

INSPECTION REPORT

BENNERLEY FIELDS SCHOOL

Ilkeston, Derbyshire

LEA area: Derbyshire

Unique reference number: 113037

Headteacher: Mrs M Stirling

Reporting inspector: Miss A R Anderson
23733

Dates of inspection: 27th – 30th November 2000

Inspection number: 223611

Inspection carried out under Section 10 of the School Inspections Act 1996

INFORMATION ABOUT THE SCHOOL

Type of school:	Special
School category:	County
Age range of pupils:	2 to 16 years
Gender of pupils:	Mixed
School address:	Stratford Street Ilkeston Derbyshire
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Appropriate authority:	Governing body
Name of chair of governors:	Mrs K Trueman
Date of previous inspection:	November 1996

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Team members		Subject responsibilities	Aspect responsibilities
Miss A Anderson 23733	Registered inspector	Mathematics Geography Modern foreign languages Art and design	The characteristics and effectiveness of the school The school's results and achievements Leadership, management and efficiency
Ms C Marden 9537	Lay inspector		Pupils' attitudes, behaviour and personal development Pupils' welfare, health and safety Partnership with parents and carers
Mr T Watts 19386	Team inspector	Science Physical education Equal opportunities English as an additional language	Teaching and learning
Ms M Jeavons 12594	Team inspector	English History Religious education Special educational needs	Quality and range of opportunities for learning
Ms L Wolstencroft 22821		Information and communication technology Design and technology Music Foundation Stage	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Bennerley Fields is a Derbyshire Local Education Authority mixed day area special school for up to 75 pupils. There are currently 75 on roll of whom six are part-time Nursery placements. The pupils have a wide range of special needs, including moderate and severe learning difficulties, emotional and behavioural difficulties, language disorders and across the autistic continuum. Pupils are aged between two and sixteen years. One third of pupils are in the Diagnostic and Assessment Nursery and subsequently attend a variety of schools at the age of five years. Pupils are mainly white and with less than two per cent having English as an additional language.

HOW GOOD THE SCHOOL IS

Bennerley Fields is a good and rapidly improving school. The quality of education has improved significantly since the last inspection, particularly within the last twelve months with the arrival of the present headteacher in January 2000. The headteacher and senior management team have worked well together to improve staff morale with the consequent improvement in all aspects of the school. Bennerley Fields is deemed by parents, governors, staff, pupils and external visitors to be a happy school where standards are improving all the time. Standards are now good overall and very good in the Early Years department (Nursery and Key Stage 1). Improvements since the last inspection are notable in the Nursery, in English, mathematics, science, art, French, geography, design and technology and music. Religious education has improved significantly from unsatisfactory to good. The school has a very good capacity to succeed and improve standards still further. It gives very good value for money.

What the school does well

- Very good leadership by the headteacher and senior management, including the very good management of a very limited budget. The headteacher sets a very good example and has succeeded in creating a positive, professional environment which has influenced the staff's now high morale.
- One hundred per cent satisfactory or better teaching and learning, eighty-three per cent of which is good, very good or excellent. This is a great improvement since the last inspection.
- Very good support and guidance for pupils including excellent procedures for eliminating bullying and very good procedures for managing pupil behaviour.
- Very good links with parents giving high quality information about pupils' achievements.
- A shared commitment from all staff and governors to improve and a very good capacity to succeed in all areas of school life.
- Governors have a very good understanding of the school's strengths and weaknesses and have the expertise to improve the school still further.
- Assessment procedures are very good and used very well. Teachers and support staff know their pupils very well. School, class and individual targets are realistic, achievable and raising standards.
- Very good education in the Early Years department (Nursery and Key Stage 1).
- High level of relevant staff in-service training.

What could be improved

- Complete schemes of work in all foundation subjects and further develop the role of their co-ordinators.
- More consistency in the early intervention of pupil management in lessons.
- Further development in the areas of spiritual and cultural development.
- As finances become available, to improve resources in all areas across the main school.
- Continue to improve the provision of extra-curricular activities for all pupils.

The areas for improvement will form the basis of the action plan prepared by the appropriate authority.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in November 1996. Since then it has made good improvement in all areas identified for improvement. It has successfully addressed five of the six key issues for action. These were to ensure a common, professional and co-operative sense of purpose among all staff; implement systems to evaluate the curriculum and its effectiveness; deploy staff more effectively and improve their training; reduce the safety hazard of an unfenced canal; and to reduce the safety hazard of pupils travelling to school by the lack of, or non-use of, safety belts.

There has been good progress in the remaining key issue. The school's curriculum now fully meets the requirement of the National Curriculum. Although all schemes of work are in place in the Early Years, those in the main school for design and technology, geography, history and information and communication technology need further development. Teaching and learning has improved significantly, it is now always at least satisfactory and usually much better.

STANDARDS

The table summarises inspectors' judgements about how well pupils achieve in relation to their individual targets by the time they leave the school.

Progress in:	by age 5	by age 11	by age 16	Key
Speaking and listening	A	B	B	Very good A
Reading	A	C	C	Good B
Writing	B	C	C	Satisfactory C
Mathematics	A	B	B	Unsatisfactory D
Personal, social and health education	A	A	A	Poor E
Other personal targets set at annual reviews or in IEPs*	A	A	A	

** IEPs are individual education plans for pupils with special educational needs.*

Pupils, where appropriate, complete national tasks but the numbers are too low to be statistically valid.

Key Stage 4 pupils follow nationally accredited courses. Results from the eight pupils in Year 11 are:-

Numberpower	Foundation level	5 pupils
	Level 1	3 pupils
Wordpower	Foundation level	3 pupils

National Skills Profile

Mathematics	Level 3	3 pupils
Communication	Level 2	4 pupils
Information technology	Level 2	6 pupils

Certificate of Achievement

Science	Bronze Award	2 pupils
	Pass	5 pupils
	Merit	1 pupil
Resistant Materials	Pass	2 pupils
	Merit	4 pupils
	Distinction	1 pupil

Asdan Youth Award	Bronze level	5 pupils
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Achievements in the Early Years department (Nursery and Key Stage 1) are very good. Achievement at Key Stages 2, 3 and 4 is always satisfactory and often good. It is very good in mathematics and art, good in English, science, religious education, geography and design and technology. In French, information and communication, music, history and physical education it is satisfactory. Pupils' progress in relation to the targets in their individual education plans is very good.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are interested in lessons and have an enthusiasm for school.
Behaviour, in and out of classrooms	Good both in school and when out on visits. Pupils say there is an absence of bullying.
Personal development and relationships	Very good. The very good relationships the staff have with pupils underpins the good progress that pupils make.
Attendance	Satisfactory. The incidence of unauthorised absence is very low.

TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5	Aged 5-11	Aged 11-16
Lessons seen overall	Very good	Good	Good

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

Since the last inspection the improvement in teaching and learning has been immense. Thirty-eight per cent of teaching and learning is now very good or better, this is more than eight times better than it was in 1996. All teaching and learning is at least satisfactory, in 1996 seventeen per cent was unsatisfactory. Eighty-three per cent is good or better and nine per cent is excellent. Good teaching was seen in all classes and virtually every subject. The teaching in the Foundation Stage (Nursery) is invariably very good or excellent. In English, teaching and learning is usually good. In mathematics and science, it is always at least good, very good at Key Stage 4 and excellent in mathematics at Key Stage 1. The impact of good teaching and learning in personal, social and health education can be seen across the whole school. Literacy and numeracy are taught well throughout the school and very well in the Early Years department. The precise targets in pupils' individual education plans are used well to ensure that all pupils' needs, however diverse, are well met.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good at Key Stage 1 and the Nursery. Good at Key Stages 2, 3 and 4. Overall much improved. Some schemes of work need further development.
Provision for pupils with English as an additional language	Good. Pupils are achieving at the same good rate as their classmates.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Very good social development. Good moral development and satisfactory spiritual and cultural development. Multicultural aspects of the curriculum need further development.
How well the school cares for its pupils	The school provides very good educational and personal support and guidance for pupils. The procedures for monitoring and eliminating bullying are excellent. The use of the very good assessment procedures is very successful in advancing pupils' academic progress.

The school's partnership with parents is very good. Parents are very pleased with the education provided, especially since the appointment of the headteacher. Parents contribute fully to individual education plans and are involved in their children's learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. This is a strength of the school. The headteacher has restored staff morale and created a very positive ethos in the school. She, the deputy headteacher and the head of the Early Years department have led by example in their teaching and co-ordination of subjects and provided staff with very good role models.
How well the appropriate authority fulfils its responsibilities	Very good. The governing body fulfils its responsibilities very well. It has a particularly good understanding of the school's strengths and weaknesses, both academic and financial.
The school's evaluation	Very good. The school is very well aware of its strengths and

of its performance	weaknesses and has worked extremely hard during the year 2000 to successfully improve its performance in all areas of school life. The school has very effective systems to monitor and evaluate lesson planning, teaching and assessment. A very good rolling programme of subject monitoring by co-ordinators is in operation.
The strategic use of resources	Very good. The very limited funding the school receives is used to its maximum effect. Not a penny is wasted!

Staffing is now adequate but considering the pupils' wide ranging needs some classes are large. The co-ordination of almost all subjects is good. Accommodation is generally good, with the exception of that for physical education, science and information and communication technology. The quality of learning resources in the Early Years department and religious education are good. They are unsatisfactory in physical education, science, food technology, history and geography. Elsewhere they are satisfactory. Owing to the school's financial constraints staff provide many of their own resources; this is not a satisfactory situation. The school is very aware of the principle of best value and applies it very appropriately.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The much happier atmosphere in the school since January; pupils enjoy coming to school. • Good progress in learning as a result of good teaching and relevant target setting. • School's high expectation of pupil participation. • Close links with parents, very good use of home/school books. 	<ul style="list-style-type: none"> • Mixed views on homework, some parents want more. • Earlier advance notice of dates of functions. • More opportunities for pupils to develop social skills through clubs.

The inspection team agrees with parents' and carers' views of the school; it does not agree with a minority of parents that the amount of homework set is inappropriate.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Overall standards of achievement have improved significantly since the last inspection four years ago. Then, standards achieved in the Nursery (Foundation Stage) were judged as good and are now very good. At Key Stage 1 standards were satisfactory and are now very good. At Key Stage 2 and in Years 7, 8 and 11 standards were satisfactory but unsatisfactory at Years 8 and 9. Now standards across all years in Key Stages 2, 3 and 4 are good. This represents very good progress.
2. Improvements since the last inspection are particularly evident in all areas of the Nursery and in all subjects at Key Stage 1. Standards of achievement across the school in religious education have seen a very good improvement from unsatisfactory to good. There has been a good improvement in standards of achievement in English, mathematics, science, art and design, French, geography and design and technology. Standards of achievement in music are now satisfactory as opposed to unsatisfactory. Standards of achievement in information and communication technology, history and physical education are higher than previously, all are satisfactory.
3. Children in the Nursery make very good progress in all areas of learning. They develop personal and social skills very well, learning to relate to the adults who work with them in different situations. They learn to make choices. Language and literacy skills are developed very well. Whilst many children have significant communication difficulties they learn that words have meaning and build a vocabulary of words and signs to help them to communicate with the adults who work with them. They enjoy joining in with action songs which focus on number and show an interest in the way things happen. They enjoy working on the computer from an early age. Children learn to take turns, jump with both feet together, eat with a knife and fork and to steer toy cars without bumping in to each other. They develop creative skills joining in with favourite songs, dancing to the tunes they hear and building with construction materials.
4. In English, standards achieved are very good at Key Stages 1 and 4 and always satisfactory, and often good, at Key Stages 2 and 3. Standards are higher in speaking and listening than in reading and writing. By the end of Key Stage 1 pupils listen carefully to their teacher and make responses by gestures, words or short phrases. They are interested in books. Some pupils identify their names. They are developing proper pencil grip and trace over print and some write their name. At Key Stage 2 pupils make good oral contributions to lessons and many are quite articulate. They continue to enjoy stories and the more able read simple text fluently and with good understanding. Pupils copy sentences with reasonable letter formation, they are aware of capital letters and full stops and some write short sentences. By the end of Key Stage 3 most pupils speak in complete sentences, explain what they are doing and discuss their work. When reading instructions for cookery recipes and kitchen rules they decipher simple words like cut, add and mix. Most pupils write with correct letter formation and copy effectively. At the end of Key Stage 4 pupils contribute well in question and answer sessions using lively and interesting speech. A few pupils read independently for information or pleasure. There is a wide variety in spelling levels with some pupils learning three-letter words while others are learning words such as 'permission'. More able pupils write independently and draft and redraft their work while less able need help to form sentences.
5. In mathematics, standards achieved are very good overall and particularly at Key

Stages 1 and 4. At Key Stage 1 pupils achievements are very good. More able pupils understand number concepts to ten, create pictures using shapes and naming them as used. Less able pupils recognise zero and match bricks and colours. Pupils at Key Stage 2 make good and sometimes very good progress. More able pupils count on and back in tens to 100 while less able pupils count in ones to ten. Key Stage 3 pupils make good progress. More able pupils add in multiples of ten up to 100 and with support add coins to fifty pence. Less able pupils recognise the value of different coins. At Key Stage 4 pupils make very good progress, all are following accredited courses. More able pupils calculate wages from given rates of pay. Less able pupils use wooden blocks to add numbers such as two and five.

6. Standards of achievement in science are good throughout the school. By the end of Key Stage 1 pupils investigate different forces around them that push and pull. By the end of Key Stage 2 pupils conduct investigations in a variety of ways and have become better at predicting outcomes of tests with sensible reasons, instead of guesses. At the end of Key Stage 3 pupils have begun externally accredited work. Pupils predict, carrying out careful tests and recording results in graphs and diagrams, as well as in writing or on worksheets. By the end of Key Stage 4 pupils conduct experiments and thoroughly investigate the way materials change state when frozen or heated.
7. Standards achieved over time in art and design, are very good overall. Key Stage 1 pupils create vibrant chalk pictures of fireworks drawn in response to Handel's Water Music. Key Stages 3 and 4 pupils' portfolios show a marked improvement in the use of skill and observation of their own work, resulting in work that matches that of their mainstream peers.
8. Standards achieved in design and technology are good at Key Stage 1 and satisfactory at Key Stages 2, 3 and 4. At Key Stage 1 pupils prepare a fruit salad and understand the need to wash the fruit before it is used. At Key Stage 2 pupils design and make jointed and glove puppets to act out a play. At Key Stage 3 pupils make scones, choosing whether to make them savoury or sweet. At Key Stage 4 from ready prepared designs pupils make a range of items such as chairs and cabinets.
9. In geography, standards achieved are very good at Key Stages 1 and 2 and good at Key Stages 3 and 4. Key Stage 2 pupils know that the River Nile floods every year and that harvest comes after the sowing of seeds in the spring. Pupils in Key Stage 4 understand the meaning of erosion and compare contrasting climates such as the polar regions with deserts and monsoon areas. They understand the differences of life for an Inuit boy on a Saturday to their life.
10. Standards achieved in history are satisfactory at all key stages. Younger pupils begin to place events, objects and photographs in chronological order and compare Stephenson's Rocket with trains of today. They know that the Egyptians preserved bodies by mummification and that they worshipped different gods. Older pupils compare the food of rich and poor Romans, understand the differences between democracy and dictatorship and have some understanding of how Hitler came to power.
11. Standards of achievement in information and communication technology are very good at Key Stage 1 and satisfactory at Key Stages 2, 3 and 4. Key Stage 1 pupils use the mouse accurately to point to the correct sound; at Key Stage 2 select and drag items across the screen and print their finished work. Pupils in Key Stage 3 use computers to produce brochures and at Key Stage 4 they use design programs to produce intricate patterns.
12. Standards achieved in French are satisfactory. French is only taught at Key Stage 3. More able pupils greet others confidently and say their name and age independently.

Less able pupils remember, with prompting, simple greetings.

13. Standards achieved in music are good at Key Stage 1 and satisfactory at Key Stages 2 and 3. At Key Stage 4 there was insufficient evidence to make a valid judgement. Younger pupils listen to a tape of band music, play instruments and march to the music. Older pupils develop rhythm patterns varying the texture. They focus on the conductor and make the music louder and quieter as directed.
14. Standards of achievement in physical education are satisfactory at all key stages. Younger pupils begin to work together in pairs and teams increasing their ball skills. More able pupils swim independently using recognisable strokes. Less able pupils kick and chase balls and are beginning to develop their water confidence. Older pupils enjoy full games of various team games, they recently were part of a successful County team in the Millennium Games at Southampton. Pupils dance in different ways, including line dancing and aerobic movements to music. They know the benefits of exercise in different forms.
15. Standards of achievement in religious education are very good at Key Stage 1 and good at Key Stages 2, 3 and 4. Younger pupils are developing an awareness of religion through stories and celebrations of multi-faith festivals, including Christianity, Judaism and Sikhism. Older pupils continue to develop this awareness studying the religions in greater depth.

Pupils' attitudes, values and personal development

16. Pupils' attitudes to school have improved since the last inspection and are now very good. In the mornings they come happily into school and all ages of pupils quickly settle into the class routines. When, as frequently happens, teachers give pupils interesting things to do, for example practical activities in science lessons, pupils are interested and keen to take part. In the Key Stage 1 class, pupils thoroughly enjoyed exploring the effect wind had on strips of paper that they were holding. Pupils take pride in their work and are eager to improve it.
17. Behaviour has also improved since the last inspection. It is good and often very good in all aspects of school life. The school operates a 'no exclusion' policy that in practice means that pupils are only excluded if there are health and safety concerns. Therefore only three pupils have been excluded for a fixed term of one day within the last year. The pupils understand what is expected of them and behave appropriately in different situations. In assemblies they sit quietly and listen attentively. While in the playground they usually play well together. Behaviour in lessons is usually good but there are pupils with challenging behaviours. A majority of this behaviour is linked to the pupils' special educational needs but not all. The good behaviour in class is due to good teaching and the teachers managing the behaviour of the pupils well. However, occasionally teachers leave it too long before they intervene. Pupils and parents are sure that bullying is not a problem at the school.
18. Relationships within the school are very good. The very good relationships the staff have with pupils underpins the good progress that pupils make. Pupils work well together in class and will often help each other without being asked. In a Key Stage 2 science lesson a pupil offered his paper fan to a pupil who did not have one. As pupils progress through the school they develop in confidence and they make good progress in regards to their targets for personal development in their individual education plans. Teachers frequently give pupils the opportunity to be responsible and pupils respond positively. For example, Key Stage 4 pupils help prepare the hall for lunch and then clear away after. Younger pupils help in the classroom by handing out books and pencils.

19. Attendance is satisfactory and in line with similar schools. Unauthorised absence is low due to the good procedures for promoting attendance.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

20. The teaching at Bennerley Fields is good. In lessons during the inspection it varied from satisfactory to excellent. No unsatisfactory lessons were observed. Nine per cent of teaching was excellent, 29 per cent very good, 45 per cent good and 17 per cent satisfactory. The teaching in the Foundation Stage (the Nursery) is invariably very good or excellent. In Key Stage 1 it is very good, with lessons varying from satisfactory to excellent. In Key Stages 2 and 3 the teaching is good overall, with a spread from satisfactory to very good. In Key Stage 4 the teaching is again very good overall, ranging from good to excellent during the inspection. This is a considerable improvement on the situation at the time of the previous inspection, when 17 per cent of lessons were judged to be unsatisfactory.
21. The teaching in all subjects is at least satisfactory, and is generally good or very good. The excellent teaching was seen in the Nursery, Key Stage 1 and in art with Key Stage 4 pupils. The teaching of the National Literacy and Numeracy Strategies is effective, resulting in pupils making generally good progress in phonics and number skills, and the learning in individual lessons is often very good. At the time of the last inspection teaching and learning was unsatisfactory in several subjects; it is now at least satisfactory and often good or better across the school.
22. Teachers generally have good knowledge of the subjects that they teach whether or not they are specialists. They also know their pupils very well. This enables them to tailor their lessons well to individual pupils' needs and abilities, and thus pupils learn well. Teachers are able to extend discussions, and to answer wide-ranging questions, as well as to ask questions that stretch pupils' thinking. Some subjects, such as information and communication technology, are not always taught as discrete subjects; to some extent this reflects teachers' lack of confidence in their own abilities.
23. Teachers' planning generally reflects the good knowledge that teachers have, and it enables lessons to be well structured, with a good variety of work for pupils of differing levels of ability. The planning is particularly effective in the Foundation Stage, Key Stages 1 and 4. Pupils respond well to the demands placed upon them by the different levels of challenge that are arranged for them, and are well supported by classroom staff and resources. When, on rare occasions, lessons are not planned with particular learning aims in mind, and they tend to be a sequence of what pupils will do, rather than what they will actually learn during the lesson. In such lessons, the pace becomes a little slow because the aim is not really well focused. Occasionally, teachers have not prepared fully for a lesson, or have not fully thought out what they will need during the lesson, or tried things out beforehand, but this is rare, and most lessons run very smoothly, and according to plan.
24. Pupils learn the basic skills well in each subject. In English, they learn the speaking and listening skills, the reading skills of word recognition, and building words up from their letters and combinations of letters. In mathematics they learn to recognise numerals, their significance, how to count them and add them together. The teaching of English and mathematics is effectively planned and carried out with these basic skills in mind, often through discussion time and other lessons, as well as the formal literacy and numeracy lessons. Often in lessons, teachers and other staff will use very clear direct speech, and signing, to help pupils to understand better what they are being told, or asked to do. In science, the main emphasis is very well focused on the central skills of investigating and experimenting, and so pupils learn well how to

predict (rather than guess) the outcomes of a test, how to carry out a test, and then check the predictions against the actual results. Teachers use this approach very well, and it is very successful in giving pupils a good grounding in the scientific approach. Similarly, in physical education, teachers stress the safety aspects of the subject as much as the value of exercise, and the fun to be had from games, swimming and so on.

25. Teachers' expectations of pupils' attention, effort and behaviour are generally high. They are always at least satisfactory and often better in Key Stages 2 and 3, and are very good in the rest of the school. Teachers have a very lively and interesting approach, and they run lessons at a very good pace, and expect the pupils to go along with them, and be equally enthusiastic and involved. For example, in a science investigation about how plants grow, and what all the different parts of a plant do. Pupils' progress in such lessons is very good; they are very well motivated, interested and sensible. They behave well and concentrate throughout the lesson.
26. The good variety of teaching methods that staff use help pupils to stay motivated and interested; they do not get bored with the same approach all the time. Teachers work with whole classes, groups, or individuals; they use very good question and answer sessions, demonstrations and investigations to encourage pupils to think for themselves, and to ask questions back, and so pupils become more involved in the lessons and learn better. During lessons, teachers may expect pupils to write passages about what they have been doing, draw graphs to show results, use worksheets or make drawings to illustrate what they have learned. Many teachers praise pupils very effectively for their work and effort, and this also keeps pupils very well motivated to try harder, especially in Key Stages 1 and 2.
27. On the whole, teachers manage the behaviour of pupils very well. They have very good relations with pupils and are warm and positive in their approach. Teachers and support assistants understand their pupils very well, and have very good knowledge of their needs, problems and abilities. They use this knowledge, with school-wide guidelines, to maintain good order in their lessons. Most often, lessons proceed smoothly with little disruption from pupils who cannot or will not control their outbursts, because teachers and support assistants watch carefully for possible disruptions or distractions, and they take early steps to prevent matters from escalating. In a very few lessons, however, pupils do become disruptive, and are not controlled sufficiently quickly or firmly by teachers, the pace of the lesson and pupils' learning suffer because the teacher and other staff have to spend much time trying to re-establish good behaviour. In even fewer lessons, the opposite situation occurs, and teachers control pupils very tightly throughout the lesson, in case they behave too badly or unsafely, on the physical education apparatus, for instance. This strong control slows the pace of a lesson from the start. There is a need to find a balance between the two approaches – maintaining good discipline, whilst still encouraging a good pace of learning.
28. Most lessons start on time, and are taught at a good pace throughout, even when some lessons, such as literacy, last for well over an hour. Pupils learn how to concentrate for longer periods, to take their turn, to listen to each other and to the teacher, and they also learn about the main focus of the lesson, whether it is English, mathematics, science, or another subject. A few lessons start late because a breaktime has over-run, or a previous lesson carried on too long, or, for instance, because the hall needed to be cleared and cleaned after lunch before physical education can start. This 'time slippage' reduces the planned time that teachers have for teaching particular subjects and the time pupils have for learning those subjects.
29. Support assistants in classes are very capable and competent, and they are much valued in the school for the way they work with teachers in their designated roles.

Teachers deploy their classroom staff very well, making the best use of each person's individual skills, often working as a teaching team with the whole class, sometimes with groups, and sometimes with individuals. Pupils are helped with their behavioural problems by a firm word, or being taken aside for a time to calm down. Pupils greatly benefit from the support that they receive in groups when reading aloud, going on a set of physical education apparatus, or conducting an investigation in science, for instance. Pupils learn well in these small-group situations because they have relevant work and close support that is well matched to their level, especially when the groups are organised by pupils' abilities.

30. Teachers use their learning resources well. Pupils' understanding is well enhanced by the good use of artefacts in geography, such as many large cacti in a lesson about deserts; a variety of plants to examine in a science lesson; having a good range of small physical education apparatus out for the younger pupils to explore or even having sufficient appropriate books in a literacy lesson. In a few subjects, the resources are used well despite there being too few of them, or the facilities not being as good as they should be. Teachers do very well to maintain standards in science, for instance, without a laboratory and the range of small equipment that should go in it; or in physical education, where there is insufficient room and apparatus to properly extend the physical skills of the older pupils.
31. In lessons, pupils are helped in their learning by teachers' good use of questioning, and giving prompt feedback during discussions, or when correcting mistakes when reading, for instance. Teachers praise their pupils well, and give much encouragement for good behaviour, effort and results in their work. This allows pupils to see immediately how well they are doing, and what they should do to further improve. Often in lessons, support staff make notes of how well pupils are progressing in particular aspects of their behaviour or subjects, especially if they have a target to meet in their individual education plan. Teachers use these in-class notes to advantage in deciding how well pupils are learning, and how they should alter their own teaching to help pupils to learn better. In general, teachers mark pupils' work well, but there are many cases where pupils' work has not been marked for some time. This does not allow pupils to remember what was, perhaps, said at the time of the work being done.
32. Pupils' learning is helped satisfactorily by their homework tasks. At Key Stage 4, for instance, pupils have English-related homework every week, and other subject work as well. Throughout the school, pupils also take their reading books home, and have other homework according to which topic they are doing at the time.
33. Teaching and learning is formally monitored at least termly by the senior management team. They each monitor a particular aspect, planning, teaching and learning, and assessment and regularly discuss their findings. Subject co-ordinators monitor their subjects as part of a two-year plan which is half way through the first round. This inevitably means that all co-ordinators have not yet had the relevant non-contact time to observe colleagues teaching their subject but the programme is well underway and already proving helpful to teachers and co-ordinators and is subsequently having a positive effect on pupils' learning.

34. Since the last inspection, the quality of teaching and learning has improved very much. There have been considerable improvements in aspects that were criticised previously, such as: teachers' subject knowledge; planning for each module of work as well as each lesson; ongoing assessment in lessons; the setting of homework; and in managing the behaviour of pupils. Every aspect may not be perfect, but the school has made great strides in improving the quality of teaching and learning in recent times. Pupils' learning is now good because the teaching is good.

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

35. Curriculum opportunities have improved since the last inspection. The quality and range of opportunities for learning are very good for pupils in the Nursery and Key Stage 1 and good in Key Stages 2, 3, and 4. The breadth, balance and relevance of the whole curriculum is very good in the Nursery and Key Stage 1 and good for the rest of the school, including those pupils with additional special educational needs. All statutory requirements are met including personal, social and health education. The school follows the local agreed syllabus for religious education adapted to meet the needs of the pupils.
36. Curriculum opportunities are appropriate for the varying needs of all the pupils and emphasis is placed on their literacy and numeracy skills. Strategies for teaching literacy and numeracy skills are well planned and executed. They are particularly good in the Early Years department (Foundation Stage and Key Stage 1). There is also a good range of externally accredited courses which pupils can take at Key Stages 3 and 4. These are seen as a strength of the school. The school's provision for work-related education including careers education and guidance is good. In Key Stage 4 pupils' work experience opportunities include helping the elderly, working in garden centres and garages, with builders, in local shops and in the school nursery.
37. All pupils at Bennerley Fields have a statement of special educational needs. The range of special needs is wide. The school complies with the Code of Practice, all pupils having equality of access to the planned curriculum. Sixteen per cent of pupils spend time in local mainstream schools and Key Stage 4 pupils attend the local college. The school voluntarily offers 'respite' provision for two mainstream pupils who spend time at Bennerley Fields. Relevant professionals and therapists visit the school and work closely with staff to provide suitable programmes for each child.
38. Because most pupils live a substantial distance from the school the provision of extra-curricular activities outside school hours are limited. Nevertheless, there is a satisfactory range of extra-curricular activities that are enjoyed by pupils. These include, educational visits to support the work done across a range of subjects, sporting activities and a residential week in Wales for Key Stage 3 and 4 pupils.
39. All subjects have a co-ordinator and policies and schemes of work are in place. However, schemes of work in design and technology, geography, history and information and communication technology still need further development. The provision for personal, social and health education is very good. Both the policy and scheme of work are very good and used very well throughout the school. It is taught as a subject and the significant, positive impact of lessons can be seen across the whole school, particularly in the behaviour of pupils. The school has been awarded the Anti-Bullying Kite Mark from Derbyshire and has an effective behaviour policy. Personal, social and health education is rightly seen by staff, parents and the governing body as a strength of the school.
40. Pupils have enjoyed working with Erewash Groundwork, a local community

environment project, to plant trees and collect seeds in Bennerley and Shipley Wood.

41. The school has improved its provision for spiritual, moral, social and cultural development that is now good overall. The provision for pupils' social development is very good, provision for moral development is good and provision for spiritual and cultural development is satisfactory. This is an improvement since the last inspection in 1996 when the school was judged to promote pupils' moral and social development but provision for their spiritual and cultural development was less than satisfactory.
42. Spiritual development is promoted through acts of collective worship both in whole school assemblies and class assemblies and also in religious education lessons.
43. Pupils are taught the values and beliefs of Christian and other faiths and the school celebrates major religious festivals. However there are too few opportunities for pupils to engage in quiet reflection during collective worship. The school successfully provides opportunities to develop pupils' sense of awe and wonder. Such examples include pupils' amazement during a science lesson when colour was seen through a magnifying glass being sucked up the stem of a celery plant. In another lesson in Key Stage 1 pupils were clearly surprised and delighted when nativity figures were gradually uncovered during a religious education lesson and again when candles were lit on an Advent Ring while a carol was softly played.
44. The school clearly teaches the difference between right and wrong. This is reinforced by routine class practice, the consistent application of the behaviour policy and explicit moral teaching in lessons and assemblies. Pupils develop an understanding of citizenship through helping to improve the environment through planting trees (Erewash Project), raising money for charities and having responsibilities around school and following school rules. The staff encourage pupils to behave well, show consideration for others and develop a clear understanding of right and wrong.
45. Very good provision is made for pupils' social development, which is effectively enhanced in everyday interactions between pupils and adults. The staff of the school all provide very good role models. This includes caretaker, cleaning and supervisory staff as well as teachers and support assistants. The promotion of values such as friendship and caring for others forms an important aspect of school life. Pupils are taught in personal, social and health education lessons about relationships and how to handle conflict and the results are seen as pupils play amicably in the playground, sharing toys and working well together in class. Social development is also effectively promoted in the visits that are organised including day and residential trips to support pupils' learning, for example, train rides, visits to museums and castles and participating in Millennium Games at Southampton as part of the County Team.
46. Provision for pupils' cultural development is satisfactory but limited. The religious education programme provides opportunities to study religions other than Christianity, for example, Jewish and Muslim faiths and pupils are aware of religious festivals of other faiths such as Diwali. However, pupils are still not exposed to a sufficiently wide range of experiences of art, music, drama and literature to gain a sound understanding and appreciation of multicultural traditions. The school has links with a multicultural school in Birmingham and arrangements are in hand for a joint art weekend. The successful implementation of the religious education syllabus is helping to improve this area.
47. The school has good arrangements to ensure that all pupils are able to study a full curriculum, and these are clearly laid out in the school's policy for equal opportunities. Staff are well aware of possible ways in which particular pupils, or groups of pupils, might be denied equality of access to some aspects of the curriculum, or particular lessons, and they take good steps to see that all pupils do receive their entitlement. All of the subject policies reflect this good awareness. The school monitors the progress

that groups of pupils make, whether it is girls and boys, or ethnic minority pupils and others with additional special educational needs. Some pupils receive positive additional support to help them benefit fully from the curriculum. This is often in the form of extra help for children with additional special needs, and may also be in the provision of separate lessons for girls and boys in design and technology, to ensure that all pupils have good access to the course and the resources. The school does not always fully monitor which lessons some pupils are missing when they have additional support, such as speech and language therapy. Although it was only boys who went on a residential camp recently, this was because none of the senior girls wanted to attend. The school hopes to encourage them to go on future occasions.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

48. The school provides very good support and guidance for pupils. These effectively promote pupils' personal development and ensure that they make good progress academically. In addition the procedures and their implementation for pupils' welfare are very good. This area is a strength of the school and has improved since the last inspection in 1996.
49. The excellent anti-bullying policy has achieved the Anti-Bullying Kite Mark. There is a pupils' complaint book that the pupils know about and use to record their concerns. Staff investigate all concerns thoroughly and record the action that they have taken in response to the complaint. Pupils and their parents are rightly confident that the school will effectively deal with any such concerns. Staff consistently use the positive discipline policy and it is very effective in promoting good behaviour. Occasionally teachers do not implement the procedures quickly enough in lessons. The school, in conjunction with the very committed educational social worker, monitors attendance well and effectively deals with concerns about child protection issues. The health and safety of both the pupils and staff are taken very seriously and the health and safety co-ordinator ensures risk assessments are carried out as needed and are regularly reviewed. Governors have recently reviewed the health and safety policy.
50. The arrangements for monitoring pupils' attainment and progress are very good and teachers use the information very effectively to guide their lesson planning. Assessment throughout the school is very effectively led by the assessment co-ordinator who is a member of the senior management team. Pupils' individual education plans are very good, reflecting the targets identified in the statement of special educational need. These targets are then broken down into manageable termly targets that are included in the teachers' termly plans. This arrangement results in work that is very well matched to the ability of individual pupils. Teachers regularly assess what pupils have learnt and change the targets if necessary. The assessment co-ordinator in conjunction with the deputy headteacher monitors the quality of the individual education plans and how effectively the targets are incorporated in the teachers' planning for the term. In Key Stage 4 the assessment continues to be very good although the format changes as it is linked to the accredited courses that the pupils follow. The arrangements for and use of assessment have improved considerably since the last inspection in 1996 when they were judged to be unsatisfactory. Pupils' achievements are recognised in the Friday assemblies when they receive certificates for good work and attitudes.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

51. Parents are very supportive of the school and feel it is working more closely with them since the appointment of the new headteacher. The two areas parents would like to see improved are the provision of extra-curricular activities and homework. The

inspection team supports the parents' positive views and agrees that there is a limited range of activities outside lessons. They disagree with parents' views on homework, believing it to be appropriate for the age and abilities of the pupils.

52. The school provides very good information to parents about their children's progress and works with them very well to promote the pupils' learning. Teachers invite parents to termly meetings where together they review the pupils' targets in their individual education plans. Parents are fully included in the annual review of the statement of special educational needs. In addition there are annual reports giving very good information about what pupils understand and can do. Information about the curriculum is satisfactory and is mainly given through the target review meetings; however, parents of pupils in Key Stages 1, 2, 3 and 4 are not always told which topics are going to be studied during a particular term. This slightly restricts the amount of involvement parents have in supporting pupils' progress.
53. Parents' views are highly valued by the school. The school sent home questionnaires for parents to complete about pupils' experiences of bullying before developing its excellent anti-bullying policy. The school invites parents to attend many events in school and parents support the school production and sports day particularly well. Parents regularly help in school by hearing pupils read. The local community and parents provide much needed financial support for the school. Thanks to their efforts the school has recently been presented with a minibus and now has a new kitchen in the Early Years' department.

HOW WELL IS THE SCHOOL LED AND MANAGED?

54. The leadership and management of the school are very good. The school has had a troubled past since the last inspection with very low staff morale which, as noted in the previous report, had a detrimental effect upon the pupils. Since the appointment of the new headteacher in January of this year the atmosphere of the school has changed considerably. Staff, parents, governors and pupils all comment that the school is a much happier place and is improving in all areas of school life. Staff are now working very well together, confidence and morale are high. The introduction of a rolling programme which enhances the school development plan gives a clear insight into the programme for action over the next year. It is a model that is working very effectively and shows clearly where and how the school is improving and should do so in the near future. All staff, teachers and support assistants, have worked extremely hard in the last year and can now see the positive results of their labours. Staff and pupils enjoy coming to school. This positive atmosphere is a direct result of the influence of the headteacher, ably assisted by the senior management team. The basic aims of the school are successfully achieved. This is an excellent improvement since the last inspection.
55. The governing body is very effective in fulfilling its responsibilities. Governors have a very good understanding of the school's strengths and weaknesses. They have an unusually good knowledge of the academic progress of the school's pupils, gained from regular, formal scrutinies of work across the age and ability range of pupils throughout the school. Governors are frequent visitors to the school, working in class as well as attending various sub-committees and full governing body meetings. They review finances very well and are active in trying to improve the financial well-being of the school through meetings with the local education authority. The governing body fulfils its legal responsibilities effectively and efficiently influencing the direction of the school.
56. The headteacher and the senior management team monitor the curriculum very efficiently, sharing the responsibilities for monitoring and evaluating planning, teaching

and learning and assessment between them. Their work is very professional and its positive effects are evident in the improvement in teaching and learning across the school.

57. Much very good work has been done to ensure that not only personal targets in pupils' individual plans are realistic and achievable but class and school targets play a vital part in raising standards across the whole school. The recent rise in achievements in English and mathematics has shown the value of these targets.
58. Overall, subject co-ordinators have a good understanding of their roles and are effective leaders. Schemes of work are in place, although those for design and technology, geography, history and information and communication technology are still incomplete, and policies have been reviewed and updated. The school is aware of the weaknesses in geography and history and already has plans in operation to remedy the situation rapidly. The rolling plan of subject monitoring by co-ordinators is already having a positive effect on the curriculum.
59. Administration and financial procedures are very good. Day-to-day administration by the school administrator is excellent. The governors, headteacher and school administrator monitor the school's limited finances very carefully and effectively. The headteacher has been extremely proactive in gaining vitally needed additional funds for the school; however this is not the best use of her time. Use of this additional funding to pay salaries has meant that no member of staff has had to be made redundant nor pupil numbers reduced.
60. The school is adequately, if not generously, staffed to support the pupils it has on its roll. Some classes, for example Key Stage 4, are very large considering the varied and particular needs of the pupils in them. The widening range of additional special needs of pupils in this area special school means the staff have to increase their expertise and this they have achieved through a good staff development programme of in-house and external courses. Staff are now able to support the curriculum and pupils' needs well. This is an improvement since the last inspection. The next area for staff development is in the use of information and communication technology which takes place in the New Year with the objective of increasing the confidence of staff in its use in class. There is an effective staff induction programme in use. The new system of line management is working well, it monitors staff's working practices and is a useful vehicle for raising expertise. The inspection team was impressed by the high level of support provided by learning support assistants; they are integral members of the classroom teams. All staff at the school provide a very good service. The caretaker, cleaners, kitchen staff, midday meals supervisors and escorts all play a vital role in the well being of the pupils and are recognised for the important and expert service they provide.
61. Accommodation is generally good, however the lack of adequate on-site sports facilities for Key Stage 3 and 4 pupils, a science laboratory and a static base for computers hinders development in these areas. The school has a leaking roof and a water leak within the school pipes. Attempts to remedy these problems are in hand but the water leak is literally a drain on the school's finances. Resources are good in the Early Years department and in religious education. Resources in physical education, science, history and geography are unsatisfactory. Elsewhere they are barely adequate and without staff bringing in resources from home, for example, casserole dishes in food technology, they would be unsatisfactory. The school provides what resources it can but its very limited standard budget, which does not cover staff salaries, means that it does not have the money to buy even basic resources.
62. There is a very good shared commitment of all those working at Bennerley Fields for

continued improvement in all aspects of the school. Their capacity to succeed is apparent in the progress made by the school since the last inspection.

63. The school provides very good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

64. In order to improve the standards and provision further the governing body and the school should now draw up an action plan to address the following key issues.

- a) Improve the curriculum by:
 - i) continuing to further develop elements of foundation subjects especially in design and technology, geography, history and information and communication technology by completing schemes of work; (*Paragraph 39*)
 - ii) ensuring that all subject co-ordinators have a good knowledge of what is taught and learnt in their subject within the school; (*Paragraphs 60, 119 and 126*) and
 - iii) further developing pupils' multicultural development by providing them with an increasing range of experiences and building in times for reflection during the school day. (*Paragraphs 43 and 46*)
- b) Improve the consistency across the school whereby all staff intervene at the optimum point when pupil behaviour begins to have a disruptive effect upon other pupils' learning. (*Paragraph 27*)
- c) Improve resources across the school, particularly in physical education, science, history and geography, and to include the provision of more suitable accommodation for the teaching of science. (*Paragraph 61*)
- d) The governors should continue to seek the help of the local education authority to repair the water leak in the school and to repair the leaking school roof. (*Paragraph 61*)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	58
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
9	29	45	17	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	No of pupils
Number of pupils on the school's roll	75
Number of full-time pupils eligible for free school meals	26

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	0
Pupils who left the school other than at the usual time of leaving	2

Attendance

Authorised absence		Unauthorised absence	
	%		%
School data	8.4	School data	1.1

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	2
Black – African heritage	0
Black – other	0
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	0
White	71
Any other minority ethnic group	1

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	4	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YN – Y11

Total number of qualified teachers (FTE)	9.3
Number of pupils per qualified teacher	7.3
Average class size	10

Education support staff: YN – Y11

Total number of education support staff	12
Total aggregate hours worked per week	359

FTE means full-time equivalent.

Financial information

Financial year	1999-2000
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	£
Total income	551,968
Total expenditure	560,366
Expenditure per pupil	8,895
Balance brought forward from previous year	15,087
Balance carried forward to next year	6,689

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	68
Number of questionnaires returned	32

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	66	25	6	3	0
My child is making good progress in school.	44	44	6	3	3
Behaviour in the school is good.	31	44	3	3	19
My child gets the right amount of work to do at home.	19	38	19	3	22
The teaching is good.	56	34	3	3	3
I am kept well informed about how my child is getting on.	44	44	6	3	3
I would feel comfortable about approaching the school with questions or a problem.	59	38	0	3	0
The school expects my child to work hard and achieve his or her best.	50	44	0	3	3
The school works closely with parents.	38	50	6	3	3
The school is well led and managed.	44	41	3	3	9
The school is helping my child become mature and responsible.	44	50	0	3	3
The school provides an interesting range of activities outside lessons.	25	28	13	6	28

Other issues raised by parents

- Insufficient notice of forthcoming events.
- Perceived reduction in involvement of support agencies, for example, speech therapists and physiotherapists, particularly at review meetings.
- Extended educational visit boys only but recognition that this was not school policy but circumstances.

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

65. At the time of the last inspection, children in the Foundation Stage (Nursery) were judged to make good progress. Evidence from activities observed and from scrutiny of the very detailed records shows that children in the Nursery now make very good progress.
66. Children enter the Nursery at various points during the year and at the time of the inspection a number of children had been attending for only a short time. Children from the Nursery do not necessarily progress into Key Stage 1 at Bennerley Fields. Many move on to other specialist provision or mainstream schools.
67. Children develop personal and social skills very well. They learn to relate to the adults who work with them in different situations. At lunchtime children sit together in family groups with their teacher and nursery nurses and eat lunch together. The meal starts with adults and children joining hands and saying a simple grace. In lessons children work and play alongside one another and a few begin to play together. Children learn to make choices. In an activity where children make sandwiches children choose which filling to put in and when they are handed round later, which they want to eat. They learn to take turns and most children can wait patiently for a short time for their turn to demonstrate the actions for a song. Routines in the Nursery are well established and children understand them well. Most move from one activity to another quietly and happily. Teaching in this area is very good.
68. Language and literacy skills are developed very well. Whilst many children have significant communication difficulties they learn that words have meaning and build a vocabulary of words and signs to help them to communicate with their teachers and the other adults who help them. They join in with songs and action rhymes. They learn to take turns. Some children can show their teacher that they understand verbs by pointing to a picture. Other children begin to identify their own and the names of other children in the group on flash cards. More able children read the names of adults and children in the group. They enjoy looking at books and know how to turn the pages to follow the pictures in the story. Some children show interest in a particular book and know what information it contains. They enjoy stories both read to them from books and in the form of a play acted by their teachers. Children are able to concentrate and show a great deal of interest and pleasure in these plays. Children learn early writing skills. They pour water from a jug into a beaker and learn to use pens and other implements to colour and trace. Teaching in this area is very good.
69. Children learn to understand mathematical language very well. They enjoy joining in with action songs, which focus on number such as 'Three little men in a flying saucer'. They learn about shapes cutting sandwiches into stars. Some children use inset puzzles and shape sorting toys. They begin to copy shapes and lines in their drawing and painting and mould sand into different shapes. Children match the size and colour of pieces of fruit. Teaching in this area is very good.
70. Children increase their knowledge and understanding of the world whilst they are in the Nursery. They show an interest in the way things happen. They drop objects into a jar of water and watch to see which will float and which will sink. They investigate construction materials and build and make items for their topic on transport. They enjoy working on the computer. Some children control the arrow on the screen to dress the teddy; others click on a shape to make a man dive from the boat onto the water. Knowledge of the wider world is enhanced through visits out of school, for

example, to the airport as part of the current topic on transport. Teaching in this area is very good.

71. Children make good progress in their physical development. Children learn to take turns and to follow simple directions such as running to a spot and lying down and staying still. They learn to vary the length of their strides, making giant steps and to walk backwards and jump with both feet together. They use large play equipment in the well-laid out play area. They steer their toys around one another and along the paths and run around without bumping into each other. Children develop physical skills using a knife and fork to eat their lunch and in other activities such as spreading butter and fillings on sandwiches. They build with construction toys, mould wet sand and use paints and crayons. Teaching in this area is very good.
72. Children develop their creative skills through a range of activities. They join in with favourite songs and enjoy doing actions and dancing to the tunes. Children use props and pretend they are driving cars or being spacemen. They watch a play performed by their teachers about a journey on an aeroplane and then copy what they have seen, putting bags in the car, sitting in the aeroplane. They dress up in holiday clothes in the play and use toys and other equipment as props. Some children who have visited the airport introduce some of the things they have remembered. Some children build with construction materials and with boxes. Teaching in this area is excellent.
73. The quality of teaching and learning for children in the Foundation Stage is invariably very good or excellent. Lessons are very well planned to ensure that children are involved in activities at appropriate levels for their ages (two to five) and abilities. Teachers and other adults know the children very well. Targets set on individual education plans are well thought out and activities are carefully planned to take account of these. Teachers are constantly assessing children's understanding and knowledge and planning reflects this. Time is not wasted and resources are well chosen for the activities. Activities are exciting and challenging. Daily routines are well established and children are well managed by all adults. Teamwork is very good. Support staff have clear roles and provide very effective support. The department is very well led.

ENGLISH

74. Standards of achievement in English are very good at Key Stages 1 and 4 and at least satisfactory and often good at Key Stages 2 and 3. Standards are higher in speaking and listening than in reading and writing. This is a very good improvement at Key Stages 1 and 4 and a satisfactory improvement at Key Stages 2 and 3 since the last inspection when standards achieved were judged to be generally satisfactory. The improvement is particularly good in speaking and listening since these were judged to be unsatisfactory at Key Stages 1 and 2 in 1996.
75. By the end of Key Stage 1, pupils listen carefully to their teacher and make responses by gestures, words or short phrases. They physically demonstrate that they understand directions, for example, in, on, under, around etc. They are interested in books, turn the pages from left to right and some identify characters from the reading scheme. Some pupils identify their names and one says the alphabet and knows names and sounds of letters. Pupils are developing proper pencil grip and trace over print. There is evidence of emergent writing and some write their name. Good use is made of computer programs in the development of literacy skills. While hearing children read, three pupils insisted on 'writing' their own names on the paper.
76. By the end of Key Stage 2, pupils make good oral contributions in lessons, sometimes with help. Some respond with simple sentences or short phrases, but

many are quite articulate. When talking to children one pupil described a birthday party she was going to and another spoke in detail about playing in the office corner with a calculator that 'did sums really fast'. Pupils continue to enjoy stories and a few read simple text fluently and with good understanding. They are beginning to build words as well as learning a sight vocabulary. They match upper and lower case letters, are learning the alphabet and understand rhyme. Pupils copy sentences with reasonable letter formation, they are aware of capital letters and full stops and some write short sentences.

77. By the end of Key Stage 3 pupils listen and respond both to their teacher and each other and form opinions. Most pupils speak in complete sentences, explain what they are doing and discuss their work. However when reading text during class lessons most pupils need help unless words are very simple. When reading instructions for cookery recipes and kitchen rules, they decipher simple words like add, mix, cut and chop but do not have the word attack skills to read harder words such as 'handle', 'measure', 'dangling' and 'surface'. Pupils are learning the difference between fact and fiction and are developing an understanding of verbs as 'doing' words. Most pupils write with correct letter formation and copy effectively, but independent writing skills are not well developed.
78. By the end of Key Stage 4 pupils contribute well in question and answer sessions using lively and interesting speech. Most are keen to volunteer information and opinions. By the end of the key stage, a very few pupils read independently for information or pleasure, several being reluctant readers. They have poor word attack skills and rely heavily on words learned by sight or by guessing from the context. There is a wide variety in spelling levels with some pupils still learning three-letter words while others are learning words such as 'permission'. In writing, more able pupils write independently and draft and re-draft their work, sometimes using computers, while less able need help to form sentences. However, by using their own ideas, spelling books and teacher help, pupils complete interesting projects such as planning and designing a house advertisement, using computers and digital cameras for the finished product. Pupils successfully follow relevant, externally accredited courses. In 2000 three pupils gained the Foundation Level of Wordpower and four pupils gained Level 2 of the National Skills Communication Profile.
79. Since the last inspection, improvement in teaching and learning has been substantial. The quality of teaching is satisfactory at Key Stage 3 and good at Key Stage 2. It is very good at Key Stages 1 and 4. Where teaching is good, lessons are well planned, teachers know their subject well, lessons proceed at a good pace and pupils are well controlled, all leading to effective learning. There is a happy relationship between pupils and teachers, good teamwork between teachers and support staff and teachers know the needs of pupils very well. Where teaching is very good, in addition to the above, teachers pitch their lessons at exactly the right level for pupils' abilities. They provide exciting and interesting experiences, have high expectations and their lessons have very good introductions and review sessions at the end of lessons for pupils to reflect on what they have learned and for teachers to assess pupils' learning.
80. The school has made very good use of the National Literacy Scheme. As well as all pupils having individual literacy targets all classes have their own target and there is an overall school target. Independent writing is the focus of this year's whole school target. Success in all three target areas has been achieved, with considerable support for literacy in other curriculum subjects.
81. There is a good policy and scheme of work and sound assessment and recording policies exist. Assessment is used to devise planning and the subject is managed satisfactorily by an effective co-ordinator who has a sound understanding of the areas that the school still needs to develop further, for example word attack skills in reading

and writing, and monitoring of colleagues' teaching. Steps are being taken to extend monitoring so that the school is better placed to evaluate the progress that pupils make and monitor further improvements in teaching. Resources are satisfactory to support the planned curriculum with good class resources for the literacy hour and a library of suitable books in good condition.

82. The school has good provision for meeting the needs of pupils for whom English is not their first language. Teachers and support assistants are fully aware of the issues involved, and they are good at speaking clearly, using signing when necessary, and ensuring that pupils have additional help from classroom assistants and the speech and language therapy service, if required. Any particular needs and targets for development are stated clearly in pupils' individual education plans. Currently, there are no ethnic minority pupils who do not speak or understand English as well as their classmates, and so there is no additional funding to help them in their language development. The pupils who do not speak English at home are monitored in their progress by the class teachers and by the headteacher as part of routine monitoring of any 'at risk' groups of pupils. Pupils are achieving at the same good rate as their classmates. There was an initial difficulty in getting correspondence to pupils' homes translated into the home language, but the school is now hoping to make arrangements to rectify this matter, even though it is not strictly necessary at the moment.

MATHEMATICS

83. Standards of achievement in mathematics have improved considerably since the last inspection in 1996. Pupils' achievements are very good overall and particularly so at Key Stages 1 and 4. It is not possible to compare the standards and progress of pupils across key stages or even within classes as there is such a wide variety of ability, however, performance and success can be and is measured individually by class teachers.
84. During Key Stage 1 pupils make very good progress in mathematics over time and their learning in numeracy lessons is excellent. More able pupils understand number concepts to ten, understand first and last, add and subtract numbers up to ten and create pictures using circles, triangles, rectangles and squares, naming the shapes as they use them. Less able pupils recognise zero and match bricks and colours. They choose coloured squares and with support stick them onto a sheet to create a man. They know the difference between big and little as applied to the coloured squares.
85. Pupils in Key Stage 2 make good and sometimes very good progress in mathematics. They know number facts to ten and count in ones, twos, threes and tens. More able pupils count on and back in tens to 100, toss two or three dice with numbers and spots and add their scores together, beginning to record their sums independently. Less able pupils count in ones to ten, match and copy patterns of five bricks and with support add the numbers shown on two dice.

86. Key Stage 3 pupils make good progress in all aspects of mathematics and numeracy. More able pupils add in multiples of ten up to 100, with support they add coins to 50 pence, working out how much they spend and what change they need. Less able pupils recognise the value of different coins and with support work out number bonds to ten. They know the meaning of 'more than' and 'less than'.
87. During Key Stage 4 pupils follow accredited courses and work on individual assignments according to their ability. In 2000 five pupils gained the Foundation Level and three Level 1 of Numberpower, whilst three pupils gained Level 3 in the National Skills Mathematical Profile. They all make very good progress within lessons and over time. More able pupils draw graphs to illustrate their findings, calculate wages from given rates of pay, understand the concept of 'buy more pay less' and work out percentages. Less able pupils use blocks to add two and five, use shapes to create patterns and recognise the missing number in a number line from one to ten.
88. The overall quality of teaching and learning in mathematics is always at least good. This is a very good improvement since the last inspection. Teaching was excellent in twenty per cent of lessons, very good in forty per cent and good in forty per cent. Teachers plan well with good links to the National Numeracy Strategy using a good balance of activities that retain pupils' interest over lessons which can last one hour. There are good links with numeracy in many other subjects, particularly in science and design and technology. Where teaching and learning are excellent, lessons are exciting and full of fun as well as being full of mathematical content. Activities are varied but follow a theme and build upon previous and new knowledge, for example, playing games where pupils guess the shapes described by the teacher, watching a television programme about shapes, singing a square dance song and creating pictures using cut-out shapes. This enables pupils to build upon previous knowledge working in small ability groups as well as a class.
89. Procedures for assessment in mathematics are very good and they are used very effectively to ensure all pupils make good progress whatever their level of achievement. Individual target setting is excellent across the school. The school now meets National Curriculum requirements, this is an improvement since the last inspection. The co-ordinator has a very clear understanding of her role and her monitoring and evaluating of teachers' planning and delivery has been instrumental in the improvement in pupils' mathematical learning. She provides very good leadership.

SCIENCE

90. Standards of achievement in science are good throughout the school. All aspects of science are covered in appropriate depth in each key stage, and the general approach through investigations is good. Pupils learn the core skills of scientific method more rigorously as they move up through the school. The good learning in lessons is attributable to the teaching, which is good overall and which varied from satisfactory to very good during the inspection. This is a good improvement on the situation at the time of the last inspection, when the teaching, learning and overall progress ranged from unsatisfactory to good.
91. By the end of Key Stage 1, pupils have begun to investigate different forces around them that push or pull, and why objects will sink or float. They have experimented with water and air as ways of pushing objects to make them move, using the air or water in 'squeezy' bottles, for instance, to move lightweight balls. Such experiments are often extended well through, for example, art lessons in which pupils blow down straws to make paint patterns on the paper. They understand that some things are alive, and others used to be living, and that other things never have lived. The more able pupils classify a range of objects into these different categories. Pupils know that

living things grow and change, and they have visited a local farm and a zoo to see the variety of living things, with many pupils being entranced by the beauty and wonder of the animals. They have planted seeds and watched the plants as they grew. The more able pupils remember what they have learned for a long time afterwards, but the less able often quickly forget all but the most important parts of an investigation.

92. By the end of Key Stage 2, pupils have conducted investigations in a variety of ways, and they are becoming better at predicting outcomes of tests, with sensible reasons for their predictions, instead of guesses. They know that it is important to check the actual results after carrying out an investigation. Pupils have learned about other forces, such as electricity, and they have learned what electricity does around the home, and how to use it safely. They know that gravity is another force, and that it keeps the planets in their places, as well as keeping people on the ground. Pupils have learned about growing things, including human babies, and how they themselves have changed over the years, and what they can do now that they could not do previously. Many pupils classify things into different groups according to what they are made of, or what they can be used for.
93. By the end of Key Stage 3, pupils have begun some externally accredited work, in modules for the Certificate of Achievement. This work continues through Key Stages 3 and 4. In 2000 two pupils gained the bronze award, five gained a pass and one pupil gained a merit. This involves good investigative work in all of the topics that are learned, and pupils learn to predict, carrying out careful tests, and to record the results in graphs and diagrams, as well as in their writing or worksheets. Pupils learn well about different kinds of foods, and the more able ones say what the different foods contain, and why they are good for us to eat. They have learned about different forms of energy, such as from food, or light, or petrol. They know that living things have a life cycle of birth, growth, reproduction and death, and they have grown plants in school, such as sunflowers and pumpkins, to see what plants need in order to grow, and to measure their growth. Pupils understand that some things will dissolve in different liquids, and that other things will just mix together without changing their state. They know that many materials have different properties, and can be used for many different things. The less able pupils are easily confused about which material is which, and they forget easily. The more able pupils remember the correct vocabulary, such as dissolving, solutions or evaporation, but, again, the less able pupils forget easily, despite frequent reminders. Pupils have had other lessons about different forces such as gravity, air resistance and magnetism, and say something about each one, such as air resistance is what keeps parachutes from falling too fast.
94. By the end of Key Stage 4, pupils have become clearer about how to conduct a fair test, with different factors taken into account, and they achieve more accurate results, and plot them on graphs more accurately. They conduct experiments in greater depth, about, for instance, the way materials will change state when frozen or heated, and they know what evaporation and condensation are, and why they happen. Pupils have investigated the different parts of a range of plants, and have studied them closely, including what each part does, from the roots to the petals. They know that there are many different kinds of plants, and that they can be useful to us, from the wood that we get from trees, to the food that we eat, and the exchange of carbon dioxide for oxygen on a planet-wide basis. All pupils have investigated the differences between natural fibres and fabrics, and those that are man-made, and the higher achievers know some of the basic differences between them.
95. Pupils are learning well because the teaching is good overall. In Key Stage 4, the teaching is very good. Teachers have a good knowledge of the subject, and this is reflected in the lesson planning, in the way lessons are conducted, and in the assessment of progress that takes place. Teachers are able to expand topics, ask wide-ranging questions, and answer the pupils' questions well. Pupils learn how to conduct investigations well because the teaching is very well focused on this core

skill of science. Through this approach, pupils are much encouraged to think about why things happen. Pupils who are more or less able than their classmates are helped in their learning by lessons that are planned to have different levels of work for them. This may perhaps involve extending some pupils with more difficult tasks, and supporting others with different resources, or more assistance from the support staff. Rarely, teachers have not fully thought out their lessons, and this can result in lessons that lose focus, and pupils do not make such good progress as they otherwise might have done. Resources are inadequate. For example, in a good lesson where pupils were all very interested and motivated there was not enough apparatus for them all to conduct their own experiments, and the room was not suitable, with a carpet on the floor, no work benches, and insufficient sinks. In another very good lesson, the pupils were using small magnifying glasses to study the parts of flowers, when a microscope would have been better, especially one that showed the details on a screen like a television. There is a need for a laboratory with proper facilities to allow pupils to learn as well as they can. Although many pupils make good progress, their work is sometimes poorly presented, untidy, and not marked well. Teachers give good feedback to their pupils during lessons, and keep sound records of how well their pupils are progressing. This enables them to alter what they are intending to teach in the future. Pupils learn well through the good range of different skills and approaches that teachers use, from experiments and demonstrations, to worksheets and written passages about their work.

96. The leadership and management of science are satisfactory, with some good elements. The co-ordinator has a good view of the subject as a whole through the school, although she is working only part-time at the moment. There is a good, detailed scheme of work in place, and teachers find this valuable in guiding their lessons. It is currently being re-written to be more suitable for the changing population of pupils, although the accredited scheme for Key Stage 4, and some of Key Stage 3, is already very appropriate. The facilities for science are unsatisfactory, with no laboratory facility and too few items of equipment in the classrooms to allow good experiments to take place.
97. There has been a good level of improvement since the last inspection, with no unsatisfactory teaching or learning. Adequate curriculum time is now devoted to science, and the scheme of work now meets statutory requirements. The assessment system, though recently introduced, is sound. In the upper school, where the assessment is through the Certificate of Achievement, it is good. The situation with regard to facilities, however, has not improved, and has actually declined since the last report.

ART AND DESIGN

98. Standards of achievement in art and design are very good overall. This is a good improvement across the whole school since the last inspection.
99. Progress over time is good at Key Stages 1 and 2, and excellent at Key Stages 3 and 4. Pupils in Key Stages 3 and 4 have portfolios of their work, they are very proud of these and eager to show them to visitors. They show clear evidence of the progress made since January 2000.
100. No art lessons were seen at Key Stage 1 but scrutiny of work achieved in other subjects and on display showed good progress is made. Chalk pictures of fireworks drawn in response to Handel's Water Music are especially vibrant. More able pupils recognise and know the names of primary colours and use them correctly in their paintings. They use scissors dextrously and with accuracy at a level with their peers in mainstream schools. Less able pupils, with support, use stencils to create pictures

and with help use scissors.

101. At Key Stage 2 progress is good. Pupils use their computer skills to aid their drawings of human figures. They paint realistic self-portraits and Egyptian tomb paintings. More able pupils draw realistic figures transferring their observational skills to paper. Less able pupils draw stick people and create faces from dough.
102. At Key Stages 3 and 4 pupils make excellent progress. Their portfolios show a marked improvement in the use of skill and observation of their own work resulting in work that matches that of their mainstream peers. Pupils of all abilities produce careful, accurate work of which they are justifiably proud. They are following a GCSE course and early assessment and evaluation of their work predict creditable results. They create work developed from cartoons, as for example in the work of Lichtenstein. Their work involves a three-piece visual analysis of each topic studied. More able pupils paint landscapes in oils whilst less able pupils show clear evidence of improvement in their shading and paintings.
103. The quality of teaching and learning is good overall and excellent at Key Stages 3 and 4. This is a good improvement since the last inspection in 1996. Teachers and support assistants have a very good knowledge of their pupils and use this to develop their pupils' skills very well. Where teaching is excellent, pupils are totally motivated, lessons fly by and they leave with justifiably high esteem and all having improved their artistic ability. The teacher's quiet, but firm, support and advice ensures all work hard because they are motivated to do so.
104. Co-ordination and leadership of the subject is very good. The co-ordinator is an experienced specialist who is rapidly developing the department to become a strength of the school. High quality support is provided for staff who use it eagerly to improve their own teaching skills to very good effect. This is increasing teachers' own confidence in their ability to teach art well.

DESIGN AND TECHNOLOGY

105. Standards of achievement in design and technology are satisfactory overall. They are good at Key Stage 1 and satisfactory at Key Stages 2, 3 and 4. This is an improvement since the last inspection. Only three lessons in design and technology were observed during the week of the inspection. Further evidence was gained from documentation, discussions, and scrutiny of work and teachers' planning.
106. The teaching across the school is good and the weaknesses identified in the last inspection with regard to the specialist room have been addressed. Pupils learn a wide variety of skills, use a range of different materials and make items for different purposes. In food technology they prepare a variety of food.
107. During Key Stage 1 pupils prepare a fruit salad. Pupils know that some fruits must be washed before use as they may have been sprayed with chemicals to stop insects from eating them. They know that it is important to wash their hands before handling food and to keep their hair out of the way. They use appropriate knives to chop the fruit and the more able do this with little help.

108. During Key Stage 2 pupils have designed and made jointed and glove puppets to act out a play. They have used different ways of joining the materials, paper studs for the jointed puppet and sewing for the glove puppets. Pupils have used boxes to make vehicles. Some pupils have constructed axles made of drinking straws that allow the wheels to turn.
109. During Key Stage 3 pupils make scones. They choose whether to make them with cheese or with cherries. They learn to grate and to chop and to rub the fat into the flour to produce 'breadcrumbs'. With the help of support staff they follow a simple recipe, weighing out the ingredients, mixing and rolling and cutting circles out of the finished dough. All pupils help to clear away and to wash and dry up the equipment they have used.
110. During Key Stage 4 pupils work using resistant materials. From ready prepared designs they make a range of items such as chairs and cabinets. They use hand tools appropriately and are aware of the need for care with such tools. More able pupils work with little support, join and finish items made in wood appropriately. Pupils discuss their work with adults and some are able to contribute suggestions for improvement to their work.
111. Teaching and learning in design and technology is good overall and very good at Key Stage 2. Planning in a number of lessons includes considered individualised activities. Good emphasis is placed on health and safety and in food technology pupils are reminded of the principles of healthy eating. Pupils are encouraged to undertake and complete tasks independently. Teamwork between teachers and support staff is very good. Support staff, who have a clear role and know the pupils very well, provides very effective support. Relationships between adults and pupils are very good. Progress is monitored through the medium-term plans and pupils at Key Stage 4 study appropriate accredited courses in which they achieve well. In the 2000 Resistant Materials Certificate of Education two pupils passed, four gained a merit and one gained a distinction.
112. The subject is currently co-ordinated by three members of the teaching staff. The programme of work for Key Stages 1 and 2 is being revised in the light of guidance from the Qualification and Curriculum Authority. A comprehensive scheme of work is in place for food technology and pupils studying resistant materials follow an accredited course. A scheme of work, which covers all aspects of the subject across the school, is still to be developed. The school has appropriate plans in place to review the curriculum area early in the New Year. The current system for co-ordination is unsatisfactory even though the three sections work well individually, there is a lack of clarity in the subject with respect to continuity and progression and to key learning aims across all the elements of the subject. Specialist rooms are used appropriately and while resources in some areas are adequate there is a shortage in food technology. The space in these specialist rooms however is restricted and only suitable for small groups of pupils to undertake practical activities.

GEOGRAPHY

113. Standards of achievement in geography are good overall. They are very good at Key Stages 1 and 2 and good at Key Stages 3 and 4. This is an improvement since the last inspection when they were judged to be satisfactory in three out of four lessons.

114. During Key Stage 1 pupils learn about various methods of travel including experiencing bus and train rides, and the locality of the school, visiting the local canal and looking at local landmarks.
115. During Key Stage 2 more able pupils know their full address and give simple directions to their home, they know that the River Nile floods every year and that harvest comes after the sowing of seeds in the spring. Less able pupils know only the town in which they live.
116. Key Stage 3 pupils identify features on a picture and recognise them on a plan. More able pupils understand why people and cars are not found on plans even though they are in pictures. They complete the labelling of a map of the school unaided, add in extra rooms and label them correctly. Less able pupils, with much support, label their classroom and a few major features.
117. Key Stage 4 pupils know that there are different types of deserts, that erosion means 'worn away' and that it can be caused by wind and rain. They know what a canyon is and that it is caused by weathering. More able pupils compare contrasting climates such as the polar regions with deserts and monsoon areas. They understand the differences of life for an Inuit boy on a Saturday to their life. Less able pupils understand that life is very different living in the icy, polar regions to that living in a monsoon area.
118. The quality of teaching and learning in geography is very good at Key Stages 1 and 2 and good at Key Stages 3 and 4. This is a good improvement since the last inspection when some teaching was unsatisfactory. Where teaching is very good pupils are enthused by the activities and proudly bring their own knowledge to the lesson, for example, in describing their house and telling the class where they live after a field trip to photograph each pupils' home.
119. Co-ordination and leadership of geography is not yet fully developed. There is a policy but the scheme of work is still being developed. Monitoring and evaluation of teaching and learning has not yet occurred but is planned as part of the school programme of classroom observation by subject co-ordinators. This reflects little progress since the last inspection. Resources are inadequate.

HISTORY

120. Standards of achievement in history are satisfactory throughout the school. This is an improvement since the last inspection when a significant minority of pupils achieved unsatisfactory standards. Only two lessons were seen in history. These were in Key Stages 2 and 3. No lessons were seen in Key Stages 1 and 4 but from looking at pupils' work, displays, photographs and teachers' planning, achievement is judged to be at least satisfactory.
121. Key Stage 1 pupils start to place events, objects and photos in chronological order and have been finding out about transport of the past. They have been on a train ride and compared pictures of Stephenson's Rocket with trains of today. One pupil enthusiastically showed photos of herself on the train outing and said 'ticket, train'. They have also heard the story of Guy Fawkes and made firework pictures in response to Handel's Firework music. This same music generated exclamations of 'Whoosh, whoosh' by one child whenever it was played.
122. Key Stage 2 pupils study the Ancient Egyptians. In the lesson seen pupils were interested as they heard of the journey through the Underworld to the afterlife and asked relevant questions. They know that the Egyptians preserved bodies by

'mummification' and that they worshipped different gods. They point out Tutenkamen from a display and tell that he was a king and that he had a gold mask. They also know that the Nile is the main river in Egypt.

123. Key Stage 3 pupils learn about life in Roman times and discuss the differences between rich and poor people. They talk about the sort of food rich and poor Romans would eat and most pupils could plan an appropriate Roman menu.
124. Key Stage 4 pupils study life in the 1930's and the Second World War. They compare life in the 1930s with the present day, discuss the difference between a democracy and a dictatorship and show some understanding of how Hitler came to power.
125. Teaching and learning is satisfactory. Work planned is usually appropriate with satisfactory, though sometimes uninspiring, use of resources. History lessons need to be presented in a variety of ways to maintain the interest and concentration of the pupils. Intended lesson plans are not always completed as lessons do not always start on time. While pupil control is generally satisfactory there were occasions when teacher intervention was not at a sufficiently early stage and learning was hindered by the behaviours of some pupils. Assessment in history follows the school system and is satisfactory.
126. There is a policy but the scheme of work is still only in draft form. The co-ordinator's role is not yet fully developed. Monitoring and evaluating of teaching and learning by the co-ordinator has not yet taken place but is part of the school plan and is to take place during 2001. Resources are unsatisfactory. There is a need for artefacts and more good colourful history books.

INFORMATION AND COMMUNICATION TECHNOLOGY

127. Standards in information and communication technology are very good at Key Stage 1 and satisfactory at Key Stages 2, 3 and 4. This represents satisfactory progress since the last inspection. At that time pupils' entitlement to the whole curriculum at Key Stages 1 and 2 failed to meet statutory requirements at Key Stages 3 and 4. Little discrete teaching of information and communication technology was observed during the inspection and evidence has been gathered from discussions and from a scrutiny of pupils' work and of documentation.
128. Key Stage 1 pupils use specific programs on the computer to develop literacy skills. They listen to the instructions and can use the mouse to point to the correct letter sound.
129. Key Stage 2 pupils use the computer to develop a design in an art lesson. They select and drag items across the screen and print their finished work. They use the computer to make a map of their routes to school.
130. Pupils in Key Stage 3 work on databases and use the computer to support a range of activities. These include the production of a brochure. Pupils choose appropriate fonts and change the size to fit the page. They understand that pictures taken with the digital camera can be added to their work.
131. Pupils in Key Stage 4 follow an accredited course in information and communication technology. In 2000 six pupils gained Level 2 in the National Skills Information Technology Profile. They use a design program to produce a range of graphics, varying colours and designs to produce intricate patterns. Pupils survey the use of information and communication technology around the school and have identified other areas of the subject such as fax machines and photocopiers. Pupils also use

information and communication technology to further their research into careers and to widen their own knowledge of what people do.

132. Teaching is good and learning is satisfactory. Good progress is seen at Key Stage 1 where very clear systems of recording the small steps of children's progress are in place. Progress for pupils at Key Stage 4 is satisfactory and is done through the accredited course. Although recording of pupils' progress takes place across other key stages this is done through the evaluation of medium-term planning and does not sufficiently track individual pupil's progress. Information and communication technology is clear in lesson planning at Key Stage 2 and is taught as a discrete subject at Key Stages 3 and 4. At Key Stage 2 there is a lack of clarity about the opportunities for pupils to make progress in this subject. There is insufficient use of information and communication technology in some subjects, including science and music whereas it is used well in Key Stage 1.
133. The co-ordinator has developed a system for recording skills in information and communication technology and this is currently being implemented across the school. The use of this system enables teachers to plan pupils' work providing them with experiences and opportunities to build positively on their previous work. A new scheme of work is being developed but this is proceeding less quickly than it should because of the ill health of a key member of staff. The school's rolling development plans make provision for co-ordinators to monitor teaching in their own subject area. Currently the co-ordinator is monitoring all teachers' medium-term planning.
134. Resources are satisfactory. The school has a range of personal computers, which are available for use throughout the school. The school has a good range of relevant and appropriate software and this is used to support the curriculum and to develop specific skills. Staff confidence is variable and training on information and communication technology is planned for early next year.

MODERN FOREIGN LANGUAGES

French

135. Standards of achievement in French are satisfactory. It is not possible to compare this with standards at the last inspection as no judgement was made. French is taught weekly to the one Key Stage 3 class. The one lesson of the week was observed during the inspection. Very little written work was available for scrutiny as virtually all teaching and learning is by spoken word. However assessment is good. It is ongoing throughout the lesson enabling good record keeping of pupils' achievements which are used in planning future lessons.
136. Teaching and learning was good in the lesson observed. This is an improvement since the last inspection when it was satisfactory. The methods used were highly relevant, oral and practical. Pupils did not have the opportunity to become bored as the variety of activities ensured their interest was held and stimulated throughout the lesson. Pupils enjoy learning French and take pride in greeting each other in French. More able pupils greet others confidently, and say their name and age independently. They know colours and count to thirty in French. Less able pupils remember, with prompting, simple greetings, count together to ten and know 'oui' and 'non'. Teaching and learning are very well supported by the class support assistant. Resources are limited but satisfactory.

MUSIC

137. Standards of achievement in music are satisfactory overall. They are good at Key Stage 1 and satisfactory at Key Stages 2 and 3. There was insufficient evidence to make a judgement at Key Stage 4. The improvement in music since the last inspection is good. At the time of the last inspection the school did not meet the statutory requirements of the National Curriculum. The school had no subject co-ordinator, no scheme of work and no consistent monitoring or assessment of progress taking place. The subject is now co-ordinated well by a senior member of staff, with a good scheme of work in place. Assessment follows the school scheme and is satisfactory. A part-time music specialist has been appointed and will take up post in January.
138. Music was only observed in the Foundation Stage and in Key Stage 1 during the inspection but evidence has been gathered from documentation, scrutiny of teachers' planning, schemes of work and discussions with pupils and staff. Younger pupils listen to a tape of band music, play instruments and march to the music. Some pupils beat time and march in a rhythm. They play the instruments and treat them with care. Older pupils enjoy singing in assembly. They know the tunes to their favourite songs and sing them unaccompanied. They beat out the rhythm of their names and that of others. Pupils name a range of percussion instruments and describe how they are played. Pupils make music, working together in small groups. Pupils at Key Stage 3 work on rhythm patterns. They develop the patterns varying the texture. They focus on the conductor and make the music louder and quieter. They listen to music which illustrates what they have been learning.
139. The quality of teaching and learning in the music lessons observed is good. Lesson planning is good and meets the needs of the pupils. Resources are well planned and well organised. Support staff are well briefed and provide good support. Adults work well together. Music is used at appropriate points in the day. Younger pupils sing songs and action rhymes. Music is used to set the scene in assembly. Pupils listened in an assembly during the week of the inspection to the Beatles' song 'With a little help from my friends'. They went on to talk about people who help and those who need help.

PHYSICAL EDUCATION

140. Pupils' achievements in physical education are satisfactory throughout the school. Satisfactory progress has been made since the last inspection. Pupils' progress varies between different aspects of the subject; they achieve better in swimming and games, for instance, than dance and athletics. This is partly because of differences in teachers' confidence and skills in some aspects, and partly because of a lack of resources to support learning.
141. As pupils develop through Key Stages 1 and 2 they take part in a wide range of physical activities, and they make satisfactory progress in their achievements, each according to his or her own abilities and aptitudes. By the end of Key Stage 2 the more able pupils throw and catch different-sized balls to each other in practice sessions and in games; they begin to work together as a pair or in a team. The less able pupils kick and chase balls, and some will pass them to partners. More able pupils have developed good swimming skills, and swim independently in recognisable strokes. Less able pupils are beginning to develop their water confidence, and use floatation aids to help them in the water. All pupils have learned the basic rules of some games such as football, 'Kwik' cricket, indoor hockey and basketball, and the more able pupils apply their knowledge in simplified games. Pupils start to learn to move to music in the lower part of the school, with action songs, and moving their feet

in time to music, and many learn to move rhythmically by the end of Key Stage 2. On the indoor apparatus more able pupils swing from beams, walk along benches, climb onto vaulting platforms, and jump off with confidence. A few less able pupils struggle to move well on the apparatus, in some cases because they are very overweight, or because they lack confidence.

142. By the end of Key Stage 4, pupils have experienced a full range of physical education activities, although some of these are approached more frequently and thoroughly than others. Many pupils have gained very good skills in swimming, where they swim long distances, dive in, retrieve objects from the bottom of the pool, perform surface dives and get out of the pool without using the steps. They swim different strokes with some style, and several pupils were recently members of the County team that was successful in the Millennium Games in Southampton. Less able pupils have gained more confidence in the water, and will move unaided and without close staff support. In games, pupils have a better understanding of the rules of football, hockey, basketball, rounders and cricket. They practise the basic skills, and apply them to full games. Some pupils have difficulty with the rules, but most work well together in pairs and teams, following the rules in a good competitive spirit. Many of the older pupils take part in friendly football matches against other local schools. Pupils take part in some gymnastic activities, but their skills are not helped by the lack of resources such as floor mats for rolling on, crash mats for landing on, and a springboard for taking off on vaults. Some lack of teacher expertise at this level is a further contributory factor. Similarly, athletics skills are being developed, but not to the same extent as games skills. Pupils throw balls, and 'junior' javelins; they take part in sprints, relays and longer-distance races; and they take part in an annual sports day. As yet, activities such as a long jump, high jump and putting the shot have not been taught, largely because of a lack of facilities. Pupils are learning to dance in different ways, including line dancing and aerobic movements to music. This area of the subject is at an early stage of development, although it is now a full part of the curriculum, including for the older pupils. The purchase of some new taped music is helping the situation, but there is a need for more variety. In outdoor pursuits, pupils have taken part in cross-country racing, and there is an intention to begin simple orienteering in the near future, according to the subject co-ordinator and the scheme of work. Pupils have also benefited from a module of physical education that includes 'health-related fitness', with good awareness of the benefits of exercise, different types of exercise, and the effects of exercise. During a residential camp week, pupils were involved in a range of activities that included long-distance walking, and going round an assault course with a variety of adventurous obstacles.
143. Pupils are learning satisfactorily because the teaching is, in the main, satisfactory or better. During the inspection, it ranged from satisfactory to very good. This is an improvement on the situation at the time of the last inspection, when teaching and learning varied from poor to good. Most lessons are now planned well. On several occasions, however, the teaching was actually good, but the behaviour and general response of the pupils was unsatisfactory. On these occasions, teachers were not quick enough, or firm enough at the beginning, to fully control the behaviour, and good lessons were spoiled by the pupils themselves. The good teaching did, however, result in most pupils learning satisfactorily. Only a few pupils' learning was adversely affected by their own behaviour. This unsatisfactory response occurred in classes in Key Stages 2, 3 and 4. Pupils generally learn satisfactorily because teachers have a sound knowledge of the subject, and they plan their lessons in a sequence of structured activities that keep pupils well motivated and interested. Teachers have the knowledge to point out areas where pupils can improve their specific skills, such as how to hold a hockey stick and control a ball, or how to jump safely from a height of a few feet. Where pupils' learning was slowest lessons started late and finished early; consisted of a series of activities rather than a series of skills for pupils to learn and where staff felt the need to keep a very tight control of the pupils' behaviour throughout

the lesson. Teachers use the resources that are available well. Support staff are particularly effective in supporting individual pupils' learning, perhaps pointing out different ways of moving, climbing and landing; or what the rules of a game are; or a quiet word about behaviour that is becoming unacceptable.

144. The leadership and management of physical education are satisfactory. The co-ordinator has developed a good policy for this subject, and a scheme of work that now covers the necessary aspects of the subject. The scheme has a good system of assessment built into it but is inconsistently carried out in Key Stages 2, 3 and 4. The co-ordinator monitors the planning well but as yet has not had the opportunity to monitor and evaluate teaching and learning. The hall is too small to store very much equipment and for secondary age pupils to do activities such as gymnastics. There are too few mats, balls and other small items for many activities. Existing mats are no longer adequate for their original purpose.

RELIGIOUS EDUCATION

145. Standards of achievement in religious education are good overall. They are very good at Key Stage 1 and good at Key Stages 2, 3 and 4. This represents a good improvement since the last inspection. Pupils achieve well in religious education. No lessons were observed in Key Stage 4, but evidence was taken from pupils' work and teachers' planning.
146. At Key Stage 1 pupils develop an awareness of religion through stories and celebrations of multi-faith festivals. In an excellent lesson developing the Christmas story pupils were enthralled as the teacher told the story with the aid of a pop-up book and re-told it as pupils built up a Nativity Scene with knitted figures. The story was reinforced at the end of the lesson as an Advent Ring was built by the pupils. This was followed by a time for reflection as the candles were lit.
147. In Key Stage 2 pupils make good progress. They learn of customs and celebrations of other faiths as well as Christianity through stories and play acting. In one class pupils' awareness of Sikhism was raised by the teacher bringing in a Sikh comb (Kanga), bracelet (Kara), shorts (Kacck) and sword (Kurban) and demonstrating and explaining their use. In another Key Stage 2 class pupils acted out the Jewish celebration of Hannakah. These activities were thoroughly enjoyed by pupils. While learning about other faiths in this way they were improving their speaking and listening skills as well as acquiring religious education knowledge.
148. Pupils in Key Stages 3 and 4 make good progress in the modules of work they follow from the Derbyshire agreed syllabus. They build on previous work to consolidate and develop their knowledge of different religions and learn more about the rigours of different faiths. In a Key Stage 3 lesson about pilgrimages pupils learned the story of the Muslim journey, the Hajj, and the devotion of people who undertook it.
149. The overall quality of teaching and learning in religious education is good. It is very good in Key Stage 1, good in Key Stage 2 and satisfactory in Key Stages 3 and 4. In the best lessons learning is very good, pupils are interested and fully involved due to the well planned work organised to meet their needs, capturing their interest by the use of very good resources. End of session discussions are used effectively to consolidate learning. Pupils' response to religious education is mostly good; pupils are interested and motivated. However, when work is not pitched at the right level for their ability, a small minority sometimes lose concentration and need additional support to maintain their interest.
150. The curriculum is well planned through modules of work linked to the Derbyshire

agreed syllabus to enable pupils to make progress in their knowledge and understanding of a range of themes. Assessment is linked to medium-term plans and is informing planning. The co-ordinator is very enthusiastic. Leadership and co-ordination of the subject is very good. Teachers' planning is monitored and evaluated very well. Opportunities for monitoring and evaluating the quality of teaching and learning are planned as part of the school programme. Resources are good. This is an improving subject.