

INSPECTION REPORT

DERWENT COMMUNITY SCHOOL

Derby

LEA area: City of Derby

Unique reference number: 112782

Headteacher: Mr S Tollervey

Reporting inspector: J D Foster
21318

Dates of inspection: 12 - 15 February 2001

Inspection number: 207606

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Community
School category:	Infant and Junior
Age range of pupils:	3 - 11 years
Gender of pupils:	mixed
School address:	St Mark's Road DERBY
Postcode:	DE21 6AL
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs D Denman
Date of previous inspection:	2 - 5 November 1998

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21318	John Foster	Registered inspector	English English as an additional language	What sort of school is it? How high are standards? - the school's results and achievements How well are pupils taught? What should the school do to improve further?
9184	Geza Hanniker	Lay inspector		How high are standards? - pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
21372	Ken Hobday	Team inspector	Science Design and technology Areas of learning for children in the Foundation Stage	How well is the school led and managed?
20463	Mervyn Ward	Team Inspector	Mathematics History Religious education	How good are the curricular and other opportunities offered to pupils?
7418	Kath Rollisson	Team inspector	Art and design Physical education Equal opportunities	
22823	Joy Hill	Team inspector	Information and communication technology Geography Music Special educational needs	

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	11
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	14
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	16
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	18
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	20
HOW WELL IS THE SCHOOL LED AND MANAGED?	20
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	23
PART C: SCHOOL DATA AND INDICATORS	24
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	28

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Derwent Community School caters for boys and girls aged from three to eleven years and is larger than the average size of primary school. At the time of inspection there were 347 pupils at the school, 170 boys and 177 girls, including 61 in the nursery. Of the children in the nursery, 17 attend full-time and 44 either in the morning or in the afternoon. The number on roll is about the same as at the previous inspection in 1998. The general level of attainment for children entering the nursery is well below that expected for children of this age. There are 25 pupils from ethnic minority backgrounds and 17 for whom English is not their first language. There are 14 pupils who are refugees and eight from traveller backgrounds. Slightly over a half of the pupils are eligible for free school meals. This is well above the national average. The percentage of pupils with special educational needs is well above national average and the percentage with Statements of Special Educational Need is above the national average.

HOW GOOD THE SCHOOL IS

There are many strengths at Derwent Community School and these far outweigh the weaknesses. Pupils attain standards below the national average in English, mathematics and science at the end of Key Stage 2. From entering the school with levels of attainment well below those expected, however, they achieve well in all areas of learning during their time at the school. In other subjects they attain expected levels. This is because of the good quality teaching they experience. The relationships are very good and the school cares for its pupils well. There is good leadership by the headteacher and the governing body plays an active role in managing the school. The school gives good value for money.

What the school does well

- The quality of teaching is consistently good or better.
- Pupils achieve very well in the Foundation Stage and well in both key stages.
- Relationships are very good.
- Pupils' moral and social development are very good.
- Parents have positive views of the school.
- Procedures for monitoring good behaviour and eliminating oppressive behaviour are very good and result in good and, at times, exemplary behaviour.
- Provision made for pupils with English as an additional language is good and they make very good progress.

What could be improved

- Pupils' attainment, in relation to national standards in English at both key stages and in mathematics and science at Key Stage 2.

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

The governing body may wish to include the following in their action plan:

- Review the details of a few individual education plans for pupils with special educational needs so that they contain more specific targets for pupils
- Improve the levels of attendance which have been unsatisfactory, but are getting better. The procedures the governing body has for improving attendance are good and have been effective in the raising of levels of attendance.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good progress in addressing the key issues identified at the time of the previous inspection in November 1998 when it was deemed to have serious weaknesses. In the intervening period the key issues from the previous report have been successfully addressed. Standards in English, mathematics, science and information and communication technology have risen. There are now appropriate assessment procedures in place and the results of these are used more effectively to inform future planning. Schemes of work are in place for all subjects and the curriculum is well balanced. The governing body and headteacher have extended the school development plan to include costings and procedures to evaluate success, and the plan now extends to the year 2003. The governing body has been involved fully in decision making and in the formulation of the school development plan. Statutory

requirements are met.

STANDARDS

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

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

Inspection evidence indicates that by the time pupils leave the school they attain standards below those expected nationally. However, pupils achieve well and make good progress in their learning during their time at the school. In the year 2000 national tests pupils attained standards well below average in English and below average in mathematics and science. When their performance is compared to pupils in similar schools they achieve average levels in English and above average in mathematics and science. The year 2000 results show an improvement in English over previous years but performance in mathematics and science is below that of 1999. This is largely because of the difference in ability between the different cohorts of pupils. Three pupils expected to gain good grades in the national tests had left the school or were ill shortly before the tests took place. Of the three, two achieved the expected grades at their new school. Had they still been at Derwent School this would have made a significant difference to the school's results. Over the past four years pupils' achievements in English, mathematics and science are better than the national trend. Children in the Foundation Stage achieve well and make good progress in their learning. By the time they are five, however, they still attain standards below those expected for children of this age. In Key Stage 1 the good progress is maintained and by the age of seven pupils attain standards appropriate for their age and ability.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils enjoy coming to school and are actively involved in school life.
Behaviour, in and out of classrooms	Good. Pupils behave very well when they are supervised but less well when they need to take control of their own behaviour.
Personal development and relationships	Good. Relationships between pupils and between pupils and adults are very good. This has a very positive effect on the ways in which pupils' personal development progresses
Attendance	Unsatisfactory. This was well below the national average in 1999 - 2000 but in the current year there has been significant improvement.

The quality of relationships is very good. This is a major strength of the school and has a direct impact on the way pupils develop. Pupils enjoy coming to school and take an active part in all activities. The good behaviour management of teachers is reflected in the good, and often exemplary, behaviour observed. Though attendance was below the national average during the past year, the good procedures the school has for monitoring and improving attendance are having a positive effect in raising levels of attendance.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	good	good	good

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

The quality of teaching is consistently good. In the reception class all teaching observed was at least very good. This has a profound impact on the progress children make during their early years. Teaching was satisfactory in all except one lesson and it was good or better in 65 per cent of lessons. Very good or better teaching was observed in 17 per cent of lessons. This shows good improvement since the previous inspection. The better quality teaching is in the Foundation Stage, in Key Stage 1 and in Years 3 and 4. Whilst the quality is good overall in Years 5 and 6, there is a larger percentage of satisfactory teaching for these pupils and a very small per cent of unsatisfactory teaching. Teaching of literacy and numeracy is consistently good throughout the school. The great strength of teaching is the way in which the teachers manage their pupils, enabling them to make good progress. The consistently high quality of teaching has a positive impact on the way pupils learn.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	There is a satisfactory curriculum for pupils in the infant and junior classes. The curriculum for under-fives is good.
Provision for pupils with special educational needs	Satisfactory overall but with good aspects. Learning targets are planned for literacy and numeracy but a minority lack sufficient detail. Support staff are used well to support learning for this group of pupils.
Provision for pupils with English as an additional language	Very good. Pupils with English as an additional language make very good progress linked to the very good levels of support from the language support assistants
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. It is very good for pupils' moral and social development and satisfactory for their spiritual and cultural development.
How well the school cares for its pupils	Good provision is made for the care of pupils. The staff give very good levels of support to pupils. Procedures for assessing pupils' attainment and progress are satisfactory.

There has been good improvement since the previous inspection in pupils' spiritual, moral, social and cultural development. This is now good. Whilst the moral and social development remain very good, spiritual and cultural development have improved well and are now satisfactory. Good levels of improvement in the curriculum mean that it is now relevant to the pupils' needs and that the programmes of study of the National Curriculum are covered effectively. The provision for pupils with English as an additional language is very good, based on the high levels of support they receive from the specialist language assistants. The school enjoys good relationships with parents and parents appreciate this. The procedures for the care and welfare of pupils are good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher gives effective leadership and manages the school so that the care of pupils and raising their achievements are its central purpose. Most subject co-ordinators manage their subjects well.
How well the governors fulfil their responsibilities	Satisfactory. The governing body is supportive to the school. Many governors are recently appointed but have increasing knowledge about the strengths and weaknesses in the school. They take an active part in strategic planning to develop the school further.
The school's evaluation of its performance	Satisfactory. Satisfactory procedures for monitoring the quality of teaching and learning are in place for most subjects. The evaluation of the results is used effectively in raising standards.
The strategic use of resources	Good. Good use is made of the financial, physical and human resources provided to support learning.

The leadership by the headteacher is good. There are appropriate aims for improving performance, closely linked to the school improvement plan. Many members of the governing body are recently appointed, but are already involved in strategic planning alongside the headteacher to maintain the good progress that has recently been made. There is an adequate number of staff to teach the subjects of the National Curriculum in the appropriate accommodation. Resource provision is satisfactory for most subjects. It is good for physical education and information and communication technology, though barely adequate for art. The school uses the principles of best value effectively when purchasing goods and services.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children are happy and enjoy attending school. • Their children make good progress. • They believe the quality of teaching is good. • They are kept well informed about the progress their children make. • They are happy to approach the school if they have any problems or concerns and these are dealt with effectively. • They consider that the school is well led and managed. • The school encourages their children to achieve their best and to become more mature and responsible. 	<ul style="list-style-type: none"> • The provision of homework. • They would like more information about the progress their children make. • The ways in which the school works with parents. • The range of out-of-school activities.

There was a very good response to the parents' questionnaire. Inspection evidence supports the positive views of the parents. The negative views need to be considered in the light of the small percentage of parents who identified them as weaknesses. In response to the questions posed, fewer than 10 per cent indicated that they were less than satisfied with the school. The inspection team's judgement is that the school provides the right amount of homework, the parents have good levels of information and extra-curricular provision is good. The meeting for parents gave overwhelming support for the headteacher and the school.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The year 2000 National Curriculum tests for eleven-year-olds show that pupil's performance in:
 - English is well below the national average;
 - mathematics is below the national average;
 - science is below the national average.

When compared to pupils of similar backgrounds, pupils' performance is:

- about average in English;
- above average in mathematics and science.

Pupils have made good progress in their learning compared to their results in the Year 2 tests in 1996.

2. The year 2000 National Curriculum tests for seven-year-olds show that pupils' performance in:
 - reading is well below the national average;
 - writing is below the national average;
 - mathematics is above the national average.

Teacher assessments place pupils' attainment in science as below the national average and their speaking and listening skills well below the national average.

When compared to the performance of pupils in similar schools pupils attain levels which are:

- about average in reading;
- well above average in writing and mathematics.

3. Inspection judgements for the current Year 6 group of pupils indicate that:
 - Pupils attain standards which are below national averages in English, mathematics and science.
4. Inspection judgements for the current Year 2 group of pupils indicate that:
 - they attain standards which are below those expected for pupils of this age in English and about in line in mathematics and science;
 - their speaking and listening skills are below those expected;
 - their reading skills are below those expected nationally.
 - they attain standards below those expected for pupils of this age.
5. In the national tests for eleven-year-olds in 2000, pupils attained standards which overall were below those expected nationally. However, when the results of the tests are compared to those of pupils in similar schools, it is clear that the pupils perform well and make good progress in their learning. In the English tests too few pupils attained the appropriate levels for their age and the percentage of pupils attaining the higher level was a little over one-third that of the national figure. When these figures are compared to those achieved by pupils from similar backgrounds, the average score achieved places them about in line with the national average. There is an even more positive picture for results in mathematics and science. When compared to the national averages, pupils achieve levels below those expected nationally, but when compared to pupils in similar schools, pupils' achievements are above average. The better quality teaching and the successful introduction and implementation of the National Literacy Strategy and National Numeracy Strategy have contributed effectively to the raising of standards in the core subjects.

6. Over the past four years pupils' performance in the national tests has been variable but, overall, there is a positive trend in relation to the national figures. The improved assessment procedures and better quality teaching have made a significant impact on the standards achieved by pupils. There has been a continual improvement in standards in English and science, though there was a slight dip in mathematics both in 1998 and in the year 2000 tests. There is no evidence of differences in the performance of boys and girls over the period. A major factor in the apparent lower than average standards, is the high percentage of pupils with special educational needs in the school. The provision for these pupils is satisfactory and they achieve well in their learning. Equally, the provision for pupils with English as an additional language is very good and these pupils make very good progress in their learning. The difficulties they experience over learning a new language are reflected in the lower range of scores in the national tests. There is a higher than average rate of mobility within the school. The number of pupils joining the school at other than the nursery stage and the high percentage of those leaving the school during their primary education is reflected in the standards achieved.
7. Children enter the nursery with levels of attainment well below those expected for children of their age. The high quality of teaching they receive in the Foundation Stage, and particularly in the reception class, is a major reason for the high achievement of pupils during their early years in the school. They make good progress in their personal, social and emotional development; in their language and literacy development; in their mathematical development; in their knowledge and understanding of the world and in their creative development. They make satisfactory progress in their physical development. Children in the reception class extend their vocabulary well through the opportunities given for them to talk and listen. They begin to write, a few putting words together effectively as sentences. In mathematics many children count to five and beyond. They develop appropriate vocabulary to link to their work in mathematics, when, for example, the talk about the heaviest and lightest of a group of parcels.
8. Between the ages of five and eleven pupils achieve well in English and mathematics. There has been a special emphasis on developing the quality of pupils' writing and this has been successful. They write for a variety of purposes, including reports, stories, autobiographies and to express a personal viewpoint. The frequent opportunities given by the staff for pupils to read has effectively improved their performance. In mathematics pupils gain a greater understanding of the relationships between numbers. They learn and perform the four rules of number using up to six digits by the time they leave the school. Pupils draw and explain the properties of 2-dimensional and 3-dimensional shapes.
9. Pupils make good progress in their learning between the ages of five and eleven. Between the ages of five and seven pupils achieve well and attain standards appropriate for their age in information and communication technology, design and technology, religious education, history, geography, music and physical education. This shows good progress in developing learning since the previous inspection when standards were below those expected nationally in most subjects. The exception to this was in physical education where standards were identified as about in line with those expected for pupils of this age. There was insufficient evidence to make a judgement on standards in art.
10. Whilst in Key Stage 2 pupils continue to make good progress, particularly in Years 3 and 4. This is again the result of good teaching and a well-planned curriculum. Pupils achieve nationally expected standards in religious education, information and communication technology, design and technology, history, geography and music. They achieve above average standards in physical education. The newly acquired resources for information and communication technology, including a well-qualified technician, have made a considerable impact on the quality of teaching and learning in the subject and good progress has been made in a short time. The proportion of time spent on each subject is in line with national averages and this has impacted well on the pupils' achievements in all subjects.
11. Pupils with special educational needs make good progress in their learning as a result of the high quality teaching they receive. The special educational needs co-ordinator works effectively to identify their needs and teachers make appropriate consideration in their planning to ensure that pupils' needs are met.

12. Targets have been set for pupils in English and mathematics. These are realistic and challenging for the pupils. The tracking of pupils' performance has begun but this has had insufficient time for the school to utilise the results adequately to help future learning.
13. Since the previous inspection standards have risen at a faster rate than nationally. This is the result of higher quality teaching and the more effective use of assessment.

Pupils' attitudes, values and personal development

14. Pupils' attitudes are good and they involve themselves in the life of the school very well. They like school. The reason most often expressed for this is, "Because people are kind". This comment is significant as many pupils have experience of other schools, are travellers or refugees, and have the experience to make the comparison. Pupils feel happy and are included in the school's activities. Most pupils join enthusiastically in break time and after-school activities such as netball practice. Pupils benefit well from educational visits: after pupils in a Year 1 class visited a Synagogue, for example, they recalled and related well to, the significance of the Torah to the Jewish people.
15. The behaviour of the pupils is good overall. After Year 1 visited the Synagogue, the guide complimented them upon their good behaviour during the tour. In nearly one in five of the lessons the pupils' behaviour and attitude were very good or better and in only one lesson was it less than satisfactory. The pupils respond well to the brisk pace, a variety of teaching styles and methods within the lessons and the challenge when the subject is difficult for them. They behave very well under supervision at break times and when they gather for assemblies. However, a small minority have limited self-control and express anger or frustration when something upsets them. Sometimes they become withdrawn, or in some instances, boys resort to fighting. The staff are acutely aware of the pupils' problems and offer comfort but they do not tolerate violent behaviour. The school uses the precisely defined rules of its code of conduct to deal with bad behaviour very well. The pupils know and understand the sanctions resulting from inappropriate behaviour. They know that if they are threatened, or get involved in confrontational situations they will be treated fairly by the staff. The percentage of exclusions is similar to primary schools nationally and they are mainly for fighting amongst boys. The school involves the parents of offenders early and resolves the problems to the satisfaction of most of them.
16. Pupils make good progress in their personal development and the relationships in the school are very good. The staff treat the pupils with respect, which encourages the young people to relate to others in similar fashion. The pupils are helpful to each other and to adults, volunteering readily to perform tasks. For example, they sell apples and milk at morning break. They are also keen to help with the running of the school bank. They notice what needs to be done, such as drawing the curtains when the bright sunshine through the large windows bothers the class, and act accordingly. The pupils look after the school's property, handle equipment with care and can be trusted to use the school's new computers with minimum supervision. They co-operate in pairs and groups very well and have very good relationships between themselves, with all staff, governing body members and visitors. They are generally reluctant to speak in unfamiliar situations or on public occasions and they do not articulate their thoughts very well. A significant minority lack self-confidence as they often seek approval of adults even when they know the answer or what they should be doing. Nonetheless, they develop a measure of independence and apply their knowledge when explaining the principles of a fair test in science.
17. The pupils show a good understanding of the effect of their actions. They usually wait patiently to make their contribution to teachers' questions and listen to other pupils' contributions. Pupils demonstrate a clear understanding of moral and social issues. In a personal, social and health education lesson. Pupils in Years 5 and 6 play-acted several situations such as stealing, or friction within a family. The group members acted well and, when their presentations ended, they made succinct judgements about the feelings of those involved, and what were the right or wrong actions in the circumstances. The rest of the class followed the actions intently and when the teacher asked for further contributions they made those sensibly.

18. Attendance was well below that expected in primary schools in the last academic year but there is evidence that the attendance rate is improving this year to a satisfactory level. The school involves pupils and their parents in its efforts to improve attendance. It stresses the importance of regular attendance on the personal and academic development of pupils. The high rate of unauthorised absence reported at the time of the last inspection has been reduced below that nationally as the teachers rigorously follow-up reasons for non-attendance. Very few pupils have problems about coming to school now, and those who do, receive prompt and effective support from the headteacher and, if necessary, from the education welfare officer and the school psychologist. Pupils arrive at school on time, including the young ones in the nursery.
19. The school enables the pupils to develop good attitudes towards learning. They are made aware of the importance of good behaviour to effective learning, the value of each individual and to their own personal development. Parents support this well.
20. Pupils with special educational needs behave well in class, and where they are taught by specialist teachers their behaviour is very good and at times exemplary. Pupils stated that they feel no different to anyone else and that other children were supportive and helpful.

HOW WELL ARE PUPILS TAUGHT?

21. The quality of teaching and learning is good though there are inconsistencies between classes and age groups. Teaching is:
 - satisfactory or better in 98 per cent of lessons
 - good or better in 65 per cent.
 - very good or better in 17 per cent.

Two excellent lessons and one unsatisfactory lesson were observed. At the time of the previous inspection the quality of teaching, overall, was identified as satisfactory with about a half of the teaching for the children under the age of five and for the infants being good. A high percentage of unsatisfactory teaching was identified within the junior classes totalling 17 per cent. In the intervening period the teachers concerned have left the school and the quality of teaching has made good improvement.

22. Children in the Foundation Stage, and particularly in the reception class, receive consistently high quality teaching. In the reception class all teaching observed was of very high quality. This has a positive effect on children's learning and contributes strongly to the good progress they make in their early years at the school. Children enter the nursery with levels of attainment well below those expected for children of their age. Teachers plan activities well to develop children's learning in all areas of the Foundation Stage curriculum and the positive support given by the education care assistants, who are well informed by the teachers, helps children to progress well. The teachers and support assistants work hard to improve the behaviour of the children and are successful in doing this. The high quality relationships which exist between the children and the staff are a major contributory factor to the good progress made by the children.
23. In Key Stage 1, the quality of teaching is good with 65 per cent being good or better and no unsatisfactory lessons observed. Where the quality is at its highest, excellent and very good teaching was observed. In these lessons the teachers' planning is clear and accurate, with learning objectives identified and activities planned to achieve them successfully. In mathematics lessons, for example, the planning indicates clearly how teachers' assessment of pupils' previous work has been utilised to change the work set for them. The outstanding relationships existing between the teachers and their classes, linked closely to the teachers' high ability to manage pupils very well, permeate the teaching and result in high quality learning in these lessons. Where the teaching is good, teachers use their own good levels of knowledge in the subjects to the greatest effect. In an English lesson the teacher used challenging language in order to develop the pupils' knowledge of words and to extend their vocabulary. The fast pace identified in many lessons means that pupils are encouraged to work at an equally fast pace and thus make good progress in learning.
24. The quality of teaching is more variable within Key Stage 2. In Years 3 and 4, for example, more

than three-quarters of the teaching observed was good or better, whilst in Years 5 and 6 the percentage of good or better teaching accounts for less than fifty per cent of the total. This discrepancy is reflected in the progress the pupils make in their learning in these two age groups. In the mixed Year 3 and Year 4 classes progress is invariably good, though it is less consistent for the older pupils. Where the highest quality teaching was observed, the teachers enjoyed very good relationships with their pupils and maintained high expectations of discipline and work from them thus ensuring good progress made in learning. In a history lesson for Year 3 and Year 4 pupils, for example, the teacher shared with them at the outset of the lesson what it was she wanted them to learn and the good use of discussion and questions led the pupils to achieve well. The very small percentage of unsatisfactory teaching observed in a Year 5 and Year 6 class was because of the teacher's inability to control a lively class effectively in a science lesson coupled with a lack of adequate planning. This resulted in a slow pace to the lesson and insufficient progress was made.

25. The National Literacy Strategy and National Numeracy Strategy have been implemented well and this has had a positive impact on standards throughout the school. The teachers have good knowledge and understanding of the strategies and the quality of teaching is reflected accordingly. Throughout the school, the quality of teaching in literacy is consistently high. In all except one lesson the teaching was at least good and in two out of seven lessons at Key Stage 2 it was very good. The high quality of teaching has meant that standards in English have risen well in relation to both the national average and to those in similar schools. This pattern is reflected in numeracy. Since the previous inspection the effects of high quality teaching in numeracy lessons has raised standards very well.
26. The quality of teaching in all subjects is at least satisfactory and often good in both key stages. It is good in English, mathematics, history, physical education and for children under the age of five. Satisfactory teaching occurs in science, religious education, and information and communication technology. There were insufficient opportunities to observe lessons and to make reliable judgements on the quality of teaching in art and design, geography, music and technology.
27. The teachers maintain high levels of discipline and manage pupils well. This results in very good behaviour in lessons and at least satisfactory progress being made in learning. In a significant minority of lessons the progress made by pupils is good. There is a clear policy for behaviour management of which the pupils are aware. The teachers implement it consistently and fairly. The day-to-day assessment of pupils' work is satisfactory. Teachers mark pupils' work regularly, though the quality of marking is variable. At its best it gives clear indications to the pupils of how they can improve their performance, but too often there are limited developmental points identified within the marking. The results are not always used to best effect by teachers when they plan subsequent work for their pupils. Most teachers use homework effectively to support the learning undertaken in class, though there are inconsistencies across the school. Pupils are keen to take their work home to share with their parents and when this is done their learning shows sign of improvement.
28. The quality of teaching for pupils with special educational needs is good. Almost one-third of all pupils in the school has special educational needs. These pupils are taught mostly in classrooms along with other pupils. Teachers use a satisfactory range of resources including information and communication technology to help with word-processing. The teachers are aware of the needs of this group of pupils and plan their lessons to take this into account. The details on the individual education plans, however, are often too generic and do not identify the specific needs of the individual but tend to concentrate on the needs of groups of pupils. The teachers make very good use of the trained teaching assistants to support pupils through the lessons so that they have access to the full curriculum. The teaching assistants make a significant contribution to the good progress pupils make. Pupils with English as an additional language are well catered for and make very good progress in their learning. This is because of the planning for their needs and the very good support they receive from specialist education care assistants.

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

29. The school provides a broad range of worthwhile opportunities for its pupils through a varied, and, at times, stimulating curriculum, which is supported and enriched by extra activities, educational visits and visitors to the school. This good learning environment influences the improving levels of attainment. Appropriate amounts of time are being given to each subject. The school caters well for pupils with special educational needs and very well for those pupils with English as a second language. This situation is an improvement on that found at the previous inspection. All three key issues from then have been successfully addressed. Curriculum provision, primarily in English, mathematics and science, and especially in Key Stage 1, and Years 3 and 4, is beginning to be based on what pupils know and can do. Based on nationally agreed guidelines, appropriate schemes of work have been established for all subjects. Previously there was a lack of coherent planning, because of the absence of schemes of work for the whole curriculum. Consequently, pupils now receive a balanced and relevant curriculum.
30. The school has successfully introduced the National Strategies for Literacy and Numeracy. Teachers have undertaken a programme of training and the school has bought good quality resources.
31. The school meets statutory requirements in all National Curriculum subjects and the locally Agreed Syllabus for Religious Education. A policy and scheme of work for personal, social and health education are soundly followed within lessons where pupils all sit quietly and discuss their work with the teacher. There are appropriate policies for sex and drugs education. The time allocated to assemblies is justified by the positive impact that the quality of these assemblies has on the attitudes of the majority of the pupils towards the school, and on their behaviour and personal development. This was well exemplified in all the assemblies taken by the headteacher during the week
32. In the numeracy and literacy lessons, in Key Stage 1 and in Years 3 and 4 work is planned to meet the differing needs of pupils. This is achieved by the gathering together of test results and teachers' observations. The practice of collecting examples of pupils' work and relating them to the levels of the National Curriculum has not yet been fully established. The school's timetable is structured so that the core subjects, of English, mathematics and science are taught at different times of the day. This has a positive effect on the efficient use of support staff. For example, those pupils with special educational needs receive a full entitlement to the curriculum. Pupils with English as an additional language also receive very good support and make very good progress in their learning. Consequently, all pupils have equality of access and opportunity to the curriculum. This aim for inclusiveness is inherent in all school policies.
33. Planning of the curriculum is based on all teachers using similar medium- and long-term planning. The long-term planning for each non-core subject identifies skills development within the subject. This has a positive impact on the teaching and learning. The meetings held for each double year group, and the input subject co-ordinators have in staff meetings, further enhance planning. Teachers discuss the work undertaken, the plans for the coming week, and the individual achievements of pupils. Parents are not given a list of the topics to be covered each term. There is a homework policy and pupils undertake homework tasks regularly, primarily in Key Stage 2. There is evidence that where the school is beginning to teach skills well in one subject, pupils have opportunities to extend this learning to other subjects. Displays around the school indicate a wide variety of subjects being successfully interrelated to help develop pupils' knowledge and skills across the curriculum. For example, a study of the shapes turned into pictures in Year 1 and the four-quadrant co-ordinate pictures in computer generated graph form produced by pupils in Year 6. A further good example of this is the use of computers to aid presentation of materials in the Year 2 toy museum. This approach to teaching ensures that subjects are beginning to be interrelated in such a meaningful way, that it leads to the beneficial development of pupils' knowledge, skills and understanding across the whole curriculum.

34. The curriculum is further enhanced by the good provision of extra-curricular activities, the educational visits undertaken throughout the year, the links with the community and the number of visiting speakers to the school. Primarily, clubs are for pupils in Key Stage 2, and there are a large numbers of pupils involved. Activities include football, netball, cricket, fitness, drama, and recorders. Pupils in Key Stage 1 attend an activities club. Visits that purposefully and beneficially support the curriculum are undertaken termly. These range from visiting the local houses of interest, such as Pickford House, in Key Stage 1, to places further afield, such as Eden Camp and Haddon Hall in Key Stage 2. Pupils have good links with the local church, and visit a synagogue and a Hindu temple. Visitors to school are well utilised to help support the curriculum in an imaginative and highly effective way. This is well exemplified by the visit of a Jewess, to talk about Judaism to the pupils in Year 1. During the inspection week, there were a limited number of parents assisting in school. The school has constructive links with the schools nearby. Pupils move to several secondary schools at the age of eleven. The school has established good links with all of these. Pupils in Year 6 visit these schools prior to making their selection. This supports pupils well in making a smooth transition to these schools.
35. Provision for pupils' spiritual, moral, social, and cultural development is good. There has been an improvement since the previous report in the areas of spiritual and cultural development. Pupils' spiritual development is satisfactory. The school promotes self-awareness and friendship very well through strongly developing attitudes of caring, sharing, respect and tolerance. Through whole-school assemblies, which are broadly Christian with an insight into other religions, the school promotes a satisfactory sense of spirituality. When the school comes together for these assemblies, there is a sense of occasion and an attempt at promoting spirituality. There is time for personal reflection, using prayers. Music is not played as pupils come into assembly. There is a policy for collective worship and for spiritual, moral, social and cultural development. Spirituality in other areas of the curriculum is not well developed. Like the assembly, there are lost opportunities in music and in other subjects such as art and English, to promote spirituality fully. Currently, the teaching styles, although good in content, do not promote regular opportunities for imagination and wonder. This was evident on many occasions.
36. Pupils' moral development is very good. Teachers and pupils treat each other with mutual respect, kindness, and care. The pupils understand and respect the class rules and the school's behaviour code, that help to encourage a sense of right and wrong. Teachers implement this consistently and with appropriate use of praise. Misbehaviour is dealt with by asking pupils to reflect on their actions. Problems are dealt with quickly at the earliest stages, sometimes with the active support of parents. Moral values are evident in all aspects of the school's work. Pupils have a sense of pride in their school, and the tidiness and lack of graffiti in school exemplify this. Moral development in the school allows pupils to take full responsibility for their own actions as they develop. The previously very good moral principles found in the school have been maintained.
37. Pupils' social development is very good. The very good working relationships and keen social awareness apparent in the school, at the time of the previous report, have been maintained. Pupils are strongly encouraged to take responsibility for themselves and others. They are building up their self-esteem and self-identity in all aspects of school life. Teachers promote and encourage collaboration. Pupils are given specific responsibilities which they fulfil successfully and with genuine pleasure. These range from taking registers to the office to working on the computers at lunchtime. Pupils respond well when encouraged to help each other either in groups, or in pairs. They do so effectively and with care. They are respectful and listen attentively to each other in class. They are helpful and courteous to visitors. Pupils have a developing understanding of citizenship. Staff are to be trained in this area of the curriculum, and a school's council is planned. Personal and social education are taught soundly through discussion, which promotes social skills in a constructive and supportive way. These skills are further developed through the extensive range of school visits. Pupils are involved in charity fund raising. Further to this, strong links with the community have been developed. This was well illustrated in Year 2 when a number of members of the local community were shown around their toy museum. When questioned, parents agreed or strongly agreed that the school's values and attitudes have a positive effect on pupils.
38. There is a very good range of extra-curricular activities through the varied and extensive range of

school visits, cultural activities, and contact with a number of visitors to the school. Visits vary, but their main purpose is to support learning and enrich the pupils' curriculum. Cultural achievements in their own community are recognised and celebrated. As a result, this means that an understanding of the pupils' own culture is developing satisfactorily. The teaching of art, music, history, and geography has yet to include this fully to make a beneficial contribution to the pupils' experience of cultural wealth. Currently, in the Year 2 area, there is an excellent historical display about toys past and present that is evocative and extremely beneficial as an educational resource. Multi-cultural education is promoted well because there is an adequate range of multi-cultural books and supportive artefacts in school. Festivals of Christian and other faiths are celebrated, with visits to Synagogues and Temples. Overall provision for cultural development is, therefore, satisfactory. Celebration of their own culture, and of other cultures, has developed well since the previous inspection.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

39. The school makes good provision for the safety and welfare of its pupils. Each pupil is well known by most staff, including the headteacher. The teacher responsible for the day-to-day supervision of child protection is well trained in her duties and she is experienced in her dealings with outside agencies. The school complies with the area child protection committee's recommended guidelines and ensures that staff are aware of their responsibilities in being observant of possible signs of maltreatment. Attention to health and safety by the staff is good. They comply with safe working procedures; in a science lesson the pupils were provided with, and wore, rubber gloves when handling soil for examination under the microscope. The school has an effective system and trained personnel to deal with, and notify parents of, accidents. The site manager takes care of rectifying any day-to-day problems and the governing body regularly considers health and safety matters.
40. The school has good measures for monitoring and improving attendance. It regularly monitors short- and long-term attendance patterns and rewards pupils with good attendance records. In addition to certificates it provides small gifts for good attendance for certain weeks and makes sure pupils know about these and can compete for them. The school works closely with the education welfare officer and the school psychologist if a pupil has attendance problems. The school has successfully reduced lateness by pointing out to parents the distraction it causes to their children's learning.
41. Promoting good behaviour is high on the school's priority to ensure pupils can learn without disruption. The school's code of conduct is clear, positive and simple, and is easily understood by all. The staff work hard, effectively and consistently implementing the rules. The pupils regard them as fair. Pupils know the rules well, including the rewards for good behaviour and sanctions for inappropriate behaviour. There is a policy of openness. Bullying or harassment of any kind is explicitly not tolerated. The headteacher regularly informs parents through the newsletter of instances, detailing the type of offence and number of pupils involved. The effectiveness of the school's policy is most clearly indicated by the feeling of security of the significant number of pupils who transfer here from other schools or who are refugees.
42. The school supports the pupils' academic and personal development well. The teachers have good records of the pupils' academic achievements in English, mathematics and science for all age groups and review the targets for them regularly, though these are not necessarily known or understood by the pupils. Each class has four or five group targets, which the pupils formulate themselves. These are generic but regarded by the class as important to them. An example in a Year 5 and 6 class is, "Get along together and help one another". Pupils in Years 5 and 6 have started setting personal targets for themselves but they are not yet fully familiar with the concept.
43. Pupils' personal development is boosted by the various systems of encouragement the school uses. The award of good work certificates at the Monday school assembly is one such method. The demonstration of why the work is good in the assembly heightens the self-confidence and self-esteem of the pupils, which are enhanced by the genuine appreciation of other pupils. Furthermore, the work is exhibited near the dining area for the rest of the week, then for another week near the main entrance for all to see. The school partners a tertiary college to start widening

the pupils' personal horizons in terms of skills they can acquire which may help them with job opportunities later in their life. They visit the college to learn about these for a number of afternoons and are awarded the "young achievers certificate". "Booster" classes have been introduced to increase the knowledge of the pupils who are weak in a subject, for example, in mathematics. The "study support" in association with Derby City Football Club provides yet another way of developing the potential of pupils. Derby Playhouse staff run ten weeks' extra-curricular drama courses each term for the pupils in order to increase their public speaking and expressive abilities. The pupils take up these opportunities in significant numbers. The paired reading scheme where older pupils, particularly boys, help and encourage younger ones with reading, sets a good example to the younger pupils.

44. Procedures for supporting good behaviour and eliminating oppressive behaviour are very good. Pupils receive good support in their personal development with a good level of guidance which has a positive effect on pupils' learning and thus on standards. Since the previous inspection the school has consolidated the feeling of pupils of being safe and cared for by the committed staff, with the highly visible support of the headteacher. The school's care for its pupils makes a good contribution to their quality of life.
45. A range of commercial and national test data and class assessments is used to identify higher and lower achievers. Despite this, pupils throughout the school are often set tasks that do not match their levels of attainment. This is particularly noticeable in Year 5 and 6 mathematics lessons. The introductory mental mathematics session and the questions asked by the teacher, are matched appropriately, but the main part of the lessons do not match the individual needs of pupils. This is due primarily, to the school's approach to teaching mathematics, which is based on entitlement rather than attainment. Also there are insufficient extension tasks provided in literacy and numeracy that fully challenge the higher-attaining pupils. Information from assessments is used satisfactorily throughout the school to group pupils by ability for English and mathematics. The school also uses the information to predict National Curriculum levels of achievement for pupils and to make decisions about where extra support will be targeted to raise achievement in literacy and numeracy. However, the school recognises that these systems have yet to be fully developed and refined, both to evaluate the performance of individual pupils and set targets for them, so that they can be more fully involved in their own learning. Assessment procedures have been developed for the entire curriculum. These procedures involve teachers' evaluation of the work covered and recording these observations on the teachers' planning sheets. Once more a key issue is gradually being addressed. There is a compilation of pupils' work during the year, but it does not appear to be moderated against National Curriculum levels. Assessment is undertaken as the need arises for individuals and differing attainment groups. The results of these different systems are satisfactorily used to indicate those pupils that have achieved well and those who have underachieved. These evaluations are then used effectively to inform future planning, especially in English and mathematics when sets are established and reviewed. The continued development of this approach has gone a long way towards addressing a previous key issue.
46. The procedures for the assessment of pupils with special educational needs and the monitoring of their progress are good. The school provides satisfactory care and support for pupils with special educational needs. The teaching assistants and teachers provide daily support in the classrooms to ensure that pupils understand what is asked of them and to provide support if needed so that they are not hampered in their work.
47. Procedures for monitoring and supporting pupils' personal development are good. There is sufficient emphasis on developing pupils' independent learning skills, for example, when using computers at lunchtime to support and extend learning and in the use of the Intranet in history.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

48. Parents have positive views of the school. They hold the school in high esteem. The vast majority like what the school does for their children, and only very few suggest otherwise. The inspection evidence supports the majority view.

49. The school works hard to build effective links with the parents; these are good and show good improvement since the previous inspection. There are three consultation evenings for parents when they can discuss their children's achievement and progress with the teachers. These are supplemented by meetings for parents to introduce new initiatives, such as the introduction of the National Numeracy Strategy. Furthermore, the school operates an "open door" policy for parents. The teachers, the senior members of staff and governors make themselves available during the school day or at a short notice. Parents' involvement in the school is encouraged through the family literacy programme which involves parents helping their children at home to practise commonly mis-spelt words.
50. The parents' contribution to their children's learning at school and at home is satisfactory, similar to that at the last inspection. Though many read regularly with their children at home in the lower and middle years, few actually help in the school regularly. Few attend the meetings organised, where they could help the school to move forward by contributing their ideas on how to improve standards of education further or how to obtain the best value for money to benefit their children. Nevertheless, they ensure their children participate in educational visits, including the residential visit. They also contribute generously to school funds at Christmas time and other fund raising occasions, though these are organised in the main by the supervisors and educational care officers, as there is no formal association for parents.
51. The school has consolidated its record of providing good quality information for the parents since the last inspection. The regular monthly newsletter informs parents of planned events, improvements in the school's equipment and seeks the parents' co-operation. Examples of these are the book fair, the computer suite coming on stream and requesting the wearing of the school uniform for which parents had recently voted. Other notes provide information which may be specific for the whole school or affecting a particular group of pupils; these include the Blue Peter stamp appeal and requests for permission for children to participate in the study support provided by Derby County Football Club. Additionally, a number of booklets help parents to understand what their children learn: "Starting School" is information about the curriculum; "Learning Together" explains how adults can help children learn; "Learning Number" is about how number work can be fun. End-of-year reports to parents on their children's attainment and progress are generally very good and informative, though the quality of reporting across the school is inconsistent.
52. Partnership between the parents and the school is good and this is reflected in the positive views the parents have of the school. The school's efforts to strengthen its partnership with parents make a significant contribution to the pupils' interest in the school and learning.
53. Although the school reviews learning targets for pupils with special educational needs at least termly, not all parents are fully involved with target setting or helping their children to make the best progress.

HOW WELL IS THE SCHOOL LED AND MANAGED?

54. The leadership and management are good. In its previous inspection, the school was judged to have serious weaknesses. Since 1998, significant improvements have been made in relation to all the main weaknesses that were identified. The major factor in achieving this success is the effective and dedicated leadership of the headteacher. He has acted decisively to effect improvements, whilst retaining an open style of management which enables the contributions of all members of the staff team to be valued. He has successfully combined attention to the pastoral care of pupils with a drive to raise standards of achievement, notably in literacy and numeracy. As a result, pupils feel secure and approach new learning confidently. Although standards in the current Year 6 cohort are low, there is a trend towards steady improvement in results in literacy and numeracy. Standards lower in the school indicate that the improvement is likely to continue into future years. The rest of the senior management team, comprising the deputy head, the English co-ordinator and the special educational needs co-ordinator, provide able and committed support. The school is well placed for further improvement.
55. The good blend of personal, social and academic aims is reflected in the work of the school. For example, all staff aim to provide a secure, happy and stimulating environment, valuing all pupils

and promoting their self-esteem. The school is right to emphasise this social inclusion as a pre-requisite for successful learning. However, it has developed further aims since the last inspection to ensure all pupils work to fulfil their potential and achieve higher standards. These aims are increasingly realised in practice, particularly in literacy and numeracy, but sufficient emphasis upon high standards is not evident in art and design and design and technology.

56. The school has concentrated in recent years on improving pupils' attainment in English, mathematics and science. The National Numeracy and Literacy Strategies have been implemented as a means of raising standards. All three subjects benefit from efficient and effective co-ordination by the subject managers. They have had the opportunity to examine the staff's planning and teaching. However, the scrutiny of pupils' work examined in termly meetings is not comprehensive enough to give each co-ordinator precise information about the attainment levels in each age group, or to indicate how the process of planning and teaching has influenced pupils' learning.
57. The school is aware that the involvement of subject leaders needs to be extended in many other areas of the curriculum. It is making arrangements for other co-ordinators to have time to monitor their subjects. In many instances, they have insufficient knowledge of the way their subject is taught or the standards pupils achieve. They have few opportunities to use their own expertise to influence the teaching and learning in other classes. In most subjects, relatively new national guidance documents form the basis of the scheme of work. Plans are in place to review the use of these schemes at the end of the current academic year, but co-ordinators have insufficient time for thorough evaluation. In art and design and in design and technology, long-term planning of the curriculum is incomplete. The subject co-ordinators for these two subjects are teachers new to the school and have not yet fully assumed their role as co-ordinator.
58. There has been a significant improvement in the contribution the governing body makes in steering the direction of the school. It fulfils its statutory responsibilities diligently and has an increasing understanding of the strengths of the school and areas in which it needs to develop. The governors are strongly supportive of the school and its staff. Since the previous inspection the number of governors has increased and most are relatively new. Good use is made of the expertise of individual governors and they show high levels of commitment to the school, evidenced, for example, in their willingness to give their time generously. Where necessary, they have employed external advisers to provide additional expertise. The committee structure has been revised and now provides efficient monitoring of most aspects of the school's work. However, direct monitoring of teaching and learning is insufficiently broad, being confined at present to literacy and numeracy. In many other areas of school life, the governing body is becoming increasingly effective in monitoring performance and asking pertinent questions to form its own views of strengths and weaknesses. For example, it took an active part, alongside the headteacher, in examining the school's administrative and clerical arrangements. This led to a restructuring of posts and new appointments, resulting in the capable and efficient office administration now in place.
59. The school's improvement plan indicates that the school knows what is needed to raise standards and is taking appropriate action towards this end. The ambitious plan includes comprehensive details of action to be taken in the current academic year and an outline of plans for the following two years. For the current year, most priorities derive from the last inspection report. There is a strong emphasis on raising attainment in English, mathematics, science and information and communication technology. Other priorities include work to ensure good coverage of all areas of the curriculum, with schemes of work fully in place by July 2001. This is an appropriate precursor to more comprehensive work on the non-core subjects in the following two years. There is also attention to existing strengths of the school, such as the further improvement of the pastoral care of pupils and of links with the community. The plan represents the priorities the headteacher, in consultation with all his staff, has identified to be those essential to help the school improve. As most governors are new, their contribution to the plan has been relatively minor, although they have been consulted and have made modifications. Similarly, there has yet been little direct input from parents and pupils.
60. There is an appropriate number of teachers to meet the demands of the curriculum. Teachers with posts carrying greater degrees of responsibility are highly experienced and know the school and its surrounding community well. There is a good balance between experienced and more

recently trained teachers. The headteacher is the only male teacher. The range of expertise is good and this enables all subjects to be co-ordinated by teachers with appropriate skills.

61. The management of special educational needs is satisfactory. Individual education plans are monitored regularly and the special educational needs co-ordinator (SENCO) provides useful help and support to staff when they require it in setting new learning targets and in using appropriate resources in the classroom. There is good liaison between the school and local education authority's support services.
62. A strong feature of the school is the way in which all members of the staff team are equally valued, make significant contributions to promote the aims of the school and give mutual support. There is a good number of well-trained support staff, including those employed to support pupils with special educational needs and with English as an additional language. These staff work in close partnership with teachers and are effective in helping to meet the needs of individuals and groups of pupils. The staff, from kitchen assistants and cleaners to administrative staff, are committed to the welfare of the pupils and the success of the school and carry out their duties efficiently. There are suitable arrangements to train and support staff who are new to the school. A qualified technician/librarian has recently been appointed to oversee the school's information and communication technology equipment. This is proving to be an efficient way of ensuring computers work well and that teaching time is not lost through machines not working. A staff development plan addresses the training needs of existing staff. The new performance management arrangements for teaching staff have been implemented.
63. The accommodation is adequate to fulfil all the requirements of the National Curriculum apart from swimming lessons which take place off site. The open-plan accommodation is used well and most pupils and teachers have adapted fully to adjacent classes. Occasionally, a noisy neighbouring activity impinges upon a class working quietly and the learning of pupils with limited concentration is adversely affected. There is a secure play area for children in the Foundation Stage and adequate outdoor space for other pupils at playtime. The dining room is small so that some pupils have to eat in the hall, limiting its use for other purposes at this time of day. A computer suite has been installed in the former library, providing enough space to accommodate a whole class. However, the relocated library is rather small and not well suited to pupils working independently on research topics. Two attractive central courtyards are available for environmental studies and other activities. All classrooms and shared areas are enhanced by high quality displays although not many of these invite interactive participation. A community suite with independent access from outside is well used throughout the week. The whole building is fully accessible for pupils or adults with physical disabilities. The good use made of the available accommodation is effective in supporting teaching and learning.
64. There are adequate resources for most subject areas. The majority are accessible to staff and pupils and are used well to enhance teaching and learning. Resources for information and communication technology are particularly good, with plenty of computers in classrooms as well as in the computer suite, enabling pupils to practise skills as they use the machines in a range of subjects. Resources for science and physical education are also good, but those for art give insufficient opportunity for pupils to experience a wide range of two- and three-dimensional media. Good use is made of the locality as pupils visit places of interest.
65. Day-to-day administration is efficient, enabling teachers to concentrate on their primary functions without distraction. A recent audit confirms that office systems are run correctly and efficiently. The recommendations made by the auditors were generally of a minor nature. Financial planning is good and well linked to the school's objectives as stated in the school's improvement plan. Additional grants are used appropriately for their designated purposes. The finance committee of the governors meets frequently and has a very good oversight of the details of the school's finances. Increasingly it is using best value principles to ensure money is spent well. For example, the committee played an important part in effecting the rapid and successful installation of computers in the new suite, a result of their careful planning and preparation in finding the correct hardware and their good decision to employ a technician to carry out its installation.
66. In view of the quality of education provided, the standards achieved and the effectiveness with which resources are used, the school gives good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

67. The governing body, headteacher and staff should now:

- improve pupils' performance in relation to the national average in English at both key stages and in mathematics and science at Key Stage 2 by:
 - maintaining the high levels of good teaching and improving the less successful;
 - using the results of assessment more effectively to develop learning through more specific planning;
 - raising teachers' expectations of the highest-attaining pupils and challenging them further in their work;
 - developing the existing arrangements for target setting for individual pupils rather than for groups of pupils;
 - developing further the role of the co-ordinators in monitoring the teaching and learning in their subjects.
 - (see paragraph numbers: 1-6, 85-90, 94-98, 105-107)
- The governors may also wish to include the following points in their action plan:
 - a) fully implement the existing very good systems for monitoring attendance to raise levels of attendance still further;
(see paragraph number: 18)
 - b) make the targets on pupils' individual education plans more specific to the pupils' needs.
(see paragraph number: 28)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	55
Number of discussions with staff, governors, other adults and pupils	36

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
4	13	49	33	2		

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR– Year 6
Number of pupils on the school's roll (FTE for part-time pupils)	39	286
Number of full-time pupils known to be eligible for free school meals	0	180

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	6
Number of pupils on the school's special educational needs register	6	99

English as an additional language	No of pupils
Number of pupils with English as an additional language	17

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	79
Pupils who left the school other than at the usual time of leaving	66

Attendance

Authorised absence

	%
School data	7.8
National comparative data	5.2

Unauthorised absence

	%
School data	0.2
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	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	24	27	51

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	17	19	20
	Girls	23	26	22
	Total	40	45	42
Percentage of pupils at NC level 2 or above	School	78 (60)	88 (71)	82 (60)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	10	19	20
	Girls	18	23	24
	Total	28	42	44
Percentage of pupils at NC level 2 or above	School	55 (60)	82 (71)	86 (53)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2000	26	23	49

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	16	19
	Girls	12	14	17
	Total	25	30	36
Percentage of pupils at NC level 4 or above	School	51 (43)	61 (69)	73 (81)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	N/a	N/a	N/a
	Girls	N/a	N/a	N/a
	Total	N/a	N/a	N/a
Percentage of pupils at NC level 4 or above	School	N/a (60)	N/a (67)	N/a (83)
	National	70 (68)	72 (69)	80 (75)

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	7
Indian	2
Pakistani	0
Bangladeshi	0
Chinese	0
White	277
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	4	1
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	14
Number of pupils per qualified teacher	20.42
Average class size	25.99

Education support staff: YR – Year 6

Total number of education support staff	9
Total aggregate hours worked per week	285

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	39

Total number of education support staff	2
Total aggregate hours worked per week	65

Number of pupils per FTE adult	13
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FTE means full-time equivalent.

Financial information

Financial year	1999-2000
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	£
Total income	611525
Total expenditure	629066
Expenditure per pupil	1668
Balance brought forward from previous year	26736
Balance carried forward to next year	9195

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	325
Number of questionnaires returned	135

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	76	20	1	2	1
My child is making good progress in school.	75	22	1	1	1
Behaviour in the school is good.	64	29	5	2	0
My child gets the right amount of work to do at home.	60	28	8	1	3
The teaching is good.	81	17	2	0	0
I am kept well informed about how my child is getting on.	66	25	8	1	1
I would feel comfortable about approaching the school with questions or a problem.	81	16	2	1	0
The school expects my child to work hard and achieve his or her best.	73	25	1	1	0
The school works closely with parents.	64	25	5	4	1
The school is well led and managed.	75	20	2	2	1
The school is helping my child become mature and responsible.	70	26	2	1	1
The school provides an interesting range of activities outside lessons.	58	28	5	1	8

Summary of parents' and carers' responses

Over 40 per cent of parents returned the questionnaire. This is a good indication of the strong support they give to the school. Almost all the responses expressed positive views held by the parents in favour of the school. There was no question where the positive response was less than 90 per cent of the returned questionnaires. This is exceptional. The few areas where parents indicated minor dissatisfaction related to the amount of homework given to their children; the ways in which the school works with parents; how well they are kept informed about their children's progress and the range of after-school activities. Inspection evidence supports the views expressed by the majority of parents. The amount of homework is appropriate for the age of pupils, the information and opportunities for parents to discuss their children's work is good and the school enjoys close relationships with parents. Extra-curricular provision is good.

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

68. Children start part-time in the nursery after their third birthday when a place becomes available. They move on to a full-time education no later than the term before their fifth birthday when they transfer to the reception class. Children can, therefore, spend up to five terms in the nursery and between one and three terms in the reception class. At the time of the inspection, the nursery was fully subscribed with 39 children attending each session, of whom 17 were full-time and 44 part-time. There is suitable accommodation for these children and the class is staffed by an experienced nursery teacher and two qualified nursery nurses.
69. The number of children in the reception age group is currently lower than usual and all 23 are accommodated in a single class. This is adjacent to the nursery, enabling some interchange of children for particular activities. There is ample space for these children. Good use is made of the nursery's outdoor play space, although there is no direct access to it from the reception classroom. Most of these children have already attended the nursery class. There is one full-time reception teacher supported by a classroom assistant.
70. Arrangements for the introduction of children to both nursery and reception classes are very good. There is a "Community Morning" in the nursery each Wednesday, when parents are welcomed with their younger children. In this way many children become familiar with the nursery environment, sometimes from the baby stage. Once a place becomes available, there is a programme of home visits and as many visits to the nursery as are felt to be necessary before the child starts school. Nursery children become familiar with the reception staff in many ways. Older children who attend full-time spend a part of the daily literacy lesson with the reception children when they are ready to do so. They meet the staff when reception children share their play area. There are many joint visits and activities for the two classes.
71. The quality of teaching for children in the Foundation Stage is a significant strength of the school. Overall it is good across all six areas of learning, with occasional very good or even excellent features. In both classes, the management and control of children is very good. All staff are caring and friendly but have high expectations of good behaviour. This enables children to settle quickly in a secure environment and to know that their efforts are valued. In the nursery the teaching is good. The staff work well as a team and strive to extend children's vocabulary. They succeed in making learning an exciting experience. Teaching in the reception class is characterised by the effective teaching of basic skills and a brisk and lively pace coupled with warm and enthusiastic encouragement, challenging all children to high levels of effort. There are few weaker elements in the teaching in either class, but just occasionally support staff are under-used.
72. Staff observe children closely to assess their levels of attainment in all the areas of learning. They use these assessments to adjust their future planning as necessary. Assessments carried out when children first arrive in the nursery indicate their levels of attainment are well below those expected for their age, particularly in the areas of communication, language and literacy and knowledge and understanding of the world. This was also the case at the time of the previous inspection, when the curriculum was described as satisfactory but with creative provision underdeveloped. There has been good progress in improving this area of provision and the overall curriculum is now good. At the last inspection, children made satisfactory progress, but good progress in language and literacy and in knowledge and understanding of the world. Children now make satisfactory progress in their physical development and good progress in all other areas.

Personal, social and emotional development

73. There is good provision for this area of learning. There is a well-structured timetable in both classrooms so that children feel secure in a stable and caring environment. Children are taught what is right and wrong and there are clear expectations of good behaviour but any lapses in behaviour are treated with gentle compassion. Children are encouraged to be polite to each other

and to adults. There are good opportunities for children to learn to play with others and to share fairly. For example, some of the outdoor wheeled vehicles are designed for more than one child to use and the children take turns sensibly. For part of each day, children choose their own activities from a limited range. They are encouraged to be responsible by helping to clear up after a period of activity.

74. As a result of this good provision, children make good progress and most are on course to meet the early learning goals in this area. In the nursery, a significant minority of children lack the confidence to use their limited speaking skills even to other children. On occasions, a few become tearful and exhibit high levels of dependency on the adults present. By the end of the reception year, however, levels of confidence have risen and children co-operate well with others. Although pupils' attention and concentration levels remain relatively low, children become enthusiastic participants as a result of the lively teaching they receive. This enthusiasm occasionally leads older children to shout answers out of turn, but in all other respects their behaviour is very good.

Communication, language and literacy

75. There is a strong emphasis on this important area of learning because many children's attainment is very low when they arrive in the nursery. All staff spend a lot of time talking to and questioning children with the aim of extending their vocabulary and helping them to speak in more than single word answers. There are many resources and activities that encourage conversation. Children are introduced to 'big books' to enable them to understand that print carries meaning. However, there is scope for further labelling in the nursery to give additional emphasis to the importance of the written word. In the reception class there is a full "Literacy Hour" each day. Children enjoy a good variety of games and activities, all taking place at a suitable pace to retain children's interest and enthusiasm. There is usually a break for outside play before the final plenary session. This helps to keep children fresh and attentive for this part of the lesson. The higher-attaining and older nursery children join the reception class for the beginning of each Literacy Hour.
76. When they arrive in the nursery, many children speak only a few words and sometimes no recognisable words at all. Progress is good through the two classes, although most children are unlikely to achieve all the early learning goals in this area by the end of the reception year. The youngest nursery children respond only briefly to questions such as 'What do you think is under the flap?' and lack the confidence and skills to explain the reason for their answer. Older nursery children occasionally use more complex sentence structures. For example, one child pointed out to another that, "If you don't have legs, you can't walk". These children mostly recognise their own name in print. This progress continues through the reception year, but many children still lose concentration easily and do not listen attentively. Assessment at the beginning of the reception year indicates that children remain well below expectations in speaking and listening skills. Reception children make great strides forward in the processes of reading and writing. By the end of the year, most know all the letter sounds and names though fewer spell simple three-letter words and write their own names unaided. Children with English as an additional language are well supported in both classes and make very good progress. Much labelling around the classroom is in these children's first language as well as English.

Mathematical development

77. There are ample opportunities for children to sort, match and count objects. In the nursery, children count name cards together to see how many are present. They learn to recognise 'important' numbers by counting in whispers, with multiples of five or ten spoken more loudly. Action songs and games help children to count and to recognise written numbers. In the reception class, the daily numeracy lesson provides good opportunities for a wide range of mathematical activities. For example, pupils learn to order by weight as they try to find something heavier or lighter than the object chosen by the teacher.
78. There is good progress in this area of learning and most children are on course to meet, and even occasionally to exceed, the early learning goals. Many nursery children count to five, although the principle of one-to-one correspondence is often not established so they make mistakes when counting actual objects. Assessment, carried out as they begin the reception year, indicates

lower attainment in the acquisition of mathematical vocabulary than in sorting and counting. This is because children have weak overall language skills. Nevertheless, most reception children understand concepts such as 'heavier' or 'heaviest'. Older children in this age group count and recognise numbers up to ten and often beyond, whereas newer entrants count only up to five accurately.

Knowledge and understanding of the world

79. Provision for this area of learning is very good, particularly in the nursery. It is recognised that many children have restricted experiences of the world around them, especially of that beyond the television set or video player. Staff in the Foundation Stage seek to provide a wide range of first-hand experiences on a regular basis. Much of this occurs on Wednesday afternoons, when the classes join to take part in activities that often take them outside the school. For example, during the inspection week, both classes spent the afternoon in the country. Visits to more local places of interest, such as the river or park, are frequently undertaken. The programme of topics within the classroom gives children a sound understanding of animals and their habitats or of people who help them. Skilled visitors, including parents, add to their knowledge. For example, children learnt how brick walls are constructed and built their own walls using miniature bricks and mortar. There are interesting natural objects to examine, but there is scope to provide further opportunities for children to investigate independently. In both classes, children have plenty of time to work on computers. The outside area is available for children to explore the effects of the changing seasons.
80. Children make good progress as a result of this extensive provision and are likely to attain most of the early learning goals in this area of the curriculum. Through studying animal habitats, nursery children know the names of many animals living underground and of farm animals. Their visit to the country led to animated discussion which extended the learning of all children effectively. These children work on the computer confidently when supported by an adult. By the end of the reception year, they handle the 'mouse' competently and are beginning to recognise letters on the keyboard. Children distinguish between natural and man-made objects and are beginning to use computers to support their work in science as they choose clothing to dress a teddy appropriately for winter.

Physical development

81. There is appropriate provision for this area of learning. The nursery outdoor play area is sufficiently spacious and well equipped to meet the needs of these younger children. There are wheeled toys, climbing apparatus and places to sit, run or jump. None of the area is covered, so that it cannot be used in inclement weather. The nursery staff make appropriate alternative provision when this is the case. In the week of the inspection children enjoyed a country dancing session, for example. The play area is due to be resurfaced soon and this will enable new markings to be provided to further enhance play opportunities. Reception children play in the nursery playground regularly but also have good quality physical education lessons which are timetabled in the hall. This enables them to practise their skills in throwing, catching, using space safely and dancing. There are good opportunities in the classrooms to cut, trace, glue and model with play dough, to build with construction kits and to complete simple jigsaws.
82. On entry to the nursery, children's attainment in this area of learning shows considerable variation but, overall, is close to expectations. Children make satisfactory progress and are expected to meet the early learning goals for physical development. They run, climb and balance confidently. Older children throw and catch a rugby ball with a good degree of accuracy. Younger children jump on two feet, using their hands to achieve balance. In the classroom they colour carefully and draw mathematical shapes with a high degree of accuracy. Reception children have very good control of their movements, stopping instantly in a 'frozen' position on a signal from the teacher. They move imaginatively in dance lessons, sequencing their actions well.

Creative development

83. Provision in this area of learning has improved well since the previous inspection. More opportunities for imaginative play have been incorporated into the weekly programme. As well as the home corner in the nursery, one carpeted area is used for 'small world' toys, such as the toy railway, for part of each week and for imaginative role-play for the remainder of the week. Many creative activities are undertaken in small groups, controlled by an adult who gives clear tuition. For example, children learn to weave patterns in black and white, to finger-paint and to print. There are also opportunities to explore paint more freely working at an easel. Singing forms an important part of the programme as action songs are used well to promote wider vocabulary and mathematical understanding. Reception children have good opportunities for role-play. There are clothes for dressing-up and an 'office' equipped with desk and telephone. There are too few opportunities in either classroom to use musical instruments to explore sound independently or to listen to live or recorded music.
84. In this area, children are likely to reach all the early learning goals except that relating to music, where they have insufficient practical experience. Children's poor speaking skills and lack of confidence sometimes lower the quality of their imaginative role-play. Younger children experiment with colour with a degree of confidence and use toys imaginatively as, for example, the train set to make a journey to the seaside. Older nursery children sing familiar songs with enthusiasm and mostly in tune.

ENGLISH

85. In the year 2000 national tests for eleven-year-olds pupils achieved standards which were well below the national average. When compared to the results of pupils from similar backgrounds, however, they achieved about average standards. This shows a good improvement from the previous inspection when standards in the subject were below average when compared to similar schools. This improvement is the result of the high quality teaching in the subject and the effects of the introduction and successful implementation of the National Literacy Strategy. Inspection evidence indicates that the current Year 6 pupils attain standards which are below those expected nationally for pupils of this age. However, this group of pupils has been identified as a low achieving group throughout their time in school and indications are that, by the time they leave the school, the current Year 5 group will achieve higher standards than the Year 6. The high level of pupil movement in and out of the school has a significant impact on the levels of learning by the pupils.
86. The 2000 tests for seven-year-olds showed pupils' achievements as well below average in reading and below average in writing. When compared with the results of pupils in similar schools, standards in reading are about average, while in writing they are well above average. This shows good improvement since the previous inspection. The percentage of pupils attaining the expected Level 2 in reading was above the national figure, but a very low percentage of pupils attained the higher Level 3. This has a significant effect on attainment when making comparisons to national average scores. Similarly in writing, a higher percentage of pupils attained Level 2 than national averages show, but none reached Level 3. The higher percentage attaining Level 2, however, raised standards in the school well in comparison to similar schools. Teachers' assessments for reading and writing were a little below the standards actually achieved by the pupils in the tests. The assessments suggested that pupils would achieve very low standards for Level 2 and below average standards for Level 3. Teachers' assessments for speaking and listening indicate that pupils achieve below expected levels.
87. Inspection findings indicate that standards at the end of both key stages are below those expected nationally. At the time of the previous inspection standards were identified as a key issue for improvement. In the intervening period good progress has been made in addressing the issue and standards have risen well at both key stages.

88. When pupils enter the school they have poor speaking and listening skills. They make good progress in their early years but still achieve below expected levels in their learning when they enter compulsory schooling. The good quality teaching they receive throughout Key Stage 1 helps them to make good progress, but their levels of oral communication at the age of seven is still below that expected for pupils of that age. Teachers plan wide-ranging opportunities for pupils to develop their speaking and listening skills. Teachers use the literacy lessons well to encourage pupils to take part in discussion when they talk about the books they read. Effective and direct questioning gives pupils ample opportunities to extend their limited vocabulary well. The good progress is maintained in Key Stage 2 and pupils are more able to sit and listen and to contribute to discussion. They still, however, find difficulty in expressing and explaining themselves clearly. In a lesson in Year 3, pupils made very good progress in developing their knowledge of words when the teacher uses challenging vocabulary to explain the work that the pupils are to do. She says, for example, "Let me give you a scenario", when the class are discussing their work based on reading their "Big Book". In one section of this lesson one higher-attaining pupil readily contributes to discussion when he points out that they could use a red cross to indicate that eggshells should not be placed in the bowl when making a cake. Though pupils become more confident in speaking out when asked to do so in their lessons, most do not have sufficiently well developed skills to make a significant contribution to discussions.
89. Pupils' reading at the ages of seven and eleven is below levels normally expected for pupils of their age, though the higher-attaining pupils attain appropriate levels. Pupils throughout both key stages make good progress in building their reading skills. By the time they leave the school most pupils read text appropriate to their ability. High-attaining pupils in Year 6, for example, are fluent and express their likes and dislikes in books clearly. They know the differences between fiction and non-fiction and use both in their work. Though they read well their higher level skills, such as skimming and scanning, are poorly developed. The lower-attaining pupils read books at the correct level accurately, though they struggle over unfamiliar words. Most pupils are aware of and know how to use the contents page and indices in a book. They become aware of the plot within their books and begin to predict how the story will evolve. They are more able to discuss the characters in a story, identifying their particular part in the plot. A few pupils borrow books from the city library service to extend the range of their reading away from school. In Key Stage 1, teachers use the National Literacy Strategy well to develop the earlier skills needed for reading. The highest attainers in Year 2, for example, read familiar text well and try, with a degree of success, to work out the pronunciation of unknown words. The less able pupils find difficulty in recognising some of the more basic words in their books. A small minority of pupils in Year 1 and Year 2 are not yet sure about the sounds made by all the letters of the alphabet.
90. Writing standards were described at the previous inspection as "not meeting national expectations". In the intervening period there has been a concentration on raising the quality of pupils' writing and this has proved successful, particularly for pupils in Key Stage 1. In the year 2000 national tests at the end of the key stage, pupils attained levels below national levels, but when compared to the results of pupils in similar schools, pupils attained levels well above the average. The overall standards of writing for pupils at the end of the Key Stage 1, however, are below those expected nationally. The higher-attaining group of pupils in Year 1 write simple sentences to record their own news and to write reports. The teacher in this lesson utilises the pupils' knowledge about sentences well to improve their writing skills. They identify a sentence as being, "a group of words that makes sense" and use a planner devised by the teacher when deciding what they wish to write. This helps them to learn about how a piece of writing should be structured. Pupils in Year 2 undertake writing across a range of purposes. They write stories, indicate plots and write descriptions. In Key Stage 2, pupils continue to make good progress, particularly in Year 3 and Year 4. In a lesson for Year 3 pupils, they are given the task of writing instructions using clear and unambiguous presentation. They utilise a range of appropriate methods to complete their work; drawings, signs, single words and full written descriptions. Towards the end of Key Stage 2, pupils undertake a wider range of writing. They write newspaper reports, building the full report from short pieces of specifically focussed writing. They research and write autobiographies. For example, as part of their work in history they write about the life of Queen Victoria in some detail. There is a wide difference in the quality of work, however, between the higher and the lower-attaining pupils. Pupils are given the opportunities to write about their preferences and to express their personal viewpoint when, for example, they write about the advantages and disadvantages of wearing a school uniform. Overall, however, the older pupils are

given insufficient opportunities to write at length to develop their writing skills fully.

91. Pupils display positive attitudes to their work in English. They try hard to achieve good levels and the good progress they make is the result of the skills displayed by the teachers in managing pupils and the ways in which they encourage them to achieve their best. The high expectations the teachers have of pupils is a very important element in maintaining the continued progress in learning. A significant minority of pupils, however, do not take sufficient care over the presentation of their work and the result is work which is untidy and difficult to read.
92. Throughout the school the quality of teaching observed in the subject was consistently good. It was very good in almost one-fifth of lessons and good in about three-quarters. It is this high quality of teaching that has made the progress of pupils, including those with special educational needs, since the previous inspection so good. Teachers plan their lessons well using the format identified in the National Literacy Strategy. This develops progression in learning effectively and pupils make good progress in their lessons. In a lesson for Year 2 pupils, for example, the enthusiasm generated by the teacher is reflected in the pupils wish to read their text well. When set individual work they settle down to work with equal enthusiasm. Pupils in a higher-attaining Year 4 and Year 5 group benefit from the high level of searching questions posed by their teacher which challenges their thinking well. Pupils' achievements in Key Stage 1 and the lower end of Key Stage 2 are good. Teachers identify work suitable for different ability levels of the pupils well and this helps them to achieve. Towards the end of Key Stage 2, however, there is insufficient difference in the work set for each group of pupils. The result of this is that a small minority of pupils in Year 5 and Year 6 are not making all the progress of which they are capable.
93. The co-ordinator leads the subject well. She has identified how standards can be most effectively developed and has attended appropriate training for the introduction of the National Literacy Strategy and led training for her colleagues in developing writing in the school. All pupils from Year 2 to Year 6 are taught in ability groups and this is effective in promoting higher standards. The co-ordinator has been involved in the monitoring of teaching and learning and this is beginning to have a good effect on standards. Teachers assess their pupils' progress at the end of lessons and make notes on the planning sheets to help them prepare more effectively for the next lesson. The school incorporates the optional tests from Qualifications and Curriculum Authority at the end of Years 3, 4 and 5 and the results of these have been analysed and used effectively to develop planning for pupils' learning. A "Buddy" scheme has been introduced to develop younger pupils' reading skills. This involves older pupils being paired with a younger child and the older pupils hear the younger ones read. This is still at early stages of development and has yet to make a significant impact on raising standards. Literacy is used effectively to enhance pupils' learning in other areas of the curriculum. For example, when they record their investigations in history lessons about how the Tudors lived, pupils are encouraged to write in sentences and to express their ideas clearly. Teachers encourage pupils to speak clearly and describe carefully when they give instructions about leaving the school to find a bus to Derby.

MATHEMATICS

94. The school has achieved a good level of improvement since the last inspection. The key issue of improving attainment by pupils developing numeracy skills in mathematics and other subjects has been largely addressed, though pupils at the end of Year 6 are still attaining at a level below the national average. In Key Stage 1 and in Years 3 and 4, there has been a higher level of improvement in addressing this issue. Improvement in the quality of teaching from satisfactory to good, with no unsatisfactory teaching observed, has been a key factor in this improvement in pupils' learning and level of achievement. Assessment procedures have been improved to a point where they are beginning to support planning effectively in a majority of year groups and meet the needs of pupils. Leadership of the subject has improved, as has the quality and quantity of resources to support learning. The National Numeracy Strategy is now used successfully as a scheme of work and as an appropriate resource to support teaching in Key Stage 1 and Years 3 and 4.
95. Inspection evidence indicates that pupils at the end of Year 2 attain the standards expected for their age in numeracy and all areas of the subject. Those pupils who are in Year 6 are attaining

a standard below that expected nationally. The year 2000 national test results, however, show a different picture for those pupils who were in Year 2 last year. They achieved a standard that was above the national average. As Year 3 pupils, they continue to achieve at a higher level. When compared to similar schools, pupils in Year 2 achieved standards that were well above average, and those in Year 6, above average. Standards are improving in Year 2, and since 1996 there has been a steady, and last year a dramatic, increase in the proportion of pupils reaching the standards expected in the national tests. In Year 6, since 1996, standards have shown a fluctuating picture, with a significant increase in 1999. Although gradually improving, standards are not as high as they should be. Primarily, this is due to the high proportion, over twenty per cent of pupils that leave, or join the school, each year.

96. There are no marked differences in the performance of boys and girls. Those pupils with English as a second language are very well supported and make very good progress. Pupils with special educational needs are supported well and make good progress. Those pupils achieving at a higher level are set appropriate tasks in Key Stage 1 and Years 3 and 4.
97. By the age of seven, pupils are developing their own strategies for problem solving. This was extremely well illustrated where pupils in the upper set of Year 2 were recording a route for the programmable robot. Pupils of all attainment levels are competent in counting and recognising numbers. This was clearly evident in all the Key Stage 1 classes, where pupils were successfully carrying out mental calculations at the start of each lesson. These activities ranged from the recall of numbers to 100 in Year 1, to successfully using their understanding of the 2, 5, and 10 times tables in the Year 2 class. Pupils add and subtract confidently and identify halves and quarters. They name, and know some of the properties of, 2-dimensional and 3-dimensional shapes. The development of pupils' knowledge and understanding of shape was well illustrated in the lessons seen in Years 1 and 2. In Year 1 pupils were successfully sorting simple 3-dimensional shapes according to their properties. Pupils in Year 2 were constructing more complex 3-dimensional shapes based on their knowledge of 2-dimensional shapes. They have had a limited experience in using measuring instruments. They are also beginning to acquire the skills of constructing simple graphs. This was exemplified within the classes of Year 2 pupils where they had constructed birthday graphs.
98. In Years 5 and 6, there is very little written evidence to show that pupils are developing their own strategies for solving problems though they are successfully developing these strategies in Years 3 and 4. This was well illustrated in the middle set of Year 3 and 4 where pupils were moving a frog towards a fly across a lily pad grid, in a set number of moves. A majority of pupils, approximately three out of four, can use all four operations of computation. This was well exemplified in the Year 6 upper set where pupils were revising square numbers and double double numbers. Pupils are developing their knowledge and skills in the study of shapes, measures, and data handling at an appropriate level in Years 3 and 4. Pupils in the top set in Years 3 and 4 were successfully being introduced to angles as a measure of turn. From a scrutiny of the pupils' work from Year 1 through to Year 4 there is clear evidence of a gradual progression in the teaching of all the elements of the National Curriculum within the framework of the National Numeracy Strategy. In Years 5 and 6, however, there is little evidence due to the school's policy of recording tasks on paper and then sending them home or discarding them. Only weekly tests are regularly recorded.
99. The quality of teaching and learning throughout the school is good, although the quality in different lessons varies from satisfactory to excellent. The pace of learning in Years 5 and 6 is affected by the need to manage a potentially disruptive group of pupils. The teachers do this very well. The school's policy to cover all areas of study in the Year 6 curriculum, according to local guidelines, means, however, that there is insufficient difference in the work set for each group of the Year 6 pupils. This results in too little progress being made by a few pupils in this year group. In Key Stage 1 and Years 3 and 4 the demands made on pupils are appropriate with pupils attempting tasks related to their level of attainment. Consequently, the pupils in both key stages make good progress in lessons. Over time, however, pupils' level of achievement is satisfactory in Key Stage 2, whilst it is good in Key Stage 1.
100. In the excellent and very good lessons observed, pupils are encouraged to solve problems in their own way, they use practical apparatus and the tasks make them think hard. This was evident in

the lessons in Year 1 on sorting 3-dimensional shapes, in Year 2 on the programmable robot and in Year 3 and 4 on the "lily pad" grid. In the least successful lessons, pupils were set tasks that were inappropriate, which did not offer sufficient challenge and the pace of the lesson was slow.

101. The teachers are familiar and secure with the National Numeracy Strategy, which they apply effectively, especially in Years 3 and 4, and Key Stage 1. The three-part lesson structure is soundly established and planning is satisfactory. The use of clear questions at the end of the sessions, to assess what pupils have understood, is a strong feature of the teaching. Identifying what is to be learnt in a lesson is clearly defined in the planning and is shared with the pupils at the beginning of the lesson. The teachers use a good range of mathematical vocabulary and this results in pupils being able to explain their work using the correct terminology. The oral and mental sessions are usually delivered with enthusiasm, pupils learn quickly, and show good mental agility. The main teaching activities involve the pupils practising their skills and, in this part of the lesson, teachers manage pupils and resources efficiently. Pupils enjoy their lessons showing interest and enjoyment, and this has a significant impact on the development of their learning.
102. In all areas of the school, the pupils' ability to use computers to develop their mathematical skills, knowledge and understanding is developing well. Teachers provide opportunities to use computer programs to support learning. This was illustrated in Year 1 where pupils were successfully creating shape pictures on the computer. Pupils in Year 6 have produced good quality 4-quadrant pictures on the computer. Pupils use the programs in their own time to follow up their studies in a very responsible way. Mathematics is used in other areas of the curriculum in a limited way. There are examples of simple graph work in science, shape pattern pictures in art, and co-ordinate work in geography.
103. Teachers record on their planning those who are underachieving and those that are achieving at a higher level within lessons. Planning is then adjusted accordingly. National tests are analysed. Pupils undertake non-statutory tests yearly, alongside end of topic and weekly mental tests. Using this information the school is monitoring pupils' progress from year to year. This information is utilised to establish setting in each year group throughout the school. This is a flexible arrangement related to the successes of the pupils. Assessment is used appropriately to set challenging targets and appropriate tasks for pupils in Key Stage 1 and Years 3 and 4 though this practice is not yet as effective in Years 5 and 6. The co-ordinator recognises this. Homework is beginning to support learning by extending pupils' skills.
104. The co-ordinator is enthusiastic and effective. Her leadership has been a significant factor in developing the subject effectively. She monitors the teachers' planning and the progress made by pupils effectively. The setting of appropriate targets has been a positive element in the move to raise standards. Despite the high turnover rate of pupils, standards are rising, especially in Key Stage 1. Primarily this has been due to the introduction of the National Numeracy Strategy and the improvement in teaching.

SCIENCE

105. In 2000, teachers' assessment of pupils aged seven indicated that pupils' performance was below the national average. In the year 2000 national tests for eleven-year-olds pupils' attainment was well below the national average. This was because far fewer pupils achieved the expected Level 4 than nationally, although the proportion achieving the higher Level 5 approached the national results more closely. The overall results, however, indicate that pupils' performance was above that of pupils from similar backgrounds. Inspection evidence indicates that pupils' attainment is in line with the national average at the end of Key Stage 1 but below the national average at the end of Key Stage 2.
106. Although these results in Key Stage 2 bear a close resemblance to those at the time of the previous inspection, it is evident from an examination of the work of pupils in other age groups that standards are steadily improving. The current cohort of Year 6 pupils contains many with special educational needs and elements of unsatisfactory teaching in the past have also slowed their progress. Good improvement has been made and the school has been steadily closing the gap

between its results and national results since 1996. The indication is that this improving trend will resume next year.

107. In Key Stage 1, pupils, including those with special educational needs and with English as an additional language, make good progress in all aspects of the subject. Pupils in Year 2 understand the difference between solids and liquids although their language skills sometimes make it difficult for them to explain fully. They predict and explain what will happen to ice when it is placed in various locations and are beginning to understand what constitutes a fair test. They draw a simple electrical circuit and are aware of the uses of electricity in everyday devices and of its dangers. They describe the lifecycle of a well-known animal and the changes that occur as babies become toddlers.
108. In the first two years of Key Stage 2, pupils develop their scientific knowledge well. Pupils in Year 4 working in groups on solubility discuss sensibly the details of their test and how they will ensure it is fair. A few do not understand exactly what happens to a solid as it dissolves and their use of scientific vocabulary is rather limited. Higher-attaining pupils understand the changes caused by heating or cooling materials as they melt or solidify. They record carefully in tables how animals digest their food. Other pupils find it difficult to record the precise details of their investigations because their literacy skills are inadequate.
109. Progress is slightly slower in Years 5 and 6. By the end of the key stage, most pupils are aware of the need to repeat an investigation where results are inconsistent. In other respects, their understanding of how to make a test fair has not substantially increased from Year 4. Many pupils find it difficult to draw conclusions from their investigations as they are uncertain about their purpose. This is because they have been insufficiently involved in designing the work from its early stages. Most pupils know the stages by which a seed becomes a plant but are unable to complete the cycle by reference to the process of pollination. They describe several food chains, understanding terms such as predator and prey. They know that plants absorb carbon dioxide and emit oxygen but are unclear about the functions of all parts of a plant. Higher-attaining pupils understand the process of photosynthesis. Pupils use their knowledge of solubility and filtration to explain clearly how they would separate a mixture of sand and salt. They know that only some changes are reversible. Higher-attaining pupils explain friction in everyday terms but their understanding of electric circuits has advanced insufficiently from that of the Year 2 pupils. The major difference between the work of average and more able pupils relates more to the quality of presentation than to their levels of knowledge and understanding. This is because pupils all tend to be given identical tasks to complete.
110. Pupils throughout the school have good attitudes to their work. Most behave sensibly and responsibly when carrying out practical activities, which they enjoy greatly. They co-operate well when working in groups and are attentive when the teacher gives information or instructions. The high level of attention given by pupils is an important element in the good levels of learning they receive.
111. In the lessons observed, the overall standard of teaching was good at Key Stage 1 and satisfactory in Key Stage 2. A substantial proportion was good but there was one unsatisfactory lesson. In most lessons, teachers maintain the interest and enthusiasm of their pupils by providing well-organised activities whose purpose is clearly explained. Whenever possible, they incorporate practical work and this enables pupils to make rapid progress in learning. They manage the occasional instances of unsatisfactory behaviour or inattention well. Teachers are aware of any health and safety considerations which may arise in aspects of the subject. In the best lessons, there is often a sense of excitement. For example, in a Year 2 lesson, the teacher asked pupils to close their eyes before revealing an 'ice hand' which elicited gasps of wonder. In this lesson there was a brisk pace and sense of urgency as pupils quickly wrote their predictions about where ice would melt most rapidly. In another successful lesson, the teacher made the objective clear and encouraged all her Year 3 and 4 pupils, including the quieter ones, to contribute in answering questions and in deciding details of the investigation for themselves. However, most practical work is closely prescribed by the teacher. There is insufficient opportunity for pupils to plan and carry out the whole investigative process for themselves. This was also noted as a weakness at the last inspection. Most teachers have at least an adequate knowledge of the subject but do not always mark pupils' work carefully enough. For example, a

teacher had corrected a pupil's work where he had written that there is less gravity on the Moon to read that there is no gravity there. In the unsatisfactory lesson, weak management of challenging behaviour resulted in unsatisfactory learning by the class as a whole. However, the most significant overall weakness in teaching is in the match of tasks to the varying abilities of the pupils. Teachers do not assess precisely each pupil's level of attainment and then provide work that moves them on to the next stage in scientific understanding. As a result, tasks are often too simple or too difficult for individual pupils.

112. The experienced co-ordinator manages the subject effectively. She has begun to monitor teaching to examine how well teachers are using new national guidance to plan work for their classes. However, she has insufficient time to examine samples of pupils' work in all age groups so is unable to form a comprehensive overview of standards in the subject. Assessment procedures are not detailed enough for class teachers to know the exact knowledge and understanding possessed by each pupil and this prevents appropriate tasks being provided for all levels of ability. The curriculum has improved considerably since the last inspection and is now well balanced. There are good resources to enable teachers to teach all aspects thoroughly and this has a positive effect on pupils' learning.

ART AND DESIGN

113. There was insufficient evidence to form a judgement about pupils' standards and progress and the quality of teaching. The subject is taught in half-termly cycles in the majority of classes and during the inspection, only one lesson was seen. In this lesson design and technology was also being taught.
114. Evidence in displays around the school and in teachers' plans indicate that art is used broadly across the curriculum. Pupils explore ideas and collect visual and other information for their work. For example, in English, younger pupils completed a large composite picture using paint and collage materials to illustrate stories such as 'The Three Billy Goats Gruff'. Junior aged pupils produced large pictures of Tudor and Victorian characters, using a variety of techniques and processes. In a science lesson, pupils closely observed and made careful pencil sketches of different types of soil. In a study of Hinduism, older pupils painted pictures of Hindu gods and created a model of a Hindu shrine.
115. A scrutiny of work revealed examples of pupils using pencils, crayon, pastels and paint to record and communicate their experiences and ideas, such as self-portraits. Infant pupils used pencil, charcoal and crayon to draw pictures from a class collection associated with a topic about old and new toys. Attractive weaving designs in paper and wool and tie-dye designs on fabric, were completed by younger pupils. There was evidence of the laying of good foundations in the subject in the reception class. Pupils designed and made large papier-mâché masks of woodland animals linked with a wild life topic.
116. The co-ordinator has held the post for just over a term. Currently she is drawing up a scheme and profile of work linked to the nationally recognised scheme of work. This is used to inform planning and teaching through the school and when fully implemented, will place the school in a good position to improve standards. Resources are barely adequate to meet the requirements of the curriculum and this has a detrimental effect on standards achieved by pupils.

DESIGN AND TECHNOLOGY

117. Only one lesson was observed in this subject, in a Key Stage 2 class. A small amount of pupils' completed work was examined. Discussions were held with the co-ordinator and with a group of pupils from Year 6 and planning documents were scrutinised. Pupils achieve expected standards by the end of both key stages in those elements of the curriculum currently being studied, though progress made by pupils is too slow, particularly in the development of skills. It is evident that the relaxation prior to September 2000 of the requirement to teach the full National Curriculum has had a detrimental impact on work in the subject. Pupils have had little or no experience of many aspects of the subject, such as food technology, or work to incorporate electrical components in their products.
118. Pupils in Years 3 and 4 have studied how objects can be made to stand in stable positions, before designing photo frames. They understand that their product has to meet the design criteria. They have to design and make wallets or purses. They practise sewing and making flaps or hinges before embarking on the final making task. Many pupils fail to review their individual designs as they make or decorate their purse. They complete the task as they think fit rather than following their original design intention. Most require help from the teacher as they fit the fastener.
119. By the age of eleven, pupils have a satisfactory understanding of the design process although in practical work they rarely change their design in the light of experience. They have evaluated some familiar products and the way they are packaged. Their making skills are relatively underdeveloped and they have insufficient experience of using a wide range of materials or more sophisticated types of tools. They do not use much specific vocabulary related to the subject.
120. Too few lessons were observed to make an overall judgement on the standards of teaching and the progress made by pupils. The lesson observed, for pupils in Years 3 and 4, featured good planning and realistic objectives. The teacher made available plentiful resources and pupils enjoyed working on the practical task. However, pupils had little opportunity in this lesson to select their own materials. All pupils completed exactly the same task, which was too simple for the more able Year 4 pupils.
121. The school is now implementing the Curriculum 2000 requirements for the subject and is using national guidance documents effectively as the basis for its programme of work. This is expected to provide a broad curriculum which builds pupils' skills in a more progressive way. The co-ordinator is relatively new to the school and has suitable levels of expertise. She has not yet made a significant impact upon standards across the whole school as she has had few opportunities to monitor the quality of teaching or pupils' work. However, she is already ensuring better provision in the Year 3/4 classes through the planning undertaken within these classes. She has recognised the need to provide some training for staff to ensure specific subject skills are progressively and systematically taught.

GEOGRAPHY

122. Insufficient lessons were seen during the inspection to give a judgement on the quality of teaching. A scrutiny of pupils' work, teachers' planning documents, and discussions with pupils and teachers, however, indicate that pupils develop satisfactory skills and knowledge in geography as they progress through the school. Pupils, including those with special educational needs make satisfactory progress and, at the end of both key stages, achieve standards in line with other pupils of the same age nationally.
123. Pupils in Year 1 and 2 draw pictures and write simple sentences about their visit to the seaside and the types of characteristics they might see there. They contrast this with the seaside in Kenya, and the differences that may be seen there. From the pupils' books, it is clear that they have made satisfactory progress in the course of a year both in geographical knowledge and in presenting their work.
124. In Years 3 and 4, pupils study plans of houses and towns. They compare the city of Derby with

the city of Chester. Their map skills are developing well and pupils can reliably recognise maps of the UK and of Europe. Pupils understand that geographical features are represented on maps by different symbols. They present their work in text or in graph form, and make informed assessments from this information.

125. Pupils in Years 5 and 6 compare Derby with the nearby town of Matlock Bath. Pupils recognise the similarities and differences between the two towns; in particular the industry, dwellings, landscape, leisure pursuits and economic activities. Pupils increase their map-reading skills by planning a route between the two towns; they use road numbers competently and the directions they give are quite clear and accurate. They write with interest, sometimes writing extended pieces of work about their own individual experiences. Pupils take a pride in their work and are enthusiastic. They are especially proud of their best work displayed in the corridor.
126. Standards have been maintained since the last inspection. There are good links to other subjects of the curriculum, for example, in art and history where pupils study the Victorians who lived in Derby. The scheme of work has recently been reviewed to take account of the new guidelines for this subject. This effectively supports teachers in when and what to teach, and the skills pupils are to learn linked to other subjects. This is implemented well by designating blocks of time over the school year in which pupils carry out projects. Teachers plan together so that parallel classes all receive the same entitlement to the curriculum. Resources are good. Information and communication technology provision has recently been reviewed and allows enough software and computers for it to be a real asset in the teaching of geographical skills.

HISTORY

127. At the time of the previous inspection there was insufficient evidence to comment on standards and progress. Currently, pupils are reaching standards that are in line with those expected nationally. This improvement is due to better teaching, a new nationally agreed scheme of work being used effectively, and better leadership of the subject.
128. By the age of seven, pupils are developing their knowledge and understanding of past events such as the Great Fire of London. An excellent example of pupils comparing artefacts from the past with that of today, is to be found in the toy museum that Year 2 has established. Due to the good organisation and subject knowledge of the teachers, and the visit of a speaker from a local toy museum, pupils have successfully arranged the toys into new, old, and neither old nor new. Computers have been used by the pupils to create informative labels for the museum, and by the teachers to establish a web page about the museum. Pupils' obvious delight and pride in their museum is well illustrated as they take visitors and parents around it, carefully explaining about each toy. Currently they are preparing a guidebook for the museum.
129. At age 11, pupils have a limited knowledge of key dates. They are developing a good knowledge base of life and major events in differing periods of British history, such as the Roman, Tudor and Victorian times. Stimulated by the range of appropriate sources the teacher has prepared, including access to the local authority's Intranet, pupils readily investigate new topics. This was well illustrated in the Year 3 and 4 classes, where pupils were comparing the life of rich and poor people in Tudor times. Pupils' sense of time is gradually developing.
130. By contrast, the pupils' experience of how history is interpreted is a weaker area of the work. This is because the scheme of work is still developing, as is teachers' confidence with it. An emphasis is placed on learning the terminology of each topic and pupils are encouraged to write independently as they present their work. Visits, such as those to Eden Camp and Haddon Hall, are used effectively to support and extend pupils' learning in the subject.
131. The quality of teaching is good throughout the school, especially in the Year 3 and 4 classes. The teaching observed, motivates the pupils, who apply themselves well, and show much interest in their work. This was well illustrated in a Year 3/4 class where pupils watched a video about the life of rich people, discussed purposefully the comparison with the poor, and then used a variety of sources to extend their knowledge and understanding. Showing a good command of the subject, through a mix of questioning, prompting and explaining, the teacher was successful in getting

pupils to distinguish between the rich and the poor members of Tudor society.

132. The subject is satisfactorily led. Despite other major priorities in the school's plans, the co-ordinator has managed to implement the new National Curriculum successfully. This has provided a structure that teachers have found helpful in their planning, with beneficial results linked to the improved levels of pupils' learning. Currently she is auditing the quality and quantity of resources to ensure they fully support the pupils' learning. At the moment there is no monitoring of the subject but this is planned for. Assessment of pupils' work is currently informal with teachers recording those that have underachieved and those that have exceeded expectations. In light of these comments, planning is adjusted. The co-ordinator intends to introduce a more formal approach to recording pupils' progress.

INFORMATION AND COMMUNICATION TECHNOLOGY

133. Standards of attainment at the end of both key stages are at levels expected nationally of other pupils of the same age. The school has replaced outdated computers this term and is well equipped with a bank of computers in each teaching bay. In addition it has provided a modern computer suite with an Internet link and wide range of software to teach the full curriculum.
134. Pupils, at the end of Key Stage 1, are familiar with using the computer to gain information. They know the computer can store information, and they can edit and print their work. Most are competent at using the 'mouse' and icons to give instructions. Pupils in Years 3 and 4 can enter, save and retrieve work and amend and record. They have good experience of controlling a robot and giving instructions in co-ordinates for it to move purposely over a planned route.
135. By the age of eleven, most pupils word-process stories and poems effectively and higher-attaining pupils illustrate these with computer generated pictures and use a spell checker. They change font, colour and size of text successfully. They utilise a graphics program to design and print party invitations introducing a variety of text, colours and pictures. They use a spreadsheet confidently to record and apply formulae correctly to calculate how many bottles of soft drink they need to cater for their 'guests'. Most can 'copy and paste' unaided when word-processing their work. Further work in monitoring and controlling is planned for the summer term. Pupils' awareness of the use of information technology and control in the wider world, such as in supermarkets, banking, industry and in home appliances is secure. Pupils are enthusiastic about working on computers, especially to search for information on the Internet to aid them with their topics. A substantial number of pupils in Years 5 and 6 are inexperienced in using the keyboard and adopt inappropriate habits. However, the school is aware of this shortcoming and plans are in hand to address the problem.
136. Throughout the school, the good behaviour of the pupils contributes significantly to the good achievement gained in this subject. They look on computers as being tools to help them considerably with their work and, as such, the equipment is treated with respect.
137. The previous inspection found that standards of attainment were below those expected nationally but this is no longer the case and the school has made very good progress both in pupils' attainment and in the range of software and hardware available to all pupils whatever their age or ability. The school has recognised the need for staff training and this has been started with good effect.
138. The quality of teaching and learning is good. Teachers display good knowledge of the programs available and clearly explain the lesson objectives so that pupils understand what they are to do. All pupils receive intensive teaching of basic skills and have regular access to computers. The use of basic programs to cover all areas of the curriculum results in a good quality of learning. Activities are matched well to pupils' abilities and increase pupils' understanding of previously learnt knowledge and skills. In most lessons there is a good balance of teaching, explanation and practical activity which enhances understanding and enables pupils to acquire new skills and knowledge. Teachers make good use of the Internet facility.
139. The subject has a high priority on the school's improvement plan. The school has been successful in developing this area of the curriculum. The co-ordinator provides good support to colleagues,

which has raised their knowledge, understanding and confidence. She has clear plans for the subject. The appointment of a technician to improve the knowledge and understanding of staff and pupils and to improve the running and maintenance of the computers has resulted in information and communication technology being applied effectively in other subjects. The technician is a great asset to the school, and makes a significant impact on developing the subject. Monitoring of the quality of teaching and learning to raise standards is an area for further development.

MUSIC

140. Insufficient lessons were seen during the inspection to give a judgement on the quality of teaching. However, from scrutiny of teachers' planning, and discussions with pupils and teachers, it is clear that pupils develop satisfactory skills and knowledge as they progress through the school. At the end of both key stages pupils achieve in line with other pupils of the same age.
141. Pupils in Year 1, perform simple compositions inspired by the poem 'Bear, bear'. They choose instruments with care to express the mood and rhythm of the poem. The high quality teaching in this lesson was based on the work done previously which allowed the pupils to make good progress. In addition the pupils' positive attitudes and behaviour allowed them to achieve at a high level, encompassing quickly new knowledge and understanding of pulse, patterns and accompaniment.
142. The school has maintained the standards seen during the last inspection. There is a revised scheme of work securely in place based on nationally agreed guidelines amended to the needs of the pupils and school. This effectively supports teachers in when and what to teach, and the skills pupils are to learn are linked to other subjects. The scheme is implemented well by designating blocks of time over the school year in which pupils carry out projects.
143. Teachers plan together in year groups so those pupils in parallel classes receive a similar entitlement. They provide pupils with a good range of opportunities to develop a variety of skills such as exploring sounds, instruments, notations and studying the works of composers. Teachers plan lessons using the nationally agreed guidelines of the Qualifications and Curriculum Authority, and this ensures that pupils develop skills and knowledge of the musical elements through practical tasks.
144. Co-ordination of the subject has recently changed. The new co-ordinator is enthusiastic and has clear plans for the subject. The subject is in a state of development and not all the benefits, for example, choir or recorder groups are available to all pupils. The range and quality of resources are good with a wide range of tuned and untuned percussion instruments and keyboards. A useful library of taped music is available. Information and communication technology provision has recently been reviewed and allows enough software and computers for it to be used effectively, especially in composition, across the age range.

PHYSICAL EDUCATION

145. Standards achieved by pupils at seven are in line with what is expected nationally. At the age of eleven pupils achievements are above these standards.
146. Lessons observed in Key Stage 1 were movement and dance with no lessons observed for gymnastics or games. Pupils talk about how their bodies feel during different activities and know the importance of being active. They respond appropriately to a beat and can change the pace and direction of their movement with co-ordination and control. Pupils produce a short sequence of movement in pairs, matching and mirroring each other to produce simple compositions, some of which are expressive. They communicate their feelings, for example, by conveying 'happy' and 'angry' moods effectively in movement when the quality of their developing actions and skills is apparent.
147. In Key Stage 2, pupils were observed doing indoor activities involving games skills. No swimming

or gymnastics lessons were seen. Pupils continue to improve and develop their skills and become more aware of the importance of warming up and cooling down. They sustain vigorous activity easily for an extended period of time. Pupils improve and refine their skills and tactics for dodging and targeting an opponent in a tag game. In ball games, pupils acquire improved control as they practise throwing and catching.

148. Pupils enjoy physical activities and are enthusiastic and keen. They take pride in their work and are confident and willing to demonstrate their compositions and performances to their peers. Pupils work well collaboratively in pairs and teams and are ready to share ideas and discuss the task. They particularly enjoy evaluating their own work from video recordings of their performances. This process builds confidence and helps to improve the quality and range of physical skills. Pupils, including those with special educational needs, make good progress throughout the school and participate fully in all activities.
149. The quality of teaching is good across the school. Lessons are well planned and managed and teachers have a good knowledge and understanding of the subject for the age and ability of the pupils they teach. Lessons are well structured and teachers make sure there is a good balance of explanation, practical activity, demonstration and evaluation for practice and improvement. Teachers group pupils well and make sure they participate fully, display good sporting behaviour and follow safety procedures carefully. Lessons have a good pace and pupils are encouraged to work hard.
150. The co-ordinator is enthusiastic and knowledgeable about physical education. In the few months since she took responsibility for the subject, she has introduced a comprehensive draft policy and developed further the nationally recognised scheme of work to include supportive guidelines for staff about resources and teaching methods. She systematically monitors teachers' plans and identifies areas for development and improvement.
151. Throughout the year, the school provides a good range of after-school activities and clubs to support physical education at both key stages. These include football, netball, cricket, gymnastics and health and fitness. Higher-attaining pupils join a school of excellence group linked with the local professional football club. The local education authority's 'Always Active' scheme has been successfully introduced and is well attended by pupils. These activities all contribute positively to the enthusiasm pupils have and the good progress they make in developing their skills.

RELIGIOUS EDUCATION

152. During the last inspection standards were below expectations in both key stages. This is no longer the case. By the age of seven and eleven, the standards that pupils achieve have improved to a point where they are in line with expectations of the Locally Agreed Syllabus. Pupils make satisfactory progress in lessons and over time.
153. In the three lessons observed, the lesson taken by a visiting speaker was very good, and the other two were good and satisfactory. The quality of teaching is predominantly satisfactory, as it was at the time of the previous report. Lessons are planned to take account of pupils' knowledge and experiences. This is evident in Years 1 and 2 where pupils have a good knowledge of Judaism following a visit to a Synagogue and a talk by a visiting speaker. Teachers use a variety of interesting methods to enthuse pupils. As well as visits and speakers, teachers encourage pupils to discuss their feelings if they belong to another religion and say how it compares to Christianity. This was well exemplified in a Year 3 / 4 class where pupils were brainstorming ideas about being members of a family belonging to the Hindu religion. Also it was evident in a Year 2 class where they were writing letters about their visit to the Synagogue.

154. Pupils' tasks, although limited in volume, show a variety of approach and are satisfactorily presented. Classes in Year 1 had successfully presented the class rules in the form of an illustrated Jewish Torah. Previously, lack of assessment impinged on the planning of tasks. The school has begun to develop an improved system where comments made half-termly about those pupils under- and over-achieving are recorded for future planning purposes. Pupils are expected to make an attempt at thinking for themselves and make comparisons and decisions. Despite this, some teachers take too strong a lead and direct the discussion too much. Questioning by the teachers is generally stimulating and the correct use of terminology is encouraged. Pupils respond well to their teachers' expectations to concentrate on what they have been asked to do, work hard in lessons and learn as much as they can. This was evident in all the lessons observed. Teachers' plans, the limited work displayed and pupils' books, show that, in the main, teachers provide a balanced religious education programme based on sound subject knowledge. In lessons, teachers' expectations of pupils' behaviour are well established. This creates a good atmosphere for learning and pupils are keen to participate. Pupils, when encouraged to write, do so independently, and this extends their literacy skills.
155. Subject co-ordination has improved and is now satisfactory, despite the co-ordinator being just over one term in post. She has ensured that the scheme of work adheres to the content in the national and locally agreed documents. No monitoring of teaching has been undertaken, but teachers' plans are scrutinised. The teachers make good use of local resources, particularly places of worship, such as the Hindu temple and the Synagogue. The Intranet on the computer is beginning to be used to seek information to support tasks being studied.