

INSPECTION REPORT

Hartshorne C E Primary School

Swadlincote

LEA area: Derbyshire

Unique reference number: 112824

Headteacher: Rachel Hollis

Reporting inspector: Peter Payne
12155

Dates of inspection: 29 - 31 January 2001

Inspection number: 210881

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

© Crown copyright 2001

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior School

School category: Voluntary Controlled

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: Main Street
Hartshorne
Swadlincote
Derbyshire
DE11 7ES

Telephone number: 01283 217423

Fax number: 01283 217423

Appropriate authority: The Governing Body

Name of chair of governors: Roy Bell

Date of previous inspection: 25 January 1999

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
12155	Peter Payne	Registered inspector	Science, ICT, art, music, RE and equal opportunities	Characteristics, standards, quality of teaching, leadership and management
9189	John Horwood	Lay inspector		Attitudes and values, partnership with parents
31175	Arthur Allison	Team inspector	Mathematics, design and technology and PE	Curricular opportunities
31786	Valerie Howells	Team inspector	English, history, geography, special educational needs and education in the foundation stage	Care for pupils

The inspection contractor was:

PkR Educational Consultants Ltd
 6 Sherman Road
 Bromley
 Kent
 BR1 3JH

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager
 Inspection Quality Division
 The Office for Standards in Education
 Alexandra House
 33 Kingsway
 London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	10
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	12
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	13
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	16
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	17
HOW WELL IS THE SCHOOL LED AND MANAGED?	18
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	19
PART C: SCHOOL DATA AND INDICATORS	20
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	24

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Hartshorne is a small Church of England Voluntary Controlled primary school for boys and girls aged 4 to 11. There are 84 pupils currently on roll. The school serves the village of Hartshorne and some outlying hamlets. The children entering the Reception class have a wide range of attainment, but overall it is below that found nationally. At the time of the inspection, 28 pupils (33 per cent) have special educational needs, which is above the national average. Thirty pupils (36 per cent) are eligible for free school meals, which is well above the national average. There are no pupils from homes where English is an additional language.

HOW GOOD THE SCHOOL IS

Hartshorne is a rapidly improving school. It has addressed the weaknesses identified in the last inspection report and has established, and consistently applied, behaviour management policies. This has transformed the learning environment in the classrooms, and enables pupils to make good progress. Standards are beginning to improve, thanks to the high quality of teaching, all of which is satisfactory, and 94 per cent of which is now good or better. The school benefits from very good leadership and management, and a commitment by parents, governors and staff to improve standards. The school gives satisfactory value for money.

What the school does well

- The quality of teaching is good. Planning and assessment are both very good.
- Attitudes and behaviour are good. The management of pupils is excellent.
- The curriculum is good. It is broad, balanced and interesting.
- Provision for personal, spiritual, moral and social development is good.
- The school cares very well for its pupils.
- Provision for pupils with special educational needs is very good.
- Leadership and management are very good.

What could be improved

- Standards in English, mathematics and science, particularly in Key Stage 2.
- Basic skills in geography and history, particularly in Key Stage 2.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in January 1999 and it has made good improvements since then. There were five key issues to be addressed. The curriculum is currently based upon the latest guidance from the Qualifications and Curriculum Authority. Teachers' planning is now very effective. The quality and provision of opportunities to learn about and use information technology have been transformed by the acquisition of equipment and by staff training. The quality of teaching has been considerably improved. In this inspection, there was no unsatisfactory teaching and 94 per cent of lessons were either good or very good. In part this is due to the development of a positive behaviour management policy, which is calmly and consistently applied throughout the school. Behaviour management is now a strength of the school. In the lessons which were observed, behaviour was good and pupils who found it difficult to concentrate were not allowed to disrupt the learning of others. The standards of attainment, particularly at the end of Key Stage 2, have not yet improved. However, the virtual eradication of unacceptable behaviour in the classrooms has created an environment and atmosphere in which pupils are able to apply themselves to learning. There has been insufficient time for the oldest pupils to benefit fully from this improved learning situation. The quality of communication with parents has been substantially improved. Routine information and reports about the progress of their children are now very good. Security issues have been addressed. The school is now in a good position to make further improvement.

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*	E	well above average A
mathematics	E	E*	E*	E	above average B
science	E	E*	E*	D	average C below average D well below average E

Compared with national results in the 2000 Key Stage 2 tests, attainment in English, mathematics and science was in the lowest five per cent of all schools. It is important when considering these results to bear in mind the very small number of pupils, so that each could represent a rise or fall of about ten per cent, the high number of pupils with special educational needs and the number of pupils that join the school part way through their primary careers. The 2000 results were low partly because of the poor standards of behaviour and attitudes of a significant group of older pupils in the school. Although attainment observed in lessons during the inspection was still below the expected levels, there is evidence from observation and scrutiny of work to suggest that this is improving because the greatly improved attitudes and standards of behaviour have achieved a more positive learning environment in which pupils learn without distraction. The results for Key Stage 1 indicated that in reading, writing and mathematics attainment levels were well below the national average, although the proportion of pupils achieving the higher than expected grades was above the national average. In the other subjects of the National Curriculum, inspection evidence indicates that pupils are achieving standards which are expected for their age, with the exception of geography and history, where standards are below expectation at the end of Key Stage 2. The school has set realistic targets for 2001, which are based upon evidence from earlier performance and which reflect the high proportion of pupils with special educational needs.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	The pupils' attitudes to school are good. They like school and are keen to attend.
Behaviour, in and out of classrooms	Behaviour is good. Management of behaviour is a strength of the school. At breaks, and when moving round the school, pupils are orderly and considerate.
Personal development and relationships	Relationships between pupils, and between pupils and adults, are very good. In the main, pupils co-operate, share resources and support each other in lessons. Personal development is satisfactory.
Attendance	Attendance is now above the national average, which is an improvement. Unauthorised absence is low.

TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	Aged 5-7 years	aged 7-11 years
lessons seen overall	very 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.

There were no unsatisfactory lessons. This is a considerable improvement since the last inspection, when 28 per cent of lessons were found to be unsatisfactory. Ninety four per cent of the lessons observed were graded as good or better, and half of them were very good or better. Six per cent were excellent. The quality of teaching in the Reception class was consistently very good. The teaching of English and mathematics was good in both key stages. Teaching strengths include classroom management and the excellent management of behaviour. The teachers' planning is very effective and their range of teaching methods is good. Strengths in learning are the very good effort put in by the pupils and the pace of their working. The acquisition of skills, knowledge and understanding is good in the Foundation Stage and Key Stage 1, but satisfactory in Key Stage 2. Pupils with special educational needs are helped to learn, and make satisfactory progress towards their targets.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The overall curriculum is good in each key stage. The amount of time available for geography and history limits attainment.
Provision for pupils with special educational needs	The provision is very good. Relevant individual education plans and good support from teachers and teaching assistants enable them to make satisfactory progress.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Pupils' personal development is good. Provision for spiritual, moral and social development is good. Provision for cultural development is satisfactory. The range of extra-curricular activities is satisfactory. Good use is made of visits and of visitors to the school.
How well the school cares for its pupils	Provision for the welfare of pupils is very good. The school is a safe and caring place for the pupils. The quality of assessment is excellent.
Communication with parents and carers	The school has very good links with its parents and carers. Arrangements for sharing information about pupils' progress are very good.

Developments in information and communication technology (ICT) since the last inspection have been particularly good, extending opportunities for pupils to use computers in their work in other subjects.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very good leadership. She is well supported by her staff and governors, and there is a corporate vision for the future of the school, with its foundation being a commitment to raise standards.

How well the governors fulfil their responsibilities	The governing body is effective and fulfils its statutory duties. It plays an active part and provides strong and highly committed support.
The school's evaluation of its performance	Monitoring of the quality of teaching and learning is well established. Performance data is analysed well and used to set challenging targets.
The strategic use of resources	Good. The school has limited financial resources but these are used prudently. The school is successful in attracting additional grants from a range of sources.

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 like school and make good progress. • The school is approachable with questions or problems. • The school expects children to work hard and to achieve their best. • The school works closely with parents. • The school is well led and managed. • The school provides good information about progress. 	<ul style="list-style-type: none"> • No significant issues were raised by the parents.

At their meeting with the registered inspector, the parents were very supportive of the efforts made by the school to improve the quality of behaviour and ensure that all pupils were able to learn and achieve their potential. Parents confirmed that the school had made a great deal of progress since the last inspection and appreciated the efforts made by teachers and others to make sure that learning could take place. The support for pupils with special educational needs was applauded. The inspectors endorse the parents' views.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The levels of attainment of the children upon entry to the Foundation Stage embrace the full range of ability, including children with learning difficulties and potentially high attainers. The overall level is below the national average in all areas of learning. Children make good progress in the Reception class and, by the age of five, the majority is likely to have achieved the Early Learning Goals and be ready to begin the National Curriculum. Because of their positive attitudes and the commitment and expectation of their teacher, most children work at or near to their capacity.
2. The results of the 2000 tests taken by seven-year-olds in reading and writing were well below the national average, and in mathematics were below average. When compared with the performance of similar schools, reading was below average, writing well below average and mathematics as expected. However, those pupils achieving the higher level 3 was at the national average in all three areas. Over the last three years, the overall performance of seven-year-olds has remained below the national average. The performance of girls has been consistently better than that of boys over this period.
3. The 2000 results for 11 year-olds in English, mathematics and science were very low compared with the national average. The same pattern is found when compared with the performance of similar schools, where they were well below average in English and mathematics, and below average in science. The performance of higher-attaining pupils, though still below the national average, was closer to it in all three subjects. Over the last four years, the performance of 11 year-olds has been below the national trend. The performance of girls has been consistently better than that of boys over this period.
4. The interpretation of these statistics needs to be approached with care, because the actual number of pupils in each group is very small, so that each individual could represent a variation of about ten percent. The groups also have a high proportion of pupils with special educational needs. Even if these pupils make very good progress through the school, it is still likely that they will achieve standards that are below the national average. A number of pupils join the school from other schools part way through the primary phase.
5. The school has set challenging targets for 11 year-olds in 2001. These were carefully established from evidence of individual pupil's performance and reflect the performance of the year group through the school, including the proportion of pupils with special needs.
6. Pupils with special educational needs make satisfactory progress in learning and achieve well in both key stages. They build systematically on their previous learning and understanding and meet the targets set in their individual education plans. Pupils with Statements of Educational Needs meet the targets set at their annual reviews.

7. In the other subjects of the National Curriculum, pupils in both key stages achieve standards that are in line with expectation for their age in art, design and technology, information and communication technology, music and religious education. In history, pupils at the end of Key Stage 1 achieve standards that are in line with those expected for pupils of their age but, in Key Stage 2, standards achieved are below those expected. In geography it was not possible to make a secure judgement about standards in Key Stage 1, but standards achieved by pupils in Key Stage 2 were below those expected. It was not possible to assess achievement at Key Stage 1 in physical education, though pupils in Key Stage 2 achieved standards in line with expectation.
8. The skills developed through the literacy hour are good across the curriculum, particularly in Key Stage 1. There are impressive examples of speaking and listening skills used to promote and extend thinking and to clarify the pupils' understanding of their work. Good quality discussion takes place, particularly in science, religious education, design and technology and music, where the thoughts and ideas of the pupils are developed and valued. Their numeracy skills are used in the production of graphs in science and geography, in the use of nets in design and technology and in data handling using computers. As the facilities are extended, pupils are able to make increasing use of information technology to support their learning in other subjects.

Pupils' attitudes, values and personal development

9. The pupils' attitudes to school and their behaviour in lessons are both good. They like school and are keen to attend. Their attitudes to learning are good, promoted by the high percentage of good or very good teaching and interesting lessons. Pupils are friendly and polite. They have good relationships with adults and with each other. They support each other well, for example, in Key Stage 1, where classmates immediately went to comfort a pupil who was feeling unwell.
10. Behaviour around school is generally good. Movement at playtime and lunchtime is very orderly. There is a clear behaviour policy which is applied consistently and uniformly across the school. The small number of pupils who find it difficult to apply themselves or to sustain concentration are reminded calmly but firmly about the way they are expected to behave, and are not allowed to distract other pupils from their tasks. Confrontation is avoided. Good behaviour is encouraged and positively rewarded, while sanctions are applied, if necessary, to remedy unacceptable behaviour. The behaviour expectations are clearly established, both to children and their parents, through the school charter, school rules and classroom rules. There is no evidence of any aspect of oppressive behaviour. There have been three fixed-term exclusions of one individual in the past year. This is a significant improvement since the last report.
11. Although pupils respond well when given responsibility, there are relatively few organised opportunities for them to hold responsible positions or to make decisions which affect the running of the school. Overall, however, the provision is judged to be satisfactory.
12. Relationships between pupils are very good. They work well together in the classroom when they are in pairs or groups. They share in each other's achievements and support each other's ideas. They have a good understanding of the impact of their actions upon others and are able to respect the feelings, values and thoughts of others. This is encouraged and developed through assemblies and in the classroom teaching. For example, in the Year 1/2 religious education lesson, the teacher's use of warmth, praise and gentle but focused questions, helped pupils to develop an awareness of,

and a caring attitude towards others.

13. Relationships between pupils and staff are very good. Pupils are secure and confident in their relationships with adults in the school. Staff give a very positive lead in engendering good relationships, for example by giving praise and encouragement at every opportunity and by using humour in their teaching.
14. Attendance is now better than the national average and unauthorised absence is low. This is a significant improvement over previous years. The registration procedures are satisfactory and the collation of data will be further improved now that staff have received training on the new computer-based system.
15. Since the last inspection, the pupils' attitudes towards school and their personal development have improved very considerably as a result of the patient and consistent application of positive behaviour strategies by all of the adults involved in their school life.

HOW WELL ARE PUPILS TAUGHT?

16. The overall quality of teaching is good. No unsatisfactory lessons were observed. Ninety-four per cent of lessons were graded good or better and six per cent of lessons were judged to be excellent. This is a considerable improvement from the last inspection where a significant proportion (28 per cent) of teaching was described as unsatisfactory. Analysis by key stages shows that the percentage of lessons judged to be very good or better (38 per cent) was the same. The teaching of children in the Foundation Stage was consistently very good.
17. Teachers' knowledge and understanding of the curriculum is very good in the Foundation Stage and good in both key stages. Corporate planning from schemes of work based on the latest advice from the Qualifications and Curriculum Authority ensures good coverage of the other subjects of the National Curriculum, although there may be insufficient time devoted to history and geography. Teachers make the objectives of lessons clear to pupils. They manage lessons well through good preparation and organisation and deploy a range of teaching strategies to interest the pupils, extend their knowledge and skills, sustain their concentration and reinforce their learning. At the end of the lesson, opportunities are taken to confirm what pupils have learned. In the majority of lessons pace is good and, in the best lessons, teachers' expectations of pupils are high and based on their earlier learning. Lessons are well organised and resourced, although opportunities to consolidate learning through homework tasks are not always taken.
18. A major factor responsible for the improved quality of teaching is the consistent and effective management of behaviour. The small number of pupils who find it difficult to apply themselves or to sustain concentration are reminded calmly but firmly about the way they are expected to behave, and are not allowed to distract other pupils from their tasks. This places a considerable additional demand upon teachers at times, but consistent application of rules and a determined expectation of good behaviour have raised the quality of experience in lessons. Praise is used to reinforce positive behaviour and sanctions are applied, if necessary, to remedy unacceptable behaviour. There is an evident mutual respect between teachers and pupils. This is a significant improvement since the last inspection, when it was reported that some teachers were not always able to manage their classes and unsatisfactory behaviour was not always appropriately challenged.

19. The school's teaching of English is based on the National Literacy Strategy, and lessons benefit from detailed planning and appropriate setting of pupils. The quality of teaching is good or better in the majority of lessons. Teachers in both key stages demonstrate a good knowledge of phonics and phonemes. In the majority of lessons good, interactive, whole-class teaching is followed by appropriately differentiated tasks and pupils with special educational needs are well supported. At the end of the lesson, pupils of all abilities show their work and are encouraged to explain what they have learned. Attainment in English is as expected in the Foundation Stage and Key Stage 1, but below average in Key Stage 2. Pupils have opportunities to use their literacy skills across the curriculum and good use is made of information and communication technology to support literacy.
20. The teaching of mathematics has been enhanced by the adoption of the National Numeracy Strategy, with good planning, a high proportion of whole-class, interactive teaching, clear, shared objectives and systems for summative assessment in place. The good use of day-to-day assessment and use of examples from the strategy framework to inform planning enable suitably challenging work to be provided for more able pupils. Information technology tools are used appropriately to support learning. Pupils' attainment is as expected in the Foundation Stage but below expectation in both key stages.
21. In the best science lessons the pupils are challenged by high but realistic expectations. A consistent feature is the quality of questioning used to confirm what pupils know, and to encourage them to think. Tasks are constructed in a way that gives opportunity for independent or group investigations, which enables pupils to explore, predict and even to make mistakes. They are able to learn about the concept of a fair test and to develop skills in devising them. Information technology is used to assemble and display data.
22. Pupils with special educational needs are well supported. Their teachers know them well and integrate them into whole-class lessons with suitably modified tasks and increased levels of support from their teachers and educational care officers. Teachers are involved in constructing clear individual education plans, and ensure that these link well with the work in the class.
23. The strong emphasis upon learning objectives enables teachers to assess the pupils' learning effectively both on a day-to-day basis and at the end of subject units. They are using this information to adapt future plans to match pupils' needs, which ensures that the pupils can build on previous work and develop their skills, knowledge and understanding. Marking is effective. Teachers encourage pupils to evaluate their work and share their observations with others. This challenges them to think about what they are trying to achieve and improves the quality of their work.

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

24. The school's curriculum is good. It contains the full range of subjects and activities for the Foundation Stage and both key stages and has the necessary breadth and balance, with the exception of the time allocated for geography and history. It meets statutory requirements. The provision for children in the Foundation Stage is good and the provision for pupils with special educational needs is very good. The quality and range of the learning opportunities provided for pupils are good. The structures based upon the National Literacy Strategy have been established and are having a positive and beneficial effect. The National Numeracy Strategy has been successfully implemented.
25. Personal and social education is well provided for, both in specific lessons and, where opportunities exist, in the curriculum as a whole. Social, moral and health issues are discussed and policies and programmes are in place to ensure an appropriate provision of health, sex and drugs education. For example, during the inspection, pupils in Key Stage 1 were observed finding out why a range of foods is beneficial to their health.
26. Curriculum planning is very good. The school bases its programme on the most recent advice from the Qualifications and Curriculum Authority, and follows its schemes of work. The timetable provides an effective session each day for literacy and numeracy. The time allocated to the other subjects of the curriculum is balanced, although that allocated to science, geography and history is low compared with other schools. This is because of the priority currently given to literacy and numeracy activities. The curriculum is organised in a way that reflects the ethos of the school, which is to ensure that pupils are encouraged to reach their full potential. In English and mathematics, pupils work in groups with others of similar potential attainment, to ensure that everyone can make progress in the mixed-age classes.
27. Pupils are given the opportunity to take part in every area of the school's life. Teachers are good at ensuring that all children participate fully in the opportunities that they provide. Within the class there is no split by gender and children are clearly comfortable working together. The school makes good efforts to ensure that pupils will not be excluded from extra-curricular activities, for example by obtaining financial support for residential trips. The school's assessment procedures enable the teachers to provide appropriate challenges for all abilities.
28. Links to the local community make a good contribution to pupils' learning. The school has close connections with the local church and the children attend appropriate services. It has involvement with charities such as Dr Barnado's, makes visits to local facilities, such as museums, farms and places of worship, and arranges visits to school from utilities such as the fire service and police. The school has a close relationship with the secondary school and is able to draw upon its facilities and expertise, for example to support learning in science in the current Year 5/6 class. During the year, speakers from local industries and professions are invited in to talk to the pupils about their own careers, enhancing the school-community links.
29. There is a satisfactory range of extra-curricular activities to support learning. A residential trip to an activity centre is organised for pupils in Key Stage 2, as well as shorter visits for other year groups. There is an active after-school club that is well supported. In the summer there are family walks. Good use is made of opportunities to arrange for speakers, musicians and sports men and sports women to come in and

work with the pupils.

30. The school successfully promotes pupils' spiritual, moral, social and cultural development through a range of activities that reflect the values expressed in the school's aims. Provision is good overall, being good for spiritual, moral and social development and satisfactory for cultural development. This is an improvement on the standards identified in the last inspection report.
31. Spiritual development of the children is good. It is developed through the daily assemblies with their strong spiritual and moral element, the close links to the local church and the religious education curriculum. There are opportunities to visit other churches and hear about other faiths, with a visit every two years to the Open Centre in Derby. In the wider curriculum there are contributions in science, art, music and health education. In a Year 3/4 religious education lesson there was a spontaneous sense of awe and wonder when pupils were told about the range of bibles the visiting speaker had at home. A display of prints of Christ by different artists was accompanied by pupils' writing about what they thought the artist had meant to portray. The writing reflected some of the spirituality of the pictures.
32. Provision for moral development is good. Pupils know right from wrong. From their first days in school they learn to take turns and to be fair in their dealings with others. School rules are clear and simple. They are positive, not negative. Classroom rules are the product of discussions with the pupils. They are clear and understood by all. In the Reception/Year 1 classroom the rules in balloons on the door included "We help our teacher and our friends". The school charter also highlights the positive, for example "Every individual has the right to be safe" and "Every individual has the right to learn." Teachers reinforce good behaviour by praise and encouragement. Staff are good role models for the pupils. All teachers have consistently high expectations of behaviour. Pupils know and respond well to this.
33. Provision for pupils' social development is also good. It is very effectively promoted through regular opportunities to work alone and in small and larger groups. Relationships and behaviour are issues well addressed in the school, with circle time and friendship circles used to promote good behaviour. Most pupils relate well to each other and move purposefully around the school with good self-discipline. Social development is promoted through educational day visits in connection with their topic work. Residential visits to the Kingswood Activity Centre also add significantly to their social skills. Pupils in all classes have the opportunity to take responsibilities which promote social development. The notion of service to others is promoted through talks from, and fund-raising for, charities such as Dr. Barnardo's and Save the Children. Extra-curricular activities contribute significantly to pupils' social development. Self-esteem is promoted through the 'Golden Book'.
34. Provision for cultural development was identified as being satisfactory in the previous inspection. The school has maintained this standard of provision. It has an explicit policy of reflection upon other people and other faiths. In religious education, pupils learn about the customs and practices of other faiths – Judaism, Hinduism, Islam and Sikhism. In history, geography, music and art, pupils learn about past and contemporary cultures in this country and in other parts of the world. In the Year 1/2 class there was a display of artefacts relating to work in art and technology. The display included a Czech woven basket and African wall hangings in which the pattern told a story. In the Year 5/6 class a study of rivers in geography is extended to include the way of life of the people who inhabit the valleys of the Amazon, the Ganges and the Nile. The school has established links and corresponds with a school in an African

township. Good use is made of library and museum loan services to support the work of the school in raising pupils' awareness of other cultures.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

35. The provision for the welfare of the pupils is very good. It is underpinned by the strong ethos of the school and its links with the church. It includes very good strategies for eliminating oppressive behaviour and very good support and guidance for pupils on their academic and personal development. The size of the school and the close relationships within it ensure that the children are all known by the staff.
36. The health and safety of the children are priorities of the staff and governors and all relevant issues have been addressed. Very good monitoring procedures are in place. They are comprehensive and include risk assessments and equipment safety checks. Fire practices are carried out and the buildings are safely evacuated. Child protection procedures are in place with an appointed, trained child protection officer. Procedures are known to all the staff.
37. Procedures for monitoring attendance are good and absences are followed up to determine the reason. Parents are advised of procedures and requirements through the school brochure and newsletters. The improvement in attendance during the last year demonstrates that the procedures have been effective. At the time of the inspection the collation of attendance data was manual but staff have completed training for a new computer-based system.
38. The procedures for monitoring and promoting good behaviour are very good. All the staff apply them consistently across the school, in classrooms and at other times. The procedures are based on encouragement and positive rewards. There are clear school rules and expectations. In class, where any unacceptable behaviour occurs, the teacher quickly addresses the issue and prevents it from developing. The improvement in standards of behaviour reflects the effectiveness of the procedures and is a major factor in the improvement of the quality of teaching and learning.
39. Assessment procedures are excellent and are a great strength of the school. Detailed assessment of each pupil takes place when he or she starts school at the beginning of their Foundation Stage. It continues through the year. At the end of Key Stages 1 and 2 the results of the national tests are carefully analysed. In addition, the optional national tests are used for the core subjects of English and mathematics towards the end of Years 3 and 5. Other reading tests are also used and the results analysed. In addition, pupils' achievements, as measured by the teacher assessments in science, are analysed at the end of Key Stage 1. Subsequently pupils' knowledge and understanding are assessed at the end of each unit of study and three times during each year pupils are assessed on their investigative skills and this information is kept in a portfolio. Pupils are assessed at the end of each unit of study in line with the latest national guidance. Pupils' personal development is monitored and reported, particularly where this is an issue in an individual education plan.

40. Assessment informs both long and medium-term planning. This planning is the cornerstone of the short-term planning that incorporates challenging activities matched to the prior attainment of the pupils. As a result, assessment has a positive impact on teaching and learning. In English and mathematics the data is very well used to track the progress of individual pupils and the group. This enables the school to identify those who may need extra support as well as those who need to be extended. The assessments are also used to set targets for individual pupils. These targets are carefully recorded and are shared with the pupil and his or her parents. Results are carefully recorded. Consequently pupils have a clear understanding of the progress they are making in their learning. The detailed assessment strategy provides relevant information for governors about the school's performance and for parents about their children. In the previous report, assessment procedures were judged to be good and were beginning to inform long-term planning. There has been a significant improvement in the assessment procedures and the use to which the information gathered is put since the previous report.
41. The school's provision for pupils with Statements of Special Educational Need is very good. Effective assessment procedures are used to identify and monitor pupils with special needs in accordance with the Code of Practice. Individual education plans for these pupils have appropriately detailed targets that are reviewed regularly. The school involves parents as fully as possible in these reviews and maintains close links with the appropriate outside support agencies.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

42. There is a very good partnership with parents. This is a great strength in supporting pupils' learning. In their comments at the meeting with the registered inspector, and in their responses to the questionnaire, parents expressed their satisfaction with all the aspects of the school. There were no significant issues raised by parents either before or during the inspection.
43. Parents are very positive about the school. They are extremely supportive of the leadership of the school and the way in which the quality of teaching and behaviour have improved during recent years. Many parents have involvement with the school through an active Parent Teacher Association, as parent governors or by providing help in school, particularly in Key Stage 1 and with the after-school club.
44. The school works hard to ensure that all pupils are supported in their endeavours by keeping parents and carers well informed about their children's progress. There are comprehensive reports for each child each year as well as parents' meetings to discuss progress. This process is supported by advice to parents on how to get the most out of the meetings. The reports are clearly individual and include aspects of personal development as well as academic progress. An added feature is advice for the parents on how to help the child as well as opportunity for the child to identify aims. Parents of pupils with special educational needs are well informed about their children's progress and fully involved in reviews.
45. Parents are well informed about the school. There are numerous newsletters and information letters sent to parents about school events and developments as well as about relevant issues. These, together with the school brochure, which contains details of policies and expectations, and the governors' annual reports to parents contribute to a strong partnership between the school and parents, which is strengthened by the home / school agreement.

46. Parents have supported the school during its recent improvement and responded by helping to improve facilities and attendance rates. Both of these have had a direct and positive effect on the work of the school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

47. The headteacher provides very good leadership. She is supported by staff and governors, who share a firm commitment to the development of the school and the raising of standards. There is a clear sense of direction and purpose throughout the school. This is a significant factor in its current improvement.
48. The school's aims and values are published and displayed about the school. The diligence and good quality of relationships at all levels in the school demonstrate the commitment of pupils and adults to live up to them. A significant feature of the aims is an explicit commitment to raise self-esteem and to strive for high standards to maximise each pupil's potential by a range of strategies, including the agreement of individual performance targets. This underpins much of the work of the school.
49. The day-to-day management of the school is good. All staff have job profiles which establish their roles and what is expected of them. There is very effective delegation of responsibility to the co-ordinators and year-group leaders, enabling them to manage their own areas of operation. A performance management policy has been agreed and is being implemented. Teachers are used to a regular professional review meeting where their targets are reviewed and agreed. Training needs are identified with regard to both the individual's and the school's needs. Educational priorities are established by staff and governors and supported by the prudent use of limited funds.
50. The headteacher and subject co-ordinators monitor and nurture the quality of teaching in classrooms by observation and by evaluation of the work of pupils. Outside agencies are also brought in to validate the quality of work in the classrooms. This is a significant development since the last inspection and is having a positive effect on standards. The school evaluates the performance data produced by national tests and its own internal testing. This information is used to establish realistic performance targets at the end of the key stage, and to focus on individuals or groups that may be identified by the data.
51. The governing body is effective and fulfils its statutory duties. Governors play a purposeful and active part in school life. They provide strong and highly committed support. The committee structure is logical and well organised with appropriate terms of reference. The governors have a clear vision for the development of the school. They are kept fully informed by the headteacher about the school's performance. They have met regularly during the period following the last inspection and have a realistic understanding of the school's current strengths and weaknesses.
52. The school is well staffed and there is a good match of qualifications and experience to deliver the curriculum. Teaching, support and administrative staff work well together to meet the pupils' needs. The commitment to continuing in-service training is a strength of the school. Induction procedures in place to support teachers who are new to the school are good. The school receives and supports student teachers for the practical element of their course. Teaching assistants and mid day supervisors are effectively trained and deployed. They are very effective and play an important part in ensuring the quality of learning and good behaviour.
53. The quality and extent of the accommodation are satisfactory, as are the outdoor play

spaces and sports facilities. The floor in the hall is well worn and difficult to keep clean. With the exception of the book stock and some items for science and design and technology, resources for teaching are satisfactory and readily accessible. Good use is made of them. The quality of the learning environment and the school surroundings owes much to the high standards achieved by the caretaking staff and to the care and pride in their school shown by the pupils and adults.

54. The financial management of the school is good. A recent LEA audit confirmed that all financial systems and controls were operating satisfactorily. Advice given was acted upon. The finance committee is provided with good quality information through analysis of the monitoring statements provided by the local authority. Very good use is made of new technologies to track and monitor the budget and for other administrative purposes. When it is necessary, firm action is taken to avoid overspending. The governors have a policy of achieving best value in their transactions. The school has been successful in attracting additional funding and specific grants, such as the New Opportunities Fund and the National Grid for Learning. Additional funds and grants are wholly applied to their designated purposes.
55. Day-to-day administration of the school is unobtrusive and efficient, enabling the routine procedures to operate smoothly and allowing the headteacher and staff to focus upon teaching and learning. The school provides satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

56. In order to continue to improve the standards of education provided, the governors, headteacher and staff should:
 - (1) Improve standards in English, mathematics and science, particularly in Key Stage 2, by:
 - developing further the tracking procedures for individual pupils in order to set challenging targets for them;
 - introducing a programme of language development to extend the pupils' reading skills and vocabulary;
 - providing more regular and structured homework, particularly for the older pupils.

(paragraphs 40, 71, 74, 75, 76, 87, 90 and 91)
 - (2) Improve standards in history and geography, particularly in Key Stage 2, by:
 - ensuring that there is sufficient time to teach the basic skills of both subjects;
 - researching and providing the range of resources and artefacts that is necessary to support the programmes of study;
 - monitoring the quality of teaching and learning.

(paragraphs 17, 24, 26, 112, 113 and 117)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	32
Number of discussions with staff, governors, other adults and pupils	45

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
6	44	44	6	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR– Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	84
Number of full-time pupils known to be eligible for free school meals	0	30

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	0	28

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	9
Pupils who left the school other than at the usual time of leaving	2

Attendance

Authorised absence		Unauthorised absence	
	%		%
School data	4.3	School data	0.1
National comparative data	5.2	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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	9	3	12

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	7	7	8
	Girls	1	1	2
	Total	8	8	10
Percentage of pupils at NC level 2 or above	School	67 (84)	67 (79)	83 (89)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	7	8	8
	Girls	1	2	2
	Total	8	10	10
Percentage of pupils at NC level 2 or above	School	67 (84)	83 (84)	83 (79)
	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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	10	2	12

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	3	2	4
	Girls	1	1	1
	Total	4	3	5
Percentage of pupils at NC level 4 or above	School	33 (28)	25 (33)	42 (39)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	2	2	4
	Girls	2	1	2
	Total	4	3	6
Percentage of pupils at NC level 4 or above	School	33 (28)	25 (33)	50 (39)
	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	1
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	83
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	3	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: Y[] – Y[]

Total number of qualified teachers (FTE)	4.6
Number of pupils per qualified teacher	18.3
Average class size	21

Education support staff: YR – Y6

Total number of education support staff	3.0
Total aggregate hours worked per week	61

Financial information

Financial year	1999 – 2000

	£
Total income	202,124
Total expenditure	213,524
Expenditure per pupil	2,573
Balance brought forward from previous year	24,395
Balance carried forward to next year	14,995

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	84
Number of questionnaires returned	15

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	80	20	0	0	0
My child is making good progress in school.	80	20	0	0	0
Behaviour in the school is good.	34	53	13	0	0
My child gets the right amount of work to do at home.	47	40	13	0	0
The teaching is good.	73	27	0	0	0
I am kept well informed about how my child is getting on.	80	20	0	0	0
I would feel comfortable about approaching the school with questions or a problem.	93	7	0	0	0
The school expects my child to work hard and achieve his or her best.	93	7	0	0	0
The school works closely with parents.	86	7	7	0	0
The school is well led and managed.	86	13	0	0	0
The school is helping my child become mature and responsible.	67	33	0	0	0
The school provides an interesting range of activities outside lessons.	40	53	7	0	0

At their meeting with the registered inspector, the parents were very supportive of the efforts made by the school to improve the quality of behaviour and ensure that all pupils were able to learn and achieve their potential. Parents confirmed that the school had made a great deal of progress since the last inspection, and appreciated the efforts made by teachers and others to make sure that learning could take place. The support for pupils with special educational needs was applauded.

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

Areas of learning for children at the foundation stage

57. At the time of the last inspection, the provision for children under five was judged to be good. This has been maintained. The children under five are taught in the mixed Year R/1 class. Expectations are clearly identified for all ages in the class and targets for learning are focused to cater for the varying experiences of the children. All the teaching is very good. The strong, highly motivated leadership of the Foundation Stage ensures that there is clear, thorough planning and organisation. A comprehensive system is used to assess and record the children's attainment, with assessment opportunities identified in the planning for each area of learning.
58. The majority of children enter the school with below average attainment, particularly in speaking and listening and social skills. Half have an identified special educational need. They make good progress and reach the expected standards commensurate with their abilities in all areas of the nationally recognised curriculum, except for communication. Children with special educational needs are fully integrated into the class and make the same rate of progress as the other children. The information gained from the baseline assessment is used effectively to plan activities for all areas of learning. Continual observations and assessments are made of each child's progress to ensure that the work continues to match children's needs and builds on their previous learning. Staff in the Foundation Stage work very well together to plan and assess children's needs.

Personal and social development

59. By the age of five, the children meet the expected standards in their personal and social development. They begin to form positive relationships and to communicate appropriately with one another and with adults. Relationships are very good and the staff create a warm, caring and stimulating learning environment in which the children develop good attitudes to learning and increasing self-confidence. They are taught the difference between right and wrong. All children benefit greatly from an environment in which clear routines have been established and they make very good progress. All children remain interested in tasks until they are completed. They sit sensibly during whole-class sessions, share equipment and collaborate very well during group work, as when playing co-operatively in the role-play area of the "theatre". The class are very supportive of each other and especially of their peers with special educational needs. They help to tidy away after finishing activities by returning equipment to the correct places.
60. The very good teaching in this area has a positive impact on learning. The classroom is well managed and the children are secure and confident. No opportunity is missed to help the children to learn how to live amongst a group. Teachers and their support staff have high expectations that children will learn how to give and take, share and begin to understand how their behaviour affects their peers. The staff are very good role models for the children.

Communication, language and literacy

61. The children make good progress from entry, starting at a low base but developing their

skills well in English. Adults use clear questions to encourage the children to express their ideas and to increase their vocabulary in all areas of the curriculum. For example, the children are provided with additional opportunities to develop their speaking and listening skills during an information technology lesson when they discuss how to plan a program to move the bear across the climbing frame and then, working in pairs, devise different programs for movement. Overall, the children have a low vocabulary base from which speaking and listening skills have to be developed. Children are developing writing skills that are appropriate for their attainment. They are beginning to identify the initial letter sound of words and the more able identify a number of initial blends. They handle books carefully and enjoy listening to, and telling, stories, have sound understanding of how books are written and know that pictures tell a story and words have meaning. All children follow the text as they read with their teacher. The children's reading attainment overall is in line with their abilities. Higher-attaining pupils read simple books with understanding, whilst most are beginning to memorise some familiar words. Their teacher encourages all children to take home their books to share with their families. The school has introduced a family literacy scheme in which parents are invited to school one morning a week to improve their computer skills and to work alongside their child so that both develop literacy skills in a sympathetic environment. The scheme is proving very successful in promoting a meaningful home-school partnership in which parents can help their child at home. Good attention is given to helping children form their letters correctly and to compose sentences in order to advance communication skills as part of a whole-school initiative to improve children's writing. Standards are satisfactory given the age and abilities of the children. Information technology is used appropriately to support this area of learning.

62. The quality of teaching is very good in this area of learning. Planning is appropriate and lessons are well organised, with some good links to other subjects such as mathematics, science and information technology. Adults interact very well with children to seize all opportunities to increase the size of the children's vocabulary. Good use is made of praise to build up the children's confidence and self-esteem. Challenging work is successfully planned. This makes the children think and keeps their minds well focused on the task. Effective opportunities are taken by the teaching assistant to promote children's learning and record their achievements. Scrutiny of work and record-of-achievement files shows that appropriate targets are set and shared with each child.

Mathematical development

63. Children enter school with below average number skills and make good progress to meet the expected standards by the time they are five. Some pupils make progress to attain higher than expected levels. The children count and recognise numbers to 20 and are beginning to compare, sort and match objects. Those children who work with the Year 1 pupils count forwards and backwards in tens to 100 and recognise when the teacher omits a number. They understand simple patterns and practise these using two-dimensional shapes, which they name correctly. The majority of pupils recognise coins to ten pence and many know their equivalence in one penny coins. The children have good knowledge of the language of directions and further develop mathematical language through singing number rhymes and songs. The children are interested in mathematics and have many opportunities to learn with others and at different rates. The introduction of the numeracy sessions is having a positive impact on learning and progress in mathematics.
64. The quality of teaching is very good. Lessons provide clear instruction and stimulate discussion, from which children learn to test an idea and to develop appropriate

language. The teaching assistant is well deployed. The teacher has secure knowledge and understanding and plans lessons very well to provide a good learning environment.

Knowledge and understanding of the world

65. By the age of five, the majority of children meet the national expectations in their knowledge and understanding of the world. Effective opportunities are provided for children to develop their understanding of science. They carry out investigations into push-and-pull forces, using toy cars and ramps, and are beginning to understand that such tests must be fair. They extend their vocabulary through using subject terminology. They draw pictures to record their work. For example, they compile a set of pictures illustrating a variety of light sources. They enjoy using dough and sand to mould into different shapes using a variety of tools. They understand the importance of washing their hands when handling food. Speaking and listening skills are enhanced through most activities as when pupils talk about the colour and texture of fruits or plan simple programs to create a sequence of movements using the computer. The majority of children have good computer skills and develop hand-and-eye co-ordination through controlling the mouse. All have used a graphics program to draw a picture and some write their name using the computer.
66. The teaching is very good in this area of learning. Planning is comprehensive and sets out the appropriate learning intentions for each lesson, which are shared with the children. Activities are planned to increase the children's skills, particularly of observation, and are well matched to the needs of the children. Resources are well used to stimulate and sustain interest, so that pupils remain on task.

Creative development.

67. By the age of five, the children make good progress in their creative development and reach the expected standard. They have opportunities to express themselves by drawing, painting, using malleable materials, such as sand, water play and by engaging in imaginative play. From daily weather observations, they learn about seasonal changes and the colours associated with different weather conditions. They memorise the words of many nursery rhymes and songs, which they sing tunefully and with enthusiasm. Number rhymes are used effectively to reinforce children's understanding of number. Play in the "theatre" provides opportunities for children to plan scenes for the puppets and to welcome the audience. Toys made from construction kits provide imaginative resources for many pupils, who build events around their toys.
68. Overall, teaching is very good in this area of learning. Creative development is enhanced and fostered through a wide variety of activities that are well organised and resourced. Talk with the children during these activities helps to enlarge their vocabulary and support their efforts. Staff participate in the role-play situations and make positive contributions to the children's learning.

Physical Development

69. By the age of five, children make good progress and achieve the expected standards in their overall physical development and exceed expectations in physical education. They begin to control and manipulate such objects as pencils, glue spreaders, paintbrushes, construction toys, jigsaws and the computer mouse. Regular physical education lessons in the hall further advance the children's development. They move with confidence and awareness of others over the floor and the apparatus. They describe clearly how they move and are developing good speaking and listening skills when they make evaluations of their own and others' work. They are taught to set out

the apparatus, which they handle carefully with attention to safe procedures. There are no opportunities for pupils to use large toys in a secure outdoor area, but there are sound plans for development in this area.

70. Overall, the quality of teaching in this area is very good. It is characterised by clear explanations and instructions. Skilful use of positional vocabulary contributes effectively to the children's communication skills. The teacher and educational care officer have secure knowledge of how the children learn and provide a good environment in which the children can develop well physically. Staff are very aware of the need for safety.

ENGLISH

71. In 1999 at Key Stage 2, standards in English were well below average expectations nationally and when compared to similar schools. The school's performance in National Curriculum tests has declined in recent years, but the school has put new systems into place, which include a writing initiative, study support and organising pupils into groups of similar ability throughout Key Stage 2, to address the low attainment and raise standards. Observations of lessons during the inspection indicate that pupils are responding well to these and that standards are improving. Pupils make a very good start in the early years and, by the end of the Foundation Stage, they have made good progress. In the 1999 SATs tests, standards in reading and writing at Key Stage 1 were broadly in line with national averages, but they had dropped to well below nationally expected levels in 2000, and were below those achieved in similar schools. Those not assessed as having special educational needs achieve standards that are at, or above, the standards expected nationally. At Key Stage 1, they make good progress in lessons and satisfactory progress over a longer period of time. At Key Stage 2, pupils are now making satisfactory progress in lessons but they lack the secure understanding of language and skills development to achieve satisfactory standards in English by the end of the key stage. Since the last inspection, the school has adopted an intelligent approach to the National Literacy Strategy which is having positive and beneficial effects in raising pupils' standards at both key stages.
72. Throughout the school, speaking and listening skills are developed well and pupils reach the required standard. They show an increasing confidence in speaking, but a significant minority of pupils find it difficult to explain their ideas in any detail as they still have a limited vocabulary by the time they reach the end of Key Stage 2. Pupils are becoming skilled in answering and asking questions during the literacy hour and listen attentively to whole-class discussion, teacher exposition and to the contributions of others. When, in other areas of the curriculum, outsiders visit school to talk of their experiences, pupils listen carefully and compose sensible questions to extend their understanding and learning of the subject, particularly in the later part of Key Stage 2.
73. Progress in speaking and listening across the school is satisfactory overall. Teachers never dismiss a child's answer or comment and this effectively builds up an atmosphere of trust in which self-esteem and self-confidence are enhanced. Teaching assistants in the classrooms make an effective contribution to the progress of all pupils. They clarify questions, explain new vocabulary and encourage pupils to formulate answers to questions and to offer suggestions. Pupils review their work at the end of most lessons and this helps to add to their confidence and ability to express themselves. On these occasions, they use subject-specific terminology, but, where discussion is more general, they lack a broad and comprehensive vocabulary to express themselves confidently.
74. Standards in reading at Key Stage 1 are as expected for pupils of that age, but at Key

Stage 2, they are below average. The school recognises that reading is a priority and has introduced daily guided reading sessions in each class in order to develop the pupils' reading skills further. This, together with the introduction of new reading books specifically chosen to interest pupils, is helping children to want to read.

75. At Key Stage 1, the pupils read well enough to make sense of texts that are appropriate for their age. They retell stories and understand the functions of the author and illustrator. By the end of the key stage, they talk about the characters and predict what will happen next. Most pupils read fluently and with confidence. Younger pupils are beginning to build on a number of skills in order to read a text, but generally make unsatisfactory use of their phonic knowledge. The majority of pupils at this key stage have poorly developed library skills and their knowledge of non-fiction books is limited. Pupils across the range of attainment enjoy reading and have positive attitudes towards it.
76. At Key Stage 2, standards in reading overall are below average. Pupils read daily in the guided-reading groups and from observations made during the inspection they make satisfactory progress during these sessions. Generally, they are developing appropriate phonic and grammar knowledge to decode unknown words and to make sense of what they read. Evidence obtained from listening to pupils read indicates that they enjoy reading and choose suitable books to read. They are making better progress in reading since the introduction of the guided-reading groups and the new reading books, which are appropriate in content to appeal to pupils with a wide variety of interests. All pupils talk about the plot, characters and their favourite part of the story, but they lack the breadth of vocabulary to comprehend to finer points of a story and so appreciate the literary devices used by the author. For example, the expression "the pen was a hostage in my hand" was misunderstood as the children did not know the meaning of "hostage". Insufficient use is made of the library for independent research and so the majority of pupils have insecure knowledge of the classification system, although the higher-attaining pupils in Year 6 have good understanding of reference books and use them effectively.
77. The combination of well-structured literacy sessions focused on improving writing skills through reading is having a positive effect on pupils' attainment in writing. The school recognises that there is a lot to be done and has introduced plans to address this. At Key Stage 1, the early introduction of the school model of handwriting is helping pupils to develop fluency, although progress is slow for the less able. The introduction of the additional literacy strategy in Years 1 and 2 is helping lower attainers to improve their spelling and writing skills. Scrutiny of work shows that the majority of pupils' work is at the standard expected nationally. All pupils are taught to follow a simple structure and to write for a range of purposes. Higher attaining pupils sequence their ideas well and mostly use simple punctuation, such as capital letters and full stops. Overall, the pupils with special educational needs are well supported by the teachers and teaching assistants, make satisfactory progress and participate in all class activities because of the assistance they receive. Overall, standards in writing at Key Stage 1 are satisfactory.
78. At Key Stage 2, the National Literacy Strategy has been implemented very well to focus on the development of pupils' writing through reading. Pupils are grouped according to prior attainment and well supported in their groups to make satisfactory progress in each lesson. They are guided to improve their handwriting, presentation and prose writing by using the literary and grammatical devices that they learn about in their guided reading. Pupils are motivated to write for a range of audiences and to talk about their work in plenary sessions. In the main, pupils take care to form their

handwriting carefully and to present their work well employing a joined and legible script. Most pupils' extended writing fails to develop and sustain ideas effectively. It is overall short and tends to be superficial. Currently, standards as seen from a scrutiny of work and during lessons, are below those expected nationally. Relevant targets in individual educational plans are incorporated into class lessons, thus enabling the pupils with special educational needs to make appropriate progress.

79. Learning skills throughout the school are good. Pupils are ready to apply creative and intellectual effort in class. They have positive attitudes and good relationships with each other and adults. Most pupils understand what they are doing and know how to improve their work, because of the clear instructions given them by their teachers and their teaching assistants. They participate well and have confidence to ask and answer questions. Attitudes to work are good. Pupils collaborate effectively in small groups to practise reading and to improve their writing. They listen to each other with respect for others' points of view. This is an improvement since the last inspection.
80. Some literacy skills are developed well in other subjects. Speaking and listening skills are well developed in all subjects. Pupils learn to frame questions and to formulate answers. Writing skills are very well developed in history when pupils write sensitive letters home from the perspective of an evacuee.
81. At both key stages, the quality of teaching is good with some instances of very good teaching. There was no unsatisfactory teaching. The good quality teaching is making a significant impact on pupils' learning. Work is regularly marked, often with suggestions for improvement and always with encouraging comments. Pupils work towards individual and group targets which enable them to know what they are learning and what they have to do to improve their work. Literacy lessons are well planned and targeted to pupils' needs so that they are interesting and motivating. The work challenges pupils to succeed. Good use is made of questioning and answering techniques to ensure that pupils understand their work. Teachers are role models of spoken English and have good subject knowledge that they impart to their pupils using the relevant technical vocabulary. Group activities are well matched to pupils' needs. Relationships are very good at all levels and teachers manage behaviour well, using the school's behaviour management strategies when necessary. This is a marked improvement since the last inspection.
82. Pupils' progress is monitored very well, with assessment used to plan for pupils of different attainment and targets set that are clear and achievable. All pupils take their reading books home and the school has established a good rapport with parents by the use of the home/school reading diaries, although targets and suggestions for parents are not included in the diaries for the oldest pupils in the school.
83. The subject is very well managed by the headteacher, who is the co-ordinator. She has a clear vision, good knowledge of the strengths and weaknesses of the subject across the school, has carried out effective monitoring and is involving staff through good teamwork to take the subject forward and to raise standards. The careful approach to planning across the year groups is making a valuable contribution to raising standards and ensuring progress. The library, however, is stocked with a variety of books, most of which are old and insufficiently well used. Library skills are currently underdeveloped. New reading books have been purchased to enable the school to meet the requirements of the National Literacy Strategy and to interest pupils and involve them in active learning. Resources are just satisfactory, but very good use is made of them. The teaching of English and the quality of provision have improved since the last inspection.

MATHEMATICS

84. The standards of attainment of seven year olds in 2000 were below the national average. However, the percentage of pupils that attained the higher level 3 was close to the national average. Standards of attainment were close to those of pupils in similar schools. The performance of girls was slightly better than that of boys. Over the past three years the performance in mathematics has been close to the national average. Inspection evidence indicates that the levels of achievement are below those expected for their age. In the previous report levels of achievement were identified as being average for their age. The standards of attainment of 11- year olds in 2000 was very low in comparison with the national average. The percentage of pupils who attained the higher level 5 was well below the national average. Standards of attainment were very low when compared with similar schools. Over the past three years the trend in mathematics has been well below the national trend. In the previous report standards were identified as being below average and inspection evidence shows that standards are still below average. National comparisons and comparisons with similar schools do not reflect the fact that, in this school, the size of each cohort is small, there is significant pupil mobility and there is a higher than average percentage of pupils with special educational needs.
85. By the age of seven, pupils present their work legibly, with most pupils consistently forming numerals accurately. Pupils know the names of common two-dimensional and three-dimensional shapes such as square, rectangle, triangle, cube, cuboid and cylinder. They know some of the properties of these shapes. Single lines of symmetry are recognised. They can draw and measure lines accurately to 20 centimetres. Pupils understand place value to at least 100 and higher-attaining pupils recognise and record numbers to above 1,000. They know the number bonds to 20 and understand what is meant by halving and doubling. Their understanding of how to solve problems develops through questions such as 'How long is a garden if it is eight metres from the house to the pond, another eight metres to the swing and six metres to the fence?' Data handling is developed through the use of tally charts and then using the recorded information to draw a block graph, for example about the preferred drinks of pupils in the class. An analysis of work covered indicates steady progress across the key stage in all aspects of mathematics.
86. By the age of 11, pupils have developed their knowledge and understanding in all areas of mathematics. Most pupils understand place value to at least 1,000 and can add and subtract accurately to 1,000. They can divide accurately, for example by two, four, 10 and 20. They understand simple fractions, decimal fractions and percentages. The concept of negative numbers, for example in temperatures, is understood. They can do money calculations using all four operations. They can calculate the area and perimeter of regular shapes and record this correctly. Higher attainers are beginning to understand what is meant by median and mode. Problem-solving skills are fostered by challenges to find out, for example, 'What is the best buy?' Pupils use information and communication technology to produce graphs, for example in work relating to bank deposit and withdrawal accounts. Recording is neat and legible. An analysis of work and displays of work indicates that progress across the key stage by all pupils is satisfactory.
87. Teaching is good in each key stage. This is an improvement since the previous report, where some teaching was judged to be unsatisfactory. The school has also successfully addressed the issue of providing guidance for teachers in mathematics. The school has successfully implemented the National Numeracy Strategy. Long,

medium and short-term planning is of a high order and the National Curriculum requirements are fully met. Lesson plans clearly state the prior attainment of the pupils, the learning objectives, activities matched to prior attainment which will challenge pupils in each group and the opportunities for assessment. Displays of work, and of words related to mathematics such as those related to the four operations and for shapes reinforce learning.

88. The mental mathematics session is conducted well by all teachers. In the Key Stage 2 lower-ability set the teacher uses questions effectively to recap on previous learning on two- and three-dimensional shapes. The questions are worded appropriately for the different ability levels within the group. Very good use is made of a teaching assistant who sits with two pupils with statements of educational need to enable them to play a full part in the mental mathematics session. The questions are challenging, for example "What can you tell me about the relationship between edges and corners in two-dimensional shapes?"
89. For the main activities instructions are very clear, the resources support learning and there are extension activities for pupils who complete the main task. In a Key Stage 1 lesson, lower attainers worked with the teacher to develop their understanding of place value with two-digit numbers whilst the other pupils worked on place value with three-digit numbers. For the higher attainers the extension activity required pupils to work in pairs using a set of cards to develop their understanding of place value. Teachers are well organised and have high expectations of their pupils, particularly of their behaviour. In a lesson with the Key Stage 2 upper set, pupils were challenged to think of the problem solving activities as scientific investigations, including having to postulate a hypothesis. The higher attainers in this set had to solve a 'cube challenge'. The worksheet showed some views of a dice with different symbols on the faces. The challenge was to work out what the symbol was on each face.
90. All teachers use the plenary session at the end of the lesson well to assess what pupils have learned, using a variety of strategies including good questioning, a game or asking pupils to explain what they have done and how they have arrived at their answers. Teachers use information and communication technology to support learning, for example by asking pupils to record their findings in a table. Listening to instructions and questions which require clear explanations in the responses, develop pupils' speaking and listening skills. A particular strength of the teaching is the very effective use of behaviour management strategies to ensure that pupils with behavioural difficulties are enabled to participate fully in the lessons and are not allowed to disrupt the learning of other pupils. The good teaching has a positive impact on the learning of all pupils, including those with special educational needs. When homework is used to practise skills and concepts learned in lessons it helps pupils to consolidate their understanding.
91. Marking of work is up to date and frequently includes encouraging comments. Assessment procedures are excellent and very good use is made of the information. The results of national and optional tests are analysed and inform planning at all levels. Individuals and groups are carefully tracked to monitor overall progress. Targets are set for individual pupils each half term. Pupils know what their targets are and when they have been achieved.
92. The attitude of pupils to mathematics is positive. All work at a good pace and respond well to questions posed by the teacher. They are able to concentrate well, particularly when they find the activity interesting. In the Key Stage 2 lower-ability set, those pupils investigating tessellations using attribute blocks not only settled quickly to the task, but

remained focused on it for the duration of the activity.

93. The school policy for mathematics is effective. It was reviewed in September 2000 and approved by the governing body. The subject is led and managed well. The co-ordinator has a clearly defined role and has attended in-service training for numeracy co-ordinators and for monitoring. He was instrumental in establishing a numeracy support group for local schools. Planning is monitored and teaching has been monitored by both the co-ordinator and by the local education authority's numeracy consultants. The school ensures all aspects of the National Curriculum requirements are covered. Resources for mathematics are satisfactory. Information and communication technology is used effectively to support the teaching and learning of mathematics.

SCIENCE

94. The standards of attainment of seven-year-olds in 2000, based on the teacher's assessments of those pupils reaching the expected level 2, was below the national average. However, the percentage of pupils who attained the higher level 3 was above the national average. Inspection evidence indicates that the overall levels of achievement are below those expected for their age, although some pupils are achieving standards above those expected of them. In the previous report, levels of achievement were identified as being average for their age.
95. The standards of attainment of 11-year-olds in 2000 were very low in comparison with the national average and the percentage of pupils who attained the higher level 5 was also below the national average. Standards of attainment were very low when compared with similar schools and on the basis of the pupils' prior attainment at Key Stage 1. There was not a significant difference between the performance of girls and boys. Over the past three years the trend in science has been well below the national trend, but it shows an improvement in 2000. In the previous report, standards were identified as being below average. Inspection evidence shows that overall standards are still below average, although this does not reflect the wide range of ability and the higher than average proportion of pupils with special educational needs.
96. By the end of Key Stage 1, pupils' knowledge and understanding of science are as expected for their age. They are learning about themselves and have explored a range of everyday activities concerned with learning about the nature of materials, the effect of heat upon a range of familiar substances, simple circuits and forces. They are able to use simple scientific vocabulary to describe the differences between things and are beginning to record and describe their findings. They are encouraged to think as scientists from the beginning of their school career. For example, children in Year R/1, looking at the behaviour of model cars running down an inclined ramp, were able to explain why it was not fair to push one of the cars and not the others.
97. Pupils in both key stages make appropriate use of basic skills from other subjects, for example when interpreting measurements or producing graphs to summarise data that they have collected. Science makes a contribution to their literacy as they acquire specific scientific vocabulary and learn to apply it to their spoken and written work. The tools of information technology are used appropriately, although some applications, for example the use of electronic sensors to monitor temperature change, are not yet available. Science makes a positive contribution to the after-school study-support programme.
98. Attitudes to science are good. Pupils are interested in science and enthusiastic about

sharing their ideas with each other. Their recall of earlier experiences and knowledge is good. When working in groups, they work effectively together and co-operate to carry out the tasks. The behaviour of pupils observed in lessons was consistently good.

99. Lessons observed in Key Stage 2 showed this quality of enquiry to be sustained and developed. Pupils had consolidated their understanding of physical forces such as electricity and magnetism and of the behaviour of substances in response to heat. They are able to consider the design of an investigation, eliminate variables and record their findings accurately. Higher-attaining pupils are encouraged to propose improvements in the light of practical experience. Pupils in Year 5/6 were able to discuss a range of investigations that they had carried out, using scientific terms accurately and confidently. They are used to collaborating, discuss their work and interpret and explain their findings. The developing experience of more open-ended investigations mentioned in the last report has been continued.
100. The quality of teaching is good, which is an improvement since the last report. Teachers plan in detail, using the latest national guidance as the basis for their programme. They have a good subject knowledge and understand the nature of scientific investigation. This allows them to explain to pupils, using scientific words and terms accurately. The intentions of lessons are clearly established. Good use is made of questioning to draw upon what the pupils have learned in earlier sessions and this is built upon. Homework is used to reinforce experiences in the classroom. Teachers have high expectations and provide activities that can engage pupils of all abilities in active learning. There is a genuine sense of discovery and wonder, for example when the Year 3/4 class discovered that the biggest magnet was not necessarily the strongest. The use of assessment in science to measure achievement and to help with future planning is very good. Opportunities are taken to assess at the end of each teaching unit, and at the end of each term. Progress observed in science in both key stages is now satisfactory. Great care is taken to ensure that pupils with special needs are fully included in the lessons and provided with activities in which they can succeed. As a result of the careful planning and good support from adults, these pupils make good progress.
101. The consistent and effective management of behaviour is a key factor in assuring the good quality of the lessons, particularly where equipment and apparatus are used. The small number of pupils who find it difficult to apply themselves or to sustain concentration are reminded calmly but firmly about the way they are expected to behave, and are not allowed to distract other pupils from their tasks. This places a considerable additional demand upon teachers at times, but consistent application of rules and a determined expectation of good behaviour have raised the quality of experience in lessons for everyone. The unobtrusive support of teaching assistants is a significant factor in motivating and redirecting these pupils.
102. The co-ordinator has recently taken up responsibility for science, and provides positive support. The programme of study for science is well structured and ensures that all pupils will experience the range of attainment targets in science and develop their skills and knowledge through scientific enquiry. Resources are adequate to deliver the range of activities, and outdated equipment is being replaced

ART AND DESIGN

103. The standards achieved in art and design at the end of both key stages are in line with expectations, and pupils make steady progress. Some of the work seen was of a very

high quality. Pupils in Key Stage 1 use colour and materials confidently, and printing activities in Year R, using artefacts, are refined in the Year 1/2 class where the pupils have constructed printing blocks and used rollers and inks to create repeated border patterns to display written work. Pupils have created and printed pictures on computer using appropriate painting programs, from very basic use of colour blocks in Year R to sophisticated depiction of the effects of light through water inspired by a David Hockney print in Year 5/6. In Key Stage 2 there are good examples of observational drawing with very close attention to details of shape, colour, light and shade, using pencil and pastels. Art techniques are used throughout both key stages to support work in other subjects. A striking example is the study of a range of depictions of Christ by Year 3/4 where the pupils expressed in words their interpretation of the various artists' intentions. Sketch books are used in some classes, but the quality of work in them varies from class to class.

104. Only one lesson could be observed during the inspection, which was in Key Stage 1. However this, together with evidence from teachers' planning, scrutiny of work displayed in classrooms and in the school indicate that the quality of teaching is at least satisfactory. In the lesson seen, the quality of teaching was very good. The teacher had a good understanding of the activity, challenged the pupils to reflect upon their work and to discuss it with others in their class. The pupils were keen to succeed and all of them, including the higher-attaining pupils and those with special needs were able to do so because the work was carefully chosen for their ability and there was excellent support from both the teacher and the teaching assistant. Their response to the tasks set and their ability to co-operate with one another were excellent.
105. The Qualification and Curriculum Authority's programme for art and design is based upon acquiring the various skills of the artist and supports the non-specialist teachers in their development of the various skills and processes involved. Planning for art across the key stages is logical and well structured, which is an improvement since the last inspection. Resources are adequate for drawing, painting and printing activities, but limited for three-dimensional work. The procedures for assessment in art and design have only recently been introduced, and their effectiveness is not yet established.

DESIGN AND TECHNOLOGY

106. Evidence from the present inspection, including planning, displays, discussion with older pupils and an observation of a lesson with a class of younger pupils in Key Stage 2, indicates that levels of attainment are in line with national expectations at the end of both key stages. No judgement on attainment was made in the previous report.
107. By the end of Key Stage 1, pupils, including those with special educational needs, understand that design and technology is about designing, making and evaluating the end-product to consider how they could improve it. They make simple designs and these are sometimes supported by the use of a graphics program such as 'Dazzle'. A display of work in the hall by pupils from a mixed Year 1/2 class showed how they had used this program to design and make a coat for a teddy. All pupils make satisfactory progress.
108. Through Key Stage 2, pupils continue to make satisfactory progress. In the Year 3/4 class the pupils worked in teams to design and make a story book with pop-up pictures and moving parts for a younger child. The designs built on their previous experience of making pop-up pictures, for example a birthday cake with candles. Their concept of design is developing steadily. They choose appropriate materials and have the

necessary skills to complete the task successfully. In their discussion within the teams and with the teacher they are showing an increasing understanding of the purpose of evaluating the product. Year 3/4 pupils have also explored lights for different purposes and have drawn a labelled design of a torch. These tasks are building on and extending the skills developed in Key Stage 1. This indicates that the school is successfully addressing a criticism in the previous report. In discussion, Year 6 pupils described some of their previous tasks in design and technology, such as making a box with a Valentine message in it, and some work on structures. They are developing a sound concept of designing, making and evaluating.

109. Pupils have a good attitude to design and technology. They show interest and persevere with challenging tasks. Pupils listen well to the teacher and to their peers. They are keen to respond to questions and work well in design teams. They work at a good pace and share ideas with each other, as in a Year 3/4 class when pupils were designing and making a story book with pop-up pictures.
110. Teaching in the one lesson observed of the mixed Year 3/4 class, with a high percentage of pupils with special educational needs, was good. The planning, derived from the latest national guidance, was very detailed and the learning objectives were made very clear to pupils at the outset. The challenging task involved teams of pupils designing and making a story book with ten pages with pop-up and moving parts for younger pupils. The resources were good. Examples of pop-up story books were available and the chosen example, "Where, oh where, is Kipper's bear ?" was a good model that inspired the pupils. Very good use was made of the support assistant in giving help to pupils with special educational needs. A PC and a laptop computer were used by some pupils to enter the text of the story in order to improve their presentation. Good use of questioning, particularly in the plenary, enabled the teacher to assess learning, not only in relation to designing and making, but also in assessing how the pupils were developing the ability to evaluate their work and suggest improvements. Behaviour management strategies were used very effectively to ensure that pupils with behaviour problems were enabled to participate fully in the lesson and their learning was fostered because of this. Importantly they did not disrupt the learning of their peers. The good teaching ensured that the learning was good for all pupils.
111. Co-ordination of the subject is good. The co-ordinator, who is also the headteacher, took on this role very recently. There is a detailed job specification for the co-ordinator. Since her appointment, she has not had the opportunity to attend any in-service training course for design and technology, but reads the literature that comes into school. The co-ordinator monitors the planning of all teachers and looks at completed work, particularly the displays. The latest national guidance forms the basis of the scheme of work. The guidance has been adapted to meet the needs of the school. There is continuity and progression in the scheme of work. Assessment is in place and teachers record the attainment of pupils in line with the guidance in the study units. Resources are tidily stored and are adequate to support delivery of the National Curriculum, though the school recognises that more tools will be required.

GEOGRAPHY

112. Last time the school was inspected standards in geography were satisfactory at the end of both key stages. Owing to the timing of the present inspection, it was not possible to observe any lessons in Key Stage 1 and, as there was no written evidence in pupils' books, it was not possible to make a secure judgement about the standards pupils achieve in geography at the end of that key stage. In Key Stage 2, evidence, gained from the observation of one lesson in the Year 5/6 class, from analysis of pupils'

work and from talking with pupils in Year 6 indicates that their overall standards in geography are lower than the national expectation for their age group.

113. Pupils at the end of Key Stage 2 use information technology effectively for research and to complete worksheets. They have an elementary knowledge of a river basin and are able to recognise different forms of pollution from photographs. Although, through their study, they are learning to compare the local River Trent with rivers in other countries, such as the Nile and Ganges, they cannot make real comparisons as they lack understanding of world geography relating to places and climatic zones. Most cannot place major cities on a map of the world and their knowledge of their own locality is unsound. However, the introduction of Bharty Bear is helping pupils at both key stages to develop a sense of place. Analysis of pupils' work indicates that their written communication skills are underdeveloped.
114. The quality of teaching in the lesson observed in Key Stage 2 was good. Planning is related to the Qualifications and Curriculum Authority's scheme of work and builds on previous lessons. Secondary source materials are used well to develop pupils' knowledge and understanding of rivers. A good introduction using ICT, combined with good use of questioning techniques, enables pupils to search for geographical evidence from photographs. Differentiated worksheets and appropriate teacher support enables all pupils to be fully integrated into the lesson.
115. The co-ordinator, who has held the position for only two months, has not had sufficient time to assess the organisation of the subject and the standards. Currently, insufficient monitoring of pupils' attainment and teaching takes place to assist teachers to know what pupils can do and need to learn to ensure that they acquire the basic skills within topics to raise standards in the subject. The time spent learning about geography and the resources available to support the subject are insufficient. In particular, there is a lack of appropriate atlases for pupils to use at each key stage.

HISTORY

116. In Key Stage 1 no lessons were taught during the time of the inspection and only one lesson was observed at Key Stage 2 in the Year 3/4 class. Analysis of work indicates the pupils develop their knowledge and understanding of lives in the past. A good example was their "calling on eyewitnesses", such as Samuel Pepys, and his account of the Great Fire of London and by talking to local people who had experienced life as evacuees during World War II. Evidence from discussions with pupils indicates that standards at the end of Key Stage 1 are as expected nationally, but they are below expectation at the end of Key Stage 2. Standards at Key Stage 2 have deteriorated since the last inspection.
117. Pupils in Key Stage 1 reflect on the accuracy of an eyewitness's account of an event in history and compile comparative tables outlining the strengths and weaknesses of this kind of evidence. They have knowledge of chronology and can place Samuel Pepys on a time line beginning with the founding of Rome. Older pupils in Key Stage 2 write sensitive accounts of the life of children as evacuees and some pupils are able to place World War II into the scale of times past. However, the majority of pupils have an insecure understanding of chronology and of the lifestyles of people who lived long ago or more recently. They have insufficient knowledge of the history and changes in their own locality.
118. In the lesson observed, teaching was good. Approaches to the subject are characterised by discussion of issues such as the differences between the lives of

children in the past and the children's experiences of living today. Opportunities were provided for pupils to offer thoughts and opinions on aspects of the past and to communicate their learning in the form of a letter. Writing is used well as a means of recording pupils' findings and ideas.

119. Co-ordination of the subject is at a relatively early stage of development. At the time of the last inspection, the subject lacked the guidance that would have been provided by a clear policy and scheme of work. The current policy is insufficiently detailed to guide teachers in their work, but the adoption of the Qualifications and Curriculum Authority's scheme is enabling teachers to develop a cohesive approach to the teaching of history. The amount of time currently given to history and the range of learning resources are insufficient. However, since the last inspection, the school has provided more access to information and communication technology to enable pupils to research their work more independently.

INFORMATION AND COMMUNICATION TECHNOLOGY

120. Standards in information and communication technology at the end of both key stages are in line with national expectations. The acquisition of modern equipment and software has made a significant impact upon pupils' learning. The pupils observed were enthusiastic about the computing facilities and able to demonstrate a wide range of skills. They are keen to learn, take pride in their work and support each other.
121. Emphasis is placed on the teaching and acquisition of basic skills, which are progressively developed by following a well-constructed programme of activities and topics introduced and reinforced across the key stages. By the end of Key Stage 1, pupils have developed good manipulative skills and are beginning to know the layout of a keyboard. They can use a mouse with confidence to select, open and close programs, can carry out simple word-processing activities, create graphs and use art packages to create pictures. They can save their work to disc and close the computer down properly. They know how to produce a sequence of instructions to drive a programmable floor robot. Skills-building programmes are used effectively to support work on areas such as number and calculation.
122. By the end of Key Stage 2 pupils have well-developed keyboard and mouse skills. They use the range of facilities available to them with confidence. They load their personal diskette, open the appropriate file, select templates and insert text and graphics using copy and paste functions. They are able to use computers for word processing and know how to use the various formatting facilities. Pupils carry out short tasks that derive from their work in literacy. A key feature of their work is their ability to self-correct. They are knowledgeable and confident about finding and producing information from CD-ROMs, appreciate the nature of the information and the need to select from it when producing their own accounts. Pupils in Year 5/6 were observed refining their multi-media presentations of a geography theme "Investigating rivers" by adding sound and animation. However, they have not had opportunities to use computers to control external events such as lights and motors, or to monitor external events such as temperature change using remote sensors.
123. There is no difference between the attainment of boys and girls. The attainment of pupils with special educational needs is good, because they are supported very effectively by the more confident pupils, and by the well-informed support of educational care officers. They have the same opportunities to use the computers as their peers. More-able pupils would benefit from further opportunities to extend their learning and independent research by the application of information technology tools to other subjects.
124. Pupils' progress is good. They are attentive to instruction and demonstration. This helps them to make rapid gains in learning and attainment. Shared computer work in pairs helps pupils to make progress. The pairings are well chosen to ensure that at least one pupil is confident about the general use of the computer. The quality of this co-operative working is excellent and pupils make good gains in learning.
125. Pupils' attitudes to the use of computers and software are now good. They appreciate the value of computers and the efficiency with which tasks can be completed. Pupils generally behave well, listen carefully to instructions, sustain their interest and help each other. They treat the equipment with care and respect.
126. The teaching of information communication technology is good. Teachers' knowledge and understanding of the operation of the machines and the topic being studied are

good. This enables them to speak with confidence and to resolve problems as they arise. A programme of training for teachers and teaching assistants is developing their personal skills and confidence. Teachers assess ongoing achievement in their classes. Portfolios of work are kept, which is an improvement since the last inspection.

127. The co-ordination of information technology is good. The programme of work is logically sequenced and supported by modern equipment capable of operating good quality software. The ratio of computers to pupils is good, although many of the machines are outdated and there is a need to plan for their eventual replacement. External funding will enable some modern replacements and facilities to be added. This is a significant improvement since the last inspection. There is a commitment to continue to improve the subject and a capacity to succeed. Although the school has installed the necessary line to connect the system to the Internet, the operating system was not due to be installed until a few days after the end of the inspection. The school is in a good position from which to move forward and provide every pupil with the skills and knowledge of information communication technology essential for his or her learning.

MUSIC

128. Pupils make good progress in music in both key stages and achieve standards that are in line with expectations for pupils of their ages. Progress in singing is good throughout the school because of the quality and enthusiasm of the teaching and the wide range of opportunities that are provided to learn, refine and perform songs. Pupils are able to sing in unison and in parts. They develop rhythm through clapping exercises and the use of percussion instruments. Musical terminology is introduced at appropriate times, and pupils are genuinely interested in the technical aspects of the subject.
129. The overall quality of teaching in music is good. It is very good in Key Stage 2. Teachers have satisfactory levels of technical competence, plan lessons well, have high expectations of what pupils can do, and are prepared to take acceptable risks. Because of the good relationships that have been established and the consistent application of the behaviour policy, they ensure that behaviour in music is good, particularly when instruments are being used. The quality of music described in the last inspection report has improved.
130. Pupils enjoy learning about and making music. They are eager to respond to questions, treat their instruments with respect and are able to demonstrate a high level of co-operation during paired and group activities. They have opportunities to listen to music from a range of cultures, including their own. Pupils in Key Stage 1 use a computer program to support their attempts at composition. Pupils with special needs are fully integrated into musical activities and respond well. Where appropriate, they are encouraged and supported by their teaching assistant. The music curriculum is extended by opportunities for pupils to learn to play the recorder and a brass instrument

131. Music is well managed across both key stages. The co-ordinator has a good knowledge and understanding of music, and provides support for her colleagues. Resources for music, including instruments and recording equipment, are satisfactory, although the range of recorded music is limited.

PHYSICAL EDUCATION

132. There is insufficient evidence to make a judgement about progress and attainment by the age of seven. Inspection evidence based on the observation of one gymnastics lesson with Year 5/6 pupils, discussion with the co-ordinator and an analysis of the scheme of work, indicates that pupils make satisfactory progress towards attaining the nationally expected standards by the age of 11. In swimming, attainment is also in line with national requirements. No judgement about attainment was made in the previous report.
133. Older pupils in Key Stage 2 know the importance of the warm-up. When jumping, they take off and land safely on one foot and on two feet. They hold a range of balances. Pupils successfully transfer a sequence of movements involving different twists, body shapes, jumps and balances developed in floor work in a previous lesson to sets of apparatus. As they move from one set of apparatus to another, the sequence of movements is adapted to the different types and layout of the apparatus. The quality of the gymnastic movements develop satisfactorily as the lesson progresses with the sequence of movements becoming more fluent and graceful. Pupils are able to replicate a sequence of movements performed by a partner. The apparatus, including benches, planks, padded stools and mats, is handled and set out sensibly and safely by the pupils.
134. All pupils, including those with special educational needs, show positive attitudes and are keen to participate. They listen carefully to instructions. Concentration levels are high. They work well together, for example when setting out or putting away apparatus. These factors have a positive impact on learning.
135. In the one lesson observed in Key Stage 2 the teaching was sound. This is an improvement on the previous report when a lesson observed in Key Stage 2 was judged to be unsatisfactory. There were a number of good points. The planning was detailed and based on the scheme of work that reflects the latest national guidance. The activities, matched to the prior attainment of pupils, were challenging. The planned activities also facilitated the assessment of pupils' achievements in relation to the unit of study. As the lesson progressed, the quality of the pupils' response to the challenges improved as the activities became more demanding by incorporating more elements. They were also asked to think more carefully about their performance and, for example, to make it more graceful and fluent or to hold the balance longer. Pupils were used to demonstrate as others observed and the teacher drew their attention to particular components in the sequence. However, more could have been made of this, particularly by giving two pupils who were not able to participate in the lesson themselves the task of critically observing and commenting on the performance of identified pupils. The planning and the teaching strategies enabled all pupils, including those with special educational needs, to make sound progress during the lesson. Whilst the teacher generally ensured that the pupils were aware of the safety aspects of working on apparatus in the available and limited space, a few pupils were allowed to participate although their footwear was not consistent with the school's policy.

136. The school continues to provide a range of extra-curricular opportunities for pupils that enrich the curriculum. At different times of the year coaching in football, netball and cricket is available for the older pupils. Some of this coaching is provided by professional sportsmen and sportswomen. The school competes against other schools in the football and netball leagues. The school has also been involved in the 'Top Sport' initiative and all staff have had appropriate training.
137. The subject co-ordinator has a clearly defined role that includes monitoring of teachers' planning to ensure coverage of the curriculum requirements in physical education. The policy was updated during last year to be in line with the requirements of the revised National Curriculum. The detailed scheme of work is the focus for curriculum planning and is based on the latest national guidance. Adventurous activities are incorporated in the programme for the residential week at an activity centre. Swimming is taught by a qualified instructor. Good assessment and recording procedures to monitor the achievements and progress of pupils are in place. Assessment is based on pupils' achievements at the end of each unit of study as identified in the national guidance. Additionally some use is made of a digital camera to record achievement. An audit of resources was carried out shortly after the co-ordinator was appointed. Learning resources are adequate in both quality and quantity to enable pupils' learning in the different aspects of the subject.

RELIGIOUS EDUCATION

138. Three lessons were observed during the inspection. These, together with a scrutiny of pupils' work and discussions with pupils, indicate that standards in religious education are in line with the expectations of the local Agreed Syllabus for pupils of similar ages in both key stages. This is an improvement since the last inspection, where standards and progress at the end of Key Stage 2 were below expectation.
139. By the end of Key Stage 1 pupils know the main festivals of the Christian calendar and can recall some of the stories and characters from the Bible. They can talk about their local church and the artefacts that are in it. They talk about people who are important to themselves and others. By the end of Key Stage 2, pupils are able to reflect on the moral messages implicit in the Bible stories, and how these might influence their own lives. They pupils learn about the customs and practices of other faiths, Judaism, Hinduism, Islam and Sikhism, and compare and contrast them with Christianity. The subject provides opportunities, particularly in Key Stage 2, for pupils to extend their writing skills. Higher-attaining pupils, in particular, produce good paragraphs expressing their own ideas, thoughts and feelings.
140. In the lessons observed during the inspection, the teaching was at least good. Teachers are well prepared, with a clear focus and objectives which they share with the pupils. Their teaching style is knowledgeable, confident and encouraging. In the lessons, the teachers made the topics relevant by starting from the pupils' own experiences. Through a range of approaches teachers help pupils to reflect and learn from religions as well as learning about religions. In an excellent lesson in Key Stage 1 on the Prodigal Son, part of a series of lessons on stories that Jesus told, the teacher used questions and explanations to establish the Christian interpretation of the parable and to apply it to the pupils' own experiences. They were able to reflect on the story and to contrast it to others that they had heard. In Key Stage 2, in Year 5/6, a complex series of issues of fairness were explored, contrasting the basic human needs of people in various parts of the world and reflecting on the distribution and availability of resources. The quality of thinking and explanation was very good. Good use is made of connections to other subjects. For example, the Year 3/4 class had considered

depictions of Christ in icons and portraits by a range of artists. They wondered what the artists were trying to convey in the pictures, and expressed their own feelings in writing.

141. Pupils' attitudes towards religious education are generally good. They are interested in the subject because of the good teaching, and are eager to offer their own thoughts and feelings. They are very confident about their own ideas of right and wrong.
142. The subject makes a very strong contribution both to the pupils' personal development and to their spiritual, moral, social and cultural development. There is a spiritual element in many lessons which encourages pupils to reflect on their lives and the lives of other people. There is a strong moral dimension in the teaching and pupils are taught right from wrong
143. The subject is well led by an experienced co-ordinator. The programme is drawn from the latest national guidance and from the Derbyshire Agreed Syllabus. The multi-faith approach is supported by good links with the local Anglican churches and visits to the Open Centre in Derby, which provides opportunities to visit a Hindu temple. The school has a limited collection of artefacts to support learning, but is able to draw upon the resources of the LEA's loan service. Assessment is undertaken at the end of study units, but is not well developed.