

INSPECTION REPORT

STAVELEY JUNIOR SCHOOL

Staveley

LEA area: Derbyshire

Unique reference number: 112627

Headteacher: Mrs A Chambers

Reporting inspector: Mr M Greenhalgh
10422

Dates of inspection: 4th – 8th December 2000

Inspection number: 224063

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 to 11 years
Gender of pupils:	Mixed
School address:	College Avenue Staveley Chesterfield Derbyshire
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr A Harker
Date of previous inspection:	5 th November 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
10422	Mr M Greenhalgh	Registered inspector	Science Information and communication technology Design and technology Physical education English as an additional language	The characteristics and effectiveness of the school The school's results and pupils' achievements Pupils' attitudes, values and personal development Teaching and learning Leadership and management Key issues for action
19338	Mr G Ellis	Lay inspector		Pupils' welfare, health and safety Partnership with parents and carers
28170	Mr I Chearman	Team inspector	Mathematics Geography History Religious education Equal opportunities Special educational needs	
32057	Mrs J Gold	Team inspector	English Art and design Music	Quality and range of opportunities for learning

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is a below average sized community junior school for boys and girls aged 7 to 11 years old. It has 160 full-time pupils with an above average proportion who have entered the school between Years 3 and 6. The school is situated in a small, former mining and steel town, and social and economic conditions in the area are poorer than those expected nationally. Pupils' attainment on entry is below the national average. The proportion of pupils with special educational needs (23) is in line with the national average and for pupils with statements of special educational needs (5) it is above the national average. There are no pupils from ethnic minority backgrounds.

HOW GOOD THE SCHOOL IS

The school is effective in providing the pupils with a satisfactory standard of education. By the time they leave school, pupils achieve standards in line with those found in schools with a similar social make up. The quality of teaching and learning is good overall and is rarely unsatisfactory in lessons. Teaching is particularly strong in literacy and numeracy, especially in Years 5 and 6, and in science. The progress made by pupils is satisfactory in all subjects except information and communication technology and design and technology where it is unsatisfactory. The school's provision for the spiritual, moral, social and cultural development of the pupils is satisfactory. The attitudes, behaviour and personal development of the children in the vast majority of lessons are satisfactory and often good. However, there is a significant amount of low-level disruptive behaviour and this can have an unsatisfactory effect on the progress pupils make. The strong commitment of the headteacher and senior management team to raising standards has been rewarded by the recent improvements in the achievement of pupils by the time they leave school. The governing body is very supportive of the hard work put into improving the school by the staff. Overall, the school provides satisfactory value for money.

What the school does well

- Analyses and improves the standards attained in literacy, numeracy and science.
- Provides good quality teaching for literacy, numeracy and science.
- Pupils' good attitudes towards learning.
- The headteacher's clear view of how to improve the quality of education further.
- Provides good support and guidance for pupils with special educational needs.
- Fosters good relationships with parents.

What could be improved

- The behaviour of pupils, especially during lunch and break times in the playground, and the management of this behaviour by all members of the teaching and non-teaching staff.
- The levels of attendance at the school by pupils.
- The standards achieved in information and communication technology.
- The teachers' quality of lesson planning, marking and overall assessment of the progress made by pupils in their classes.
- The management of the curriculum to ensure groups of pupils in the same year, but in different classes, are offered the same opportunities to learn.
- The role of the curriculum co-ordinator in subjects other than literacy and numeracy.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has improved considerably since its original inspection in 1995. Improvement since the last inspection in 1997, when the school came out of special measures, has been satisfactory. The significantly improved standards in literacy, numeracy and science in 2000 compared to 1999 have, on the whole, been maintained with the present Year 6. Standards in information and communication technology have fallen from satisfactory to unsatisfactory, and in music from good to satisfactory. Planning for literacy and numeracy has improved significantly as a result of the national strategies. The school's use of national Programmes of Study in other subjects ensures better depth, balance and progression in all areas of the National Curriculum than was reported in 1995. However, teachers' planning still does not take full account of the different levels of attainment identified in the National Curriculum. Teaching styles are now sufficiently varied to ensure that different aspects of the curriculum are delivered effectively, for example, investigative work in science. Behaviour is not as good as at the last inspection and levels of attendance, despite some improvement since then, remain well below the national average. The headteacher has developed effective planning to ensure the school's priorities for improvement are fully understood by all and are achieved. Sound systems are also in place to monitor and evaluate how effective the school's initiatives are, especially in literacy and numeracy. However, no similar systems are yet in place for other areas of the curriculum. The school's provision for the spiritual, moral, social and cultural development of the pupils is now satisfactory and improving. All health and safety issues identified in the previous report have been resolved. The school's capacity for further improvement is satisfactory.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	E	E	E	C
mathematics	E	E	E	C
science	C	E	C	A

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

The school exceeded its targets for 2000 in mathematics, and even more so in English. These improvements in standards were significant when compared with the standards the school achieved in 1999. Significant improvements were also made in science. Standards for Year 6 are, at present, below those achieved by last year's Year 6. However, with the additional support this present year group is receiving, it is expected that by the end of the year, standards will be in line with those achieved last year for English and mathematics but will remain slightly lower in science. Boys in the present Year 6 achieve better than girls, reversing last year's picture. Pupils' achievements in art, history, music and physical education are satisfactory and much in line with expectations nationally. However, achievements in information and communication technology (ICT) and design and technology are unsatisfactory and below the standards expected nationally. Geography has not been taught this term and therefore no judgements on standards have been made. Pupils with

special educational needs are well supported and make good progress against the specific targets set for them.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils tend to work hard in lessons. The vast majority of pupils in nearly all lessons are well motivated, keen and interested. Their attitudes towards homework are, however, patchy and unsatisfactory overall.
Behaviour, in and out of classrooms	Overall, the behaviour of pupils is unsatisfactory. Whilst the vast majority of behaviour during lessons is at least satisfactory and often good, some poor playground behaviour, particularly amongst boys, spills into lessons and reduces the quality of learning. There have been a significant number of exclusions in the last school year.
Personal development and relationships	Satisfactory. The large majority of pupils work together well, show good levels of independence, particularly during practical work, and are keen to help around school.
Attendance	Unsatisfactory. Although the levels of attendance have improved in the last two years, they remain well below the national average.

TEACHING AND LEARNING

Teaching of pupils:	aged 7-11 years
Lessons seen overall	Good

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

Approximately half the lessons seen during the inspection were good or very good (17 per cent very good and 31 per cent good). Forty-eight per cent of lessons were satisfactory and five per cent (two lessons) were unsatisfactory. The quality of teaching in literacy and numeracy is particularly good, especially in Years 5 and 6. Teachers have a good knowledge and understanding of both subjects and challenge pupils of all abilities effectively. In numeracy, teachers develop pupils' mental agility and mathematical language well. In literacy, pupils have good opportunities to develop their writing across subject areas. As a result, they write effectively for different purposes, such as explaining how they conducted a scientific investigation. The knowledge and understanding of specialist teachers strengthens progress in music and swimming. The most effective teaching is characterised by the very good use of learning resources to stimulate the pupils' interest. This was especially effective in practical science lessons and also in literacy, when activities such as cooking enabled pupils to write instructions clearly. In a minority of lessons, teaching and learning are affected by the mismanagement of low-level disruption created by pupils. In the two unsatisfactory lessons seen, the teaching of specific skills was ineffective. Lesson planning in subjects other than literacy and numeracy, lacks a clear identification of what pupils of different abilities are expected to achieve. This in turn sometimes leads to unfocused assessment of the progress pupils make and to a lack of comments in pupils' books to support and guide learning. This is especially the case in helping to ensure pupils make sufficient progress in information and communication technology and design and technology.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The school meets the National Curriculum requirements. There is a good emphasis on teaching literacy and numeracy skills.
Provision for pupils with special educational needs	Good. The school provides effective support through the well-defined individual education programmes for pupils, the in-class support from teaching assistants and through the additional support provided by the local education authority.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory. Spiritual development is supported well during whole-school and class assemblies but is not planned well across all subject areas. Pupils are encouraged to help around school and are often reminded by staff about what is right and wrong. Relationships between staff and pupils are good. The school promotes cultural awareness satisfactorily through the teaching of art and music and through regular visits to the local area.
How well the school cares for its pupils	Satisfactory. The school's health and safety procedures are very good and child protection procedures are effective. In some instances, supervision during lunch and break times is unsatisfactory.

The school has good relationships with parents. There are regular meetings to discuss the progress pupils make and the school has developed a programme to improve parents' own literacy and numeracy skills. Information that parents receive about the school and their own children is satisfactory.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher has a good overview of the school's performance and is clear about what needs to be done next. She is supported effectively by a senior management team that takes on a good deal of curricular responsibility.
How well the governors fulfil their responsibilities	Satisfactory. The governing body ensures that all statutory requirements are met. Governors are becoming increasingly involved in monitoring the school.
The school's evaluation of its performance	Satisfactory. In English, mathematics and science there is very good analysis of the school's performance in national tests and of pupils' attainment at the end of each year. Monitoring and evaluation of other areas of the curriculum are unsatisfactory.
The strategic use of resources	Satisfactory. The school makes good use of the local swimming pool and library and of the music specialist. The school's financial resources are well matched to the school's priorities for improvement.

The school has adequate teaching staff and learning resources and its accommodation is satisfactory overall. However, whilst the majority of facilities is good, two of the classrooms

are small for the number of pupils using them. They are also damp and lack toilet facilities. The school applies the principles of best value satisfactorily.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• They feel comfortable when approaching the school with suggestions and complaints.• The school expects pupils to work hard.• Their children like school.• The teaching is good and pupils make good progress.• The school is well led and managed.• The school helps children to become mature.	<ul style="list-style-type: none">• The amount of homework given to pupils.• The insufficient range of activities offered to the children.

The inspection team agrees with the majority of views expressed by the parents. The range of activities offered by the school is satisfactory. Although the school provides a sufficient quantity of homework, pupils do not always complete it.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. In 2000, standards in English, mathematics and science improved significantly over those achieved by the school in 1999. Improvements were especially good in English and science. Standards, however, remain well below the national average for English and mathematics but in line with the standards expected in similar schools. Standards in science are in line with the national average and well above those achieved in similar schools. The targets, based on the school's previous performance, set by the school for the proportion of pupils achieving the national expectation or above for this particular year group, were exceeded by 20 per cent in English and by nine per cent in mathematics. The improvement in mathematics was for the second year running, whereas standards in English have fluctuated much more over the last two years. These improvements in standards are due to the school's effective analysis of how pupils perform in the national tests, an increased expectation of how well the pupils can do and the introduction of 'booster' classes which allow Year 6 pupils to work in two smaller groups rather than one large one. These smaller classes enable the school to group pupils by ability so that the teachers can focus more effectively on the particular needs of individual pupils.
2. Standards, for the present Year 6, are much in line with the standards achieved by pupils last year and therefore, the school has sustained the significant improvements made last year. Standards remain below the national expectation in English and mathematics, and are now below in science, which represents a slight fall from last year's standards. However, these judgements do not take into account the effect of the 'booster' classes this year. The school has set very challenging targets, which are above the standards achieved last year in English and mathematics, and these could well be met, given the good quality of teaching in Year 6. The main turn around in standards for the present Year 6 is that boys are outperforming the girls, a complete reversal of last year. The school has been making considerable efforts to improve the standards attained by the boys and these efforts should not be underestimated. However, the turn around is mainly because this year, there are more girls in the lowest attaining group, including those with special educational needs.
3. Improvements in English and mathematics have been strongly influenced by the introduction of the literacy and numeracy strategies. The strategies have developed much more focused teaching, especially in the areas of learning that are weakest. Members of the teaching staff are much more aware of the expectations of the National Curriculum and they target specific groups of pupils more effectively. For example, the introduction of an intensive reading programme highlights the particular difficulties individual pupils experience.
4. In English, although standards are below the national expectation, achievements in speaking and listening and reading are satisfactory; in writing they are good. When pupils, now in Year 6, entered the school, their writing was of a lower standard than their reading. The strong emphasis across the curriculum for pupils to formulate their own writing for different purposes helps them to develop a wide range of writing skills. For example, in science, pupils write scientifically about the outcomes of their investigations. Handwriting skills are also well developed. This has much to do with the regular formal handwriting sessions that are taught. All pupils write legibly in joined handwriting and by the time they reach Year 6, it is fluent and very neatly presented.

Pupils speak confidently during class discussions and listen attentively; speaking skills are, however, less assured when pupils speak to less familiar audiences. Reading skills are generally satisfactory and higher attaining pupils read with good expression, altering their voice to suit different characters. However, library skills, amongst younger pupils in particular, are weak, and few understand how to find different types of books in the library to support their learning. In mathematics, standards are below the national expectation but achievement is satisfactory. Year 6 pupils have a sound understanding of shape, decimal notation and metric measures and use a good range of mental and written methods to solve problems accurately. They are less secure in their understanding of fractions. In science, standards in Year 6 are more in line with the national expectation, but still below, and achievement is satisfactory. Pupils make satisfactory and sometimes good progress in lessons throughout the school, mainly because of good practical investigations. For example, pupils have a sound understanding of electrical circuits in Years 3 and 4 and know the relationship between the earth and the sun and how this creates shadows of different lengths at different times of the day in Year 6.

5. In most other subjects of the National Curriculum, standards are in line with the national expectation. Pupils achieve satisfactorily in art, history, music, physical education, and in line with the local expectations in religious education. Standards are below the national expectations and pupils underachieve in information and communication technology (ICT) and design and technology. Insufficient evidence was available to make judgements on standards in geography. In ICT, pupils' word processing skills are unsatisfactory. They are unable to edit their own work sufficiently and their poor keyboard skills slow the rate at which they produce text. In design and technology, pupils' skills of making are satisfactory but their design skills are very basic and contain insufficient detail on the types of materials they are to use and what the finished article is intended to look like. Pupils make little progress in the quality of their design work as they move through the school.
6. Pupils with special educational needs make good progress towards their individual learning targets. Their individual educational programmes are well focused and shared effectively with the pupils. They receive good support during lessons from classroom assistants, and the local education authority also provides good support to those pupils with more specific educational needs. This helps to ensure that the pupils are keen to learn and that they take full advantage of the good opportunities offered by the school.

Pupils' attitudes, values and personal development

7. Pupils have good attitudes to learning in lessons and many of the older pupils show good levels of interest in school life and help to ensure the daily running of the school is smooth. However, attitudes towards homework are unsatisfactory overall and significant numbers of pupils do not complete the tasks set for them. Pupils are keen to set up the hall for assembly, distribute registers to the classes so that registration can be taken on time, pick up litter from the playground and help to organise the library. In lessons, they listen well to the instructions provided by the teachers and settle quickly to the tasks. This was especially evident in practical science lessons when pupils were keen to investigate how to make electrical circuits or to vary the length of a shadow using torches and lollysticks. Pupils knew what was expected of them, organised their own groups well and did not waste any time. In many instances, pupils are keen and well motivated. They are interested in the content of the lessons and make effective contributions. For example, in an English lesson, pupils in Year 5 were discussing enthusiastically the types of words younger children would or would not understand if you were reading a story to them or writing one for them. Overall, pupils are keen to

explore how they can improve their work and are happy for other pupils to make suggestions. The learning attitudes of pupils with special educational needs are good and they have pride and satisfaction in their achievements. They work and co-operate well within groups in class and with the local authority support teacher. She particularly supports those who have statements of special educational needs but also gives benefit to other pupils in group work.

8. The behaviour of the large majority of pupils in school is good but this is spoilt by a significant number of boys who behave poorly, particularly during lunch and break times. Because of this, behaviour overall is unsatisfactory. Most pupils move around the school in an orderly fashion, show good levels of consideration for others and are helpful to each other and adults. During lunch times for example, pupils move in and out of the hall sensibly and eat their meals in a respectable way. In lessons, they use learning resources with care, as in physical education lessons, when groups of pupils were given the responsibility for taking out and putting back large equipment. The vast majority of behaviour during the lessons is also good, enabling at least satisfactory progress to be made. However, there are occasions when the more boisterous behaviour on the playground spills into the lesson. On these occasions, pupils enter the classrooms in a noisy fashion and it takes the teachers too long to settle them down. In the extreme instances, low-level disruptive behaviour is not picked up quickly by teachers, and the progress pupils make slows. The behaviour in the playground is sometimes poor and there were several instances of boys, in particular, being aggressive to one another. The lack of supervision at the end of playtimes also contributes to the excitement of the playground continuing for the duration of the long walk back into school. Exclusions at the school in the last year are higher than is usual for a school of this size. All five pupils have been boys.
9. Pupils' personal development is satisfactory overall. Most pupils show a good deal of respect for each other and develop good relationships with their peers and the adults around the school. The development of the pupils' maturity is a priority for the school, and many Year 6 pupils are given the responsibility, for example, of showing the new intake from the neighbouring infant school around the junior school to help ensure they have positive attitudes about transferring. Pupils are very willing to take on this kind of responsibility and carry out their duties effectively. When working in groups, pupils show good levels of independence and work efficiently and effectively. This was especially the case in a Year 6 science lesson when pupils delegated jobs to each other and showed a good deal of willingness to carry them out so that the task of making a section of an air-raid shelter could be completed on time. The weakness in the personal development of a small number of boys is the lack of desire to get along amicably with their peers. As a result, relationships are strained and this sometimes affects their attitudes to their work in the lesson.
10. Attendance has improved over the last two years. However, it remains well below the national average and is therefore unsatisfactory. Unauthorised absence is broadly in line with the national average.

HOW WELL ARE PUPILS TAUGHT?

11. The quality of teaching is good overall, but ranges between very good and unsatisfactory. During the inspection, 17 per cent of lessons seen were very good, 31 per cent good, 48 per cent satisfactory and five per cent unsatisfactory. This is a significant improvement on the inspection findings in 1995 when teaching was judged to be unsatisfactory, and again on the teaching in 1997 when the judgement overall was satisfactory.

12. The teaching of literacy and numeracy is good. The training that teachers have received in the process of introducing the literacy and numeracy strategies has significantly increased their knowledge of what they are teaching. In literacy, an improved understanding of the concepts enables the teachers to match the challenge of work effectively to pupils with different abilities. Teachers also make effective use of lively activities, such as planting bulbs, to help motivate and interest the pupils. In these instances, pupils respond enthusiastically and are keen to complete their writing well. In numeracy lessons, teachers have a good awareness of how to develop the pupils' understanding of concepts, increase their mental agility and improve their grasp of mathematical vocabulary. In a Year 6 'booster' class, the teacher used number bingo to enhance the pupils' ability to double and halve two-digit numbers quickly, and showed a very good degree of skill in stretching and challenging the pupils to their limits, whilst keeping them well motivated.
13. Music and swimming also benefit a good deal from the expertise of the teachers. In swimming, the specialist instructor at the local swimming pool showed a very good understanding of how to improve the quality of the pupils' swimming styles. Clear instruction and demonstration were given and matched effectively to the careful use of aids such as floats to enhance the quality of the strokes pupils were using. In music, the teacher's knowledge of the subject enables Year 5 pupils to gain a firm understanding of technical terms such as 'crochet' and 'minim'. She is also able to create a good willingness amongst the pupils to perform their instruments well when creating music for quiet and noisy cities.
14. The most effective teaching is characterised by the good use of learning resources to help stimulate and motivate the pupils. A good example occurred when, in a Year 6 lesson, the teacher used a wide variety of resources to develop the pupils' understanding of the happenings and events of World War 2. A wide range of books, newspapers, photographs and CD-Rom materials was used to encourage the pupils to do their own research and to make good gains in the skills of enquiry. In a Year 5 art lesson, very good use was made of the techniques used by Pablo Picasso to draw out the mood of people when producing a picture of a face. This enabled pupils to be much more alert to the tones of colour they were using to illustrate faces that were angry or sad for example.
15. The planning produced by the teachers is satisfactory overall and ensures that in literacy and numeracy lessons, pupils of different abilities are supported and challenged effectively. The planning is also successful in ensuring a range of teaching styles is used effectively. All lessons tend to start with a good introduction when the main objectives of the lesson are shared with the pupils so that they are able to start their task without wasting time. The role of the teacher in the main part of the lesson varies a good deal from the effective tight control of a literacy or numeracy lesson to encouraging the freedom to investigate through trial and error in the practical science lesson. The weakness of the planning is in the detail of the objectives for the different abilities of the pupils within subjects other than English and mathematics. It is therefore unclear what the most able pupils are expected to learn that is more than the average pupils, and this makes it very difficult for teachers to assess how well the pupils are doing. This is particularly evident in information and communication technology where the progress made by pupils in developing their word processing skills is unsatisfactory. It is also the case in design and technology where the development of design skills is weak. In the unsatisfactory lessons seen in physical education and handwriting, the teachers' lack of focused planning led to pupils receiving no guidance on how to improve the quality of the skills they were using.

16. One of the weakest aspects of teaching overall is the teachers' level of acceptance of low-level disturbances created by the pupils. When this occurs, the negative effect on the lesson is that progress reduces from very good or good to satisfactory. In physical education lessons, the teachers' acceptance of a high level of noise contributes to some pupils' lack of concentration and silly behaviour. In a science lesson, the practical aspect of the lesson deteriorated and pupils gained very little from the investigation. Another weak aspect of the teaching is that marking does not help to support and guide further advances in pupils' learning. Most teachers use a simple ticking system and therefore useful comments to individual pupils are rare.
17. The quality of teaching for pupils with special educational needs is good. Classroom assistants supporting these pupils have good skills to help and guide their learning individually or when working in a group. The teachers' planning and organisation of the use of the classroom assistant is clear and this ensures they are well focused, enabling the pupils to make good progress. During whole-class discussions, most questions asked by the teachers are carefully framed to challenge pupils at their own levels of attainment.
18. The teachers set homework on a regular basis. Most of this is linked to the class lessons and is used to enhance the pupils' knowledge and understanding of what has been covered. However, the teachers do not have the expectation that all pupils will complete it and therefore do not insist that it is completed. Consequently, the work is not done and the intentions are not realised.

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

19. The school provides a broad and satisfactory curriculum which meets the requirements of the National Curriculum and the Derbyshire Agreed Syllabus for Religious Education. However, Year 5 pupils in the Year 4/5 split class do not receive the same curriculum as other Year 5 pupils. This is particularly so for topic-based subjects such as science, geography and history. The school is aware of the issue but is unable, at this stage, to guarantee that by the end of their time in school, the gaps in the pupils' learning will be made up. However, despite this, the school works hard to ensure that well organised planning gives all the pupils equality of opportunity.
20. Curriculum planning has improved significantly since the last inspection to ensure knowledge, skills and understanding are built on successfully as pupils move through the school. Weaknesses do remain, however, in design and technology, especially regarding the development of design skills. Nevertheless, this improved structure has improved the provision. The curriculum is now strong in literacy, numeracy and science, especially so in Years 5 and 6.
21. The school has successfully implemented the national strategies for literacy and numeracy. Good use is made of the schemes of work provided by these strategies. An appropriate emphasis on English, mathematics and science has resulted in an improvement of standards in these subjects and their use across the curriculum. In addition, national guidance for planning in other subjects is being satisfactorily adapted in most subjects to ensure that there is sufficient breadth, balance and progress in all areas of the curriculum. However, use of information and communication technology across the curriculum is unsatisfactory.
22. The school has developed and put into place a good personal, social and health education programme. This helps to promote a caring and responsible community.

Also, class discussions are used effectively to promote a good sense of citizenship. Suitable arrangements are in place for sex education, which is ably run by the school nurse, and also for drug awareness. Pupils produce personal portfolios of work in personal, social and health education and these help teachers to identify the progress pupils make. Good plans are in place to introduce a school's council system to build pupils' self-esteem and confidence, and also to introduce a school buddy scheme to prevent bullying.

23. Pupils with special educational needs have well-structured individual education plans and work is set to meet the targets within them. Teachers consult with the special educational needs co-ordinator (SENCO) regularly to evaluate the pupils' progress towards them. The pupils with statements receive carefully matched work in literacy and numeracy; other pupils on the special needs register receive additional support for literacy. There are good strategies in place for pupils with behavioural difficulties and the school works well with a local pupil referral unit that specialises in such pupils.
24. The provision of extra-curricular activities is satisfactory and enhances pupils' learning, particularly in music. Extra-curricular activities include a computer club, choir, recorders, netball, football and soccer and rugby coaching. Residential and theatre trips are undertaken and these provide valuable experiences for pupils. Theatre groups are invited into school and support topic work. For example, an interactive production of 'The Egyptians' added to the pupils' understanding of the distant past. An upper school trip to Eden Camp supported pupils' understanding of life in England during World War 2 and pupils were very knowledgeable when relating their experiences. During the inspection, Year 3 pupils held an assembly for parents at which several pupils used their voice expressively, reading parts in a dialogue and demonstrating different ways of playing percussion instruments.
25. There are good links with the feeder infant school and good transfer arrangements from the infant school. Students from Derby University assist with school trips through links with one of the school governors. Pupils speak enthusiastically about their visit to the link secondary schools and feel that they are well prepared for the transition. Community links make a satisfactory contribution to pupils' learning. The chair of governors is a local businessman and the school has developed sound links with businesses through the Education and Business Partnership. The school has also built useful links with the local church.
26. The satisfactory standards noted in the previous inspection report for pupils' spiritual, moral, social and cultural development have been maintained. The satisfactory provision for pupils' personal development reflects the school's aims. Their spiritual development is encouraged effectively through assemblies, collective worship and the programme of religious education lessons. These enable pupils to reflect on their own experiences and to explore the values of others. Pupils are actively involved in assemblies and gain practice in expressing their thoughts and feelings. This is augmented by work in the classroom, where pupils are invited to share their triumphs and disappointments with their classmates. Collective worship is of satisfactory quality. A prayer is spoken and there is a moment of quiet reflection. In all these activities, pupils' ideas and opinions are respected and valued. The development of spirituality across the curriculum is not planned and therefore opportunities for this to occur are very limited and random.
27. Provision for moral development is satisfactory. A good programme of personal, social and health education includes issues such as 'citizenship'. Pupils are clear about what is right and what is wrong but this does not have an effective impact on the behaviour of

a significant minority of boys. Sensible rules are displayed in all classrooms. A system of rewards confirms one of the school's aims; to work towards high standards of conduct, politeness, consideration and self-discipline. Most of the older pupils have internalised an effective moral code and set a good example to younger pupils.

28. Overall, the school provides a satisfactory environment for pupils' social development. As a result, relationships between pupils are satisfactory overall, members of staff provide good role models and encourage pupils to help each other. However, supervision at lunch and break times is not always effective. There are various activities designed to improve pupils' social skills. For example, Year 6 pupils escort visiting Year 2 pupils around the school as part of their induction, and pupils on the 'energy team' help to enforce energy efficiency by checking on unnecessary lights and dripping taps. There is a full range of certificates, which are used to promote social skills as well as academic achievements.
29. Overall, provision for cultural development is satisfactory. The school provides visits to support curriculum topics such as Chesterfield and Sheffield museums for work on Ancient Egypt, and Eden Camp to support work on World War 2. There are also regular visits to theatres as well as visiting theatre groups, again related to curriculum topics, for example the Onatti theatre group. Pupils are taught effectively about diverse cultures and visit institutions of the various faiths within a climate of mutual respect. The programmes of religious and personal, social and health education support this well, and pupils receive appropriate preparation for life in a multicultural society. The school's activities embrace the wider community and include effective commercial links. There are satisfactory links with the local churches and one of the ministers visits the school at harvest festival. Pupils are involved in carol singing in the market square and have taken part in local activities, for example the town council painting competition.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

30. The school provides a caring and protective working environment, which results in good overall welfare provision. Members of staff have good knowledge of pupils and give them satisfactory support and guidance. There are satisfactory procedures for monitoring and improving their personal development and attendance. The school has some good systems in place to monitor unsatisfactory behaviour, however, these are not always carried out consistently and, overall, the procedures for monitoring and promoting good behaviour are unsatisfactory. Procedures for monitoring and improving attendance are satisfactory.
31. All members of staff provide good pastoral care for the pupils. The school places a high priority on welfare, and support is a vital element in pupils' learning. The personal support and guidance provided by the headteacher, class teachers and support staff are effectively matched to the needs of particular pupils and this is acknowledged and valued by parents.
32. The provision for pupils with special educational needs is good. They are supported well and integrated in all areas of the school. External agencies are used well and regularly to the benefit of the pupils. The school provides good support and guidance which assist pupils' progress and their confidence. Current arrangements for child protection are good. The school does not have a separate child protection policy of its own but it does conform to the policies of the local authority and has adopted its guidance, including defined local responsibilities and practical procedures. The designated staff co-ordinator is well experienced and has received the appropriate training. All members of the teaching staff have been briefed in the policy and are aware of the relevant

procedures to be followed. However, although the midday supervisory staff are aware of whom to approach if they have concerns, they have not received the same quality of briefing as teaching staff.

33. The school has good procedures for health and safety with well-defined internal responsibilities, which are well understood. It monitors health and safety requirements well and conducts frequent inspections, which include the involvement of a member of the governing body. There are good, systematic risk assessment arrangements. There are good arrangements for the care and support of pupils who are taken ill at school, first aid, appropriately maintained accident records and regular fire drills. The school provides a safe and healthy environment.
34. The school has a comprehensive, positive behaviour policy and takes advantage of a good behaviour support service for particular pupils. However, taken as a whole, procedures for monitoring and promoting discipline and good behaviour are unsatisfactory. There is a lack of a structured approach to emphasise consistently high expectations of behaviour. Members of staff provide good role models but the positive direction they provide is not wholly successful because a significant minority of pupils is not always motivated to act responsibly. When tackled by staff, individual instances are well managed but the need to be consistent in the rigorous handling of inappropriate behaviour is not always recognised. As a result, opportunities to promote good behaviour are sometimes missed and unsettled behaviour during break and lunch times tend to spill over into the classroom. However, there is an effective policy for dealing with bullying and there is a satisfactory arrangement for resolving incidents that arise.
35. Attendance information is produced in detail to support the satisfactory monitoring procedures. The procedures for improving attendance are satisfactory. They include follow-up procedures and reminders to parents as well as specific initiatives targeted on particular pupils. However, with attendance below the national average, these activities are only partly successful. The school has recently introduced computerised attendance recording procedures, enabling the school to access information more efficiently and take speedier action to reduce absences. Whilst registers are completed effectively in accordance with regulations, they are not always completed promptly at the beginning of the afternoon session. There are no significant problems of lateness and lessons are able to start on time.
36. Liaison with the education welfare service is good. There is satisfactory monitoring of pupils' personal development by teaching and non-teaching staff throughout the year. As a result, advances made in maturity and personal development satisfactorily prepare pupils for their next stage of education.
37. Pupils are provided with opportunities to exercise responsibility. Various regular routine duties are undertaken in each class while older pupils undertake additional duties such as closing the main gates, collecting litter, assisting in running the tuck shop and assemblies, and undertaking library and register duties. Pupils are involved in supporting various charities. Older pupils are also involved with a residential visit to Castleton.
38. The school has good systems for assessing pupils' attainment in English, mathematics and science, and analyses of these results are used to feed back into teachers' planning and whole-school development planning. This is an improvement since the last inspection. Standardised tests are undertaken in English and mathematics and pupils' results are tracked throughout the key stage. Within classes, assessments are regularly made in other subjects, and weekly in spelling, tables and reading. Teachers

collect some examples of pupils' written work in English throughout the school and each example is given a level that reflects pupils' attainment. This enables the school to hold focused staff discussions and for staff to identify appropriate attainment expectations for each age group. The school has set targets for pupils of each year group setting out their expected progress in English and mathematics. Individual targets are pasted in literacy books in some year groups, and in marking pupils' work, teachers occasionally refer to them to assess progress made towards them. However, this practice is not consistent throughout the school and often teacher comment does not help pupils to improve their work nor does it inform parents and teachers of pupils' progress. The assessment of pupils' attainment in other areas of the curriculum is ineffective, because progress is not measured against National Curriculum levels of attainment.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

39. The school's links with parents are good. Parents provide good general and financial support to the school. They have a good opinion of what it provides and achieves. The school places great value on its partnership with parents and generally has satisfactory relationships with them. Overall, the quality of information provided to parents is satisfactory. There is a useful involvement of parents in the school and their contribution to their children's learning is good.
40. The school communicates frequently with parents and overall, the quality of information is satisfactory. There is a satisfactory governing body's annual report to parents and an informative prospectus. Regular general newsletters are well presented and suitably pitched at parents' needs. However, the main thrust of the school's communications with parents is to develop better interaction to support pupils' learning. The school's 'open door' policy successfully encourages regular and broad parental contact, enabling the school to maintain satisfactory links with parents.
41. The annual reports to parents are generally satisfactory. They provide clear descriptions of work covered in all subjects but these are insufficiently related to National Curriculum levels and do not always provide information on what pupils know, understand and can do. They do not routinely refer to areas for future development, though they do provide indications of how parents can assist their children. However, parents' information about their children is frequently broadened by their discussions with staff throughout the year.
42. There are three opportunities for formal consultation during the year, including one following the issuing of pupils' annual reports. These are well supported by parents. Parents have been consulted on the home-school agreement and given an opportunity to comment and contribute to the final document.
43. Parents of pupils with special educational needs are kept informed of annual reviews and about the stage on the Code of Practice at which their child should be placed. They are invited to attend and participate in meetings with school staff and outside agencies.
44. Overall, the contribution of parents to their children's learning is good. Systematic arrangements for home reading provide parents with opportunities for involvement in their children's education. While the school provides some guidance on homework and curriculum information, it is not always sufficiently detailed. Some parents feel that the homework arrangements are not consistently applied across classes. However, the school has embarked on useful initiatives to encourage parental involvement, for example, the 'Read On, Write On' family literacy project and the community teaching support for those parents who are providing valuable assistance with literacy and

numeracy in classes. All these initiatives have had a positive impact on learning and are an improvement on the last inspection.

45. Parents' perceptions of the school are good and they appreciate the educational direction and support for pupils. They feel that the school is accessible, that they are welcomed and that members of staff are approachable. They give good support to school activities and valuable financial support to the school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

46. The headteacher leads and manages the school well and has a clear commitment to raise standards, which is shared by all the other staff in the school. The main focus since she arrived two years ago has been on raising the standards in literacy and numeracy. The school's performance in the national tests in 2000 demonstrates how successful this aim has been achieved in such a short space of time. Standards in the present Year 6 have sustained the improvement shown last year. Ambitious targets have been set for this year group when compared to their attainment on entry to the school, and the school, at present, is on course to achieve them. The main reasons for the improvements in the basic skills are the effective implementation of the literacy and numeracy strategies, the very good analyses of the previous year's national test results and the assessments of what pupils have achieved at the end of each year. Her senior management team in achieving the targets that have been set supports the headteacher effectively.
47. The governing body is very committed to helping the school to improve and very supportive of the efforts of the staff to improve the school in the way they have. The governors fulfil their role by ensuring all statutory requirements are met. They are keen to improve their already satisfactory involvement in school affairs by monitoring and evaluating the quality of provision in each of the National Curriculum subjects.
48. The headteacher has a clear understanding of the school's strengths and weaknesses and has produced an effective school development plan to help ensure that the priorities for improvement are addressed effectively. All members of staff and the governing body are fully involved in approving the plan and agreeing the objectives. The school's finances are well matched to these priorities, and specific funds from the government are spent appropriately. The effectiveness of the school's spending is monitored and evaluated satisfactorily overall by senior staff and the governors. However, partly as a result of staff changes in recent years, the role of the co-ordinators in monitoring subjects other than English and mathematics is unsatisfactory. Co-ordinators do not have the opportunity to assess the quality of teaching and learning in their subjects and are not able to evaluate whether or not the progress made by the pupils is satisfactory.
49. The headteacher takes responsibility for the role of special educational needs co-ordinator (SENCO), and provides good leadership. An experienced and well-qualified teacher is currently being comprehensively trained to adopt the role. The headteacher is well qualified and her very good relationships with external support agencies help to ensure that pupils get the best available in terms of resources and expertise. Classroom assistants have a clear role in supporting the pupils with special needs. The headteacher's senior role ensures she has strategic influence on developments and on the priorities for future provision. She considers this an area of prime importance in pursuing school improvement and in raising standards. She and the governors care very much about the quality of provision and the funds needed to maintain the present levels of support that special educational needs pupils require.

50. The resources available to the school are used satisfactorily overall. The school makes good use of the local leisure centre for swimming and pupils visit the town library on a regular basis. When possible, good use is made of the teachers' expertise, for example in Year 6, and for the teaching of music. There is some good use of learning resources to stimulate interest amongst the pupils, for example in science and history and during the literacy hour. Administrative staff work extremely efficiently, ensuring the day-to-day running of the school is smooth and making good use of information technology programs to manage the finances and to monitor the attendance of individual pupils. The school caretaker also makes effective use of his time to ensure the school is clean and well maintained. However, the school library is not used well to support and enhance the quality of the pupils' learning.
51. The principles of best value are applied to a satisfactory standard. The school makes very good use of data to compare how well the school is performing against the performance of school's nationally and of those schools with similar characteristics. The school has developed the curriculum effectively by the introduction of the personal, social and health education programme, which is taught regularly throughout the school. There has been some effective consultation with parents on changes in how the school is managed, for example with the home/school agreement and behaviour policy. There is, however, little opportunity for pupils to become involved in decision- making. The school's attempts to seek better value from alternative service providers are very limited and do not extend beyond subject co-ordinators ordering from different suppliers for learning resources.
52. The school has a satisfactory number of suitably qualified and experienced teachers in relation to the number and needs of pupils in the school. Curriculum co-ordinators are in place for all subjects and the match of teachers and support staff to the needs of the curriculum is satisfactory. There is good provision of support staff.
53. There are effective procedures for the induction of staff new to the school. The school has satisfactory procedures for staff appraisal and performance management. Training priorities for teaching staff are clearly linked to school and individual needs. However, there is a lack of structured development and training for midday supervisory staff in such issues as behaviour.
54. Learning resources are generally sufficient in range and quantity to support the curriculum. Resources are generally of satisfactory quality and are readily accessible for use by pupils and adults. Resources in music are good.
55. The main school building is reasonably spacious and well maintained with generally good internal decoration. Classrooms are large enough to provide satisfactory accommodation for the number of pupils, though the partial open plan means that it is necessary sometimes for pupils to move through classrooms other than their own. The classroom in the annexe is cramped and the building has no toilet of its own.
56. The library is located at the end of one of the classrooms and its layout hinders the acquisition of learning skills. There is a computer suite but the layout of equipment and resources is not conducive to pupils' learning. There are extensive grounds and a good sized, well-maintained playground. Overall, the current accommodation is satisfactory for the school's needs.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The governors, headteacher and staff should:

(1) Improve pupils' behaviour by ensuring that:

- all pupils move from the playground to the classrooms in a calm and orderly fashion;
- all staff monitoring behaviour at break times do not tolerate any form of aggressive behaviour, whether it is physical or verbal;
- procedures for logging all types of aggressive behaviour are complied with and that actions taken follow those identified in the school's behaviour policy;
- all members of the teaching staff have high expectations of pupils' behaviour in the classroom and make it clear to the pupils that low level disruptive behaviour is not acceptable.

(Paragraphs 8, 9, 16, 30, 34, 58, 66, 69, 79, 83, 89, 92)

(2) Improve levels of attendance in the school by:

- using the new monitoring procedures to highlight patterns in unsatisfactory attendance;
- involving parents at the earliest possible opportunity;
- ensuring all registers are completed in line with the school's guidance.

(Paragraphs 10, 35)

(3) Improve the standards achieved in information and communication technology (ICT) by:

- managing the ICT suite more effectively to ensure a more suitable environment in which pupils can work;
- teaching keyboard skills more effectively;
- providing more opportunities for pupils to use ICT across the whole curriculum so that different aspects of ICT are taught and used more often;
- improving the teachers' knowledge and understanding of ICT;
- developing effective assessment procedures to enable the co-ordinator to monitor the progress pupils are making throughout the school.

(Paragraphs 5, 81-84)

(4) Improve the quality of teachers' lesson planning, marking and assessment procedures by:

- ensuring all lesson plans clearly identify what different groups of pupils are expected to achieve and how this links to the National Curriculum levels of attainment;
- improving the quality of teachers' marking so that comments made by teachers help to improve future learning;
- developing manageable and effective ongoing assessment procedures so that it is easy to identify the progress pupils make.

(Paragraphs 15, 16, 62, 69, 75, 79, 84)

(5) Provide a curriculum that all pupils from the same year group have equal access to.

(Paragraphs 19, 70, 80)

(6) Improve the role of the co-ordinators so that they can monitor and evaluate the school's performance and the progress pupils make throughout the school in all areas of the curriculum.

(Paragraphs 48, 70, 73, 76, 80, 84, 90, 93)

Other weaknesses

- Raise standards in design and technology to the levels expected nationally.

(Paragraphs 5, 74-76)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	43
Number of discussions with staff, governors, other adults and pupils	35

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	17	31	48	5	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		160
Number of full-time pupils eligible for free school meals		68

FTE means full-time equivalent.

Special educational needs

	Nursery	Y3 – Y6
Number of pupils with statements of special educational needs		5
Number of pupils on the school's special educational needs register		23

English as an additional language

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

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	18
Pupils who left the school other than at the usual time of leaving	22

Attendance

Authorised absence

	%
School data	6.6
National comparative data	5.2

Unauthorised absence

	%
School data	0.2
National comparative data	0.5

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	19	25	44

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	10	12
	Girls	21	18	24
	Total	29	28	36
Percentage of pupils at NC level 4 or above	School	66 (41)	64 (57)	82 (59)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	4	5	7
	Girls	15	18	20
	Total	19	23	27
Percentage of pupils at NC level 4 or above	School	43 (39)	52 (56)	61 (48)
	National	70 (68)	72 (69)	80 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	160
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	6	1
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: Y3 – Y6

Total number of qualified teachers (FTE)	5
Number of pupils per qualified teacher	25
Average class size	32

Education support staff: Y3 – Y6

Total number of education support staff	7
Total aggregate hours worked per week	66.5

Financial information

Financial year	1999/2000
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	£
Total income	298,541
Total expenditure	304,363
Expenditure per pupil	1,926.35
Balance brought forward from previous year	17,544
Balance carried forward to next year	11,722

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	160
Number of questionnaires returned	19

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	58	26	5	5	5
My child is making good progress in school.	47	42	0	0	11
Behaviour in the school is good.	37	37	11	0	16
My child gets the right amount of work to do at home.	37	42	11	5	5
The teaching is good.	63	26	0	0	11
I am kept well informed about how my child is getting on.	47	42	5	5	0
I would feel comfortable about approaching the school with questions or a problem.	79	11	11	0	0
The school expects my child to work hard and achieve his or her best.	74	21	0	0	5
The school works closely with parents.	42	47	0	0	11
The school is well led and managed.	53	37	0	0	11
The school is helping my child become mature and responsible.	47	53	0	0	0
The school provides an interesting range of activities outside lessons.	16	47	16	0	21

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

ENGLISH

57. National Curriculum test results for 2000 show well below average standards in comparison with schools nationally and standards that are in line when compared with other schools in similar circumstances. There were significant improvements in standards in English in 2000 compared with 1999, and 1997 and 1998. This improvement has been largely maintained for the present Year 6. The school has set challenging targets this year which, with the help of 'booster' classes, are likely to bring results more in line with the national expectation. On entry to the school, the proportion of pupils likely to attain the national average is below the national average, particularly in writing. Pupils with special educational needs make good progress in relation to the specific targets set for them.
58. Speaking and listening skills are below the national average but achievement is satisfactory. By Year 6, many pupils talk naturally to friends and adults and are capable and confident enough to contribute to class discussions. In Year 5, for example, pupils explore the meaning of their own notes and can explain 'the bits that are important'. In reading, Year 6 pupils sum up the main features of a story succinctly. When discussing their work, they offer opinions and respond well to questioning. However, speaking for a wider audience is an area in which pupils are less secure. Overall, pupils are polite and well mannered and, for the most part, listen carefully when other pupils are speaking, although during some lessons, especially after lunchtime break, an underlying low-level disturbance prevents the lesson progressing well and this slows the progress pupils make.
59. By the age of eleven, standards in reading are below average but achievement is satisfactory. Higher attaining pupils in Years 5 and 6 read with good expression, altering their voice in dialogue to suit different characters and to create effects. Pupils understand the need for punctuation and use this to help them pace and make sense of their reading. Pupils demonstrate a good attitude to reading. They relate the main themes of the story, infer meaning from the text and discuss the main characters of their favourite books. Many pupils belong to the local library and use it regularly. Higher attaining pupils and average pupils from Year 3 onwards distinguish between fiction and non-fiction and understand how a book's index and glossary can help them locate information. Higher attaining pupils in Years 5 and 6 scan and skim text for information. In a Year 6 'booster' class, the temporary teacher skilfully used a challenging text from 'Oliver Twist' by Charles Dickens as a comprehension exercise. Together, the teacher and pupils explored the meaning of difficult antiquated language, including Latin expressions such as 'per diem', and much to pupils' consternation, set the extract about Oliver Twist's experiences in the workhouse in its historical context. Pupils were interested and responded well to the challenge.
60. Throughout the school, pupils are encouraged to take books home and to read a wide range of fiction. Reading diaries go home with pupils but these are not standardised throughout the school to help the pupils to gain the maximum from the communication between school and home. In the best practice, the reading diaries show clear reading targets and ways in which pupils can improve upon their reading. Pupils have a sense of 'ownership' by completing reviews of books they have read. Other reading diaries contain merely bland comments and a list of books that have been read.

61. Standards in writing are below average but pupils make good progress and achieve well. Pupils' writing skills are used effectively to enhance the quality of the pupils' work across the curriculum. This work includes a range of fiction and non-fiction, drama and poetry, biography and autobiography and journalistic writing. Pupils throughout the school also write instructional text in sufficient detail and clarity so that the reader finds it easy to follow, such as the writing out of a recipe. The skills of handwriting, spelling and punctuation are taught satisfactorily on the whole. By the end of Year 6, most pupils have a well-formed handwriting style. Pupils use computers to promote their writing skills but at present, this is not effective and adds very little value to the progress pupils make.
62. The quality of teaching and learning is good. Pupils work hard, are well motivated and are keen and interested in the content of lessons. In the best lessons, teachers using real demonstrations, such as planting a bulb and making a strawberry whip, stimulate this. The latter was particularly effective in helping pupils to learn the use of imperative verbs in instructional texts. Pupils realise the importance of giving specific instructions, for example when a teacher, following a pupil's instructions, successfully made a cheese sandwich. Teachers have good technical knowledge of the literacy strategy and their secure subject knowledge leads to a satisfactory match of learning tasks to pupils' differing abilities, which is particularly important in the two mixed-age classes. Good pupil/teacher relationships result in good learning opportunities for pupils, particularly in feedback sessions when pupils respond and contribute to class discussions and evaluate each other's work. In lessons, pupils are responsive to challenges set in their written tasks. However, in the marking of written work, the feedback to pupils is inconsistent between teachers and pupils do not always know how to improve on their work. When marking is good, it refers to targets and ways in which pupils can improve their work. The least effective teaching was seen in a handwriting lesson when the teacher did not assess the quality of the pupils' handwriting and did not instruct them on how they could improve.
63. The co-ordinator for literacy works hard and conscientiously with staff to improve standards in English. Very good systems are in place for evaluating end of Key Stage 2 test results and for tracking pupil progress. The resulting assessment feeds back into the planning for setting school targets, allocating support into classes and allocating pupils to 'booster' classes. School targets are broken down further into class targets so that each class teacher can then translate these into individual targets to be shared with children and put into their literacy books for teacher and pupil reference. All these targets are cross-referenced so that if each class meets its targets, school targets will be met. Working with the local authority literacy consultant, an action plan was formulated to raise standards in writing and this had a significant impact on results. Consequently, targets for achievement in literacy for the end of the key stage were raised in English from 59 per cent in 2000 to 71 per cent in 2001. Planning for literacy has improved significantly as a result of the introduction and implementation of the National Literacy Strategy. The senior management team works effectively with the headteacher in monitoring and evaluating standards and identifying weaknesses so that improvements can be made. Very good analysis of the school's performance in Year 5 and 6 tests, results in work being targeted for 'booster' classes in Year 6. The school makes good use of the end of infant school tests to assess where the pupils are on entry to the school. Groups of pupils are targeted in lower school for additional teaching help supported by short-term learning objectives.

MATHEMATICS

64. Standards in mathematics are below the national average but in line with the average standards achieved in schools with a similar social intake. The National Curriculum tests for the year 2000 show that the school excelled in surpassing its targets for the proportions of pupils achieving Level 4 and Level 5. Standards for the present Year 6 remain below the national average but are likely to be better than those achieved last year. Boys outperform the girls in this present year mainly because there is a much higher proportion of girls than boys who have special educational needs. Improvement is satisfactory since the last inspection with sustained improvement in line with the national average in 1999 and 2000. Improvements owe much to the introduction of the numeracy strategy, skilled teaching in the 'booster' groups and good leadership by the co-ordinator. There is still room for improvement in providing opportunities for higher attaining pupils to work on extended problems and investigations and to explore mathematics in the real world.
65. Pupils make satisfactory progress in developing their mental calculation skills and are approaching a satisfactory level in their understanding of the rules of number and of the multiplication tables appropriate to their ages. They use a range of mental and written methods to solve problems accurately, building on previous knowledge when they use inverses to check results. A sound standard of work was seen for Year 6 pupils in their competent classification of triangles and mathematical solids, such as prisms, by mathematical property. Pupils' level of attainment in fractions is not so secure. The use of decimal notation for metric measurement and money by Year 6 pupils and the valuable encouragement of individual strategies in calculations, indicate that the adoption of the numeracy strategy is beginning to have a positive effect on pupils' learning. Pupils with special educational needs are working on areas within the Programmes of Study that are appropriate to their needs. Achievement for these pupils is good and teaching assistants are well organised by teachers to promote learning.
66. The quality of teaching and learning is good overall. Planning and assessment procedures and curriculum practice are having a positive effect on the mathematics curriculum and levels of attainment as a result of the good structure to lessons. This enhances the continuity of learning between classes and ensures that the progress pupils make is at least satisfactory and often good. Pupils of all abilities have the valuable opportunity to develop mental arithmetic and computational skills at the start of each lesson. The rapid recall of learned basic skills to promote speed and accuracy was not, however, consistent and many pupils remain slow in their thinking. For instance, Year 3 pupils were counting in fives up and down to one hundred plus, but no speed targets were set. Higher attaining pupils were not stretched effectively and the recall of the facts and the pace of the activity were consequently slow. An example of good practice was seen in Year 5. Pupils enjoyed the challenge of a mental multiplication activity with an outcome target goal set against a time. Here, pupils of differing abilities were set appropriate and challenging tasks. All were enthusiastic, fully involved and learning at a high level. Clearly identified learning objectives are helping pupils to appreciate their achievements in learning and this is much improved since the last inspection. These are often successfully highlighted in plenary sessions. The best teaching practice is in Years 5 and 6, when learning targets are shared with pupils before the start of the lesson and progress towards them reviewed at the end. In these year groups, teachers work consistently to improve the pupils' mathematical vocabulary. This helps them to think clearly, explore their ideas and learning and share ideas with their group. In Years 3 and 4, pupils were set the task of identifying simple equivalent fractions but had an unsatisfactory understanding of the important concept of equivalence and this hindered the progress they made. Where the more able pupils

were seen to share ideas and use their mathematical skills to solve problems set to challenge them, the learning levels were good. Good practice in making provision for the higher attainers is still, however, inconsistent but the subject leader has made improvements on which to build further. Teachers have good expectations about the presentation of pupils' work and as a result, their work is usually neat and well presented. Most pupils listen very carefully to teachers and give a good response. This is never less than satisfactory in all classes and is an improvement since the last inspection. In these lessons, the low-level noise that slows the pace of some other lessons is firmly discouraged and this improves pupils' levels of concentration. The most successful lessons end with a well-planned plenary session to assess and consolidate learning. In less good lessons, the slower pace during the group activities restricts time for this activity. The best lessons are characterised by detailed planning based on ongoing assessment of pupils' needs and the reinforcement of this at the start and end of lessons.

67. The mathematics curriculum is generally broad and balanced. Opportunities are given to widen and extend learning by using mathematical skills in other subjects, for instance, by using graphs and tables in science to display results. The use of computers to support learning in mathematics is unsatisfactory. No use for data-handling and graphical representation was seen but this is planned for in next term's information and communication technology curriculum programme. The mathematics co-ordinator provides good leadership and is having a very positive effect on improving the quality of teaching and learning. She monitors teachers regularly and, as a result, is able to advise teachers on how to improve pupils' learning from the basis of her own good knowledge and skills in a systematic and helpful way. The very good assessment processes that evaluate pupils' skills and knowledge are used effectively to target areas for improvement and to raise standards. Resources, such as number squares and lines useful for mental mathematics, need to be placed in classrooms.

SCIENCE

68. Standards in science at the end of Year 6 in 2000 are in line with the national average and well above the average standard in similar schools, and also better than the standards the school achieved in English and mathematics. This was a significant improvement over results in 1999, which had fallen from the average standards achieved in 1997 and 1998. The standards in the present Year 6 are slightly lower than last year, but pupils, including those with special educational needs and those who are attaining highly, achieve satisfactorily in all aspects of the subject, including their ability to investigate. Improvement overall since the last inspection is satisfactory.
69. The quality of teaching and learning is good. Of the five lessons seen during the inspection, two were very good, one was good and two were satisfactory. Some very good progress was made during lessons, especially when the teacher made very good use of practical resources during investigative work. In Years 3 and 4, pupils gain a sound understanding of how to carry out investigations into the way switches can be used to break and connect the flow of electricity in a battery-powered circuit. In Years 5 and 6, pupils carry out a fair test to investigate how the length of a shadow changes depending on the position of the sun in the sky. Some effective use is made of their numeracy skills to measure and record the pupils' findings. However, there are also missed opportunities for Year 6 pupils to use the measurement of angles to provide them with more accurate measures for the position of the sun at particular times of the day. The use of information and communication technology is limited in science because there is no convenient access to computers during science lesson times. The most effective teaching is in lessons that are well organised and where teachers show

high levels of interest in the subject and provide good quality resources in sufficient quantity to enable pupils to complete the investigation successfully. In these lessons, pupils work together effectively in small groups. They show very good levels of independence and perseverance, for example when the electric circuit kept breaking without the pupils understanding why, but then, by using a systematic procedure, were extremely pleased to discover the answer. The excitement and stimulation of the lessons help to ensure that pupils remain on task and are well motivated. The least effective teaching is due mainly to the teacher's unsatisfactory management of low-level disruption. In one lesson seen, the teacher did not stop pupils from being over noisy or from fiddling and, as a result, pupils lacked concentration and were unsure of how to carry out the investigation satisfactorily. The quality of the lesson was not helped by the size of the classroom, which was cramped, for practical work. The main weakness in teaching overall is the quality of the teacher's marking and of the ongoing assessment in relation to the initial learning objectives identified by the teacher. Planning does not clearly identify what the teacher expects different abilities of pupils to achieve and teachers do not relate comments and assessments to these objectives to support and guide pupils' learning further.

70. The co-ordination of science has been affected by teaching staff changes in recent years. The present co-ordinator is only in place for the rest of this term. This has meant some lack of continuity, particularly in monitoring standards in the subject. Nevertheless, there has been a thorough analysis of the results from end of year tests and the National Curriculum standard tests for Year 6. This has ensured that the teachers have been aware of weaknesses in the pupils' understanding in different year groups and have taken appropriate action to remedy it. At the moment, the way the classes are structured, Year 5 pupils in the split Year 4/5 class are not following the same curriculum as Year 5 pupils in the single year class. The school is aware of the issues around this but it is not clear how the school will overcome this when the pupils enter Year 6.

ART AND DESIGN

71. Standards in art are in line with what is expected nationally and achievement is satisfactory. Only two lessons of art were observed during the inspection but discussions with pupils took place and pupils' past work in sketchbooks and on display was taken into account. Pupils have worked in a variety of media in texture, clay, textiles and three-dimensional structures, both individually and collaboratively. Pupils throughout the school use colour, pattern, line and tone in pastels effectively to communicate the moods and feelings of the characters in their drawings. In their descriptions and evaluations of their own and others' work, they demonstrate their developing technical vocabulary talking about line, tone, mood-evoking colours and pattern. The quality of work on display is satisfactory and often good, supporting topic work across the curriculum and incorporating elements of colour, pattern, line, tone, shape and space. There were examples of close observational drawings, attention to detail and use of water colour and colour mixing in paintings of cross sections of capsicums, and good studies of other artists, for example, townscapes in the style of Lowry, or colourful interpretations of Van Gogh's 'The Pipe and the Chair'. Work in constructing chairs using paper-rolling techniques was in progress at the time of the inspection. There were no examples of past work in textiles, nor work exploring textures in clay or other media, nor evidence of past work in investigating colour, shape and pattern using 'paint' software on the computer. Some of these areas are to be covered in future modules of work.

72. The quality of teaching and learning is good overall. During the inspection, one very good and one good lesson were seen. A very good aspect of the teaching was when pupils explored and developed ideas and gained knowledge and understanding of the techniques of some of the portraits of Pablo Picasso. Pupils demonstrate a positive enjoyment in their eager responses to the visual arts in these lessons. In their efforts to create portraits in the style of Picasso, pupils use colour and distortion to good effect. Teachers encourage good use of vocabulary during class discussions and, as a result, pupils describe and discuss their work using a good range of vocabulary, for example 'abstract', 'distorted', 'angular' and 'media'. Teaching is very good in shaping pupils' ideas and drawing pupils' attention to detail. All pupils' contributions are valued and given due attention at the end of lessons. A key feature of lessons is the use of past pupils' work to stimulate and develop pupils' ideas, to encourage the bold use of space, colour, pattern and distortion, and to make the artistic experience accessible to all pupils. In one class, sketchbooks were used to try out ideas and as a useful device for pupils to plan their work before starting a portrait in oil pastels. Pupils, however, were not given the opportunity to select their materials independently and this limited their creative development.
73. The co-ordinator is developing, adapting and trialling modules from a national scheme of work, which combines art and design and technology, to ensure that there is sufficient depth, balance and progression in these areas. Some monitoring and assessment have already taken place in art. However, monitoring throughout the school is unsatisfactory and does not ensure that the range of activities planned to cover the requirements of the National Curriculum are assessed and evaluated against the stated criteria so that individual progress can be measured and improved upon. Collections of pupils' work, together with a photographic record, act as useful reference for teachers to plan future challenging work. This collection is, however, very limited in quantity and therefore does not help teachers to plan work that can be measured against National Curriculum levels of attainment in all aspects of the subject. The use of sketchbooks is also another useful method that the school uses to help track individual progress and attainment, but the use of this is not sufficiently explored so that teachers' notes, annotating and evaluating the process and the final product for key pieces of work, are not used. Pupils contribute successfully to the Staveley Art Competition.

DESIGN AND TECHNOLOGY

74. Standards in design and technology are below the national expectation by the time pupils reach Year 6. This is a similar picture to that found in 1995 and therefore improvement since the last inspection is unsatisfactory. The main weakness in the pupils' learning is their lack of ability to produce well-evaluated designs from which they can make their models. Design work is satisfactory in Years 3 and 4 but this is not built on effectively as the pupils move through the school. However, the pupils' making skills are satisfactory throughout the school. In Years 3 and 4, pupils were beginning to produce working torches, and in Years 5 and 6, pupils were at the early stages of making sturdy air-raid shelters as part of their World War 2 topic. Satisfactory use is made of numeracy skills to calculate the size and lengths of different parts of the structure, and satisfactory opportunities are given to the pupils to develop their skills of writing when they explain and evaluate the methods they use to create their products.
75. During the inspection, only one design and technology lesson was observed. The quality of teaching and learning in the lesson was satisfactory. The pupils' designs from which they were working were poor and, although some thought had been put into

how they would make their air-raid shelters, the designs were unhelpful when it came to making them. The teacher gave clear instructions to the pupils and set specific time targets for the particular stage of production to be addressed during the lesson. There was also sufficient emphasis on particular making techniques, such as the use of a right angle to produce square corners. As a result of this, pupils are clear about the teachers' expectations and work together effectively in small groups, delegating responsibilities to each other to speed up the making process. The relationships between pupils were effective and all worked together well as teams. The teacher, however, restricted the choices of resources available to the pupils and this limited the opportunities for groups to test the usefulness of a wider range of materials. The relationships between staff and pupils are good. This enabled pupils to work together within a good working atmosphere without the fear of disruption. The pupils with special educational needs had the additional support of a classroom assistant who worked effectively with them. She encouraged the pupils to think carefully about what they were doing and this led to the pupils putting their structure together effectively.

76. The role of the co-ordinator in developing the subject throughout the school is unsatisfactory. The present co-ordinator has only had the post since the start of term and will not be carrying on next term. She has done all that would be expected of her in such a short space of time but has not had the opportunity to influence standards throughout the school. As a result of a lack of direction, mainly due to the school's focus on literacy and numeracy, the subject's progress since the last inspection has been unsatisfactory. There is a Programme of Study in place which all staff follow to ensure the National Curriculum is met but there is no identification in the planning as to how the pupils' skills are to be assessed and therefore they are not built on. This particularly affects the development of the pupils' design skills and their ability to evaluate their designs.

GEOGRAPHY AND HISTORY

77. The school organises the teaching of history and geography into topics delivered each term. During the inspection, the focus was on history. Some geography work covered in the past was available for inspectors but this was insufficient to enable the inspectors to come to any sound judgement either on the standards achieved by the pupils or the quality of teaching and learning. Standards are better than at the time of the 1995 inspection.
78. Standards in history are in line with the national expectation and pupils' achievement is satisfactory. Pupils with special educational needs make satisfactory progress. In Years 3 and 4, pupils are gaining a satisfactory understanding of the Egyptians. They are making sound gains in their knowledge about the similarities and differences between life in Egyptian times and the life we live now. For example, they know about mummification and the four steps of an Egyptian funeral. In Years 5 and 6, pupils are beginning to use information from different sources effectively and know that each source may provide them with different information about the Second World War.
79. The quality of teaching and learning is satisfactory. During the inspection, the quality range was between satisfactory and good. The most effective teaching made very good use of learning resources to stimulate the pupils' interest. In Year 6, books, newspapers, CD Roms, artefacts and photographs were all used by the pupils to extract information to compare local and national experiences of the war. The good quality resources stimulated the pupils' learning and motivated them to develop their enquiry skills and to compare their findings with each other. Teachers encourage pupils to work independently and in small groups and are keen to give them the responsibility

for their own learning. When this is matched to the provision of good quality learning resources, pupils respond to the challenge extremely well and are motivated to find out more. Pupils in Years 5 and 6 had the added bonus of visiting a Second World War museum and this was used effectively to develop the pupils' awareness of important events. The least effective teaching occurs when the pace of teaching becomes slow because of the constant need to manage the pupils' behaviour. In these instances, pupils are not settled and lack concentration and this means that the progress made is only satisfactory. The teachers' planning ensures that lessons contain sufficient activities to keep pupils of all abilities busy but there is no clear identification of what the teacher expects from the highest attainers that the average attainers cannot achieve. This lack of structure in the planning leads to unfocused assessments about the progress pupils make in the different elements of the subject. The teachers' marking is also effected by this because a lack of reference to the objectives set by the teacher means that the pupils are able to identify what they need to do next to ensure they make good progress.

80. The role of the co-ordinator is satisfactory overall. The teacher has only been in post for two terms and has not had the opportunity to assess standards that are achieved throughout the school. There is very little use of computers to help improve the pupils' skills of enquiry. However, good opportunities are provided in the subject for pupils to produce their own writing to illustrate what they learnt from their research. The way the curriculum is organised means that the Year 5 pupils in the split Year 4/5 class follow the Programme of Study that Years 3 and 4 follow. The result of this is that these pupils do not have the opportunity to achieve the same as the other Year 5 pupils.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

81. The school was focusing on word processing skills during the term of the inspection. Therefore, because there was very little opportunity to identify the standards achieved in other aspects of ICT, the inspection judgements are restricted to this aspect of the curriculum.
82. Standards in word-processing skills are below what is expected nationally. Many pupils throughout the school remain unable to save and print their work independently and have poor keyboard skills. For example, they are not able to change a letter into a capital. The progress pupils make overall is unsatisfactory and pupils underachieve. The main reason for these unsatisfactory standards is the difficult conditions under which ICT is taught. The ICT suite is small and the positioning of some computers and keyboards awkward. It is therefore very difficult to teach skills to a whole class at any one time. As a result, pupils do not have enough access to the keyboards and monitors to enable them to improve their ability to produce the correct text on the screen.
83. The quality of teaching and learning is unsatisfactory overall. However, considering the conditions within which the teachers and pupils had to work, they all coped satisfactorily with minimum amounts of disruption. Teachers provide clear learning objectives, which the pupils are well aware of. Teachers support pupils working on the computers to a satisfactory degree and, in the best practice, the objectives are returned to at the end of the lesson using a classroom computer. Special educational needs pupils are not well supported by classroom assistants as their time is mainly used to support the half of the class that are not on the computers. Overall, the whole atmosphere in the room is oppressive and noise levels often become too high because the pupils not on the computers become distracted. Teachers then spend a disproportionate amount of time managing behaviour rather than improving the pupils' skills.

84. The role of the co-ordinator is unsatisfactory in helping to ensure that there is sufficient progress made by pupils throughout the school. The present co-ordinator has only been in post since the start of term and there has been no monitoring of teaching and standards. However, in the past, monitoring was in place and the co-ordinator at the time made some good in-roads into improving staff expertise. The school is awaiting the delivery of several new computers as part of the National Grid for Learning programme and will then have additional funds available to train and support staff further. Some useful end-of-year assessments have been developed, for example in data handling. This helps the school to identify what the pupils are able to do but it does not have sufficient impact on establishing the rates of progress made by pupils during the year.

MUSIC

85. Only two music lessons were seen during the inspection. Standards overall are in line with those expected nationally and achievement is satisfactory. This is not as good as at the time of the last inspection because the music specialist does not now teach across all year groups. In the two lessons observed, the progress pupils made ranged between satisfactory and very good. Pupils in Year 5 have a satisfactory understanding of musical elements such as pitch, dynamics, duration, tempo, timbre and texture. They make good use of silence when creating different moods as they work collaboratively in small groups experimenting with different percussion instruments. They are successful in illustrating, through the different sounds of the percussion instruments, the contrasting themes in a poem about the quiet city, the waking city and the noisy city in their subsequent performance. In a Year 4/Year 5 class, pupils were successfully shown how to record, select and organise sounds into the structure of a graphic score. Pupils demonstrated in their contributions a developing technical vocabulary with which to evaluate their own and others' musical contributions effectively. Pupils are introduced to a wide repertoire of songs and have experience of singing songs in more than two parts. In assemblies and hymn practice, pupils sing enthusiastically, having mastered some quite complex melodies and rhythms.
86. The quality of teaching and learning is satisfactory overall and benefits a good deal from the specialist teacher in the school. Pupils listen to and appreciate the work of a range of recorded music from modern times and from periods in the past through regular opportunities in assembly to listen to the composer of the week. During the week of inspection, the music, aptly chosen, was The Candlelight Carol by John Rutter to reflect the assembly theme of the importance of light in multicultural celebrations. This type of stimulation often encourages older pupils to volunteer to research the biographies of composers that they hear. Pupils are keen to play the good range of tuned and untuned instruments that is provided, improvising when performing. The teachers provide good opportunities for pupils to establish and invent musical notations from which they are able to play. Pupils have had experience of pentatonic ostinati and are well used to collaborating in pairs or small groups to combine and organise musical ideas to create a performance. Pupils were looking forward to performing for their parents at the Christmas concert and to the public by singing carols in a local supermarket.
87. The co-ordinator, who takes music for the upper school, has an excellent subject knowledge and understanding of the music curriculum and her expectations are high. The school has a good range of resources and a separate music room. The use of computers to help pupils to compose, and of synthesisers to develop creativity, is very limited. Provision for music throughout the school is well organised and members of staff are well supported with planning and ideas. This term, pupils will have the opportunity to participate in a countywide performance with a full orchestra. Pupils also

take part in local festivals. Peripatetic music teachers teach individuals violin and trumpet. The co-ordinator runs the choir and the recorder club. Another member of staff runs a drum club. Extra-curricular provision for music is well supported by the headteacher, the co-ordinator and the Year 3 member of staff.

PHYSICAL EDUCATION (PE)

88. Standards are in line with the national expectation and pupils, including those with special educational needs, achieve satisfactorily. During the inspection, the school was focusing on gymnastic skills, with Year 6 doing some additional swimming. Good progress is made in swimming during the year and nearly all pupils will achieve the national expectation by the end of the year. The most able pupils swim strongly and with good style on both back and front. The least able non-swimmers are now confident in the water but have yet to start swimming unaided. In gymnastics, the oldest pupils in the school balance and control movement to a satisfactory level and put movements together to produce short sequences to a sound standard. Teachers provide good opportunities for pupils to develop their speaking and listening skills and they draw in aspects of mathematics when appropriate, for example, promoting the use of symmetrical shapes when pupils produced a balance. Improvement since the last inspection has been satisfactory.
89. The quality of teaching and learning is satisfactory overall, ranging from good to unsatisfactory. The teaching of swimming is good and the school makes effective use of the local swimming pool. Pupils are divided into ability groups to ensure that the challenging activities are well matched to the pupils' abilities. This approach works well, with the swimming specialist from the pool taking the average attainers who are the main bulk of the pupils. His very good knowledge and understanding enable him to give clear demonstrations and instruction to the pupils. He is then able to make very good use of swimming aids, such as floats, to enable the pupils to work hard at developing particular aspects of the strokes they are trying to improve. The space for these pupils is rather restricted but there is just sufficient space to ensure pupils can practise their skills, although on occasions pupils do bump into each other. The least able pupils are very small in number and work well in the pool supported by the classroom assistant. The most able are also well supported by the class teacher who ensures that the pupils work hard to develop their swimming styles. In gymnastics, the best teaching is characterised by a good understanding of the need for pupils to warm up effectively before attempting challenging movements. Teachers pay close attention to health and safety issues when pupils are attempting movements and when moving apparatus around. However, teachers do not always use mats to help cushion falls when pupils are attempting more difficult movements such as handstands. This means that some pupils are put off from attempting these more challenging movements in a way that would enhance the quality of their sequences. This aspect of the teaching is not helped by an insufficient quantity of mats available so pupils have one per pair. Nevertheless, teachers provide clear instructions so pupils know what they are expected to do and they use pupils to demonstrate good quality movements. This practice gives pupils the opportunity to evaluate the movements of others and make suggestions on how the movements can be improved. This in turn leads to pupils developing and improving their own movements. When pupils work in pairs to develop sequences, they show a good collaborative approach to supporting and helping to improve what they are doing. A few pupils, especially the boys, take advantage of the situation and become silly and this affects the progress they make during the lesson. The most unsatisfactory aspect of the teaching is the level of noise allowed before, during and after the lessons. The high level of noise provides an encouraging environment for those who do not want to work well and also lessens the chance of the teacher being fully aware of everything

that is going on around the hall. Consequently, some low-level disruptive behaviour goes undetected. In the unsatisfactory lesson, the teacher had organised the pattern of the lesson well but had insufficient knowledge and understanding of the subject to evaluate the quality of the pupils' movements. This led to the pupils reinforcing unsatisfactory gymnastic movements such as the skills needed to achieve an effective landing off a piece of apparatus.

90. The co-ordinator has just been appointed and has had no opportunity to monitor and evaluate the quality of provision throughout the school. The school has adopted a scheme of work to ensure there is full coverage of the National Curriculum and this is being implemented successfully. There are no systems of assessment in place, with the exception of swimming, to establish the rate of progress made by pupils. Therefore, pupils are not grouped in lessons by ability to enable the teacher to focus on particular skills to promote very good progress. There is good use of a residential visit to promote the development of more challenging outdoor activities and the school has good facilities for indoor and outdoor PE. The school also runs extra-curricular activities for football and netball and arranges matches against other schools to promote the pupils' skills of working together as a team. Overall improvement since the last inspection is satisfactory.

RELIGIOUS EDUCATION

91. Standards in religious education are in line with those expected within the locally agreed syllabus. Achievement is satisfactory and pupils with special educational needs make satisfactory progress. By the time the pupils leave school, they have a sound understanding of the differences and similarities between various religions. For example, during the inspection, the pupils gained a satisfactory understanding of the different festivals of life and what they mean to different religions. They also know that the Bible is made up from more than one book. During the lessons on the community, the pupils are gaining a satisfactory understanding of the relationship between individuals and the community and how the behaviour of one can influence the behaviour of another. The subject makes a good contribution to the development of the pupils' speaking, listening and writing skills. In Year 6, good use is also made of the laptop computer for two pupils to write out their own account of the story.
92. The quality of teaching and learning is satisfactory. During the inspection, all teaching was satisfactory. Teachers make effective use of the Bible to tell stories about the birth of Christ. These are read with sensitivity and pupils show satisfactory levels of interest and enthusiasm. The best teaching relates these experiences to the pupils' own and this helps the pupils to reflect on the actions that they take themselves. A significant minority of boys in some lessons find it difficult to concentrate for long periods at a time and start to create minor disturbances. As a result, the teachers' attention is diverted from the teaching task and the pace of the lesson slows. The oldest pupils are encouraged to enter discussions about the characters in the story, how the same story can be told in several different ways and how this might influence the reader. This keeps the pupils on task and they listen sufficiently well to make satisfactory progress in their knowledge and understanding.
93. The co-ordinator has a sound understanding of the subject and is keen to develop the subject further. There have been no planned opportunities to monitor and evaluate the quality of teaching and learning and therefore the co-ordinator has an insecure understanding of the rate of progress made throughout the school. There is no effective use of assessment by the teachers to ensure that pupils are building on their previous learning. Overall improvement since the last inspection is satisfactory.