reach the age of three and transfer into the reception classes in the September and January before they are five. Careful assessments made of the new entrants, soon after they start school, confirm that they have very poorly developed language skills and that their personal, social and emotional development presents many problems. In the nursery, there are already children entered onto the special educational needs register by the end of their first term.
- 68 The quality of teaching observed was never less than satisfactory and in the majority of lessons the teaching was good and at times very good. Throughout the nursery and reception classes, relationships with the children are excellent. Teachers value the children and use praise and encouragement to raise their self-esteem and their confidence. This has the effect of making the children want to try hard to please their teachers and to produce work of which they can be proud. Even in the most difficult circumstances when dealing with children with behavioural problems, staff remain calm, explain things clearly and in a way that the children understand. At all times they are very caring, offering an affectionate cuddle rather than a reprimand. Through this approach children develop respect for their teachers and there is an atmosphere of mutual trust. Teachers and support staff work closely together promoting a lively learning environment and a wide and stimulating curriculum. Planning is now uniform throughout the Foundation Stage and this has led to a sharper focus on learning objectives in order to meet the needs of the children. Assessments made on children's attainment and progress are recorded regularly and provide a clear picture that plots the progress of each child and informs future teachers. Observations of children, made during each session by the teachers and support staff are discussed in detail and used to inform the planning of future activities. Particular care is taken to include all of the children in every aspect of learning. Pupils who have special educational needs are very effectively supported; they have full access to the curriculum and make good progress in their learning. The creation of the Foundation Stage has significantly improved the transition between the nursery and the reception classes. This is an improvement since the time of the last inspection.

Personal, social and emotional development

- 69 There is a strong emphasis placed on the personal, social and emotional development of the children. This is an area identified as a significant weakness when children first enter the nursery and all staff work hard to help the children to develop their skills and their self-esteem. This results in the children making very good progress in this aspect of their learning. As a result of the good teaching, by the time children leave the reception classes they have achieved the required goals. This includes those pupils who have special educational needs. In both the nursery and the reception classes there is a calm and supportive atmosphere where children feel cared for and secure. In the nursery, children confidently come in at the start of each session. Staff are there to welcome both the children and their parents/carers and to take them into their story group sessions. The four story groups create an immediate point of contact for the children and a feeling of security that grows out of regular routines and knowing that there is someone there to care for them. By the time they are in the reception classes they confidently go into their group activities with the minimum of fuss and organise themselves into the tasks they have been given. In these activities they appreciate the needs of others, share resources and wait to take their turn. Almost all the children cooperate happily with each other. When it comes to the end of the morning session in the nursery the children take responsibility for

tidying away the things they have used, they clean their teeth and wash their hands and line up ready to go home or to go to the canteen for lunch. A marked feature of both the nursery and the reception classes is the way children will happily converse with an adult and engage them in their work. This is a clear indication of how much their self-esteem is being developed.

Communication, language and literacy

- 70 The curriculum for the development of children's language and literacy skills is very good. The consistently good quality teaching in this area of learning by both the teachers and the classroom support staff ensures that children make good progress in developing their skills in speaking and listening and a real enjoyment of books and stories. The majority of children who enter the nursery have very low levels of language and find it difficult to make themselves understood. The nursery staff work hard to develop and increase children's early literacy skills. They promote these skills by taking every opportunity to engage the children in conversation. For example, during an activity where the children were looking at different objects that were circular the teacher introduced new words to the children, such as, bracelet, cutter and candle. The teacher sat with the group who were rolling out the playdough and they talked about size and used words that described size such as big, little and medium. Through this consistent emphasis on words and taking every opportunity to talk with groups and individuals children make good progress. At the beginning of the morning the nursery children enjoy a story with the teacher. They thoroughly enjoy the experience and are happy to answer simple questions, spot things in the pictures and join in with the words 'hello' and 'goodbye'. In spite of the good teaching and curriculum many children still experience difficulty in speaking confidently and those who do speak are difficult to understand. A range of very well structured activities enable children to learn how to hold and use pencils but progress here is slow due to poor manipulative skills, and the development of early writing skills is slow.
- 71 Children continue to make good progress in the reception classes. The reception class teachers use the literacy strategy very effectively to increase the children's enjoyment of books as well as their listening, speaking and reading skills. When the teacher read the poem 'Happiness' the children responded by listening attentively. Direct questions are asked to children to encourage them to participate and although they are happy to respond they do not use phrases or sentences when answering questions. The teaching of phonics is good and pupils make good progress in learning letter sounds, but still have difficulty in using these skills to build words. Teachers provide careful and effective support for children with special educational needs. These children make good progress in their learning and are fully included in all the language activities. During a lesson where children were thinking of questions to ask a parent who was due to bring her newly born baby into the class, the teacher was very sensitive to those children who found it difficult to find the words for a suitable question. Although most children enjoy talking about what is happening in the books they share with the teacher, they do not speak naturally in sentences and many have immature speech patterns. Through well-structured activities children continue to make good progress in their writing skills. Many, however, still have problems in forming letters correctly. Most children are unlikely to reach all the expected levels by the time they reach the end of the reception year, with attainment well below the expected level.

Mathematical development

- 72 The teaching of children's mathematical development is good. Although the children's standards are very low when they first come into school, they make good progress in developing their number skills. All staff in the nursery and reception classes promote these skills very well through a very carefully planned programme of work. This includes the use of a range of construction activities, high quality games and a strong emphasis on number throughout the displays in classrooms. At all times, there is good support for children with special educational needs and this enables them to work alongside their classmates and make good progress in their learning.
- 73 All children make good progress in their ability to count, sequence and recognise shapes and patterns. In the nursery, the topic on circles introduces children to a wide range of circular

shapes. The teacher produced out of her magic box a rabbit's bowl, a cake and a number of other objects all with a circular shape. The children were able to identify the common factor linking all of them and then went home to find other items of the same shape. In reception, the more able children count, order and recognise numbers up to 10. Children engage in a range of activities that effectively promote learning about numbers from 1-10. They count and arrange dots building up the numbers to ten, they match spots to numbers and grow in confidence as they complete the activities. Good use is made of number songs and rhymes and pupils join in 'One two, buckle my shoe' with enthusiasm. A strong feature of the work throughout the Foundation Stage is the way in which staff seize every opportunity to introduce numbers or mathematics into activities. Taking the register in a morning is an opportunity to count how many children are present, and how many are missing. Children in the reception classes have a well-structured session of number work each day. This includes elements from the National Numeracy Strategy and provides children with appropriate experiences in preparation for the next stages in their learning. Although the progress they make is good, the children's poor use of spoken language inhibits much of the work in mathematics, particularly when responding to questions. It is for this reason that the majority of children will not achieve all the expected levels by the time they reach the end of the reception year.

Knowledge and understanding of the world

- 74 The teaching and curriculum for children's knowledge and understanding of the world are good. Children enter the nursery with a very limited understanding of their world. Many have never been into Derby City and know only the immediate streets in which they live. In the nursery and the reception classes they begin to learn about their immediate environment by going out on walks and investigating where they live. They talk about their family and friends and about past and present events in their lives bringing into school pictures and objects that they had when they were babies. They begin to understand how things change when they are involved in cooking biscuits or watching things grow that they have planted. Through opportunities to use the computer with adult support they have become adept at using the mouse. In the reception class one little boy said 'let me show you how to use the mouse and then you can dress the Teddy Bear?' The same group of children used the Listening Centre confidently and was able to change the tape and adjust the volume. Although all children, including those with special educational needs, make good progress in this area of learning and particularly in information and communication technology, they do not reach the required standard by the end of the reception year. This is because the children's limited language skills restrict their responses in this area of learning and they progress in very small steps.

Physical development

- 75 The teaching of children's physical development is good. The nursery has access to an outdoor area. This is well used to help children to develop their control and coordination skills. They enjoy riding the range of wheeled toys, climbing on the frames and playing with balls and hoops. In carrying out these activities they are becoming increasingly skilful in using the space sensibly. All children in the nursery and the reception classes have access to outdoor play where they learn to gain greater control over their body movements. In both the nursery and the reception classes there is very good provision for children to develop control over small tools such as pencils and scissors. They learn how to control a paintbrush and how to apply glue to stick their pieces of collage together and by the time they are in the reception class they are showing increasing control in using them appropriately. By the end of reception the children are beginning to be confident in forming letter shapes and are ready to begin their regular handwriting practice. In the majority of areas of physical development many of the children are likely to reach the expected levels by the time they enter Year 1. Pupils with special educational needs make good progress in their physical development and are fully included in all the aspects.

Creative development

- 76 The provision for creative development is good. The teaching of basic techniques throughout the nursery and reception is very effective and this enables the children to become confident and enjoy their work. In the nursery children use paint to produce colourful and exciting pieces of work, which the teachers display with great care. They use a variety of papers and materials to create collage pictures and these are often used as part of much larger classroom displays. For example, in the nursery the lively friezes of animals contain contributions from the children and the teachers. As the children move into the reception classes their work shows an increasing awareness of shape, form and colour and they are able to be more selective in using materials. From a very early age the children love to sing and even the youngest pupils remember the words of songs, the actions that go with them and they are eager to use the drum of tambourine to accompany the song. In the role-play area reception children prepared a tea party for the teddy bears and involved the adults in their story. The majority of the children achieve the expected level by the time they leave the reception class, including those with special educational needs.

ENGLISH

- 77 The test results for 2000 show that by the time the pupils are seven, the proportion reaching the expected levels in reading and in writing, was well below the national average. In comparison with similar schools, the results were well below the average. Standards were also low in the previous year. There was little difference between the performance of boys and girls. Inspection evidence indicates that standards are still well below average. This is similar to the judgement made at the time of the previous inspection.
- 78 Children's attainment on entry into the nursery is well below average in English, with a significant proportion who have low language skills. While their results in the national tests remain low, nevertheless, pupils achieve well as they move through the school. All pupils, including those with special educational needs, make considerable progress, despite some disruption to the education of many, through joining and leaving the school. Many of them have attended other schools, before arriving at Nightingale. The school works hard to cater for the specific needs of these pupils, many of which are related to their personal and social development. These pupils, nevertheless, make good progress in all aspects of English. This is achieved through carefully planned and modified work to meet their specific needs and to the support they receive from the classroom assistance.
- 79 Standards in speaking and listening are below average, with a large proportion of pupils whose skills are still well below those expected nationally. In most lessons, pupils have good opportunities to develop their skills and to make sound progress. At the end of lessons, for example, they talk about what they have learned. However, the school does not plan specifically for this development in English and in other subjects. As a result, opportunities are missed for a progressive development of speaking and listening skills. The school is exploring ways to address this aspect of English.
- 80 In lessons, pupils report and share their learning during the final sessions of lessons, but many have difficulty in finding the correct words to say what they are thinking and they lack confidence. In discussions, they participate through encouragement and support of teachers, who modify their questions to meet the needs of the less able. In addition, classroom assistants join in with discussions and unobtrusively encourage the pupils to answer questions. A very good example was observed in Year 1, when a volunteer from Rolls Royce helped a group of pupils to participate in the literacy session. His regular assistance and that of other non-teaching staff, enable the pupils to acquire confidence in speaking and listening. Most staff value pupils' questions and answers. This is a contributory factor to pupils' good learning.
- 81 Reading standards are well below average by the time pupils are seven. During the inspection, many pupils were unsure of the sounds that letters make. Consequently, some of them were unable to read simple words such as 'fit', or read common words such as 'you'. There is a home-school reading record, but very few parents help their children to read at home. Consequently, pupils do not receive the regular help they need to help them take an interest in books or to practise the newly acquired skills. In addition, there is no agreed system on the teaching of reading in the school. As yet, there is no consistency of approach in implementing

the guided and sharing reading strategies throughout the school. For example, in the reception classes, the children make a good start in learning to read, through rigorous and effective teaching of letter sounds. However, while the teaching of phonics takes place in other classes, particularly in Year 2, the focus is not strong enough in other classes for the progressive teaching of reading. Moreover, in the mixed Years 1 and 2 groups, there is insufficient provision to meet the needs of the different ages.

- 82 By the time they are seven, pupils read simple stories and some can talk about what they have read. The few pupils whose reading is fluent, describe the stories they have read, such as Three Little Pigs. However, many struggle to read and are, therefore hesitant when trying to read even simple texts. A few have picked up habits of moving the finger over the word rather than under. This prevents them from looking at the whole word when trying to decode it.
- 83 Standards in writing are well below average. However, the school has put into effect a variety of strategies to address this weakness. These are now beginning to pay dividends. As part of the school improvement plan, all staff have the teaching of writing as their objective for professional development. There is also a greater consistency in the approach to this aspect of English. Nevertheless, in the mixed Years 1 and 2 classes, as in reading, there is insufficient provision to meet the needs of the different age groups, in shared and guided writing. In addition, the range of writing for different purposes is too narrow. Analysis of work completed by Year 2 in July indicates that the pupils' writing consists of simple stories and accounts of visits.
- 84 While the use of literacy skills is not a carefully planned feature of English, nevertheless, there are many examples where the pupils begin to record their work, as observed in science, religious education, in history and geography. For example, the more able pupils write an eyewitness account of the Great Plague in Derbyshire. In science, the pupils record the sequence of melting chocolate by heating. Information and communication technology is used well to support and to consolidate learning in English. However, the low levels of oracy and of literacy hinder pupils' learning in other subjects. For example, a sample of Year 2 books in religious education indicates that, with the exception of the more able pupils, recording of work is limited. Some pupils' work consists of pictures or sentences written by the teachers in discussions with the pupils.
- 85 Standards of spelling are below average, despite a strong focus on teaching spelling of common words. Teachers work very hard and use a number of strategies to help the pupils to learn and to consolidate spelling. Very few parents help their children with this work at home. In punctuation, pupils are beginning to use capital letters and full stops. Handwriting skills are taught rigorously throughout the school. Consequently, standards are satisfactory. Samples of work completed by Year 2 indicate that some of them are able to use joined script. It is evident that the pupils are acquiring good basic skills, which lay the foundation for a fluent, joined script.
- 86 The quality of teaching is good overall and occasionally, very good. There are also some satisfactory lessons. Teachers have good subject knowledge and understanding of English, to support their pupils effectively. They plan and prepare lessons carefully, with clear learning outcomes. Activities are well matched to the needs of all pupils, expectations are high and the learning is challenging. These qualities were observed in a very good lesson in Year 2, where the pupils made particularly good gains in their learning through brisk and lively pace. The pupils participated and thoroughly enjoyed the challenge of writing newly learned words, such as 'a little later', 'neat' that were used to make their stories more interesting. Assessment is used well both to identify pupils' needs and to set targets. This adds a further encouragement to their learning. Relationships are very good so that pupils work in a well managed environment.
- 87 Where lessons are satisfactorily taught, the pace is somewhat slower and, while the level of the activities remains appropriate, they are less well matched to the specific needs of pupils. Consequently, pupils' response is less enthusiastic and the learning less rigorous than where teaching is good. In addition, the present arrangement, whereby the pupils are in mixed Years 1 and 2 classes, does not ensure the same rigour and challenge for each year groups as that seen in the single year group classes. Teachers give homework to extend and to consolidate learning, but parents generally do not support their children's learning at home.

- 88 The management of English is good. As part of the drive to improve standards, writing is the school priority for staff development. All teachers are involved in meeting this objective as part of the school improvement plan. In-service courses are booked to take place shortly. The coordinator has worked hard to choose attractive and suitable books to implement the literacy hour. There is a good central store for teachers to use with their classes. However, there is a serious shortage of books in each class. To compound the problem, the central library is housed at the far end of the school and open only twice a week, but weekly to the nursery children and their parents. Its position and the overall shortage of books, make a negative impact on the standards in reading in the school.

MATHEMATICS

- 89 Standards in the National Curriculum tests in 2000 taken by seven year olds were well below average when compared to the schools nationally, but average when compared to similar schools. Although the proportion of pupils gaining the nationally expected Level 2 or above fell slightly in 2001, the school has managed to maintain the increased percentage of pupils gaining higher Levels 2a and 3. Standards in National Curriculum tests of attainment have remained well below average but the overall rate of improvement since 1997 is about the same as the national rate of improvement. Year 2 pupils are currently working at levels below those expected for pupils of this age, but standards in numeracy are better in lessons seen. In Year 2, standards in numeracy are often as expected for seven year olds. However, there is a weakness in standards in aspects of mathematics that involve language because of many pupils' limited skills in language and literacy. This is about the same as judgements made on standards at the time of the previous inspection, when they were again judged to be below average. There is no significant difference in the attainment of boys and girls, with both groups attaining comparable standards over time.
- 90 Pupils achieve satisfactorily overall in mathematics, but their achievement in developing their numeracy skills is good. Those with special educational needs make satisfactory progress. Some targets contained in their Individual Education Plans are based on numeracy. Records show that they achieve them well. In lessons they make good progress through the good quality support provided.
- 91 In Year 1, pupils consolidate basic number skills and knowledge. This is demonstrated when higher attaining pupils read numbers and place them in order, showing that they have a secure grasp of the size of numbers. With some support they make an addition sentence and work out the answers to simple addition bonds by counting on using fingers or blocks. They have developed a sound understanding of numbers and simple number operations, but they find some difficulty in applying their numbers skills to solving simple number problems. Pupils of average attainment understand numbers well, and quickly and accurately match arrays of dots to numbers. Lower attaining pupils count dots on dice accurately, and then count out the same number of cubes. For the higher attaining pupils, attainment is as expected for pupils at this age, but lower for average and lower attaining pupils. By Year 2, pupils have a much more developed knowledge and understanding of numeracy, and standards are often in line with those expected for pupils at this age. When higher attaining pupils are given a group of 20 mixed numbers between one and a thousand, placed in circles of different sizes intended to confuse, they quickly and confidently arrange the numbers in order, with very few mistakes. They show their understanding of place value in number by considering the hundred digit first, then the tens and then the units when necessary. Average attaining pupils also complete a simpler form of this exercise competently, showing that they also have a secure understanding of number. With some support, lower attaining pupils order numbers to 20. Attainment in numeracy in Year 2 is generally as expected for this age of pupil.
- 92 In other aspects of mathematics, pupils have a sound knowledge but the development of their skills in using and applying this knowledge is held back by limited literacy skills. Pupils' mathematics books show that they tell the time well and measure length and weight accurately using appropriate standard units, reading dials and scales accurately. Pupils know the names of a suitable range of two and three-dimensional shapes, and can match pictures to names accurately. They use coins accurately to make up sums of money and write these down,

placing the decimal point in the right place. Pupils conduct their own surveys and represent this information in block graphs. They show a satisfactory knowledge of mathematics, but many pupils fail to use this effectively to answer more difficult questions. Often, they will write down what they think is asked for, rather than what the question actually states.

- 93 Pupils' attitudes towards their work are good overall, but occasionally vary with the quality of support they are given by adults in the lessons. Where teachers make their expectations clear and they support their pupils' behaviour well, positive attitudes and good behaviour are seen. In these lessons, pupils respond well to interesting activities and challenge. They show positive attitudes, and are generally keen to take part in question and answer sessions, although there is sometimes some reluctance when tasks and questions are more challenging. Pupils stay on task, listen attentively so that they are clear about what they have to do and what is expected. Most sustain interest over time and behave well. This enables teachers to concentrate on teaching. Pupils get on well together where expectations are clearly high. Good behaviour and social skills do not come naturally to these pupils and where teaching is less effective and supportive of high levels of behaviour, pupils' attitudes are not as good. Occasionally, children fail to settle to their work, or to establish acceptable levels of concentration. They do not listen carefully enough and are therefore unclear about what is expected, leading to further less satisfactory learning.
- 94 The quality of teaching is satisfactory overall and promotes the satisfactory levels of achievement made by pupils through Key Stage 1. Teachers' knowledge and understanding of mathematics is satisfactory. This enables them to give clear instructions to their pupils so they know what they are expected to do. Teachers are good at questioning which they use well to probe and develop pupils' knowledge and understanding. Basic skills are taught well and the vocabulary that supports the topic is introduced at the beginning of the session. This helps pupils to understand their work. Numeracy skills are taught well so standards in numeracy are often better than some other aspects of mathematics in the school. Pupils' skill in problem solving is an identified weakness, and there are plans to improve teachers' skills and confidence in teaching this aspect of mathematics.
- 95 Teachers' expectations of work are satisfactory. Planned tasks are appropriate and achievable. Expectations of pupils' behaviour and courtesy are much higher. Teachers mostly lead by example and respectfully deal with any inappropriate behaviour or attitude. They recognise and praise good behaviour and progress. Where this does not happen, and the teacher takes a more negative approach, behaviour deteriorates.
- 96 Teachers use a satisfactory range of methods that is consistent with the National Numeracy Strategy; oral mental maths, focused group work and pupils working independently or collaboratively. These methods are successful where good behaviour is established and often pupils work well without the direct supervision of the teacher. The management of pupils is good. Almost always, teachers rigorously apply the school's agreed strategies for the management of pupils' behaviour and the pupils willingly comply with the teachers' wishes in these lessons. The use of learning support assistants is good and they are clear about their role in the class and are confident with pupils. They make a significant contribution to the learning.
- 97 The school has implemented the National Numeracy strategy well in terms of planning, teaching, development of resources, and the introduction of planning to match pupils' levels of attainment. This is having an impact on raising standards in numeracy, which are now often as expected by the time pupils leave school. Coordination of the subject and its development over recent years are good. This is an improvement since the time of the previous inspection. The coordinator has identified appropriate priorities for development, which are based on identified weaknesses in pupils' skills, knowledge and understanding. There is also a programme of staff development planned that is designed to support the mathematics improvement plan. There is also planned development of assessment, designed to nurture individual pupils' achievement.

SCIENCE

- 98 Results of teacher assessments at the end of Key Stage 1 in 2000 show that, in comparison with similar schools standards in science were well below that expected for pupils of this age.

Standards of work seen during the inspection were better than this for all pupils, though still below average on the whole. Improvements in attainment are mainly the result of more detailed planning, which includes differentiation, a rich curriculum and good coordination. Low standards of language and literacy and the low level of general knowledge of pupils mean that all pupils regularly need guidance from teachers.

- 99 Children arrive at school with a very limited knowledge of the world around them. Scrutiny of pupils' work and of planning shows that at Key Stage 1 pupils increase their knowledge and understanding satisfactorily. For example, in Year 1 they build satisfactory levels of knowledge of light, simple forces, keeping warm, plants, the life cycle of an animal and electricity. However, the understanding of many pupils is limited. By the end of the year, above average pupils in Year 1 say that 'plants need roots' and 'that they need water to grow'. Other pupils know which items are attracted to a magnet and indicate this using simple diagrams. They do, however, have difficulty in explaining why. All pupils are beginning to record their experiments by some means. In Year 2, pupils can describe features of the life cycle of plants such as fruits and seeds, or what will make a skateboard go slower. They attempt to give reasons for their observations. Pupils in Year 2 made good progress in a lesson seen where they were learning about healthy foods. They used a range of colourful resources to relate kinds of foods to their use in our bodies. They made a tally chart of favourite foods and because the teacher interpreted the chart for them, pupils were able to see whether favourite foods were healthy.
- 100 Pupils' work also shows that they carry out investigative work. Pupils of above average attainment in Year 2 can predict what will happen to chocolate if it is heated, and can record this on a prepared chart. All pupils have helpful worksheets, which help them to make predictions such as what might happen in various kinds of simple circuit. When investigating forces and friction, pupils were able to complete a table of the distances a car travelled and a few pupils used units such as '29 centimetres' accurately. Teachers are anxious to provide as much experience for their pupils as possible, with the result that independent learning opportunities are sometimes a little ambitious. In classes seen in Year 1, pupils were relating their senses to the sense organ concerned. They were gaining valuable experience of experimenting with several well prepared, differentiated resources in an interesting circus of activities. This was successful where teachers had good systems in place for organising and managing the activities. Otherwise the focus of the lesson became less sharp.
- 101 Pupils with a special educational need make good progress where they are supported by an adult, and take a full part in lessons. For example, these pupils could make contributions to a discussion when a classroom assistant explained some of the words being used to them.
- 102 Pupils enjoy science, and like doing activities. They are in the early stages of learning the routines of science, and how to follow instructions. Pupils' social development is improved by working within groups, taking turns and learning to share. Classes gathering together at the end of lessons to discuss what they have done provide moments to reflect on what they have learned.
- 103 The quality of teaching is satisfactory overall, with some good teaching seen in Year 1 and Year 2. Medium term planning is detailed and has clear aims and objectives. Daily planning relies almost entirely on this. Activities are well matched to pupils' individual needs, such as sheets for pupils to record their observations. For example, lower attaining pupils might have a sheet, which asks them to record pictorially what they have done in an experiment, whereas higher attaining pupils record experiments using a sheet with written prompts. Teachers have adequate knowledge and understanding, and expectations of pupils are generally good, which is an improvement since the time of the last inspection. Teachers use questions well to find out what pupils already know, and encourage them to think. In the better lessons they also focus on the scientific aspects of the lesson, organise and control activities well and regularly visit pupils working within groups to ensure understanding. Classroom assistants are invaluable in the help they provide to many pupils. Teachers strive to improve language and literacy skills and general knowledge during science by providing lively resources with pictures as well as words. There are colourful displays of, for example, a variety of animals or foods and their names. Scientific vocabulary is used well.

- 104 There is a good scheme of work developed from government guidelines. It provides opportunities for wide range of experiences in all areas of science. Assessment is satisfactory. Pupils' achievement is marked against lesson objectives at the end of each topic and this information is used satisfactorily in future planning. On a day to day basis, there are informal assessments. A useful portfolio of levelled work is being built up to help support teachers' assessments of pupils' work. The use of information and communication technology in science is an area for development, but programs available currently are reliable and suitable for the age group. One group of pupils made a bar chart of favourite foods and printed it out during the lesson. There is a need for a wider range of software, including a simple information resource. There are links with a local industry, a 'Science Alliance', which is designed to improve independent learning skills.
- 105 The subject is led well. There is a science policy that includes all the relevant information including health and safety arrangements. There are weekly and termly meetings to discuss and review plans. Resources are kept centrally, labelled and with easy access, in addition to some in classrooms. Inservice time is made available on two half days for the coordinator to monitor and review science as part of the staff development plan.

ART AND DESIGN

- 106 Standards are in line with national expectations. Since the previous inspection, the school has maintained its standards. All pupils, including those with special educational needs make good progress in all aspects of art. It was possible to see only one lesson during the inspection. However, analysis of work on display and of an art portfolio, indicates that pupils have a good range of techniques in each year group.
- 107 Pupils make good progress in developing skills in the use of various media, including paint, pastels, collage and clay. They work individually to produce expressive pictures, as observed in Year 2, where the pupils produced some delicate and interesting drawings of shells. In order to enhance learning, the teacher drew their attentions to a print of Odilon Redon's Seashell. In order to enable them to engage their imaginations, the teacher invited the pupils to close their eyes and to think of colours and designs for their work.
- 108 Much of the work sampled was undertaken individually. There are also samples, which indicate that at times, the pupils work collaboratively to produce pleasing images, as observed in collage work following their visit to Osmaston Park. Pupils used a variety of textures of papers, crayons and paints. Other samples seen included portraits, when the pupils were able to explore effectively different techniques. Pupils use information and communication technology satisfactorily to produce graphics.
- 109 The coordinator has only recently undertaken the management of the subject. In a discussion with her, it is obvious that she knows what she wants to achieve in the subject. She is enthusiastic and has good ideas for the continued development of art.

DESIGN AND TECHNOLOGY

- 110 By the time pupils leave the school, standards in design and technology are as expected from seven year old pupils. Pupils at all levels of attainment make good progress. This is an improvement on judgements made at the time of the previous inspection, when standards were below expectations. Due to design and technology being taught each half term, there was no opportunity to see lessons. Judgements are therefore based on curriculum documents, teachers' planning files, discussion with the curriculum coordinator, samples of work and photographs retained by the school.
- 111 Pupils in Year 1 have made some moving pictures of a quality expected for pupils at this age. They designed their own pictures and used card and a limited range of lever mechanisms to construct their models. In another project, pupils created a 'beautiful bedroom'. Their initial designs were detailed and provided a good guide for the pupils to work to. They constructed an open box structure, which they decorated with wallpaper samples and fabric samples for

curtains and carpets. They then made their own simple pieces of furniture, which they positioned in the room according to their plan. These were good for Year 1 pupils and this exercise made a valuable contribution to developing pupils' design and technology skills.

- 112 In Year 2, pupils continue to develop their designing and making skills well. They base a design on the poem 'My cat likes to hide in boxes'. In this exercise they design a box, with added comforts, in which they think a cat would be comfortable. To improve their understanding of how to make boxes, pupils take boxes apart and base their constructions on what they have learned from doing this. They design and make their boxes, with a variety of openings and make their boxes comfortable by putting in a variety of soft linings. This gives the pupils an early understanding of designing and making a product for a specific purpose. They also design and make vehicles. They use card, axles and wheels so that their vehicles move. To complete this, pupils use the construction skills they have already learned. This takes further their knowledge of boxes. For example, one pupil designed a three-wheeled vehicle. He had to work out a way to attach a single wheel in the centre at the front of the vehicle, whilst making the vehicle stable. This was achieved well. Pupils work with wood, fabrics, sample books, food, soft and rigid materials and construction kits. This provides a good range of experience.
- 113 The quality of teaching is good and promotes pupils' good levels of achievement. Teachers' plans show that they plan carefully to provide interesting and stimulating activities that pupils evidently enjoy, and they take care in their work. This is shown in the quality of their models, and photographs of pupils working indicate an industrious and enthusiastic approach. Teachers present work in design and technology as a separate design and technology exercise in which pupils effectively learn design and construction skills, or as an activity to support work in other subjects. Currently there is some indication that science skills and knowledge are used, such as when they put lights in their rooms, but there is no use of information and communication technology evident. There is a good range of materials available to pupils and an appropriate stock of tools and equipment, including two cookers on trolleys. The subject is well led by the curriculum coordinator, whose management of the subject has led to the good level of improvement since the previous inspection.

GEOGRAPHY

- 114 Standards in geography have improved considerably since the time of the last inspection when the report stated that they were well below expectations. Due to the hard work put in by staff the standards at the end of Year 2 are now at the level expected for pupils aged seven. Pupils with very low levels of attainment on entry are now making good progress in developing their geographical skills and similarly pupils with special educational needs are also making good progress. A contributory factor to the improvement in standards has been the changes in the way in which the school plans work, linked with the creation of a cycle of topics that are relevant to the needs of the pupils.
- 115 Pupils in Years 1 and 2 familiarise themselves with the local environment and locations further afield. Good use is made of Barnaby Bear, the school teddy bear who goes on visits and holidays with the pupils and puts the rest of the class in direct contact with other places outside Derby. One of his most memorable visits was to Antigua to the wedding of the headteacher. In order to really involve the pupils Barnaby had to be dressed in identical clothing to the bridegroom. For pupils who have very limited experiences in their own environment it is important that they learn about other places through other pupils and imaginary characters such as Barnaby Bear. Many pupils have not been very far from their own homes and the visit to Skegness sponsored by Rolls Royce is a high spot in the school year. A large number of the pupils are quite overwhelmed by the sharp contrast in the environment in comparison with where they live.
- 116 The teaching in geography is good. Lessons are planned to bring geography to life and to provide opportunity for discussion. The visit made by the pupils to Skegness is skilfully used to study differences between the environment of Derby and that of the seaside. The lesson begins using maps and atlases to identify where they live and where the seaside is and where Skegness is situated. The Year 2 pupils are immediately interested in looking at the maps but their restricted language prevents them from sometimes being able to answer questions without

good prompts from the teacher. Good use is made of pictures and books to talk about features of the seaside. New words such as 'beach' are introduced and the teachers are constantly drawing links between the pupils' own experiences and the new learning. By bringing the topic to life the teachers enable the pupils to make good progress. This can be clearly seen when the pupils move into their group work at the end of the discussion. The more able pupils have retained a surprising amount of information and produce a substantial list of features of the seaside whilst the other pupils are able to use books and pictures to assemble their lists. Good use of books, well planned discussions and good teacher questioning contributes to the work being done in literacy. In lessons the pupils are well managed and the positive atmosphere teachers create through the good use of praise and encouragement promotes a good attitude to the subject by the pupils.

117 The subject is well managed and there are good links with the work being done in the Foundation Stage. Pupils' work is assessed and planning monitored in order to provide a curriculum that meets the pupils' needs and supports other areas of learning such as literacy.

HISTORY

118 Standards achieved by the age of seven are the same as those expected nationally. The school has maintained the standards reported at the time of the last inspection. Teachers plan a good range of interesting topics that the pupils enjoy and that build on the work done in the Foundation Stage. Considering the low levels of achievement when pupils enter the school, to reach a satisfactory standard by the age of seven, is indeed good progress. Pupils with special educational needs are fully included in all aspects of the lessons and receive good support when they need it.

119 Pupils in Years 1 and 2 develop a sense of chronology by looking back at their own lives and talking about the changes that have taken place. Teachers then provide opportunities for them to examine events much further back in time. Consequently, they gain insight into the work of famous people from the Victorian era whose lives have had an impact on their own. For example, they appreciate that conditions in hospitals in the time of Florence Nightingale were different from today and that she was an important influence on the way present day nursing has developed. During this study through discussion they make an evaluation of what they think was the most important contribution she made. The pupils' understanding of the passage of time is developing well due to the constant use of comparison. The topic on transport was used well to present pictures, books and models that showed the pupils how people travelled a long time ago and how they travel today. When comparing journeys links are made to numeracy through looking at how long journeys take. In the work in history there is constant reference to new words and introducing the correct terms.

120 The quality of teaching is good in history promoting a very positive attitude on the part of the pupils. There is a strong emphasis on speaking and listening and discussing what they are learning about. Teachers work hard to make the lessons come to life for the pupils. In Year 1 history lessons the teachers had acquired a set of girls' clothing from the Victorian era and a set of boys' clothing. The lesson began by looking at the school uniform the pupils were wearing, they discussed colours, materials and how their parents washed and took care of their clothes. A boy and girl then put on the Victorian clothes and stood alongside the two in school uniform; the pupils' interest had been immediately caught. The discussion then continued as they talked about how different the clothes were both in style and material and why they had been made in that way. This approach to the teaching of history gives the pupils real experience, brings the learning to life and provides a very valuable support to the work they do in language and literacy through the discussions that take place. A strong contributory factor to the good teaching in history is the relationship between the pupils and their teachers and the way the pupils are managed during the lessons. Teachers use constant praise and encouragement always being very positive, even with the most difficult pupils. Extension activities are provided for those pupils who finish their work so that there is always something else for them to do,

121 The subject is well managed and the topic cycle is always under review in order to make sure that it is appropriate. Pupils' work is assessed and there is a strong commitment to continue to raise standards in history.

INFORMATION AND COMMUNICATION TECHNOLOGY

- 122 Attainment in information and communication technology is in line with that expected nationally for pupils aged seven, as it was at the time of the last inspection. Requirements for information and communication technology have changed considerably since then, and the school has done much to keep abreast of changes, particularly during the last year. There is a satisfactory balance between learning information technology skills and using software lessons to enhance learning in other subjects.
- 123 Information about pupils' work was obtained from a scrutiny of a portfolio of pupils' work, display work, a video and lesson observations. Year 1 and Year 2 pupils used a word processing package independently, which provided good practice in using the keyboard and the mouse, while focusing their attention on writing words and sentences. There is evidence on a helpful video, which shows pupils in Year 2 using a CD-ROM to find answers to questions like 'Find the names of two breeds of cat.' One pupil with special educational needs had correctly labelled parts of the body of a frog using 'My World'. In one lesson where skills were taught in the computer suite in the neighbouring junior school, Year 2 pupils gained valuable experience with a keyboard and mouse, in spite of difficulties with keyboards, which were not infant oriented. Pupils learned how spaces may be left between lines of text in order to organise it, and how to use shift for capital letters. In other lessons, pupils in Year 1 learned that some computer programs allow them to make choices and simulations packages to use other situations. They took turns in choosing games from a 'toy box', improving both their control of the mouse and knowledge of what software can do.
- 124 Pupils make good progress throughout the school. Throughout Key Stage 1 progress is good. They use the computer to support learning in lessons to make charts, or to write, for example. The good progress that they make is helped by the better provision arranged through the good leadership in the subject, and to the more frequent access that pupils now have to up to date hardware and software.
- 125 Pupils have good attitudes towards the use of information and communication technology. They are happy to work independently in the classroom, or in pairs in the suite, or to take turns when whole class lessons are being given. Social skills are developed in this way.
- 126 The quality of teaching is good. Teachers have improved their skills considerably recently, and have worked hard to become conversant with the new computers. When working in the computer suite, the coordinator showed considerable confidence and skill in using the overhead screen for teaching, and in coping with the networked computers. In this lesson the classroom assistant was very helpful and was able to help pupils with their work. The experience of using the suite gives pupils the opportunity to enhance their skills individually and at a greater rate than would otherwise be possible.
- 127 Literacy and numeracy skills are developed satisfactorily in information and communication technology lessons. For example, the teacher had prepared names and words on cards for pupils using the computer network, so that spelling or reading difficulties did not create problems when pupils were typing in text.
- 128 The curriculum meets statutory requirements. The scheme of work is mainly based on the government scheme adapted to the school. Although no work in the control element of the curriculum was seen during the inspection, it is planned for and equipment is available. All pupils have full and equal access to the curriculum. At Key Stage 1, in a satisfactory, recently devised scheme, assessments are made against curriculum objectives. There are computers in all classrooms, and access to a computer suite on two afternoons a week. There is some reliable software available for subject teaching, though more simple information resources for science, for example, would be useful.
- 129 The coordination of information and communication technology is good. A team of three teachers from different year groups works hard and well together to develop the subject, and are committed to raising standards. Government training for staff is to be completed shortly. The

overall coordinator is experienced and competent, with a clear vision for development. She has overseen the installation of the recently acquired computers. There is a particularly comprehensive development plan with planning to Year 2003.

MUSIC

- 130 Standards in music are satisfactory at the end of Key Stage 1. Singing is the better feature, as it was at the time of the last inspection. Much improvement has been made since then in creating music, and in appraising and listening to music, which are now in line with national expectations. Improvements are mainly due to good coordination, better resources and a structured curriculum.
- 131 Pupils make good progress in music. Pupils in the nursery are learning to sing action songs tunefully, matching words and patterns in movements. Pupils in Year 2 understand that instruments can make sounds in different ways, and are beginning to understand the term pitch. They are learning to appreciate soft and loud sounds and to relate sounds to descriptive words. In one lesson, pupils each had an unusual instrument of ethnic origin, and investigated the ways different sounds could be made. Moments of wonder were observed when pupils listened to the sounds that some unusual instruments made. Pupils are learning to identify sounds of instruments. They were seen playing a 'match the instrument to the sound game' successfully in Year 2. Pupils sing rhythmically and in tune both with and without the piano when led by a teacher.
- 132 All pupils enjoy singing, which they do well in assembly groups. Most know the words to a range of lively songs, and much help is given with learning words. In the weekly choir practice and in singing lessons, pupils warm up with a variety of exercises. Pupils are just as enthusiastic about making and listening to music in music lessons, and some develop their rhythmical skills in a dance club held at lunchtimes.
- 133 The quality of teaching is good overall. The coordinator has good knowledge and understanding, and was seen giving an excellent lesson where pupils learned how to make and identify a variety of sounds. There was a good range of resources in an inspiring musical atmosphere, which enthused the pupils. Some teachers sing confidently with groups of pupils, and one teacher played the piano in a lively manner during singing practice. Where they are less confident, teachers make good use of shared planning to ensure that pupils learn well. The very good management of behaviour makes an important contribution to pupils' progress. The headteacher has monitored music teaching.
- 134 The curriculum in music is adapted from a government scheme and provides for the gradual development of skills, knowledge and understanding. There is a good variety and number of resources. There are enough musical instruments for all pupils to have one each during music lessons and these are placed strategically round the school. The coordination of music is good, though currently there is little time for expertise to be shared. The music portfolio contains pictures of concerts that have been given by pupils, and the choir has sung in locations out of school.

PHYSICAL EDUCATION

- 135 Standards achieved by pupils age seven are in line with national expectations and the school has been successful in maintaining the standards outlined in the previous report. The school works hard to provide a varied curriculum for all pupils and through careful planning it offers breadth and balance through all the three areas of dance, gymnastics and games. In lessons every effort is made to ensure that all pupils, including those with special educational needs, are fully included. In one observed lesson the teacher worked hard to support a disruptive pupil and through good behaviour management kept him fully involved throughout the whole of the lesson. In both years the pupils make sound progress.
- 136 Teaching is satisfactory in Years 1 and 2 with some good features. These features include very effective use of praise to celebrate achievement and effort; skilled intervention in lessons to

support individuals in keeping up with the rest of the class and good use of demonstrations giving pupils a clear understanding of the movements to be carried out. Pupils are learning how to control a ball both with their feet and their hands and how to pass it to a partner, this is part of a series of lessons leading to developing catching and throwing skills. In the warm up session they demonstrate how they can run in a variety of ways, running slowly or quickly and using light or heavy steps. They are beginning to use the confined space in the hall well but at times in the excitement of an activity they need to be reminded not to cluster together. In dance they are able to use their imagination and relate their movements to an imaginary character moving in the fashion of Father Bear and Mother Bear. They can recall a movement they made in the previous dance lesson and repeat these. This is important for them, as this work will eventually lead to a dance sequence. Pupils in Year 2 show how well they can work in pairs, this is due to the high value placed on developing personal skills throughout the school and the many opportunities provided where pupils learn to work together. The work the pupils do in physical education makes a good contribution to their personal and social development and helps to raise their levels of confidence and their self-esteem. In lessons good emphasis is placed on using the correct language to describe movements and actions and this helps in the development of spoken language.

- 137 Pupils enjoy physical education because teachers approach this subject with enthusiasm. The majority of them behave well, changing sensibly and moving about the building in a very orderly manner. They respond quickly to instructions and do their best to carry out the tasks. Girls and boys work comfortably with each other and are good at organising themselves into working groups.
- 138 The physical education policy has recently been reviewed to ensure high levels of continuity and progression and to build in assessment. Work in physical education is well supported by two lunchtime clubs offering gymnastics and dance and in the summer a sports activity day involves the whole school in ten activities ranging from Kwik cricket to bat and ball games.
- 139 The size of the school hall is very small and the storage of apparatus in the hall is a cause for concern as it does pose a safety risk for pupils when they are moving about. The teachers are well aware of this and work hard to ensure pupils are not at risk but it does mean that at times learning opportunities are restricted.

RELIGIOUS EDUCATION

- 140 Standards in religious education are in line with the Agreed Syllabus for Derby. The previous inspection judged standards to be poor. When pupils' levels of previous experience is taken into account, all pupils, including those with special educational needs achieve well in the subject. Inspection evidence indicates that the school has made very good improvements since then. These improvements are attributed to the effective and enthusiastic management by two coordinators, who have worked hard to address all the issues from the inspection report. In addition, they sought help from the adviser in the local education authority who assisted with the development of the subject.
- 141 By the time they are seven, the pupils have a secure knowledge of Old and New Testament stories. They know about Moses, Jonah and the whale, and about some of the parables that Jesus taught, such as the Good Samaritan. Pupils learn about Christian worship through visits to St. Bartholomew Church and through regular input by the local clergy. Acts of collective worship assist the pupils to appreciate an existence of a deity. The pupils know of Christian tradition and beliefs through the celebration of harvest, Christmas and Easter. They explore other religious beliefs such as Judaism, Sikhism, Islam and Hinduism. Pupils are beginning to understand prayer and the different customs of religions, for example, the significance of candles to Christians, or the Koran to the Muslims, or puja sets to the Hindus. They are beginning to gain a good sense of what is of importance and of value to people following different religions. This is also achieved through exploration of religious souvenirs. Pupils suggest reasons for their importance, for example, 'The cross reminded people that Jesus died on the cross'. Through their religious studies, pupils learn about other religions and from religions. They are beginning to appreciate that religions can guide people's actions.

- 142 The quality of teaching is good. A strong feature of teaching is the good management of pupils that is achieved with calm authority. Planning is good and builds systematically on what has been learned previously. As yet, the development of speaking and listening, and of literacy, is not a carefully planned feature. Nevertheless, teachers give many opportunities for this development to take place in religious education, as evidenced in the scrutiny of work completed in July. The recently developed assessment procedures give good guidance to what each pupil has achieved and is economical of time, yet effective to inform future teaching. Through the very good relationships that exist in the school, pupils learn to respect each other.
- 143 The religious education curriculum is good and meets the requirements of the syllabus. The scheme of work for the subject has been extensively revised and provides a progressive and coherent programme across all years. The subject generally makes a good contribution to pupils' spiritual, moral, social and cultural development. Teachers provide good role models and pupils are taught right from wrong. Pupils' work on rules for themselves and studying the Ten Commandments, are very good examples of the strong, moral dimension in the subject. Through studying different religions, through visits to places such as the local mosque and through visitors representing other cultures, the pupils learn about the richness and diversity of the British society.