

# INSPECTION REPORT

## **ASHBROOK JUNIOR SCHOOL**

Borrowash, Derby

LEA area: Derbyshire

Unique reference number: 112602

Headteacher: Mr S. B. Thorpe

Reporting inspector: Mr J. D. Eadie  
20191

Dates of inspection: 19<sup>th</sup> - 22<sup>nd</sup> November 2001

Inspection number: 217110

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 to 11
Gender of pupils:	Mixed
School address:	Victoria Avenue Borrowash Derby
Postcode:	DE72 3HF
Telephone number:	01332 673785
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Mary Hodges
Date of previous inspection:	11 <sup>th</sup> October 1999

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
20191	Mr J. Eadie	Registered inspector	Information and communication technology Music Physical education	Information about the school The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
19430	Mr T. Hall	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
25509	Mrs J. Clarke	Team inspector	Science Art and design History	
11528	Mr M. Wainwright	Team inspector	Mathematics Design and technology Geography Equality of opportunity	How good are the curriculum and other opportunities offered to pupils?
28686	Mrs E. Walker	Team inspector	Provision for pupils with special educational needs English Religious education	

The inspection contractor was:

Power House Inspections

Grasshoppers  
Anglesey Close  
Chasetown  
Burntwood  
Staffs.  
WS7 8XA

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Ashbrook Junior School is situated in Borrowash, just to the East of the city of Derby. There are 232 pupils between the ages of seven and eleven. The proportion of pupils known to be eligible for free school meals is in line with the national average. The vast majority of pupils is of white British heritage. There is a small number of pupils from a range of other cultural backgrounds, but all of these have English as their first language. The proportion of pupils on the school's register of special educational needs is broadly average, although the proportion of pupils with statements of special need is above average. The majority of these have moderate learning difficulties. Generally, the pupils come from a wide range of social backgrounds, although there is some significant deprivation in Borrowash. Attainment on entry to the school is generally in line with the national average. At the time of the inspection temporary teachers were teaching three of the eight classes.

### **HOW GOOD THE SCHOOL IS**

Ashbrook Junior School is a good school. The quality of teaching is good and the pupils achieve well during their time in the school. Provision for ensuring the inclusion of all pupils in the school is good. Leadership and management are satisfactory overall and the school provides good value for money.

#### **What the school does well**

- The quality of teaching and learning is good overall. Therefore the pupils make good progress and achieve well.
- The pupils have very good attitudes to their school and their work and they behave well.
- There are very good structures for setting targets for improvement in English and mathematics.
- The school has made good progress since the last inspection.
- The school makes very good provision for the pupils' spiritual and social development.
- There are very good quality displays around the school, which celebrate the pupils' achievements.

#### **What could be improved**

- There are few systems of assessment except in English, mathematics and science.
- Insufficient levels of challenge are offered to potentially higher attainers and appropriate work is not always being offered to all pupils in lessons.
- The role of co-ordinators is not sufficiently developed.
- Monitoring of teaching is not effective in reducing inconsistencies in teaching.
- There is insufficient tracking of the pupils' attendance.

*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 October 1999 and was found to have serious weaknesses. These weaknesses no longer exist and the school has made good progress despite several changes in management since then. The key issues regarding leadership and management, the quality of writing and standards in information and communication technology (ICT) have been effectively addressed. However, there are still inconsistencies in the quality of teaching and some specific weaknesses mentioned in the previous report in this area are still evident. Standards are improving, as confirmed by the results in the National Curriculum tests in 2001.

## STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	D	E	C	C
mathematics	C	E	D	D
science	C	D	A	A

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

The table shows improvements in standards this year, particularly in English and science. When the results are compared with the results that the same pupils achieved in the tests for seven-year-olds four years previously, they show that they have made good progress in English and science, although this progress is unsatisfactory in mathematics. The school has recognised the weakness in mathematics and has started to address it. Appropriate targets were set for the pupils' performance in these tests and they were exceeded in English, but not attained in mathematics this year. The findings of the inspection are that standards in English and science are above average; in mathematics they are average. Standards in all other subjects are average. This represents an improvement in ICT and music, as standards in these subjects were below average at the last inspection. The pupils generally achieve well during their time in the school.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	The pupils' attitudes to school are very good. They are eager to come to school, enthusiastic, and keen to work.
Behaviour, in and out of classrooms	Behaviour in and around the school is good. There have been no exclusions in recent years.
Personal development and relationships	The pupils' personal development is very good and relationships within the school community are good.
Attendance	Levels of attendance are satisfactory.

## TEACHING AND LEARNING

Teaching of pupils in:	Years 3 – 6
Quality of teaching	Good

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

The quality of teaching is good overall; there is much teaching that is very good. Only one lesson seen during the inspection was unsatisfactory. The teaching of English and mathematics is good and the pupils learn the skills of literacy and numeracy well. A strength of the teaching in many classes is the teachers' management of the pupils. This is based on



the very good relationships that exist between pupils and their teachers and leads to most classrooms being well-ordered and purposeful, which enables the pupils to concentrate well. A further strength of teaching is the contribution made by support staff. These staff are effective in supporting pupils, particularly those with special educational needs, who therefore learn well. A relative weakness is that the teachers do not always provide appropriate work for pupils of all ability levels in their classes, particularly in providing challenging work for higher attainers.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is sufficiently broad and balanced and is suitably relevant for the pupils.
Provision for pupils with special educational needs	Good provision is made for the pupils with special educational needs. They are well supported, enabling them to make the same good progress as other pupils. The targets on their individual education plans are not always clearly focused.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good provision is made for all pupils' personal development overall. Very good provision is made for their spiritual and social development.
How well the school cares for its pupils	The school cares well for all its pupils, ensuring that they are safe and confident. Assessment procedures are thorough in English, mathematics and science, but there are few procedures in other subjects. The system of setting targets for individual pupils' improvement in English and mathematics is particularly effective.
How well the school works in partnership with parents	The parents have confidence in the school, although the parents' involvement in the life of the school is underdeveloped. The school provides good quality information for parents.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	There have been a number of changes in leadership in the last two years and a deputy will not be in place until January. The headteacher has a clear view of the educational direction for the school and has implemented a number of effective initiatives in his short time in post. The role of the subject co-ordinators is not sufficiently developed.
How well the governors fulfil their responsibilities	The governors fulfil their responsibilities satisfactorily. They play a role in shaping the direction of the school and have a clear view of its strengths. They are less clear on areas for development.
The school's evaluation of its performance	The school evaluates its performance well. Many of the areas for development found in this inspection are already planned for action by the school. However, there are still some inconsistencies in teaching which show some weakness in monitoring.
The strategic use of resources	The levels of staffing are good overall, the accommodation is very good and learning resources are satisfactory. All resources available to the school are used well. The principles of best value are applied satisfactorily.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children like school.</li> <li>• Their children are expected to work hard.</li> <li>• The school gives their children positive attitudes and values.</li> <li>• They are well-informed about their children's progress and about what they are taught.</li> <li>• The school is approachable.</li> <li>• Parents are encouraged to play an active role in school life.</li> </ul>	There are no significant concerns.

The judgements of the inspection agree with all parental comments.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and pupils' achievements**

1. Standards of work seen in the inspection are average and the pupils make good progress bearing in mind their levels of attainment when they join the school. Most pupils of all ability levels achieve well during their time in the school, though some higher attainers are not always sufficiently challenged. There have been improvements since the last inspection, particularly in the results in the National Curriculum tests and in ICT and music.

Strengths in standards of learning achieved are:

- standards in English, particularly the quality and variety of the pupils' writing;
- standards in science;
- progress that the pupils make in ICT;
- the pupils make good progress and achieve well.

An area for development is:

- to raise standards in mathematics similar to those achieved in English and science.

2. Standards in English and science are above average by the end of Year 6; in mathematics they are average. The pupils enter the school with average attainment and they are making good progress to reach these standards. This progress is significantly faster in Years 4 and 6, where many pupils make very good progress, than in Years 3 and 5. In Year 5, the school's statistics show that some pupils make very little progress in mathematics. The results in the National Curriculum tests in 2001 when compared with all schools were well above average in science, average in English, but below average in mathematics. When compared with schools with a similar proportion of pupils eligible for free school meals they were well above average in science, average in English, but below average in mathematics. Comparing these results to the scores of the same pupils when they took the national tests for seven-year-olds in 1998, they show pupils have made good progress in English and science, but unsatisfactory progress in mathematics. English, and particularly writing, has been a major focus of development in the school, resulting in the improving standards in this subject. Standards improved significantly last year in the national tests and the targets set by the school have been exceeded in English, but not attained in mathematics. Although the tests indicated that girls performed significantly better than boys, there was a high proportion of boys with special educational needs in this group.

3. Standards in English and in literacy are above average and the pupils make good progress in English through the school. The skills of speaking and listening are particularly well developed in Years 4 and 6. They are not so well developed in Year 3 and the pupils do not have sufficient opportunities to use these skills in other subjects. Standards in reading are average at the end of Year 6. The basic skills of word building are being developed well so that the pupils are learning more advanced skills. Standards in writing have improved and are now above average because of the well-planned structures that the school has put in place.

4. Attainment in all aspects of mathematics is average and the pupils make good progress in this subject during their time in the school. A particular strength is the pupils' ability in number work. They have good knowledge of the four operations and of place value, and their numeracy skills are sometimes used well in other lessons, such as science. A relative weakness is the pupils' ability to use and apply their mathematical knowledge. The pupils are not confident in using a range of strategies to solve problems and to explain how they achieve answers. The pupils explore the characteristics of shapes from an early stage and older pupils have a satisfactory knowledge of angles and calculations involving area, perimeter and volume. The pupils show satisfactory levels of achievement in presenting and interpreting data in a variety of forms. This aspect is often well supported by the use of ICT.

5. Standards in all aspects of science are above average. The pupils predict, experiment and make conclusions from their experiments from their earliest days in the school, ensuring that they learn well. The pupils are encouraged to use correct vocabulary and present their findings in their own way, which helps their good progress in this subject.

6. Standards in all other subjects of the curriculum are average. This represents an improvement in ICT and music, as in these subjects standards were below average at the time of the last inspection. The school has worked hard to raise standards in ICT, setting up an ICT suite and providing training for teachers in this subject. These initiatives have been effective in raising standards. Music is a current initiative, and the new curriculum has already been effective in raising standards.

7. Progress since the last inspection is good. At that time, just over two years ago, standards were generally below average in English, mathematics and science and in ICT and music. The present standards and the scores in the National Curriculum tests are testimony to the hard work that has been put in and the success that the school has achieved in raising standards.

8. The pupils with special educational needs generally make the same good progress as other pupils. This is largely because of the good levels of support they receive from the support staff. Higher attaining pupils are not specifically identified and are not always given appropriate and stimulating work to ensure they make good progress relative to their abilities. The school has carried out some good analysis of national test results and has begun to put in place measures to ensure that all pupils are achieving at least as well as they should be.

### **Pupils' attitudes, values and personal development**

9. The pupil's attitudes, values and personal development are very good. Behaviour is good and attendance is satisfactory. These standards have been maintained since the last inspection.

Strengths in this aspect are:

- the pupils' attitudes to school and learning are very good;
- behaviour is good;
- personal development is very good;
- relationships throughout the school are good.

An area for improvement is:

- to ensure registration conforms to requirements.

10. The pupils' attitudes to school and their learning are very good. Parents are happy that their children enjoy school and make good progress. The pupils are enthusiastic and purposeful in their studies. They work well together in pairs and in groups, sharing ideas and equipment good-naturedly. Where there is very good teaching, the pupils maintain concentration very well and contribute positively to the short dialogues that arise. For example, in a Year 3 literacy lesson the pupils made some very good suggestions on the use of speech marks and understood how they made the text come alive. In some classes however, where there is less challenge, the pupils lose interest towards the end of lessons and become restless.

11. Behaviour is good. The great majority of parents agree this is so. The pupils are familiar with the codes of conduct, their own class rules and the expectations of them in and out of school. Behaviour in class is generally very good. A few pupils, however, have personal behavioural problems. This does not cause undue interruption to the flow of lessons, mainly due to the skill of the teachers. Self-discipline about the school and at play is generally good but it is spoilt by a few occasions of unruliness. Where there are lapses of conduct and the occasional instances of bad behaviour, all pupils know this is wrong. They are familiar with the systems of rewards and sanctions. The pupils do not believe there is much bad behaviour. There are a very few instances of name calling and bullying. The pupils know how seriously this is viewed and share in the disappointment the staff convey. There have been no exclusions in recent years.

12. Personal development is very good. The majority of pupils are extremely tidy and care very responsibly for the resources in their classrooms. This is let down, however, by a few pupils in Year 3 who leave coats and bags strewn about their cloakroom area. The pupils' sense of initiative and responsibility is very good and very evident by the wide number of daily tasks done so well by volunteers. For example, in lesson preparations, monitoring roles and assisting at assemblies or over lunch. The pupils listen well and appreciate one another's comments in lessons. When asked, they freely explain what their lesson activity is about. The majority soon develop mature attitudes to their work and play. Most play is good-natured and often exuberant. A few are boisterous and not always aware of those around them. Most pupils have a good understanding of their environment and the needs of others; enhanced through the personal, social and health education programmes. They are very quiet and respectful at assemblies, appreciating the visitors who share in them. The pupils enthusiastically applaud good work and endeavour when celebrated in class and at assemblies. They value the weekly entries in the Honours Book. Older pupils have a good idea of the nature and purpose of the Home/School Agreement. They help younger ones in the library. Year 6 pupils develop more independent skills in preparation for secondary education, particularly as they work out their own academic targets each half term and include one target for their personal development.

13. Relationships throughout the school are good. The pupils are courteous to adults and to one another. They have trust in their teachers. They can confidently share their thoughts and concerns with more than one member of staff. Consequently a good rapport is evident between pupils and with adults in school.

14. Attendance is satisfactory and has improved overall in line with national trends, since the last inspection. Registration, however, does not conform to requirements. At the start of the inspection there was no provision for recording the total number of pupils present or absent and the numbers on roll in each class. Registration is prompt at the morning session but is taken at random during afternoon sessions. Some pupils occasionally go home for the lunch break. There is no clear record of pupils when formed into sets. Some teachers are vague about how many are present out of the total expectations in their set and how many are absent. They have to resort to visual check. Consequently the school has no proper record of the total numbers of pupils in each class for each session. Lateness is minimal. The pupils enjoy coming to school. Most are early and look forward to their lessons. They greet their teachers cheerfully and settle down very quickly to individual work.

## HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

15. The quality of teaching and learning is good overall, with many lessons being very good. This represents good improvement since the last inspection, when there were some inadequacies in the quality of teaching.

Strengths in teaching and learning are:

- the generally good quality of teaching and learning;
- the pupils' response to the challenges presented to them;
- the classroom management skills of the teachers ensure there is a purposeful working atmosphere in the classrooms that enables the pupils to concentrate;
- very good relationships exist in most classrooms, leading to the pupils trying hard for the teachers;
- the contribution made by the support staff, particularly with the pupils with special educational needs.

Areas for development are:

- setting appropriate work for pupils of all ability levels in all lessons, particularly the setting of challenging work for those pupils of potentially higher attainment;
- ensuring that the latter part of all lessons contains a review of the learning that has taken place.

16. More than two out of three lessons observed during the inspection were good or better, with more than two in five being very good. Only one unsatisfactory lesson was seen. This represents an improvement since the last inspection when a significant amount of unsatisfactory teaching was seen, and the overall quality was satisfactory. This good teaching is having a marked impact on the learning and the progress of the pupils. The teaching is variable between year groups, being significantly better in Years 6 and 4 than in Years 5 and 3. This was particularly noticeable in Year 6, where the teaching was rarely less than very good. Some specific inconsistencies noted in the last inspection report have not been corrected. For example, challenging activities are still not set for all pupils and the quality of marking is still inconsistent.

17. The teacher's knowledge and understanding of the subjects that they are expected to teach is good. This is an improvement since the last inspection, where there were shortcomings in the teachers' understanding in ICT. During the inspection a number of teachers were observed teaching a range of skills in ICT effectively. The school provided a special format for the teachers' lesson planning for the inspection, so it was difficult to make judgements about the usual quality of planning. However, there were too few occasions when the teachers' planning showed a range of tasks to suit the pupils of differing abilities in their classes, particularly in providing challenging tasks for the potentially higher attainers. A further shortcoming in the teachers' planning is that the teachers do not often show how they are to address the particular targets on the individual education plan of the pupils with special educational needs in their lessons.

18. In most lessons, the teachers manage their classes well. They create a purposeful working environment to which the pupils respond very well. Much of this is based on the very good relationships that most teachers have with their pupils. The pupils feel that they are valued and respected and want to try their hardest for their teachers. For example, in a Year 4 mathematics lesson, the pupils came into the class enthusiastically, many having brought in extension tasks that they had completed at home. The enthusiasm that had been engendered by the teacher was built on during the lesson and very good learning ensued. The teachers usually display the learning objective at the start of the lesson. This gives the pupils an understanding of what it is they are to learn. However, on too many occasions the learning objective is not returned to at the end of the lesson to allow the pupils to review how effective their learning has been.

19. The teachers teach the basic skills well. This ensures that the pupils learn these skills well, particularly those of literacy. The national strategy for literacy has been implemented well and the teachers use the structure well to support their teaching. In the best literacy lessons, the teachers adapt the strategy to suit the pupils in their classes. For example, in a lesson in Year 6, the teacher was innovative in her use of the text of 'Adrian Mole'. She used a variety of methods, including a role-play with a member of the support staff, to stimulate the pupils and retain their interest and concentration at a high level.

20. When extra adults are available in lessons, the teachers plan their work effectively. These other adults know what is required of them and which pupils they are expected to be working with. These clear instructions lead not only to the pupils with whom they are working learning well, but the teachers are then able to focus their attention on the remaining pupils. These other adults make a significant contribution to the pupils' learning.

21. The teaching of pupils who have special educational needs is generally good. However, the targets on many of the individual education plan are not specific enough and are not reviewed frequently enough to ensure that pupils have sufficient opportunities in a number of lessons to improve their work towards their targets. Planning in some lessons does not take sufficient account of these pupils. The use of support staff is good. They are well directed in the majority of lessons and support pupils both individually and in a group so that they can make progress. However there are times when the support is not used to the best advantage or on occasions when it interferes with the teaching of other pupils. For example, an over reliance by the pupil on the support which is offered was not the most effective use of the support staff time.

## **HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS OR STUDENTS?**

22. The school provides a suitably broad, balanced and relevant curriculum for its pupils which has improved since the last inspection. All subjects of the National Curriculum and religious education are taught, meeting statutory requirements.

Strengths in the curriculum are:

- the long- and medium-term planning;
- the improvements in the curriculum in some subjects such as ICT, music and history;
- the links that the teachers make between subjects;
- the use of ICT in other subjects;
- the good provision for the pupils' personal development.

Areas for development are:

- the curriculum for religious education;
- links with the community and other schools;
- the range of educational visits out of school.

23. Prime considerations in the curriculum have been the need to raise standards in the pupils' writing and to improve both the provision and standards in ICT. In these aspects good improvements have taken place. The pupils' developing skills in writing and their use of ICT effectively enhance other areas of the curriculum. The pupils' written evaluations of their work in design and technology are usually well presented and clear. Other very good curriculum links are made. For example, the Year 6 pupils' investigation of bread in design and technology is well matched with their concurrent study of changing materials in science. This reflects some good long- and medium term planning.

24. Strategies for the teaching of literacy have been implemented well. This is seen in the improved quality of the pupils' writing. The numeracy strategy has been implemented satisfactorily. Some high-quality teaching of mathematics was seen but is not established in all classes. The grouping of pupils for teaching in these subjects is very effective, particularly in Year 6 where the year group is divided into three sets.

25. The provision for extra curricular activities is satisfactory. Most of the teachers and other volunteer helpers give their time freely for various sports and music activities. Each year group makes some educational visits but the school has recognised a need to extend these. No residential visit takes place. Provision for the pupils' personal, social and health education is good. A recently introduced policy is in place and the impact is seen in both whole-school assemblies and in class discussions. The pupils reflect on and discuss the qualities and behaviour of their peers and of themselves. Appropriate provision is made for sex education and an awareness of the misuse of drugs. The provision for those pupils with special educational needs is good. All pupils are fully included and have equal opportunities.

26. The school's links with both the local and wider communities are unsatisfactory. This was raised in the previous inspection report. Some improvement is seen in the use of the local area in geography, for example. This is insufficient. Local clergy make regular visits. Otherwise the school is too insular. It does not use the expertise or experience of local people sufficiently. Links with other schools are satisfactory. Good arrangements for transfer to secondary schools exist but there is no sharing of expertise. This is also the case with local primary schools where there are sporting links, but little otherwise. An effective link has been forged with a local Beacon school. For example, teachers from the Beacon school have shared their expertise in ICT, resulting in the teachers' increased confidence at Ashbrook. A strong link is being forged with the neighbouring infants' school, which is helping the transfer of pupils into the school to be more effective.

27. The school makes very good provision for the pupil's spiritual and social education, and good provision for their moral and cultural education; this is an improvement on the findings of the last report.

28. The school has addressed these areas through a variety of subjects in the curriculum. There is clear guidance through the religious education curriculum to support the very good spiritual experience that the pupils encounter. The pupils have the opportunity to reflect, to celebrate and share each other's successes. The quality of the pupils writing reflects their feelings and empathy with a variety of emotions and humanitarian issues. There is a range of pupils' written work which expresses the concern for those less fortunate than themselves. The teachers provide situations where the pupils can explore feelings and consider their personal response. The use of music, candlelight or a precious object assists the pupils to focus and take time to think.

29. The pupils have a clear understanding about how to behave and knowledge of what is right or wrong. There are classroom rules, clear expectations and good classroom management which all encourage pupils to do their best. In a Year 4 class, the pupils are encouraged to contribute to the weekly session which shares the concerns and wishes any pupil may have to improve the class and the day-to-day relationships. The pupils act as chairperson and scribe, the issue is debated and the resolution recorded in the minutes. The pupils respond positively to the meetings and feel responsible for their own actions.

30. The opportunities for pupils to extend their social skills, given through a variety of visits and other curricular activities, are good. There is a social aspect to some lessons and the pupils co-operate and support each other very well. In the assembly about friends, Year 6 pupils brought a sketch they had performed in a local church, the local minister using the sketch to make a point that we are different and all share the same feelings whilst we are dependent on each other. The pupils performed very well and the audience applauded their efforts. Pupils are very ready to share and support each other's achievements. The school



celebrates the pupils' achievements very successfully, using an achiever of the month for a number of subjects and displaying the pupil's efforts to a very high standard. Some pupils take part in the choir and other musical activities, all pupils take part in at least one school production each year. They compete in sports teams and support a variety of local and national charities.

31. The cultural opportunities offered to pupils are many and varied, and good overall. A virtual tour of a Derby mosque, the use of a wide range of artefacts from a variety of different cultures, and experiencing different foods gives the pupils a wide range of experience in different areas of the curriculum. The pupils visit local places of interest to investigate how people used to live, experience and attempt their own sculptures for a day at the sculpture park. Year 5 pupils sang a beautiful Indian melody as their contribution to an assembly about friendship and pupils are given opportunities in school to take part in dance and listen to music from other countries throughout the world.

### **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

32. The care and welfare of pupils is satisfactory overall and has been maintained since the last inspection.

Strengths in this aspect are:

- target setting in English and mathematics;
- assessment of pupils' progress in English, mathematics and science;
- special educational needs provision;
- educational and personal support for the pupils.

Areas for improvement are:

- assessment in foundation subjects;
- the use of individual education plan in teachers' planning;
- ensure that registers conform to requirements and the monitoring of unexplained absences is dealt with early enough.

33. All adults are aware of the criteria for child protection although staff have not had recent formal training. There are no health and safety concerns within the general framework of the school day. Minor matters of signs are receiving attention. The pupils learn in a warm, clean and well presented environment.

34. Procedures for monitoring attendance are unsatisfactory. Daily registration sheets do not conform to requirements. Monitoring of these sheets takes place only weekly. There is no defined system in place for chasing up unexplained absences daily. Procedures for promoting attendance, however, are good. The parents and their children are constantly reminded of the importance of regular attendance and punctuality through assemblies and the personal and social education lessons. Individual records are annotated to pupil's annual reports. The educational welfare officer supports the school well.

35. Procedures for monitoring and promoting good behaviour are satisfactory. There is a new behaviour policy awaiting the approval of governors, which should enhance current practice. Good strategies are in place but not consistently applied in all classes. Where teachers have high expectations in lessons, this is seen to brush off very well on pupils. The small number of pupils with individual behavioural problems are encouraged to have a much more responsible approach to self-discipline. Pastoral care of these situations is constantly reviewed, generally with improving results. There is a good atmosphere over lunch but control about the school for those pupils awaiting their turn is variable. There is little interactive play, and the resources available are not used. Some lunchtime supervisors do not feel well supported. Procedures for monitoring and eliminating oppressive behaviour are satisfactory. Bad behaviour is viewed very seriously and parental co-operation is earnestly sought. Tendencies towards bullying or oppressive behaviour are dealt with swiftly and

effectively. The parents of all involved are fully informed, inviting their co-operation.

36. There are good procedures for monitoring and supporting the pupils' academic progress in English, mathematics and science. The pupils' progress in these subjects is assessed regularly. The information gained is used effectively for the grouping of pupils and in setting both group and individual targets. Areas of weakness are noted and action taken. This is an improvement and standards in these subjects are rising. However there is no structured assessment in any of the other subjects taught except for ICT. This is an area for development.

37. The learning needs of pupils with special educational needs are identified and their progress is mapped through the use of individual education plan. However, the targets on many of the plans are not specific enough and are not reviewed frequently enough to ensure that pupils' progress can be thoroughly monitored.

38. Procedures for supporting the pupils' personal development are good. The teachers work hard to build up pupils' self esteem. Staff know the pupils well. They have a good rapport with them. High standards of work and effort are fairly praised before the whole class and at achievement assemblies. The parents are pleased that teachers expect their children to work hard and do their best. The great majority feel the school's attitudes and values have a positive effect on their children. The pupils can confidently share their thoughts with several members of staff. Parents likewise, know the headteacher and staff are available to parents at the end of the school day to share any immediate concerns. Appointments can readily be made for more formal matters.

#### **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

39. Parents are pleased with what the school provides and achieves. The school sets out to have effective links with parents, providing good detail of their children's personal progress. The parents feel encouraged to contribute to their children's learning. This aspect has been maintained since the last inspection.

Strengths in this aspect are:

- parents have positive views of the school;
- parents of children with special educational needs are fully involved in their annual reviews;
- information that parents receive is good;
- the pupils' annual reports are of a good quality.

An area for development is:

- parents' involvement in school.

40. There are regular newsletters and memos on school events. There is a comprehensive school prospectus with a well considered statement of aims. The governors' annual report gives a good review of the past year. A few minor omissions and amendments are having attention.

41. The quality of information to parents, particularly about their children's progress is good. Most parents agree with this and feel they are given a clear understanding of what is being taught and how their children are progressing. Consultation evenings are very well attended. Samples of pupil's individual work are always available. Annual written reports conform to requirements, are individual to the pupil and have some pointers for

improvement. The pupils add their own self-assessment. Parents are invited to comment and a good number take up the opportunity.

42. There has been a good response to the home/school agreement. Parents are broadly pleased with the levels of homework set. A good number hear their children read at home and encourage their children to complete their allotted work on time. A small and loyal number of parents and friends help regularly in school. Many more parents assist with trips and visits. Parents enjoy the opportunities to attend assemblies, services and concerts. All parents are automatically members of the Parents and Friends Association. The committee is small, enthusiastic and would like more support from parents and the school. Nonetheless, it successfully promotes a number of activities through the school's newsletters and a good number of parents and staff help the running of events on the day, such as Christmas and Spring Fairs, raffles and discos. Funds raised make a very significant contribution to additional resources for the school.

### **HOW WELL IS THE SCHOOL LED AND MANAGED?**

43. The quality of leadership and management is satisfactory overall. Standards in this area have improved significantly since the previous inspection. The headteacher has a clear notion of what he wants to achieve for the school, and subject co-ordinators are also determined to raise standards.

Strengths in leadership and management are:

- the headteacher has a clear vision for the school;
- most co-ordinators have clear ideas for improving standards in their subjects;
- the role of the governing body has improved and is developing;
- levels of staffing are good and the extra support the teachers have available to help them in the classroom is also good;
- the accommodation is very good;
- the quality of the displays of pupils' work in the school is very good.

Areas for improvement are:

- roles and responsibilities of co-ordinators;
- monitoring of teaching and learning by co-ordinators;
- communication at a number of levels;
- written guidance for new or temporary teachers.

44. There have been a number of changes in management in the two years since the last inspection. The headteacher at that time left almost immediately, followed not long afterwards by his deputy. As a temporary measure the headteacher of the adjacent infant school took over. The appointment of an acting headteacher some eighteen months ago started the process of improvement. This improvement has been continued since the appointment of the present headteacher in January, who provides clear educational direction for the school. He has clear vision and knows what he wants to achieve for the school and has put in place a number of initiatives which have raised standards. Most particularly, he has been instrumental in pushing forward training for staff in ICT, which has been effective in raising standards in this subject. However, there is at present no settled senior management team, as a newly appointed deputy headteacher is to take up office in January. This lack of a settled structure has led to some problems with communication within the school. For example, although responsibility has been delegated well to co-ordinators and many of them have made a good start in their roles, there is a lack of unity about the various elements they have identified for development. Several co-ordinators have a heavy workload, and the school is to address this next term, when the deputy arrives.

45. The governors provide a satisfactory level of support, which is an improvement since the time of the last inspection. They have an improving strategic view of the direction of the school. However, much of the work is left to a small group of governors and there are problems with communication as the good practice of sending minutes of all sub-committee meetings to all governors does not happen. This has the effect of reducing the knowledge and interest of other governors. The governors generally work effectively with the headteacher and staff, and governors play a satisfactory role in shaping the future direction and work of the school. The governors are very supportive of the school but their more formal role in the evaluation and analysis of data is less developed. They receive regular reports from the headteacher, which give good information. Governors have begun to question and discuss appropriately, aspects of the provision that the school makes. There are some inconsistencies in fulfilling statutory requirements. For example, there was no meeting of the governing body in the Spring Term of this year.

46. The provision for special educational needs is good. The co-ordinator has a very good understanding and knowledge of the needs of pupils with special educational needs. The special educational needs register is well maintained. The information is collected and the review of pupils' progress is a well-established routine. The links and discussions with other agencies support pupils efficiently. Resources for special educational needs are generally satisfactory, however the range of reading resources for pupils with special educational needs is poor.

47. The school's monitoring and evaluation of its performance is good overall. This is evident from the progress that has been made in many areas of weakness identified in the last inspection report. There has been some monitoring of teaching by the headteacher and local education authority advisers, but there remain some inconsistencies from teacher to teacher which were noted in the last inspection report. Curriculum co-ordinators do not monitor teaching. Analysis of results in the national tests is beginning to be done in order to plan for improvements, and the results of the national tests and optional tests are recorded annually. This has resulted in the weaknesses in writing being addressed well, and some areas of weakness also being identified in mathematics. However, although the school has begun to look at measures of value added for particular groups of pupils, as yet these have not been formulated for individual pupils' progress in the shorter term.

48. The school development plan is a clear document in planning for future developments. Although it only covers the current year, there are other papers giving a longer-term view forward. The fact that these papers are separate means that the longer view is not in the forefront of school development. It does not contain useful evaluation of the success of items from previous years. There are also useful subject action plans, developed by subject co-ordinators, which, although not an integral part of the school development plan, are intended to be read alongside it.

49. The school makes good use of the funds available to it and the principles of best value are applied satisfactorily. For example, funds have been used to create a computer suite, which is well equipped with ten networked computers. Particularly good use is made of specific grants. For example, some of these funds have been used to ensure that class sizes are kept small and that there is a good number of support staff. Finances are clearly linked to educational priorities both in the school improvement plan and in the day-to-day management of the budget. The school office is run very calmly and efficiently, releasing the day-to-day administration from the shoulders of the headteacher and other teachers.

50. The school has a good number of staff. At present there are three temporary teachers in the school. Two of these teachers are recently in place and have not as yet been securely embedded into the life and work of the school. The teachers in the parallel classes have given them support and help with resources and planning. The part time teachers who share a Year 3 class make good provision to plan and organise the teaching and learning for the pupils. Support staff give good support to the teaching staff and make a good contribution to

the standards achieved by the pupils. This is especially so in the computer suite. Here, the teachers always have another member of staff to work alongside them. This additional help has a positive impact upon the pupils' progress.

51. Staff development is satisfactory with an appropriate in-service programme to support the school development plan. There is appropriate provision for staff induction although there is no documentation to inform temporary teachers of the basic school routines. There is a Performance Management Policy, which has been put into place, but monitoring of effectiveness of the policy is in its early stages. The school secretary, lunchtime staff, kitchen staff, caretaker and cleaning staff make an important contribution to the efficient running of the school.

52. The school accommodation is very good. The school building is very large and allows ample space for teaching and learning. There are two halls, a studio, and a computer suite alongside a number of office and administration rooms. The quality of display around the school is very good providing many opportunities to celebrate the pupils' achievements in many subjects. The teachers and support staff display the pupils' work to good effect and this shows the pupils how they value their work. Outside facilities are spacious and provide areas for physical activities and curriculum development. The school is to be completely rewired in the near future and is to be redecorated afterwards. The school is in need of refurbishment but it is sensible to await the completion of this major work. The school is adequately maintained and there are high standards of cleanliness.

53. The efficient and effective use made of resources contributes positively to the quality of learning and standards achieved by the pupils. The school resources are overall satisfactory and appropriate to meet the demands of the National Curriculum. Resources for English, science, art and design, history and religious education are good. Geography resources are unsatisfactory as there is a lack of globes and Ordnance Survey maps in the school and this restricts the opportunities available to the pupils. Resources in the computer suite although satisfactory do not enable the teachers to provide for all the pupils in their class during ICT lessons. The school is hoping to build up funds to be able to increase the number of computers. The welcoming and well-stocked library is situated centrally and is readily accessible to the pupils.

54. The school has established good financial procedures that are based upon the principle of best value. Taking into account all relevant factors, the school provides good value for money.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

55. In order to continue to raise standards, the governors, headteacher and staff should:
- (1) create systems of assessment for all subjects so that the teachers have clear knowledge of what the pupils know, understand and can do.  
(Paragraphs: 36, 79, 83, 87, 91, 95, 99, 103)
  - (2) ensure that teachers set work with appropriate levels of challenge for all pupils in all lessons, particularly for:
    - potentially higher attainers;  
(Paragraphs: 8, 17, 66)
    - pupils with special educational needs, in accordance with their individual education plans;  
(Paragraphs: 17, 21, 37)
  - (3) review and revise the present allocation of curriculum responsibilities. Develop further the role of co-ordinators so that they monitor the quality of the pupils' learning in lessons, in addition to monitoring the pupils' work and the teachers' planning;  
(Paragraphs: 44, 47, 67, 74, 79, 91, 95)
  - (4) ensure, by consistent monitoring, that the good practice seen in teaching is disseminated throughout the school;  
(Paragraphs: 2, 16, 47, 83, 110)
  - (5) ensure that statutory requirements with regard to registers and registration are met.  
(Paragraphs: 14, 34)

In addition to the areas for development above, the governors should consider the following for inclusion in their action plan:

- Ensure that statutory requirements with regard to governors' responsibilities are met.  
(Paragraph: 45)
- Improve links with the community.  
(Paragraph: 26)
- Ensure that there is clear written guidance for teachers new to the school and for temporary teachers.  
(Paragraph: 51)

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	50
Number of discussions with staff, governors, other adults and pupils	52

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	21	14	14	1	0	0
Percentage	0	42	28	28	2	0	0

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

### Information about the school's pupils

Pupils on the school's roll	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	232
Number of full-time pupils known to be eligible for free school meals	28

FTE means full-time equivalent.

Special educational needs	Y3 – Y6
Number of pupils with statements of special educational needs	6
Number of pupils on the school's special educational needs register	31

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	13
Pupils who left the school other than at the usual time of leaving	14

### Attendance

#### Authorised absence

	%
School data	3.8
National comparative data	5.6

#### Unauthorised absence

	%
School data	0.3
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 2 (Year 6)***

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	26	31	57

<b>National Curriculum Test/Task Results</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC level 4 and above	Boys	17	13	24
	Girls	29	21	29
	Total	46	34	53
Percentage of pupils at NC level 4 or above	School	81 (58)	60 (55)	93 (79)
	National	75 (75)	71 (72)	87 (85)

<b>Teachers' Assessments</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC level 4 and above	Boys	19	16	25
	Girls	30	25	30
	Total	49	41	55
Percentage of pupils at NC level 4 or above	School	86 (64)	72 (61)	96 (79)
	National	72 (70)	74 (72)	82 (79)

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



### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	0
Black – other	0
Indian	2
Pakistani	0
Bangladeshi	0
Chinese	0
White	228
Any other minority ethnic group	1

*This table refers to pupils of compulsory school age only.*

### ***Exclusions in the last school year***

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

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

### ***Teachers and classes***

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

Total number of qualified teachers (FTE)	10
Number of pupils per qualified teacher	23.2
Average class size	29.0

#### **Education support staff: Y3 – Y6**

Total number of education support staff	10
Total aggregate hours worked per week	126

### ***Financial information***

Financial year	2000/2001
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	£
Total income	427 053
Total expenditure	447 171
Expenditure per pupil	1 927
Balance brought forward from previous year	24 193
Balance carried forward to next year	4 075

### ***Recruitment of teachers***

Number of teachers who left the school during the last two years	5
Number of teachers appointed to the school during the last two years	5
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	232
Number of questionnaires returned	54

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
I feel the school encourages parents to play an active part in the life of the school	19	60	19	0	2
I would find it easy to approach the school with questions or problems to do with my child(ren)	48	44	6	0	2
The school handles complaints from parents well	18	49	31	2	0
The school gives me a clear understanding of what is taught	25	55	17	4	0
The school keeps me well informed about my child(ren)'s progress	29	52	15	4	0
The school enables my child(ren) to achieve a good standard of work	17	71	12	0	0
The school encourages children to get involved in more than just their daily lessons	25	59	12	2	2
I am satisfied with the work that my child(ren) is/are expected to do at home	23	64	6	8	0
The school's values and attitudes have a positive effect on my child(ren)	21	60	19	0	0
The school achieves high standards of good behaviour	17	65	13	4	0
My child(ren) like(s) school	36	53	11	0	0

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

### **ENGLISH**

56. Throughout the school, inspection findings are that attainment in English is above average. The pupils make good progress so that by the time they are eleven they achieve results above the national average. The pupils with special educational needs make good progress. Teaching in English is good. Improvement since the last inspection is good.

Strengths in the subject are:

- the good quality of teaching;
- the use of ICT as a learning tool;
- the pupils' ability to apply the skills they have learnt to improve the quality of their writing;
- the positive effect of the National Literacy Strategy;
- the pupils very good attitude to their work and how well they behave.

Areas for development are:

- the quality, range, and interest of reading material for all pupils;
- to ensure that marking of pupils' work is consistent in all classes.

57. Throughout the school the quality of teaching is good and often very good. The teachers work hard to ensure the lessons are well planned and meet the needs of the children in their group. The detail and quality of teachers' planning in English is very good. The materials and variety of literature and activities is appropriate to the group and tasks are clearly identified and resourced. The teachers' use the results of the pupils' response to influence and modify their planning for the next literacy lesson. The school has implemented the National Literacy Strategy effectively and has adapted the guidance to meet the needs of all pupils. The teachers use the strategy very well and follow the programme so that pupils use a wide range of literature and are taught very well how to improve their writing and reading skills.

58. The lessons move along at a good pace. The pupils respond very well to direct and challenging questions. They are, in the majority of lessons, confident in their responses and use a range and variety of vocabulary in their answers. In a very good lesson in Year 3, the pupils used each other's questions to elaborate the point. The teacher ensured that pupils focused their responses directly to the discussion and the pace of the lesson enabled pupils to make very good progress in learning how to use dialogue in their writing. In a Year 6 lesson pupils were very confident when using an ICT program to improve their use of direct and indirect speech. They are taught how to change their own sentences into direct speech and practise orally to develop their knowledge about reporting an action and then converting the report into a command. To assess how much the pupils have learnt they use a program to change sentences from indirect to direct speech. They work very hard using their word processing skills to input and move text around to achieve the result they require and all pupils make good progress. They share the results using the voice program. The pupils print the results and save the work, so that they can be assessed by the teacher and used to develop both language and ICT skills on a continuing basis.

59. By the time pupils are eleven they are eager to consolidate and use their reading skills. They read a wide range of texts from both the range in the school and from the public library. The pupils are keen to explore the books they use in their lessons. They are influenced for example by the 'Diary of Adrian Mole' and 'The diary of a nobody' to the extent that a pupil found a sequel to read in further detail so they could make comparisons between the two writing styles and appreciate the humour in both books.

60. The pupils throughout the school use a variety of styles and a range of experiences to enhance their writing skills. They use word processing skills confidently and can draft their thoughts straight to the screen using the editing skills they have learnt to improve both the quality and presentation of their work. Pupils make good progress as they move through the school to improve their handwriting skills. They are taught systematically and encouraged to use the skills to present a cursive and fluid style of handwriting which enables them to write faster and improve the quality of their written work.

61. The range and quality of the pupils' imaginative writing, including poetry and prose, is very good. The pupils in Year 3 conjure up amazing witches brews and write their spells in fearsome style to arouse the readers interest, whilst pupils in Year 6 present a Macbeth alternative which recognises Shakespeare's plot but uses the pupils' own contemporary language to make the story appeal to younger readers. The pupils are taught how to analyse a writers thoughts and feelings, to choose alternative vocabulary, act out the plot so that they have a clear understanding and feeling before they record their own response. They are confident about using drafting and editing skills before they achieve the result they want and these results are of a good standard. Pupils are confident writers and develop all the skills to produce quality writing.

62. The co-ordinator, new to the post, has a clear vision and very good knowledge about the subject. She is focused on raising standards and is finding ways to improve the quality of reading and writing for all pupils but especially boys. She has refined the literacy planning process which is now concise but provides sufficient detail so that teachers can clearly keep the lesson objective in mind and use key words to guide every stage of the lesson. The use of evaluation and direction are very good features of the planning and ensures that all pupils, including those with special educational needs, can make good progress.

## **MATHEMATICS**

63. Standards overall are now average. This is better than has been seen in recent national tests. An above average proportion of the pupils is attaining at a higher level. Good progress is made through the school by pupils of all ability levels due to the good teaching in this subject. There has been good improvement since the previous inspection.

Strengths in the subject are:

- good teaching and learning, particularly in Years 4 and 6;
- clear learning objectives shared with the pupils;
- the use of assessment to monitor progress and address weaknesses;
- the grouping arrangements for lessons;
- the pupils' positive attitudes to learning;
- particularly good progress is made in Year 6.

Areas for development are:

- the provision of more investigative tasks;
- the challenge presented to the higher attaining pupils;
- marking of recorded work;
- monitoring of teaching.

64. In almost all lessons seen the teaching is good. In many cases it is very good. The teachers have good knowledge of the subject. They set clear learning objectives, which are usually shared with the pupils. They also plan good strategies so that the pupils understand how to achieve the objective. When the group of lower-attaining pupils in Year 6 were learning to add together pairs of 2-digit numbers they were given clear guidelines. One girl asked to read out the learning objective and did so. The pupils want to learn! The teacher showed, and the pupils practised, three simple strategies. These were soon grasped so that

new learning took place quickly. The pupils with special educational needs were well supported so that they also understood and were able to use the strategies competently.

65. The establishment of an additional group in Year 6 provides well for more individual attention. The quality of teaching in this year group is notably strong and so the pupils' learning is boosted well. Good knowledge of the numeracy strategy is evident. Higher attainers in Year 6 are challenged very effectively. Mental calculations are carried out at speed and with increasing challenge. The pupils are fully attentive and burst with enthusiasm to be even more involved. They investigate translation of shapes on four-quadrant grids. Resources provided allow them to mirror the teacher's large model on individual sheets. There is very good sharing in learning. As confidence grows the pupils challenge and check each other. To demonstrate their surety they test the teacher. Year 6 pupils benefit greatly from a range of investigations. This is reflected in the increasing number of pupils attaining at the higher level. In some classes there is insufficient activity of this nature.

66. The teachers plan well for the lower attainers in their groups, with separate tasks usually provided. Insufficient attention is given to the higher attainers within ability groups, particularly in Years 3 and 5. Occasionally some pupils continue successfully at the same task, without being given further challenge as soon as they are seen to be ready for one. In the best lessons the teachers show a sharp awareness of the need to move the pupils on, and do so, so that the pupils make the best possible progress. Year 4 pupils buzz with enthusiasm when they arrive for their lesson. The warm and caring manner of the teacher boosts the pupils' confidence so that they are all fully involved. All co-operate well and behaviour is very good. The teacher's work on the board is presented immaculately. She reminds the pupils of how to present their work. They try hard to mirror her standards. There are positive comments in their books. They read and act on them. All teachers mark the pupils' work but with great variance in effectiveness. In the best examples, questions are posed and there is querying of understanding, as well as praise and encouragement. The pupils respond and sometimes there is a dialogue between teacher and pupil. On occasions, older pupils are expected to write the rule that they have gleaned from their learning.

67. Management of the subject is good. Test results showed standards to be below average. A range of measures has been taken to address this. Regular tests of attainment are being used to monitor the pupils' progress. They are taught in groups based on their levels of attainment. This is particularly effective in Year 6, with three groups. In addition there are a number of smaller booster classes to raise standards. Additional adult support is also provided in areas of greatest need. This ensures that those pupils with special educational needs make similar progress to their peers. The monitoring of teaching is not yet having sufficient impact in all classes. In spite of efforts being made, the very good practice of some teachers is not being put into practice consistently. Literacy is reinforced well. Listening is good and speaking skills are extended. The teachers ask open questions, trying to include all, and the pupils explain clearly. ICT is used well to support some aspects of the curriculum, for example, drawing of graphs and analysing data.

## **SCIENCE**

68. Throughout the school attainment in science is above average. Standards are rising with all pupils making good progress and achieving well. The latest national test results reflect a very good improvement in science standards since the previous inspection when standards were below the national average. These improved results show that the pupils are achieving well from an average starting point when they join the school. Their levels of achievement reflect the secure curriculum and the good teaching that the pupils receive.

Inspection findings show that the pupils are achieving well throughout the school and are attaining standards above the national averages.

Strengths in the subject are:

- above average standards;
- the quality of teaching and learning in science;
- the pupils attitudes to their work;
- the secure curriculum;
- the good assessment procedures;
- the good levels of resources.

An area for development is:

- further development of the role of the co-ordinator.

69. The pupils achieve well in their science lessons. In all classes there is no significant difference in the performance of boys and girls. The pupils with special educational needs are supported effectively by their class teachers and the support staff. This enables them to work alongside the other pupils in the class and they make good progress in developing their scientific skills in relation to their abilities. The science curriculum is well planned to ensure that the pupils have many opportunities to plan, predict, observe and consider what has happened during their investigations. All areas of science are given appropriate coverage and the pupils are given ample opportunities to consolidate and extend their learning.

70. During the inspection the quality of teaching in the classes was good overall. This is an improvement from the time of the last inspection when some unsatisfactory lessons were observed. The strength in the teaching of science is clearly evident in the quality displays and secure medium-term planning, and is reflected in the achievements of the pupils and the interest and concentration they show during lessons. The school is clear about the need to maintain and improve the pupils' standards in science even further. The curriculum co-ordinator has plans for the further development of the subject.

71. During science lessons the pupils develop their skills in observing, recording and explaining their observations. The pupils extend their scientific knowledge through a range of interesting contexts. They develop their understanding of the need for tests to be fair and measurements to be accurate. For example, in Year 3, the pupils are developing and extending their knowledge of magnets. The teachers' effective use of a video clip ensured that the pupils were interested and focused on the task and this had a positive effect on their learning. The teacher had organised a task where the pupils had to predict and consider the outcomes of their tests. The pupils found this approach difficult but tried hard after an initial fuss to settle down and test their materials. In Year 4, the pupils are learning about opaque, transparent and translucent materials and relate these to materials they see about them in school. It is clear that the teachers work systematically to encourage the pupils to learn through investigation and the development of scientific skills is built up by effective use of practical activities.

72. In Year 5, the pupils considered whether changing the lengths of wires and the thickness of wire would have an effect on the brightness of the bulb. In this lesson the pupils clearly understood the need to be careful in their tests so that they only tested the length of wire or thickness of wire. In this way the teacher helped the pupils to begin to understand the use of variables in testing. The pupils demonstrated good collaborative skills as they organised themselves within their groups to complete the task. Good recording of their results and subsequent use of a program on the computer to consolidate and extend their understanding in their ICT lesson meant that the pupils achieved well in both these sessions. In the other Year 5 class the pupils were working to make parallel circuits and to observe the effect of adding more circuits and more bulbs. The pupils are encouraged to use the correct scientific terms and vocabulary in their work so that the use of terms *circuits*, *parallel* and *series* is natural as the pupils learn about different kinds of circuits. The careful progression

of the science curriculum ensures that the pupils' learning is carefully built to ensure that new learning is introduced in a carefully structured way.

73. In Year 6, the pupils are encouraged to use increasingly complex scientific vocabulary and accurately draw and label diagrams. For example, in their topic on forces the pupils made accurate recordings of their tests of loaded and unloaded trucks as they moved down the given ramp. The pupils recorded their findings with accuracy and then constructed graphs from their results. In the Year 6 lesson, researching into the flow of different liquids, the pupils considered whether the samples of liquids they had would flow better at room temperature, cold from the fridge or heated in the microwave. The pupils took great care in their setting up of the experiments and in recording their results. Their evaluations of their results showed the good levels of the pupils' enquiry and reasoning skills. In this lesson the teacher's very good organisation skills, subject knowledge and high expectations ensured that the pupils made good gains in their learning.

74. The pupils regularly use the computers to record their findings and learn more about the subjects they are studying. Written explanations of the experiments are well promoted by the class teachers and the strength of the presentation of the pupils' work is clearly developed in a consistent manner throughout the school. Consequently, the pupils take good care with their written work and the quality of the presentation of the pupils' work is good. Pupils with special educational needs are well supported in the classroom by the class teacher and the support staff and this means they make good gains in their learning. The co-ordinator provides good support for her colleagues and has introduced a range of end of topic tests to assess the levels of pupil attainment. However, as yet the teachers are not using this information to ensure that short-term planning reflects the wide range of abilities within the class. Her role in monitoring the pupils' learning throughout the school is as yet underdeveloped. The good range of resources within the school and the many opportunities available in the school grounds and the locality for investigation and enquiry contribute well to the pupils' learning.

## **ART AND DESIGN**

75. The pupils' standards are at the levels expected at the age of eleven. This is a similar position to that at the time of the last inspection. Art has a secure place in the work and life of the school as it is a medium in which all the pupils, regardless of their abilities, can achieve well. The staff work hard to make sure that the pupils working environment is bright and stimulating. The teaching of art and design is good overall. The art and design co-ordinator and staff display the pupils' work in such a way that it captures their imagination and encourages them to try hard with their own work. Judgements have been based upon interviews with the pupils, observations of the pupils' work and the co-ordinators monitoring file, as only one lesson was observed during the inspection.

Strengths in this subject are:

- standards at the levels expected with the pupils achieving well;
- good teaching;
- the pupils are enthusiastic in their work;
- good quality displays celebrate the pupils' work;
- the positive impact of working with specialist artists.

Areas for development are:

- the role of the co-ordinator;
- assessment in the subject.

76. The scheme of work for art and design is a thorough document and ensures that art and design is taught not only in its own right but is also used to support other curriculum areas. For example, the pupils painted and drew pictures of Greek pots and portraits of Henry VIII and his wives as an integral part of their history topics. The co-ordinator has arranged for a number of artists from a local college to come to work in the school with the staff and the pupils. This expert input gives the pupils opportunities to work with people who are recognised as being gifted in the particular media in which they work.

77. Throughout the school the pupils use a range of media to record their observations. Close observational skills are developed by the teachers to encourage the pupils in Year 3 to paint portraits of themselves. The pupils built upon this knowledge as they worked with chalks and pastels to draw a range of whole and cross sections of fruit. Building upon the skills and techniques acquired when they were younger, they develop a critical awareness of their own and other's work. For example, in Year 4 the pupils are busy studying how to create the effects of movement in their work. In this very good lesson the teacher ensured that the pupils had an opportunity to observe and comment upon the work of others. In this way the pupils celebrate each other's achievements and this guides their own understanding when they look at other's work. The pupils speak knowledgeably about their work and work in a careful and thoughtful way. Pupils study a range of artists and their work. They observe art and design from different cultures and the work of established local artists. For example, in Year 3 the pupils studied the work of Monet and created some effective paintings of Wild Poppies in fields in response to his work.

78. The pupils paint in response to a range of stimuli and show their feelings and thoughts through their artwork. For example, in Year 5 the pupils use charcoal to draw their pictures of feelings and expressions. Pupils are given opportunities to use a wide range of materials and techniques. They use clay, paint, draw and use a variety of pastels. They choose their materials with care and show good levels of application in their work. For example, in Years 4 and 5 the pupils create their own prints using press print patterns of simple designs.

79. The enthusiastic and knowledgeable co-ordinator gives good support to her colleagues. She has made a positive impact upon the development of art and design throughout the school. As yet she has not had the opportunity able to monitor pupils' learning throughout the school. Assessment opportunities are also underdeveloped. There are good quality resources in the school and they are used effectively by the staff.

## **DESIGN AND TECHNOLOGY**

80. Standards in the subject are similar to those seen in the majority of pupils by the age of eleven. The pupils show good understanding of the subject and progress is good, including that of pupils with special educational needs.

Strengths in the subject are:

- high expectations of teachers;
- the good range of opportunities provided with good curriculum links;
- the scientific approach to investigation;
- the pupils' imaginative designs;
- the quality of completed products.

Areas for development are:

- progression in the designing element;
- the use of construction kits;
- provision of more challenging tasks for the oldest pupils;
- monitoring of progression in skills and assessment.

81. The curriculum provides the pupils with a large number and variety of tasks. These range from making sandwich snacks to illuminated toys. They involve the acquisition of and



improvement in skills in a range of materials. Some very good links are made with other subjects. For example, Year 4 pupils use their knowledge of electrical circuits to illuminate their toys, which includes a realistic and well-made 1.5 m lighthouse, and Year 5 pupils learn Tudor-style quilting. All topics include a product analysis so that the pupils understand the reasons for a particular design and how things work. Consequently they show good imagination in their own designs. There is a quality to the finish of all the items. This reflects the high standards expected. This is also evident in the pupils' plans. Drawing is careful, with clear labels and measurements included where required. Throughout the school descriptions of what the pupils will do or have done are well written and logical. Evaluations of work done are thoughtful. Some very helpful marking of work is seen in Year 6, when some pupils respond to the teacher's comments.

82. The teachers make the lessons interesting so that the pupils are motivated in their work, behave well and apply themselves to their tasks. Year 6 pupils are provided with a wide variety of breads prior to baking their own. They enjoy tasting them and observe keenly the effect on the yeast when it is fed sugar. Learning is good through the school. Pupils' designs are not yet incorporating 3-dimensional elevations and prototypes. Construction kits are not being used either in designing or for the finished product. Whilst the variety of opportunities is good, the element of challenge does not sufficiently increase to really test the pupils' acquired skills and understanding.

83. There is good subject management. The co-ordinator understands the subject and has provided a good scheme of work. She has monitored pupils' work and encouraged the changes seen necessary. There is no structured assessment, which checks individual pupils' progression in skills. No monitoring of teaching takes place. Good support is given to literacy through the pupils' ordered writing. Numeracy is supported through the care taken with accurate measurements. It is planned to link ICT in a project involving control.

## **GEOGRAPHY**

84. Standards are similar to those expected of pupils by the age of eleven. Progress, including that of those pupils with special educational needs, is satisfactory. Standards seen in the previous inspection have been maintained.

Strengths in the subject are:

- good geography is taught - linking themes, places and skills;
- learning begins locally and extends to the wider world;
- pupils make the link between people and places;
- good use of some resources;
- good displays support learning well.

Areas for development are:

- to extend the use of fieldwork;
- provide assessment to monitor progression in skills;
- improve resources.

85. Year 6 pupils are aware of the nature of geography. They enjoy learning about other cultures and are keen to learn more. The pupils make sensible comparisons with other countries they have visited on holiday. One girl talked about the 'amazing buildings of Venice'. The teaching of mapwork starts with the local area and involves the good use of aerial photographs. When they study an area of India in Year 5 they draw sensible comparisons. The pupils' learning is reflected in and supported by good displays. A very good display of work of pupils in Year 4 includes photographs, maps, questions and a chart showing the formation of a river and the relevant vocabulary. The pupils have produced very effective large diagrammatic pictures of the water cycle. Pupils in Year 6 still remember when they learned this and explain it clearly. Their current studies are about the environment. Extensive displays of the pupils' work refer to many diverse areas of the world. The pupils consider areas

threatened in many ways and identify them on maps of both the United Kingdom and the world. They learn in depth.

86. Teaching is satisfactory. A good lesson in Year 4 saw the pupils learning specific vocabulary relating to rivers. The teacher had high expectations and related very well to the pupils. They concentrated very well, intent on their learning. Tasks were set so that all the pupils were successful. When a Year 5 class studied maps the pace was slow and there was a lack of clarity to the teacher's explanation. Consequently some pupils did not pay full attention and they did not gain a clear understanding of the meaning of 'scale'.

87. The subject co-ordinator has encouraged more fieldwork but it is not yet a feature in all years. Resources for the subject are unsatisfactory. Not all classrooms have a globe for the pupils to explore freely. No maps are provided to extend and enhance the pupils' experience of different scales. There is no assessment in order to monitor the pupils' progression in skills. Good links are made with literacy, for example in the pupils' explanations of how damage is being done to the environment. Numeracy is supported through the use of temperature graphs and map co-ordinates. No use is seen of the use of ICT.

## **HISTORY**

88. The pupils' standards in history at the age of eleven are at the levels expected. The pupils achieve well and make good progress throughout the school. At the time of the last inspection the pupils' standards were similar. There was a criticism of the history scheme of work as there was no 20<sup>th</sup> century history, the pupils' learning was not chronologically ordered and the pupils' work was mostly based on worksheets. These criticisms have all been dealt with. The pupils' work is now broadly based upon research using primary and secondary sources, their learning is in chronological order and the pupils study Britain since the 1930's.

Strengths in the subject are:

- the pupils learn well;
- there is a secure scheme of work;
- teaching of history is good;
- the pupils' work is effectively displayed throughout the school.

Areas for development are:

- assessment procedures;
- the role of the co-ordinator.

89. Effective teaching ensures the pupils develop their knowledge and understanding of people in the past and how they lived. They have a clear understanding that these people lived lives very different from their own. For example, the pupils in Year 4 are studying the life and times of the Ancient Greeks. They learn the myths about Zeus and Poseidon, alongside characters such as Hero and Thales. As they study the Ancient Greek civilisations the pupils come to understand the legacy of these times upon our lives today. The pupils in Year 3 learn about the history of Borrowash and about the important landmarks in the village. They develop an understanding of Borrowash Hall and The Noah's Ark, recognising that these places were built many years ago. The emphasis in all lessons is one of finding out information from a wide range of sources. For example, in Year 6, the pupils study documents from the Victorian period looking carefully at how life in school was different from life in school today. The pupils used the information they had gained to write a dialogue of a modern pupil and a pupil from this time in the past. The pupils really enjoyed this co-operative task and particularly enjoyed enacting the dialogue for the rest of the class. Good illustrations and accurate guidance encourage the pupils to careful observations and well-considered deductions so that pupils gain a good understanding and sense of time. For example, the pupils in Year 5 learn about Henry VIII and his wives. They considered Henry's big problem -

the lack of a son and heir - and also why his people thought he was such a splendid monarch.

90. The teaching throughout the school is clearly rooted as far as possible in first hand enquiry. There is a clear policy of learning through first hand experiences and the use of source materials. The teachers display the pupils work very effectively and the pupils see this obvious valuing of their work. The use of timelines clearly fixes the pupils' learning in the correct chronological sequence. The teachers encourage the pupils to further their learning in their homework. The pupils Victorian homework being effectively displayed in the school corridors.

91. The subject co-ordinator is enthusiastic and has good ideas for the further development of the subject throughout the school. She does not monitor learning throughout the school. Assessments are as yet underdeveloped. Resources are good and the school borrows artefacts from a local authority resource centre to enhance provision to good effect.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

92. Standards being achieved in ICT are in line with those expected from pupils of eleven years of age. This represents a significant improvement since the last inspection when raising standards in ICT was a key issue. The pupils of all ability levels are now making good progress. Teaching is satisfactory overall and this also represents an improvement since the last inspection when many teachers had gaps in their knowledge of the subject.

Strengths in the subject are:

- the progress made since the last inspection;
- the progress that the pupils make;
- the increased knowledge and understanding of the subject by the teachers;
- the use of ICT across the curriculum;
- the curriculum for the subject.

Areas for development are:

- the role of the co-ordinator;
- fully implement the newly created system of assessment.

93. Progress in this subject has been rapid over the last year. This was firstly due to the setting up of a computer suite just over a year ago. This was then built on with a great deal of staff training over the last two terms. This has resulted in the standards presently being seen, and the progress that the pupils are making, which is now good. The teachers are now generally confident in what they are teaching, and are able to teach new skills well. For example, in a lesson in Year 6, the teacher reminded the pupils very carefully the processes that they needed to create their own web pages. The pupils remembered and practised these skills well to create some very good results.

94. There are good displays of the pupils' work around the school, which demonstrate their skills and the range of opportunities. For example, as well as some very effective presentations on the 'Writer of the Week' board in the school foyer, there are displays of pictures taken with a digital camera and a number of different displays of graphs of surveys carried out and the results of science experiments. There is very good use of ICT in other subjects of the curriculum. For example, as well as the instances above, the pupils in Year 6 have written about a virtual tour of a mosque on Derby that they took on the Internet. As well as using word processing to represent their own writing, the pupils had used it to present an exercise on connectives very effectively, highlighting the connectives in a different colour. ICT is also used to re-enforce learning in mathematics.

95. The co-ordinator has worked hard to raise standards in this subject and she has been well supported by the headteacher in this. She has created a thorough scheme of work for

the subject, giving the teachers clear guidance on what they are to teach. She has also been involved in some of the training for the teachers and is readily available to help them with advice, which is building their confidence. An extra member of the support staff has been employed to work in the ICT suite, this added adult help impacting positively on the progress that the pupils are making. The co-ordinator has created a good system for assessment, but this is not yet fully in use. Neither has she had opportunities to monitor teaching and learning in the subject.

## **MUSIC**

96. Standards being attained in music are in line with expectations for pupils of this age. The pupils of all ability levels are making satisfactory progress in music. This is an improvement since the last inspection when progress was described as being unsatisfactory.

Strengths in the subject are:

- the planned curriculum for the subject;
- opportunities for the pupils to perform;
- the leadership of the subject;
- opportunities for instrumental tuition.

Areas for development are:

- assessment of the pupils progress;
- further opportunities for the pupils to listen to music, both recorded and live.

97. Only one lesson was observed during the inspection, but all assemblies were attended, a choir practice was heard and instrumental lessons were visited, as well as talking to the co-ordinator and pupils about the subject. The standard of singing is satisfactory, with pupils singing tunefully and with some expression. A good example was observed when a Year 5 class performed an Indian song, very effectively, in an assembly, rhythmically accompanied by two pupils using Tabla drums. In the one lesson observed the pupils were creating cyclic rhythms in the Indian idiom and did this effectively, owing to the clear direction given by the teacher.

98. All pupils have at least one opportunity each year to perform in a year group production. This is a very good experience, which is much appreciated by pupils and parents alike. Instrumental tuition has recently been started in a range of instruments, and a number of pupils have taken advantage of this opportunity. During the inspection, lessons with pupils who are just beginning to learn the violin were observed and the enthusiasm was obvious. The co-ordinator has also organised a trip to the Assembly Halls in Derby to the annual children's Christmas concert. This is being looked forward to with eager anticipation. However, there are few other opportunities for pupils to hear live music. Recorded music is always playing as the pupils come into assembly, but opportunities are missed to make teaching points from this music.

99. The recently appointed co-ordinator has worked hard to raise standards in the subject, bring in a published scheme and adapting it for the school's use. Although only in use since September, the confidence of teachers has already risen and they view the new scheme very positively. Many new resources have also been purchased and are being used well by the teachers. There are no systems for assessment.

## **PHYSICAL EDUCATION**

100. Standards in physical education are average by the time the pupils are eleven. They make good progress owing to the good teaching they are receiving. The pupils with special educational needs are fully included in all activities and also make good progress relative to their abilities. Standards have been maintained since the last inspection. The quality of teaching is good overall.

Strengths in the subject are:

- the curriculum planned for the subject;
- the quality of teaching and learning;
- the knowledge and enthusiasm of the co-ordinator;
- standards achieved in gymnastics in Year 6;
- the range of extra-curricular opportunities.

Areas for development are:

- assessment;
- to increase opportunities for outdoor and adventurous activities.

101. There is a comprehensive and clear scheme of work for the subject, which gives the teachers confidence to deliver the subject effectively. There were no shortcomings in the teachers' knowledge and understanding in the three aspects of the curriculum observed during the inspection. The quality of teaching and learning are good overall, with several very good features being seen. For example, in a gymnastics lesson in Year 3, the teacher quickly realised that the putting away of equipment was going to take rather longer than expected, so she set a new task for those who had finished, ensuring that no time was wasted. Very good learning took place during this lesson as the teacher had high expectations, both of the pupils' performance and of their behaviour. The pupils responded very well to this and tried their best, achieving good sequences of movement and balances.

102. Attainment in gymnastics is good as was seen in a lesson in Year 6, where the pupils were developing mirrored balances and movements. The very effective teaching, again based on high expectations, encouraged the pupils to put a great deal of thought and effort into their routines and some very good sequences. There is a good range of extra-curricular activities in a range of sports and the school is involved in competitions in most of these. Particularly of note is the way that pupils with special educational needs are included in lessons. The other pupils are generally very sympathetic and give these pupils every support to enable them to be involved.

103. The co-ordinator has worked hard to ensure that the teachers are confident in their delivery of the subject. She has written her own good scheme of work to suit the particular needs of teachers and pupils. However, the scheme for dance is a little limiting. The co-ordinator and a number of teachers have realised this and are already extending it using their own ideas. The opportunities for outdoor and adventurous activities are also limited, partly because there is no residential visit. There is no system of assessment for the subject.

## **RELIGIOUS EDUCATION**

104. Standards in religious education are those expected by the Derbyshire agreed syllabus for pupils aged eleven. Religious Education is taught in accordance with the locally agreed syllabus and is wide ranging in the religions which pupils cover by the time they are eleven. The progress that pupils make, including those with special educational needs, is satisfactory. The standards are similar to those recorded at the time of the last inspection.

Strengths in the subject are:

- the subject is well managed;
- good use is made of ICT;

- research skills are developed well as homework projects.

Areas for development are:

- reducing the diversity of the curriculum;
- ensuring that the learning objective relates to religious education.

105. The quality of teaching and learning is satisfactory overall. The pupils are expected to acquire a wide range of knowledge about seven major world religions including Christianity. This is too many and a revision of the school syllabus is likely to take this into account.

106. The pupils recognise and understand the importance to a Muslim or a Hindu of the place of prayer in a believers' life. They know that Christians and Jews share the teaching of the Ten Commandments and recognise that rules are common to all beliefs. They discuss, and in some cases extend, their language skills through acting out the famous Christian parables or the story of Rama and Sita. Teachers and pupils use these opportunities to discuss the moral issues surrounding the stories and this makes a significant contribution to the pupils' moral and cultural education. In a Year 4 lesson pupils shared their own experience and in depth knowledge about the festival of Divali. The teacher used skilful questioning techniques so that pupils recognised that light is a powerful symbol and is used by many faiths as an opportunity to renew and refresh their lives.

107. To take in all the knowledge from the many faiths taught throughout the school challenges many pupils. Some pupils become confused and do not assimilate the knowledge, retaining some information but not sufficiently to develop an understanding of them all. However, pupils' in Year 6 made a virtual visit on the Internet to a Derby mosque. This provided a good experience and significantly increased the pupils' understanding of the practices of a Muslim when they worship. They are confident about using the website and can navigate the site to answer the questions which they discuss on their virtual journey. They use the information well and develop their understanding. Pupils learn to compare places of worship using very good resources and artefacts.

108. The pupils make good progress because the majority of lessons are well planned and interesting. The variety of tasks challenges their thinking and sufficient opportunities are given to pupils with special educational needs so that they can take a full part in the lessons. The pupils are encouraged to discuss their feelings and emotions with each other so they can interpret what it is like to be a Sikh or a Christian. They devise key questions for a Jewish visitor or what a Hindu does to prepare for worship. The emphasis on discussion extends the pupils' language skills and enables them to develop the vocabulary which is appropriate to the subject. The pupils use their literacy and ICT skills to develop their writing. Pupils use the teaching from all the faiths they learn about to reflect, research and experience before they write about poverty, conservation, and the wonder of the world around them in a poetic and sympathetic manner.

109. The quality of teaching is satisfactory overall. However, not all teachers are confident in their knowledge and understanding of the religious education syllabus and the many faiths they are expected to teach. There is a good emphasis particularly on the spiritual and cultural development of pupils and they are given good opportunities to explore their feelings and discuss the issues surrounding the social issues in the subject. The sample of pupils' work indicates there is a dominance of teaching about Christianity but the use of comparing religions confuses pupils who do not understand the symbolism and practices of some beliefs. The teachers manage the pupils' behaviour very well and give all pupils the

opportunity to contribute and ask questions in order that they all make progress and enjoy religious education lessons.

110. Curriculum planning is sufficiently detailed but does not include sufficient differences in the tasks higher attaining pupils could achieve. Co-ordination of the subject is good but the support and help she can give colleagues is constrained by demands of the timetable. The co-ordinator checks the planning and offers support and resources when it is appropriate. There has been no formal or rigorous monitoring of the curriculum and limited access to monitor the quality of pupils' learning. There has been some professional development in the subject and this has made some impact on the way the subject is organised.

111. There is an enthusiasm for the subject which extends pupils' knowledge and experience. However, there have been limited opportunities to visit other places of worship and to benefit from visitors who could share their experiences and deepen pupils' knowledge of the community in which they live.