

INSPECTION REPORT

ST WERBURGH'S CE VA PRIMARY SCHOOL

Spondon

LEA area: Derby

Unique reference number: 112919

Headteacher: R Wibberley

Reporting inspector: T H Thompson
1949

Dates of inspection: 27 - 30 November 2000

Inspection number: 224400

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary aided
Age range of pupils:	4 - 11 years
Gender of pupils:	Mixed
School address:	Church Street Spondon Derby
Postcode:	DE21 7LL
Telephone number:	01332 673827
Appropriate authority:	The governing body
Name of chair of governors:	Revd R Andrews
Date of previous inspection:	July 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
T H Thompson 1949	Registered inspector	Science	How high are standards? How well is the school led and managed?
P Edwards 10965	Lay inspector		Attitudes, behaviour and personal development How well does the school care for its pupils? How well does the school work in partnership with the parents?
D Chaplin 17760	Team inspector	English Information and communication technology Special educational needs English as an additional language	How well are the pupils taught?
G Evans 27219	Team inspector	Mathematics Art and design Music Foundation Stage	
K Sanderson 3942	Team inspector	Design and technology History Geography Physical education Equal opportunities	The quality of the curriculum

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Werburgh's Church of England Primary is a popular school, situated on the eastern edge of the city of Derby, in the suburb of Spondon. There are 272 pupils on roll and this is larger than average. The numbers in each year group are below the planned admission limit but this enables the governors to admit pupils who come from families who are practising Christians. The headteacher reports that a high proportion of parents choose the school because it is a church school. A fairly large number of pupils arrive and leave the school during the year. Over the last year 29 pupils left the school and 25 were admitted other than when the reception pupils start and the pupils in Year 6 transfer to secondary school. The area served by the school contains largely private housing, but there is also a small amount of rented accommodation. As it is a church school, the pupils are admitted from a wider area than the immediate locality. Overall, children come to school with skills in language and literacy above those expected for the age group. About three per cent of the pupils are eligible for free school meals and this is well below average. This percentage has fallen since the last inspection. In other respects the characteristics of the school are largely similar to those that were identified at the last inspection in 1996. Very few pupils come from ethnic backgrounds other than white. Twelve per cent of pupils are identified with special educational needs and two of these have statements. This is well below the national average. The school joined with other schools in the locality in an Education Action Zone¹.

HOW GOOD THE SCHOOL IS

Overall this is an effective school. The pupils achieve very good results in English and mathematics at the end of each key stage. There have been significant improvements since the last inspection and the school provides good value for money.

What the school does well

- The pupils achieve good standards in English, particularly in speaking, listening and reading and also in music.
- The pupils with special educational needs make good progress.
- The teaching of the pupils aged under five and at Key Stage 1 is a strength of the school.
- The pupils have very positive attitudes to school. Behaviour is very good and their personal development is good.
- In line with its mission statement, the school has a very strong Christian ethos. Relationships are very good and provision for the pupils' spiritual, moral and social development is very good.
- The staff know the pupils well. The school provides good levels of care and it caters effectively for their welfare.
- Attendance is well above average and the pupils enjoy school.
- The school is implementing the National Strategies for Literacy and Numeracy effectively and they have had a positive impact on standards.
- There is a good range of extra-curricular activities which contribute significantly to the educational provision.
- The educational support staff are used effectively and their work contributes positively to the work of the school.

¹ Education Action Zones are a key part of government policy to raise standards in areas which face challenging circumstances in terms of underachievement or disadvantage. They receive extra funding from government, business and industry.

What could be improved

- The senior management team is not sufficiently effective, the role of the deputy is unclear, and the role of the subject leaders in relation to monitoring their subjects is underdeveloped.
- The more able pupils do not achieve as well as might be expected at Key Stage 2, particularly in relation to applying their skills of research, using and applying mathematics, and the skills of scientific enquiry.
- The governing body does not always monitor the effectiveness of its major spending decisions in relation to their impact on standards.

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

The strengths of the school far outweigh the areas for improvement. In addition to those improvements identified, the school might consider the following less important points: ensuring that the plans that are in hand to improve the provision for outside play for under-fives are implemented fully; making decisions about which parts of the schemes of work might be covered in depth and which might be covered in outline; reviewing the way time is organised and used across the day in order to ensure that there is an appropriate balance between the teaching of numeracy and literacy and the needs of the other subjects; raising teachers' expectations of the pupils' presentation of their work.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Overall, the school has made good progress since its last inspection in 1996. At this time significant weaknesses were identified in the standards achieved, the quality of teaching and the effectiveness of the management and leadership. Standards have risen in line with the national trend and the quality of teaching has improved significantly. The appointment of the present headteacher has strengthened the leadership of the school but some other aspects of leadership and management are still unsatisfactory.

In relation to the key issues arising from the last inspection curriculum coverage for history and geography is now good. The taught time at Key Stage 2 is broadly in line with national recommendations. A programme for developing the personal and social development of pupils is in place so that they have a greater awareness of their role in society. In relation to other issues identified there has been significant improvement, but there is still some way to go. The role of the subject leaders has improved, but their role in monitoring standards and quality in their subject is underdeveloped. The monitoring procedures of the headteacher are more rigorous, but the senior management team does not contribute effectively to this. There continue to be weaknesses in the teaching of science at Key Stage 2 because the pupils' acquisition of the skills of scientific enquiry is unsatisfactory.

STANDARDS

The table shows the standards achieved by 11 year olds, based on average point scores² in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	A	C	A	A
Mathematics	A	C	A	B
Science	A	D	A	B

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

The results of the 2000 national tests for pupils aged 11 show that attainment in English was well above the average for all schools and for similar schools. In mathematics and science attainment was well above average in comparison with all schools and above average in comparison with similar schools. The school has met its targets for improvement over the last two years. These results show a significant improvement in comparison with 1999. Over the last four years results have been generally high at the end of both key stages. Results for pupils aged seven show that attainment in reading and mathematics was well above average in comparison with all schools and above average in comparison with similar schools. In writing, attainment was well above the average for all schools, and average in comparison with similar schools.

The results indicate that attainment has risen more in mathematics at Key Stage 1 than in reading and writing, but these results were already high. At Key Stage 2, results in English and mathematics have generally remained high and results in science have improved. The overall trend at both key stages is upwards and above the national trend. Inspection findings broadly confirm these results, except in relation to science at Key Stage 2.

Generally, the pupils develop good speaking and listening skills and they apply them well. The pupils do not sufficiently develop their skills in mathematical investigations or their research skills through the use of the library. In particular, these features adversely affect the attainment of the more able pupils. Attainment in music is above the national expectation and attainment in art, design and technology, geography, history, information and communication technology, and physical education is in line with the national expectations at both key stages. In all subjects the pupils with special educational needs make good progress bearing mind their prior attainment.

² The average points score provides schools with a single statistic to compare the overall grades attained by their pupils with the grades attained by pupils in another school. At Key Stages 1 and 2, the level attained by each pupil, for example, in mathematics, is given a score. A Level 1 = 9 points, a Level 2 = 15 points and so on. The average points score in mathematics is worked out by adding up all of the points based on the level attained by pupils and then dividing by the number of pupils who took the test. Therefore, a school whose average points score for mathematics in the end of Key Stage 1 tests is greater than 15.0 is one whose pupils are performing above that expected for their age. The average points score for Level 4, the nationally expected level for pupils at the end of Key Stage 2, is 27.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Attitudes are good in a high proportion of lessons across the school. The pupils enjoy school. From an early stage they are happy and feel secure. They concentrate well and levels of application are good.
Behaviour, in and out of classrooms	Very good. The school has high expectations of behaviour. The pupils respond very well. They show good levels of responsibility.
Personal development and relationships	Good. The pupils respond well to expectations about behaviour. They show high levels of care for one another, have a good sense of responsibility and also behave well outside of lessons; at break, lunch, and before and after school.
Attendance	Very good, well above the national average.

TEACHING AND LEARNING

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

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.

During the inspection, about 95 per cent of lessons were satisfactory or better. About 50 per cent of all lessons were good or better. The incidence of good and very good teaching was observed most frequently in the under-fives and at Key Stage 1. Six per cent of lessons were unsatisfactory, all at Key Stage 2. The teaching of reading, writing and number is effective. Provision is good for pupils with special educational needs, and the educational support assistants make a good contribution to this. There are times when the teachers' expectations are not high enough for the more able pupils. There are weaknesses in the teaching of science across Key Stage 2. The quality of teaching, at Key Stage 1, for the under-fives, and of music at both key stages, is good.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Generally good and meets statutory requirements. The curriculum is broad, but not enough time is allocated to physical education. The curriculum for the under-fives is good and is a strength of the school except in relation to the lack of use of outside play space and the provision for outside play equipment. The music curriculum is a strength of the school. The provision of extra-curricular activities, including music, visits, residential trips and sport, is good. There are not enough opportunities for pupils to develop and apply their research skills by using the non-fiction library. There are too few opportunities for pupils to apply their mathematical skills and develop their skills of scientific

	enquiry.
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Provision for pupils with special educational needs	Good. The curriculum is appropriate. They are well supported in lessons and the educational support staff have a positive effect on the progress they make.
Provision for pupils' personal development, including their spiritual, moral, social and cultural development	Very good in relation to pupils' spiritual, moral and social development. Provision for cultural development has improved since the last inspection and is now satisfactory.
How well the school cares for its pupils	Good. The pupils are happy and from the earliest stages they feel secure. Relationships are good. The programme for personal and social development is good. Across the school the pupils' welfare has a high priority.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher was appointed shortly after the last inspection. She has provided purposeful leadership. As a result, the school has made significant improvements in maintaining and raising standards and in the quality of teaching. The subject leaders have had a positive impact on school improvement, but there is still more to do. The senior management team is not yet effective. Its role is unclear and its members do not work together effectively as a team.
How well the governors fulfil their responsibilities	The governors work now more effectively than at the time of the last inspection. They are well organised in committees and they have a good understanding of the school's priorities. They work well in partnership with the school. Currently, the school improvement plan does not look sufficiently far ahead, action plans are not sufficiently detailed and success criteria do not always focus on pupils' achievements. The governors have a good understanding of how the pupils' achievements compare with those in other schools, locally and nationally. However, there are weaknesses in ensuring that major spending decisions make the expected improvements.
The school's evaluation of its performance	Strategies have been put in place to review the work of the school, particularly by observing lessons and analysing the results of tests. However, the deputy, senior teachers and subject leaders are not involved sufficiently.
The strategic use of resources	Generally, teaching and support staff are used effectively. However, the governors and the school have not put in place systems to evaluate the impact of major spending decisions. The exception to this is in relation to the implementation of the National Literacy Strategy. There are sufficient resources with the exception of the range and quantity of non-fiction books in the library.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children enjoy school. • The school achieves good standards. • The aims and values that the school promotes, in particular, the school's expectations about behaviour. • The range of extra-curricular and residential activities. • Standards in music and the opportunities for their children to learn to play an instrument. • The school's arrangements and expectations in relation to homework are about right. 	<ul style="list-style-type: none"> • Some parents commented that the information that they receive about their children's progress is not sufficiently helpful. • Some parents felt insufficiently informed about the organisation of the mixed-age classes across the school.

The school works effectively in partnership with parents. The overwhelming majority of parents expressed high levels of support for the school and its work. The inspection agrees with the parents about the provision of information about their children's progress. The annual reports meet statutory requirements, but they do not provide enough information about what children need to do in order to improve. The organisation of the school, using mixed-age classes, is inevitable, bearing in mind the size of the school and its available budget. However, the school did not communicate effectively with parents about its current organisation.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. The results of the national tests in 2000 for pupils aged seven showed that attainment in reading and mathematics was well above the average for all schools and above average in comparison with that of similar schools. In writing, attainment was well above the average for all schools and average in comparison with that in similar schools. In comparison with the situation in similar schools the percentage of pupils achieving the expected levels is well above average in reading and writing and above average in mathematics. The percentage of pupils reaching the higher levels³ is average in reading and writing and average in mathematics.
2. The results of the national tests in 2000 for pupils aged 11 showed that attainment in English was well above the average for all schools and for similar schools. In mathematics and science, attainment was well above the average for all schools and above average in comparison with that in similar schools. When the pupils' attainment at the age of 11 is compared with the attainment of the same pupils at the age of seven, progress over time is very good in English and good in mathematics and science. The pupils' achievements over the last three years in English, mathematics and science exceeds the national average for their age group by about six months. The school has met its targets for improvement over the last two years.
3. The results in 2000 show a significant improvement on the 1999 results. However, over the last four years results have been generally high in both key stages. There are indications from the results that attainment has risen more in mathematics at Key Stage 1 than in reading and writing, but these were already high. At Key Stage 2, results in English and mathematics have remained high and there are indications that results in science have improved. However, the results at Key Stage 2 have been more erratic than those at Key Stage 1. The overall trend at both key stages is positively upward and staying above the national trend.
4. The inspection findings are generally in line with the results of the national tests. When the pupils start school their attainment is above that expected for their age group. Generally they leave with above and well above average levels of attainment. Across the Foundation Stage the pupils make good progress and the substantial majority are working at and beyond the first levels of the National Curriculum in English and mathematics. This good progress continues across Key Stage 1, particularly in reading and mathematics. Progress is not so even across Key Stage 2. Generally, the pupils do well in the younger classes, but progress is less rapid later. This occurs because the teachers' expectations of the more able pupils are not sufficiently high.
5. Across the school the pupils' progress is particularly notable in their speaking and listening skills. The substantial majority of pupils express themselves clearly. They use a wide vocabulary to explain their views and discuss things of interest. The

³ The National Curriculum has been written on the basis that pupils, by the end of Key Stage 1, are expected to reach Level 2. If a pupil attains Level 3 then he or she is reaching standards above that expected for a pupil of his or her age.

At Key Stage 2 the nationally expected level for pupils to reach by the end of Year 6 is Level 4. If a pupil attains Level 5 then he or she is reaching standards above that expected for a pupil of his or her age.

pupils acquire reading skills very well. Most learn to read at an early stage. They read widely and critically. Attainment is not as high in writing as in reading, although already at this point in the school year many pupils at the end of both key stages are reaching levels expected for the end of the key stage. They can write for a range purposes and audiences. They can write imaginative stories and factual accounts of things they have done or heard about. Spelling skills are good and most pupils use punctuation to good effect. Handwriting has improved and most pupils write in a legible joined style by the end of Key Stage 2. The teachers' expectations are appropriate. However, the pupils' skills in presenting their work are at times unsatisfactory because the teachers' expectations are inconsistent across the school. Standards have been maintained from the time of the last inspection, except in reading, where there has been a notable improvement. The implementation of the National Literacy Strategy has had a positive effect on reading standards.

6. In mathematics the pupils learn to count accurately at an early stage. They use mathematical vocabulary effectively and learn to calculate accurately, using paper and pencil methods and mental strategies. By the end of Key Stage 2 the pupils can estimate and calculate with problems involving two decimal places or numbers up to and beyond a thousand. The implementation of the National Numeracy Strategy has had a positive effect on maintaining and improving standards. Standards have been maintained since the time of the last inspection and there are indications that the pupils' ability to calculate mentally has improved significantly. The teaching of this in lessons is effective.
7. In science, attainment has improved since that last inspection at Key Stage 1. There is a good emphasis on practical work. The pupils develop their knowledge, understanding and skills across the areas of life and living processes, material and their properties, physical processes and scientific enquiry. At Key Stage 2 the pupils' acquisition of knowledge and understanding is good. However, it slows in the older year groups at Key Stage 2. The pupils acquire the skills of scientific enquiry and investigation too slowly because too little emphasis is placed on it in the teaching.
8. The pupils aged under five make good progress in the expected areas of learning in relation to communication, language, literacy, mathematical development and knowledge and understanding of the world. The quality of teaching has a significant impact on the standards achieved. They make satisfactory progress in their creative and physical development. Nearly all of them exceed the nationally-accepted Early Learning Goals⁴ for children aged five. By the time they start at Key Stage 1 they are already making good progress within the first levels of the National Curriculum. At the time of the last inspection the attainment of the under-fives was good and this strength has been maintained.
9. At both key stages the pupils' attainment is in line with national expectations in art, design and technology, geography, history, information and communication technology and physical education. In these subjects the pupils make satisfactory progress across each key stage. The inspection findings are that standards across these subjects have been at least maintained since the last inspection. Generally, the teachers' expectations across the curriculum have risen. This is particularly relevant

⁴ Early Learning Goals - these are expectations for most children to reach by the end of the Foundation Stage. They refer mainly to achievements children make in connection with the following six areas of learning: communication, language and literacy; mathematical development; personal, social and emotional development; knowledge and understanding of the world; and physical and creative development. There are many goals for each area of learning, for example, in language and literacy pupils should be able to write their own name and other things such as labels, and begin to write simple sentences.

in information and communication technology, where expectations have risen sharply. The school is well placed to improve the pupils' attainment in this subject now that the computer suite is nearly ready for use. The pupils' attainment in music at both key stages is above what is expected nationally and the substantial majority of pupils make better than average progress. The range of musical extra-curricular activities and the opportunities for pupils to learn an instrument are key factors which positively affect their achievements. Standards in music have risen since the last inspection.

10. There are strengths and areas for development in relation to the extent to which the pupils apply their skills in literacy and numeracy across the curriculum. The use of speaking and listening skills is good. Writing is used well in history and geography but not so effectively in science at both key stages. Number is used effectively in history and geography but not so in science. The use of information technology in science is underdeveloped at both key stages because it is not included in planning appropriately and teachers' expectations are too low.
11. The data arising from the national tests over the last three years indicate that the girls are achieving better than the boys, but this is the case nationally. However, at Key Stage 2 the boys in this school are beginning to close the gap. The boys in the school out-perform boys nationally by a larger margin than that by which the girls out-perform girls nationally.

Pupils' attitudes, values and personal development

12. The positive attitude of pupils to their work found at the time of the previous inspection has been maintained. This has a beneficial impact on the quality of learning and standards of behaviour achieved.
13. Pupils' attitudes to school life and their learning are very good. In nearly 90 per cent of lessons attitudes and behaviour were good or better and in about 30 per cent of lessons they were very good. Pupils enjoy coming to school and are committed to their work. Most respond very well and show an interest in the activities provided, sustaining good levels of concentration. For example, in a Year 1 literacy lesson about rhyming words and writing them in sentences, the pupils settled very quickly in their groups, concentrating hard and working without adult intervention. The substantial majority of the pupils are very eager to share their ideas, listen very carefully to their teachers and are generally very enthusiastic about their work; for example, when pupils in a Year 1 and 2 class worked on musical composition for the first time in a music lesson.
14. Parents express very strong satisfaction with the positive attitudes and values promoted by the school. Pupils are keen to come to school and say that they value its safe, secure, family atmosphere.
15. Pupils are polite and friendly. They demonstrate their acceptance of a clear moral code and show care for one another, their belongings and school property. The school has high expectations of pupils' behaviour. There have been no exclusions in the last reporting year. The standard of behaviour in classrooms and in the playground is very good. Pupils develop personal and social skills very well and are clearly motivated by rewards such as certificates for hard work, good behaviour and effort. Parents and pupils agree that bullying is not an issue in the school.
16. During the inspection much evidence was seen of the very good relationships between pupils and adults. Older pupils demonstrate care towards the younger

members of the school. Pupils willingly accept responsibilities when given the opportunity and enjoy helping with the routines of class and school, such as being register monitors, classroom monitors, headteacher's monitors and monitors to assist the midday supervisors where they have responsibility for playground games equipment. The residential visit for pupils in Year 4 and the retreat for pupils in Year 6 help to encourage self-esteem, team building and the development of social skills. Personal initiative and research skills are mainly encouraged through homework. Opportunities for personal research by pupils in lesson time are limited and this inhibits their development, particularly the more able.

17. Attendance is well above the national average and there are few absences other than for illness. Punctuality is good and the pupils' enthusiasm for school contributes effectively to their learning.

HOW WELL ARE PUPILS TAUGHT?

18. Overall the quality of teaching is satisfactory across the school. It is good for children under five and for pupils at Key Stage 1. As a result, the pupils aged under five and at Key Stage 1 make good progress. The quality of teaching across Key Stage 2 is satisfactory. Some good teaching was observed but there was also a small amount of unsatisfactory teaching. Variations in the quality of teaching across Key Stage 2 adversely affect the progress of the more able pupils in the mixed age classes.
19. The quality of teaching was satisfactory or better in 94 per cent of the lessons observed. It was good in nearly 50 per cent and very good in about ten per cent. The incidence of good and very good teaching is significantly higher in the teaching of the under-fives and at Key Stage 1 and this is where all the very good teaching is located. Unsatisfactory teaching was observed in six per cent of lessons and these were all in the middle and older classes of Key Stage 2 in science and art. There has been a significant improvement in the quality of teaching since the last inspection, and the incidence of unsatisfactory teaching is much lower. There has been an increase in the amount of very good teaching. There are now more strengths in the quality of teaching in Key Stage 1 than in Key Stage 2. Weaknesses in the teaching of English, particularly at Key Stage 1, have been addressed since the last inspection. Whilst the teaching to help pupils acquire knowledge and understanding in subjects such as science and art is secure, there are weaknesses in these subjects in the teaching of skills. This has a negative impact on the pupils' progress, particularly that of the more able pupils.
20. The teaching of literacy is good across the school. Weekly planning is well linked to the objectives of the national literacy framework for teaching and these are effectively shared with pupils. The teaching of reading is now a strength at Key Stage 1. The teaching of numeracy is satisfactory across the school. The teachers are tackling the implementation of the National Numeracy Strategy effectively.
21. Teaching of pupils in the Foundation Stage is good. The two teachers work closely together and lessons are planned effectively. Support staff have access to planning documents and contribute well to assessments through comments and observations. Teachers share lesson objectives with the pupils, and use effective questioning that is directed at children of different abilities. They have a sound understanding of the needs of the children and manage them well. They expect high standards of behaviour and all work together to set a good example, showing care and concern.

22. There are many strengths in the quality of teaching at both key stages. Teachers' subject knowledge is good and they share their enthusiasm for subjects with pupils. Planning is comprehensive and learning objectives are shared effectively with pupils. Display is used well in most classrooms to share the objectives with pupils and these are referred to during lessons. Teachers use questioning to make sure that pupils understand before moving on to the next step, as in a lesson on fractions where pupils were asked, "How do you know this is a half?" to check an understanding of two equal parts. Questioning is also used to enable pupils to show their knowledge and understanding, such as asking them, in a history lesson, about the details of the story of the Armada. Good use is made of subject-specific vocabulary, such as 'reflection' and 'reflector', in a lesson on investigating light sources. In the best teaching, demonstration is used effectively to promote learning. In a physical education lesson, the teacher led and modelled dance movements to help pupils improve their work. In other lessons, such as numeracy, the teacher promoted positive learning strategies by showing pupils how to add a smaller number to a larger one. The teaching of basic skills is good. Phonics is well taught at Key Stage 1 and the introduction of the additional literacy support and Grammar for Writing materials at Key Stage 2 is having a positive impact on standards. Handwriting is taught effectively. In mathematics the first activity in lessons focuses on developing the pupils' skills in calculating mentally. This is having a good impact on mental recall and standards.
23. Teachers manage pupils very well. There are well-established systems in classrooms and teachers have high expectations of behaviour. Relationships between teachers and pupils are very good throughout the school. In an art lesson where pupils were making masks the teacher supported them very well by helping them to make choices without allowing the activity to be overly teacher-directed. A good feature of teaching is the use of learning support staff. Teachers include learning support staff in their planning and this is effective in ensuring that these staff, including a support teacher provided by the local education authority, have the information to support pupils with special educational needs. This makes a positive contribution to the progress made by these pupils. There are some good examples of assessment undertaken by support staff, for example during whole-class reading time in daily literacy lessons. Good observation notes are maintained. At Key Stage 1, the effectiveness of teachers' planning is particularly good. It takes good account of the differing needs of pupils within the class, and grouping by ability is positive in promoting pupils' progress in group work. Teachers' expectations are high, such as when feedback was provided to pupils practising a movement activity for Christmas. The pupils were encouraged to improve their movement sequences and given time to repeat and practise them.
24. At both key stages, even where teaching is satisfactory, a weakness is the inconsistent use of assessment. The teachers do not always use information about what the pupils know and can do to pitch new work at the right level. Teachers do not provide enough opportunities at the end of lessons for pupils to reflect on what they have learned and to compare this with the lesson's objectives. Pupils' concentration in lessons is good, but on occasions they are required to sit for too long listening to the teacher or in whole-class shared sessions. At these times, pupils become less attentive. Some literacy lessons are too long and in these cases time is not well used. At Key Stage 2, planning is detailed but does not always include planning for the more able pupils within mixed year-group classes. On too many occasions pupils are required to complete the same tasks. Some teachers plan collaboratively across classes with pupils of a similar age and this helps to ensure consistency. There are weaknesses in planning in subjects such as science and art, where the national

schemes of work are used but have not been adapted to meet the needs of the mixed-age classes. Planning does not consistently identify opportunities for pupils to work collaboratively or to be engaged in problem-solving and enquiry. The teaching methods used in some lessons at Key Stage 2 do not help pupils to make sufficient progress. Some lessons are very teacher-directed and this has the impact of decreasing the opportunities for pupils to be more involved in the lesson. In an unsatisfactory art lesson, pupils were not stopped to review progress and there was confusion over what was required. The noise level was high and was not dealt with by the teacher. In an unsatisfactory science lesson, too few resources were used to study the parts of a flower and this did not allow pupils to examine these effectively. Where teaching is unsatisfactory, assessment of the pupils' previous work is not used to inform what is taught next. For example, in a science lesson on gases, liquids and solids the teacher's expectations were too high and resources were inappropriate.

25. Across subjects teachers develop the pupils' speaking and listening skills well. Generally, technical vocabulary used in subjects is introduced appropriately. Writing is linked well to work in geography and history. However, the teachers do not use enough opportunities to extend the pupils' literacy skills of research and using the library. Some subjects, such as geography, are used to extend the pupils' use of mathematics and information and communication technology effectively but in science these links are underdeveloped.
26. In the older classes comprising of Year 5 and 6, at Key Stage 2, the pupils are grouped in ability sets for English and mathematics. This is a new arrangement and there are indications that it is working well. Planning across the two classes is effective and the setting arrangements have a positive impact on the progress of pupils across the ability range. However, some of the lower attaining Year 5 pupils are not included because they are in another class. These pupils do not benefit from this arrangement.
27. Across the school homework is set on a regular basis. The teachers reach a good balance of work in most cases in relation to the pupils' age. Homework contributes positively to the pupils' learning in English and mathematics. Parents report that it contributes positively to their knowledge of the curriculum and what is being taught.

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

28. The curriculum is broadly based and meets the statutory requirements of the National Curriculum. However, the curriculum is not satisfactorily balanced. Time allocated for teaching English and mathematics is high, especially at Key Stage 1, and this results in other subjects having less time, notably physical education and music. Standards are at least satisfactory in physical education and good in music, and the very good provision of extra-curricular opportunities makes a significant contribution to these standards. The curriculum is accessible to all, and pupils are prepared appropriately for the next stage of their education.
29. The range of documented policies demonstrates clearly the breadth of the curriculum opportunities provided. Suitable policies are in place to ensure that the statutory requirements for each of the core subjects of the National Curriculum are met. Appropriate policies are in place to guide the work in the foundation subjects, and a rolling programme of reviews is under way to take account of the changing requirements of the National Curriculum. There are appropriate arrangements,

approved by the governors, for the provision of sex education and to raise pupils' awareness of the misuse of drugs. These form part of a wider, coherent programme for pupils' personal, social and health education. Other aspects of this programme include collective worship, residential visits, religious education activities and 'circle time'⁵ where pupils discuss with the teacher matters that are important to them. This varied range of activities has been developed into an effective programme which is beginning to permeate the whole school. This is an improvement since the previous inspection.

30. Much work has been done to develop planning systems, and the school has been vigorous in seeking ways to cater best for the mixed-age classes that are inevitable due to the numbers of pupils and staffing. The school is making use of the nationally-provided Qualification and Curriculum Authority's schemes for much of its planning, and this has helped to ensure better coverage of Programmes of Study, especially in information technology, history and geography. This is an improvement since the previous inspection. However, the school has not yet reached the stage of reviewing these schemes, and then making well-considered adjustments to meet its own pupils' needs; for example, what to cover in depth and what in outline. The school has adopted a flexible approach in its efforts to satisfy the requirements of planning for mixed-age, mixed-ability classes. Some subjects, such as history, geography and science, are taught in single age-groupings in Key Stage 1, and there is some setting of pupils by ability in literacy and numeracy at Key Stage 2. Where mixed-age, mixed-ability groupings remain, especially in the middle and older classes at Key Stage 2, inconsistencies occur. For example, the teachers of the average and higher attaining Year 5 pupils who also have all Year 6 pupils, plan together. However, this arrangement does not include the teacher who has the lower attaining Year 5 pupils. There are similar weaknesses in relation to the other mixed-age group classes across the school. As a result, the expectations of the teachers who teach year groups which are split between different classes are not always in line. Whilst learning objectives are generally clearly stated and shared with pupils, work is sometimes targeted at one age group to the detriment of the other and sometimes leads to low expectations, especially for the more able pupils.
31. Strategies for the teaching of literacy and numeracy are both good, and have had a positive impact on standards.
32. A very good range of extra-curricular activities is provided which contribute significantly to the standards achieved by the school. The teachers, support staff and parents provide a diverse range of 'clubs'. As a result, pupils can be seen studying stamps, singing in the choir and playing 'Fantasy Football'. Alternatively, they play happily in one of several recorder groups, enjoy drama and look forward to playing football, netball, short tennis and 'kwik cricket'. Peripatetic teachers contribute tuition in French, the violin, woodwind and brass. Good use is made of resources outside school to provide educational and social experiences. These include visits to theatres, Birmingham Art Gallery, the National Forest Centre, Bosworth Battlefield and the Metro Cinema for 'World War II' day. Residential trips to Scarborough, Llandudno, Castleton and a 'Retreat' at Ilam make important contributions to pupils' spiritual, moral, social and cultural education, and many areas of the curriculum benefit from visits by members of the local community.

Provision for pupils' spiritual, moral, social and cultural development is good overall.

⁵ Circle time is a discussion activity which is used to: help pupils develop their speaking and listening skills; to improve their confidence in discussing their feelings and ideas in a secure environment; and to learn to value and understand the feelings and ideas of others.

Spiritual development

33. Provision for pupils' spiritual development is very good and this represents a significant improvement since the previous inspection. The school's mission statement states that: 'We aim to help children to become aware of God's love and to develop tolerance, understanding and respect for themselves and others'. Inspection evidence confirms the school's success in this. Acts of collective worship contribute effectively to the ethos of the school. Pupils make an orderly entry to the accompaniment of music, and this prepares them for reflection. Whole-school and class assemblies provide opportunities for pupils to make personal responses to what they hear, see and experience, and focusing on a lit candle assists them in this. Staff and pupils join together for moments of reflection, and pupils come to consider how their attitudes and actions can influence the lives of other people. The school positively promotes attitudes of caring, sharing and tolerance. Contributions to church services to celebrate festivals such as Harvest and Christmas provide opportunities for pupils to think about their feelings in spiritual matters. The visit to a 'retreat' at Ilam gives the oldest pupils opportunities to enjoy muddy walks, midnight feasts and peaceful meditation.

Moral development

34. Provision for pupils' moral development is very good. Staff provide good role models, and pupils learn from their example. Adults communicate consistently to the pupils a clear and well-understood set of values which underpin all school activities. Staff on duty at lunchtimes supervise pupils with care and respect, and the school's policy for discipline is used sensitively and well. Classes develop their own class rules, and pupils clearly know the difference between right and wrong. In a history lesson, with pupils in Year 3, when asked whether Philip of Spain had any good reason to send his armada, pupils concluded, "Yes, because the English had been attacking his ships".

Social development

35. Provision for social development is also very good. Pupils under the age of five are taught the importance of taking turns to speak, and of sharing equipment and books. Older pupils have the chance to participate in a number of residential trips, where they experience self-reliance and how to live with others. At the end of the school year the school holds a Personal, Social and Health Education Day, when older pupils join with younger ones and staff to read together, make models, play team games and enjoy a 'picnic' lunch. Currently, the school is working towards establishing a School Council, to include pupils, staff and governors, where matters of common interest will be discussed. In many areas of the curriculum pupils are encouraged to co-operate and collaborate. Opportunities for them to develop independence in their learning are not as well developed, for example in relation to developing their research skills and the use of the library.

Cultural development

36. Provision for pupils' cultural development is satisfactory, and this represents an improvement since the previous inspection. Respect for and understanding of other cultures are learned through such lessons as geography, where pupils in Years 4 and 5, as part of their study of India, enjoyed cooking and eating Indian food. Multi-faith awareness is now heightened in religious education lessons, where the curriculum now includes the study of Islam and Judaism and a visit to a mosque. The school is

broadening the pupils' views by inviting into school a range of Church of England ministers such as the hospital chaplain, a female deacon from a local cathedral and an industrial chaplain. Pupils enjoy meeting a male nurse and the school doctor, who is Asian and female, and they gain valuable insights into customs and values other than their own. Pupils' knowledge of their own culture is promoted through music, art, history, literature, poetry and drama. They learn effectively through stories recounted in the literacy hour, through drama productions in Nottingham, and through visits to The Dome, to art galleries in Birmingham and to Bosworth Field to see a re-enactment of the battle.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

37. The school provides a caring Christian environment, as was found at the previous inspection. This makes a significant contribution to the ethos of the school. An improvement since the previous inspection has been the development of a personal, social and health education policy.
38. The teachers' assess the needs of the children aged under five effectively. The results of assessment are used to decide what will be taught next. This takes place informally during and at the end of lessons. It also takes place formally as a result of the teachers administering the simple tests that are given to children when they start school. Their progress is monitored appropriately as they reach the expected Early Learning Goals for pupils of their age.
39. Across Key Stages 1 and 2, the school has put in place sensible assessment procedures for the National Curriculum. These deal with the assessment of English and mathematics as a priority but also include the other subjects. These are a mixture of informal and formal arrangements. Where they happen in line with expectations, they are effective. However, not all teachers implement the school's expectations consistently. This happens mainly at Key Stage 2. Most of the classes comprise of pupils of more than one age group. Generally, the inconsistencies in the implementation of assessment procedures adversely affect the progress of the more able pupils because work is often not pitched at the right level. These pupils are often unclear about what to do in order to improve.
40. Assessment procedures and the records which are kept for pupils with special educational needs are good across the school. All these pupils have individual educational plans and they are maintained well. Targets for improvement for these pupils are clear and useful. The school is beginning to analyse data arising from tests and teacher assessments systematically. The outcomes of these analyses have informed planning and have led to the current arrangements for setting in Years 5 and 6 and the organisation of classes by ability across the school. Monitoring procedures are not sufficiently well developed to enable this class organisation to be evaluated against its impact on the pupils' achievements and attitudes.
41. The procedures for introducing the children and their parents to the school are effective and they ensure that new children settle quickly into the routines of school life. Teachers know their pupils well and closely but informally monitor pupils' personal development. Emphasis is placed on raising pupils' self-esteem and making them aware of their individual achievements. Teacher assessment and marking is used effectively in some classes to identify what individual pupils need to learn next. This information is written in the form of targets for pupils. This gives them confidence in their own ability and encourages them to respond positively to

new challenges. The best practice in the setting of small achievable targets that the pupils understand takes place at Key Stage 1.

42. Annual reports to parents about their children's progress meet requirements. However, they tend to contain too little information about what the pupils need to do in order to improve. In English, mathematics and science parents are not always given enough information about how their children's attainment compares with the national expectation.
43. The school has a very effective behaviour policy which is applied consistently by all staff. Pupils and parents are aware of school rules and these are supported through the home-school agreement. Parents and pupils confirm that bullying is not an issue in the school. The staff deal with any reported incidents swiftly and effectively.
44. The recording and reporting of attendance meet statutory requirements and the school promotes effectively very good attendance. The procedures are thorough and comprehensive. Administration is efficient and reasons are always sought for pupils' absence.
45. The child-protection policy follows effectively the procedures laid down by the area child-protection committee. All members of staff are well aware of these procedures. Effective procedures for promoting the pupils' health, safety and well-being are in place. Sex education and drugs awareness form part of the school's health education programme. The school has a detailed health and safety policy, and regular risk assessment is undertaken. The arrangements for first aid, including the recording of accidents and informing parents, are good. All necessary checks on fire appliances and electrical equipment are up to date. The school maintains appropriate links with outside agencies such as the education welfare officer and the school health service.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

46. The school continues to have effective links with parents, as was found at the time of the previous inspection. Most parents indicate that they are very pleased with what the school provides and achieves. Much useful information is provided for parents, most of whom are happy with the information they receive in newsletters and at parents' meetings held in the autumn and spring terms. They feel they receive a clear picture of what is happening in the school and how their children are progressing. However, pupils' annual progress reports are not consistent and some do not contain sufficient information on what pupils know and can do or any areas for development. The school is aware of some parents' concerns regarding annual reports, and the present format is under review. The school does not hold a meeting or write to parents explaining the implications for their children of the national tests, the results of which are published as a table containing school and national results. A minority of parents, present at the meeting held for parents prior to the inspection, expressed the view that these tables were difficult to interpret in relation to their own child without further information being provided. The findings of the inspection support this view.
47. Parental involvement in their children's learning is good. Homework is generally used appropriately across the school and parents are able to comment in home-reading records. Parents and helpers feel welcome in the school and assist with reading and information and communication technology, and in the library and on educational visits. This help is much appreciated by staff.

48. The Friends' Association is active in organising fund raising and social events such as summer fairs, treasure hunts and coffee afternoons. Good support is received from parents, friends and the local community for these events, which help to support the school and provide additional resources.

HOW WELL IS THE SCHOOL LED AND MANAGED?

49. Overall the leadership and management of the school are satisfactory with a number of notable strengths and a few key areas for improvement.
50. The headteacher, who was appointed just after the last inspection, has provided good leadership and a clear educational direction. At the last inspection, standards, the quality of teaching, the curriculum provided, management and leadership all required improvement. Standards in English and mathematics are now good. The incidence of unsatisfactory teaching has been reduced considerably. There is much good and very good teaching, particularly at Key Stage 1 and for the under-fives. The national initiatives for raising standards in literacy and numeracy have been implemented effectively and have had a positive impact on standards. The subject leaders are beginning to be more effective. They have developed their roles, particularly in relation to curriculum planning and providing satisfactory resources for teachers and pupils. A useful development is the allocation of two teachers to each subject, one to lead and one to support. However, their monitoring of teaching and learning is still underdeveloped. As a result, subject action plans, which guide what the school tackles next, rely on insufficient information.
51. The most significant weakness is in relation to the role of the senior management team and the deputy headteacher. The senior management team, comprising the headteacher, deputy headteacher and two other experienced teachers, has been formed since the last inspection, to strengthen the leadership and management. This is appropriate in a school of this size. However, the role of the senior management team is not defined and its members find this confusing. The senior management team does not play an active part in monitoring and evaluating the work of the school and it does not have sufficient impact on implementing priorities in the school improvement plan in a co-ordinated way. Members of the senior management team do not work together effectively as a team. Agendas and minutes of meetings are unsatisfactory and there is no long-term calendar of tasks which are assigned to the team as a whole or to its individual members. Across the school, by staff and governors, there is a clear commitment to improve, but the means of achieving improvement are not always shared effectively. The weaknesses in the effectiveness of the senior management team are significant factors which restrict the capacity of this school to continue to improve. In addition, the role of deputy is not well developed. For example, in relation to the key areas of strategic direction and managing teaching and learning, the deputy has insufficient impact. The deputy has no significant role in implementing or monitoring priorities in the school improvement plan other than to administer the staff development fund.
52. The governing body is now more effective and it fulfils its legal responsibilities. Governors have a good understanding of the school's strengths and areas for development and they have a positive impact on determining the aims and values of the school. The governing body works very well in partnership with the staff, parents and the local community in this respect. As a result, the school has a very strong Christian ethos and a commitment to develop it further. This has a positive impact on the pupils' attitudes to learning. The governor, with particular responsibility for

oversight of the implementation of the National Literacy Strategy, has provided good support and useful evaluations.

53. The principles of best value⁶ are not firmly embedded in the work of the governing body and the school. There are several good points but also some areas for development. The school uses assessment data effectively to compare its performance with that of other schools and it has been determined to address the weaknesses identified at the time of the last inspection. The school consults with pupils about what they feel is important, and a school council is about to be introduced to support this work further. However, the school did not consult with parents about class organisation for the current year. The school sets challenging targets for its pupils. However, systems to monitor and evaluate the impact of major spending decisions are underdeveloped. For example, the spending on information and communication technology is not underpinned by a rigorous plan which identifies the pupils' current levels of attainment so that these might be compared with what they achieve later. In addition, the school has deployed a full-time teacher to support teaching and groups of pupils in the reception class and across Key Stage 1, for the autumn term 2000. There are no systems in place to monitor the impact of this in order to decide whether it was an effective decision. The budget has an underspend of about five per cent which is in line with expectations but it has increased over the last three years. However, the governing body is unclear about the purpose of this underspend.
54. Since the last inspection monitoring and evaluation procedures have improved significantly. The headteacher has undertaken an effective programme of lesson observations across the school. This has had a positive impact on the quality of teaching. In addition, the headteacher is analysing assessment data and this is beginning to influence strategic planning, for example, action planning in the school improvement plan. Outcomes of this analysis led to recent decisions about class organisation and the grouping of year groups by ability. However, procedures are not in place to monitor the impact of these decisions. Across all subjects, subject leaders are not sufficiently involved in monitoring and evaluating standards, the quality of teaching or curriculum planning. Overall, there is not enough delegation of responsibility to senior teachers and subject leaders. As a result, they cannot be held sufficiently accountable for improvements to standards and quality.
55. The school uses the resources that are available to it in a satisfactory manner. Teachers and support staff are used effectively across the school. In particular, the impact of the classroom assistants is good. There are enough teaching and support staff for a school of this size. Their subject responsibilities match well their qualifications, experience and recent training.
56. Funds for training are allocated in the school improvement plan and targeted at raising standards where appropriate. Governors, staff and pupils all had an impact on determining the improvement plan's priorities and this is to be commended. The range of strategies used to determine what the school needs to tackle next does not include observing lessons, scrutinising pupils' work, curriculum planning or teachers' records in a systematic way, by subject leaders and senior teachers. The priorities in the school improvement plan are appropriate, but the costings to support each action plan are not sufficiently detailed. Action plans do not give enough information about the use of time or the impact of senior teachers in relation to support, monitoring or

⁶ Principles of best value - this is the extent to which the school compares its standards and costs with other schools, challenges itself to justify spending, through fair competition ensures that funds are spent wisely, and consults widely on major spending decisions and changes to the curriculum.

evaluation. As a result, the school does not have a clear idea about its progress in implementing its plans.

57. The relevant training has taken place in relation to introducing performance management. Plans are in hand and appropriate. Induction arrangements for newly appointed staff are appropriate.
58. A recent financial audit by the local education authority indicated that the school's financial control systems are good. Some minor adjustments to procedures were required and the school has responded to these appropriately. The school's administration makes good use of information and communication technology. In the curriculum, information and communication technology is about to be improved significantly. During the inspection, the finishing touches were being made to a computer suite so that groups of pupils will be able to have access to up-to-date technology, linked to the Internet.
59. The accommodation, including space and facilities inside and outside, is very good. However, the school does not yet make use of the outside space for play for the under-fives. These children do not have any large outside play equipment. The school has plans in hand already to tackle this. Overall, the provision of learning resources is satisfactory except in relation to the number of recently-published non-fiction books in the library.
60. Schools in the locality have been formed into an Education Action Zone with effect from September 2000. It is too soon to make a judgement about the impact of this in relation to this school. However, the current school improvement plan does not take into account the implications of this initiative.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

61. In order to build on what has been achieved since the last inspection and improve further the governors, headteacher and staff should:

improve the effectiveness of the senior management team, deputy headteacher and the subject leaders by:

- clarifying the role of the team as a whole and the roles of its individual members;
 - strengthening the role of the deputy headteacher so that she is more effective in supporting the headteacher in leading and managing the school;
 - devising a calendar of monitoring and evaluation strategies that the team is responsible for undertaking and reporting on to the headteacher or governors;
 - involving members of the team more fully in identifying priorities in the school improvement plan and being responsible for some aspects of implementation or monitoring;
 - ensuring that members work effectively as a team;
 - ensuring that the subject leaders have enough time and skills to monitor the strengths and areas for development across subjects and report their findings to the headteacher, senior management team or governing body;
- (Paragraphs 51, 54 and 56)*

ensure that teachers' expectations, particularly at Key Stage 2, are sufficiently high in relation to the achievement of the more able pupils in relation to: developing their research skills and applying what they have learned in their writing; using and applying mathematics; and developing their skills of scientific enquiry by:

- expecting that teachers and curriculum planning identify what might be expected of the more able pupils;
- identifying opportunities in termly planning for pupils to undertake mathematical and scientific investigations more frequently than is the case now;
- expecting that the pupils use the library to locate information more frequently;
- being clearer about what is an appropriate balance in teaching and learning that might exist between the pupils' acquisition of knowledge and the need for them to work practically or use problem-solving strategies to develop the skills of enquiry and investigation;
- ensuring that assessment, recording and reporting procedures are used consistently by all teachers;
(Paragraphs 4, 24, 25, 26, 30, 39 and 46)

improve the extent to which the governing body applies the principles of best value to its major spending decisions so that governors:

- devise sharply-focused success criteria in the school improvement plan which are related to expected gains in pupils' achievements;
- hold the school more accountable for its progress in implementing its improvement plans, particularly those which are linked to major spending decisions and developments, including the action plan that will follow this inspection.
(Paragraphs 53, 56 and 60)

Other, but less important, issues that the school should tackle are:

- to ensure that the plans to use the outside play space and provide adequate learning resources for outside play for the under-fives are implemented effectively;
(Paragraphs 59 and 76)
- the school and the subject leaders should make clearer decisions about what aspects of the schemes of work to cover in depth and which to cover in outline. Linked to this the school might usefully review the structure of the timetable and the use of time so that the teaching of literacy and numeracy is balanced against the needs of the other subjects and in particular physical education;
(Paragraphs 30 and 105)
- improve the pupils' awareness and skills in presenting their work effectively.
(Paragraphs 5 and 82)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	90
Number of discussions with staff, governors, other adults and pupils	34

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	11	37	47	6	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	n/a	272
Number of full-time pupils eligible for free school meals	n/a	9

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	n/a	2
Number of pupils on the school's special educational needs register	n/a	33

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	29
Pupils who left the school other than at the usual time of leaving	25

Attendance

Authorised absence

	%
School data	4
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	19	25	44
	[1999]	[12]	[32]	[44]

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	17 [12]	18 [11]	18 [11]
	Girls	25 [30]	25 [32]	25 [31]
	Total	42 [42]	43 [43]	43 [42]
Percentage of pupils at NC level 2 or above	School	95 [95]	98 [98]	98 [95]
	National	84 [82]	85 [83]	91 [87]

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	17 [11]	17 [11]	16 [12]
	Girls	25 [31]	25 [29]	25 [29]
	Total	42 [42]	42 [40]	41 [41]
Percentage of pupils at NC level 2 or above	School	95 [95]	95 [91]	93 [93]
	National	84 [82]	88 [86]	88 [87]

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	26	21	47
	[1999]	[19]	[19]	[38]

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	24 [12]	23 [12]	26 [15]
	Girls	20 [15]	17 [14]	21 [15]
	Total	44 [27]	40 [26]	47 [30]
Percentage of pupils at NC level 4 or above	School	94 [71]	85 [68]	100 [79]
	National	75 [70]	72 [69]	85 [78]

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	23 [11]	23 [12]	24 [15]
	Girls	18 [15]	17 [14]	19 [15]
	Total	41 [26]	40 [26]	43 [30]
Percentage of pupils at NC level 4 or above	School	87 [68]	85 [68]	92 [79]
	National	70 [68]	72 [69]	79 [75]

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	1
Indian	3
Pakistani	0
Bangladeshi	0
Chinese	0
White	266
Any other minority ethnic group	2

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	11
Number of pupils per qualified teacher	24.7
Average class size	27.2

Education support staff: YR – Y6

Total number of education support staff	7
Total aggregate hours worked per week	130

FTE means full-time equivalent.

Financial information

Financial year	2000
	£
Total income	453,278
Total expenditure	445,608
Expenditure per pupil	1,638
Balance brought forward from previous year	14,112
Balance carried forward to next year	21,782

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	271
Number of questionnaires returned	94

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	57	37	4	0	1
My child is making good progress in school.	54	38	6	0	1
Behaviour in the school is good.	50	47	3	0	0
My child gets the right amount of work to do at home.	27	59	11	1	3
The teaching is good.	52	44	2	0	2
I am kept well informed about how my child is getting on.	31	48	17	2	2
I would feel comfortable about approaching the school with questions or a problem.	63	31	4	2	0
The school expects my child to work hard and achieve his or her best.	70	29	1	0	0
The school works closely with parents.	37	51	11	1	0
The school is well led and managed.	52	32	11	0	5
The school is helping my child become mature and responsible.	56	36	1	4	2
The school provides an interesting range of activities outside lessons.	39	34	13	4	10

Other issues raised by parents

The overwhelming majority of parents expressed high levels of support for the school and its work. The inspection agrees with the parents about the provision of information about their children's progress. The annual reports meet statutory requirements but do not provide enough information about children's attainment or what they need to do in order to improve. The organisation of the school, using mixed-age classes, is inevitable, bearing in mind its size and its available budget. However, the school did not consult effectively with parents about the current arrangements.

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

62. Children enter the school at the beginning of the autumn and spring terms, and at the time of the inspection 11 children had started school in September 2000 in a mixed reception and Year 1 class.
63. Normally, the reception children are taught in two classes. One of them comprises the younger reception-aged children and the other comprises the older reception children and the younger Year 1 pupils. The teachers work and plan closely together. Information arising from the simple tests that are given to the children when they start school indicates that their attainment on entry in language and literacy, mathematical, creative and physical development and in their knowledge and understanding of the world is above average. Their personal and social development is in line with expectations. Inspection findings support these results except that the pupils' personal and social development is above average. Generally, most children have some pre-school experience and attend local nurseries and playgroups.
64. By the time they are five years old, the children, including those with special educational needs, are following a broad and balanced curriculum based on the nationally-accepted Early Learning Goals. The last inspection stated that children attained good standards in literacy and numeracy skills, and speaking and listening skills were well developed. Findings from this inspection indicate that by the end of the reception year it is expected that most children will reach or exceed the expectations for their age group.
65. There is a good policy for early years provision, and the new Foundation Stage⁷ curriculum is incorporated fully into the medium-term plans. The teachers know their pupils well and have effective strategies for finding out what the children have learned and what they need to learn next. Good home-school links have been established and parents are consulted fully before their children enter the school. They are given the opportunity to meet with the teachers to discuss their children's needs and how they might support learning at home.
66. The classroom support assistant is appropriately experienced and makes good use of the teachers' planning documents. She is involved fully in meetings about planning, and takes responsibility for play activities related to the curriculum.

Personal, social and emotional development

67. Children make good progress in their personal, social and emotional development and are on target to reach, and many will exceed, the expected levels by the end of the year. Their behaviour is good and they work well together in a variety of activities, such as sharing resources and taking turns in a session of circle time when pupils are able to wait and listen to others, paying compliments and receiving them in return. They understand the daily classroom routines, such as answering when the register

⁷ The Foundation Stage begins when children reach the age of three and finishes at the end of the reception class year. It is a distinct stage in preparing children for later schooling and is based on six areas of learning. These mainly refer to communication, language and literacy; mathematical development; and personal, social and emotional development, but also includes knowledge and understanding of the world; and physical and creative development.

is called, putting their snack in the appropriate place, and taking their books out of their book bags ready for changing. They carry out personal responsibilities well, such as washing their hands; dressing themselves; and taking the attendance register to the school office.

68. The provision for the pupils' personal and social development is good and staff set high examples of behaviour for the children, showing care and concern for their welfare.

Communication, language and literacy

69. Children make good progress in the development of speaking and listening skills. At this early stage in the school year there are indications that most of the children will exceed the expected levels by the time they start Key Stage 1. Most of the children listen well to stories, such as that of Jasper and his beanstalk. They are confident when recalling events in the story. In order to do this they are supported effectively by the staff, who use skilful questioning to ensure that they have understood the sequence of events. Children listen well to instructions and are able to explain fully the work they have to do.
70. Good progress is made in the early stages of reading and there is an obvious enjoyment of books. Children are aware that pictures and words have meaning and know that in English the print reads from left to right and from top to bottom. They are able to recognise initial sounds.
71. Children are making good progress with early writing skills. There are examples of them copying letters to form their names. Most children can recognise their own names when hanging up their coats.
72. Communication, language and literacy are well organised in the class. Questioning is used effectively in both group and class situations. In an activity following a local walk children are able to place street furniture accurately on a simple plan. All children are encouraged to take a full part in activities and are supported with praise and encouragement.

Mathematical development

73. Overall progress in mathematical development is good. At this early stage in the school year there are indications that most of the children will exceed the expected levels by the time they start Key Stage 1. Children are familiar with clapping rhymes and songs. They are aware of the names of the days of the week, and are beginning to use mental strategies to relate the concepts of 'before' and 'after' to them. The children are able to count to ten and some can count backwards to zero with some success.
74. There is a well-established programme for developing children's mathematical knowledge, skills and understanding and this includes recognition of numbers. During the inspection children used their paintings of beanstalks to measure their height and items in the classroom which are longer or shorter than this measure.

Knowledge and understanding of the world

75. Children make good progress in gaining knowledge and understanding of the world. At this early stage in the school year there are indications that most of the children will

exceed the expected levels by the time they start Key Stage 1. A visit to a local forest centre provided excellent opportunities for the enrichment of experiences, such as listening for sounds on a walk together and building mud monsters. During the inspection there were clear indications that the children use information technology well to support learning in the classroom.

76. In the pupils' drawings and paintings on display there are strong indications that the curriculum includes many motivating activities which help them develop a good understanding of the world. There is evidence in the display of paintings related to work on children's houses, and there are regular walks taken in the local environment.

Physical development

77. Satisfactory progress is made in physical development and most children are on target to reach the expected level by the time they start Key Stage 1. Children develop the skills of manipulating brushes and pencils well, but they have more difficulty than might be expected in using scissors effectively. Currently, the pupils have no opportunity to develop their physical skills appropriately because the school has no large play equipment and the outside space is not used. However, the school does have plans in hand to purchase equipment for outside and to use the outside space regularly. The children do have access to small play equipment during physical education lessons. In dance lessons they learn to control their bodies when they move to music. They show very good levels of control and interpret the music and story in movement exceptionally well.

Creative development

78. Many opportunities are provided for children to express themselves creatively. As a result, they make satisfactory progress and achieve levels expected for their age. They use a range of media to explore colour and texture, such as paints, materials and 'Play-Doh' to find out about shape and space in both dimensions. They are able to make Christmas stockings and decorate them, but are not always given sufficient opportunity to explore the materials freely and there is too much adult intervention during these activities. During the inspection there was no evidence of children taking part in imaginative role-play. Neither was there evidence of the use of songs throughout the day to stimulate children's listening and observation skills.
79. The curriculum provided is good and the work is well matched to the needs and abilities of the children. Teaching is good overall. As a result of these features the provision for the pupils aged under five is a strength of the school. The teachers have a good knowledge about the expectations of the curriculum and the needs of young children. The staff work well together and value their roles as members of a team, supporting and guiding children's learning in an effective way.

ENGLISH

80. The results of the national tests in 2000 were well above the average for all schools at the end of both key stages. At the end of Key Stage 1, standards in comparison with those in schools in similar social circumstances were above average in reading and close to the average in writing. Since the last inspection, standards in reading and writing at the end of Key Stage 1 have improved at broadly the same rate as those nationally. At the end of Key Stage 2, standards in English were well above the average for similar schools. Since 1996, standards at Key Stage 2 have fluctuated but have recovered from a low point in 1999. The school reports that there was unusually high number of pupils with special educational needs at that time at the end

of Key Stage 2. At the end of both key stages, pupils' standards in reading are significantly better than in writing. More pupils achieve higher levels than expected for their age in reading than they do in writing.

81. Listening skills are very good across the school. The great majority of pupils listen very attentively to their teachers, sometimes for long periods of time. They respond very promptly to questions and are enthusiastic to show what they know, such as in a Year 2 lesson where pupils were challenged to explain words such as 'disease', 'wheeze' and 'taunt' in a poem they were reading as a class. They listen carefully to the contributions of others. Pupils follow instructions successfully, such as when they move from one activity to the next in a lesson. Their speaking skills are very good. Almost all of them speak confidently in their own classrooms. Pupils are also confident when asked to speak in a larger group, such as making contributions to a prayer in a Key Stage 1 act of collective worship. Many pupils in Key Stage 1 are able to explain their ideas and use a wide range of vocabulary in well-structured sentences. They enjoy using technical vocabulary, such as pupils in Years 3 and 4 who were enthusiastic about discussing 'imperative verbs' in a lesson about how to write clear instructions. They are able to discuss their work clearly, as in the case of older pupils who accurately explained the difference between main and subordinate clauses in sentences. Within lessons, pupils have few opportunities to work collaboratively to solve problems and drama is underdeveloped across the school. These were weaknesses at the time of the previous inspection.
82. The pupils' attitudes to reading are very positive. They enjoy reading and many take books home to read. They visit the school or local library to choose books for themselves. Standards in reading are very good at both key stages, and the inspection confirms the high standards shown in the national tests. There are indications that, by the end of Year 2 and Year 6, most pupils will be in line to attain at least the nationally expected levels and a significant proportion of pupils are likely to achieve at higher than expected levels for their age. At Key Stage 1, most pupils read accurately and confidently. They take notice of punctuation and many have a good knowledge of phonics. They know about the differences between fiction and non-fiction books and can use contents pages and an index successfully. Pupils enjoy shared reading in literacy lessons. They read with confidence and enthusiasm and are quickly developing their skills. They are able to recognise the differences between sounds and spellings in words such as 'bear' and 'chair' in a Year 1 lesson using 'This Is The Bear With A Picnic Lunch'. Pupils enjoy poetry and are keen to suggest their own ideas for rhyming words. At Key Stage 2, most pupils read accurately, and many do so fluently and with expression. They have a good recall of the books they have read and can retell stories successfully. Higher-attaining pupils make good progress. They read more-demanding texts with understanding and enjoy discussing the themes and characters in the books they have read. Pupils respond very well in shared reading⁸ as part of the literacy hour. In a lesson using extracts from *Oliver Twist*, pupils were able to talk about some of the features of the writing and the time when the story was written. In addition, they are able to name other established authors. Most pupils are able to find reference books in the library, and older pupils understand the classification system used. Pupils are able to use their knowledge of the alphabet to find information. Higher-attaining pupils are able to use sub-headings in books with more confidence. Pupils are, however, provided with few opportunities to use research and enquiry skills across other subjects.

⁸ Shared reading is an activity which normally takes place at the beginning of the daily literacy hour in each class.

83. Standards in writing are within the expected levels, and inspection evidence indicates that the substantial majority of the pupils will achieve the expected level for their age by the end of both key stages. A significant number are in line to achieve higher than expected levels because they are reaching the expected levels for their age group already. In Year 2, many pupils are able to use capital letters and full stops consistently, spell common words correctly and write clearly, some with joined handwriting some of the time. Higher-attaining pupils are beginning to experiment with dialogue in their writing. Most pupils make good progress throughout Key Stage 1. In Key Stage 2, pupils have opportunities to write for a range of purposes. In Years 5 and 6, some pupils are beginning to use paragraphs successfully, such as when writing about *Black Beauty* from the viewpoint of a particular character. They use complex sentences and a good range of punctuation. Most pupils are able to present factual reports such as newspaper reports on the recent flooding. They have a good knowledge of other types of writing, including personification in poetry. Spelling skills are good. There are only limited opportunities for pupils to apply their skills in writing in other subjects at both key stages. In Key Stage 2, too little attention is given to extended writing and developing the pupils' skills in re-drafting and editing their work. This was the case at the time of the last inspection. By the end of Key Stage 2, almost all pupils are able to write in a fluent joined style. This is an improvement since the previous inspection. However, in a lesson in Year 2 when handwriting was taught as part of the literacy hour, errors made by pupils in the formation of letters were not observed and corrected by the teacher. There are inconsistencies in the presentation of work across the school and progress slows in particular in the middle years of Key Stage 2.
84. The quality of teaching is good overall in English and there are particular strengths at Key Stage 1. This is an improvement since the last inspection when teaching was judged to be satisfactory, where there were weaknesses at Key Stage 1 in embedding basic reading skills. These weaknesses have been overcome. Teachers, as part of their everyday practice, share the learning objectives for the lesson with pupils both through discussion and in displays in the classroom. This is effective in giving a sharp focus to the teaching and gaining the attention of the pupils. In good teaching, the introduction to the lesson includes a recall of previous learning, such as when pupils were remembering the features of non-chronological writing to help in the writing of a school brochure. Most teachers have a good subject knowledge of English, and weekly planning is detailed. Teachers model reading well and at Key Stage 1 there is a good emphasis on the teaching of phonics. Teachers make good choices in the selection of texts for shared reading to engage and challenge pupils, such as the poem 'Emergencies' in a Year 2 lesson and extracts from Dickens in Years 5 and 6. This has a very positive impact on the standards pupils achieve in reading throughout the school. A particularly good feature of teaching is the use of semi-permanent displays; for example, of phonic work and rhymes in writing, to illustrate work in hand and to act as a prompt for learning. Direct teaching and skilful questioning are effective in helping pupils to make progress. Teaching is particularly effective in word and sentence work; for example, when younger pupils were asked to change words such as 'dish' to 'fish' or when older pupils were asked to analyse sentences for subordinate clauses. Almost all pupils behave very well in lessons so that they are able to concentrate on their learning without disruption. This is a result of high expectations, well-practised routines and good management of pupils by teachers. Information technology is well planned for in most literacy lessons. Programs such as 'Starspell' are used well to support work in phonics and spelling. Some teachers use the last part of lessons effectively to check the pupils' understanding and to make links with future learning. The concluding part of lessons are sometimes not used well to help the pupils review what they have

learned. Too few opportunities are built into the planning for the pupils to evaluate their own work. In particular, these are weaknesses at Key Stage 2. Some literacy lessons continue for too long; the pace slows and the pupils' progress is adversely affected. There are some very good examples of the marking of work assessed against National Curriculum levels and very detailed feedback provided for pupils. Some pupils have individual targets to help them improve their work; the best of these are very specific and achievable. Pupils' progress is tracked through the year in reading and writing and there is a good and developing system of target setting for end-of-year achievement. There are, for example, good guided reading records in some classes. These are not maintained in all classes and a lack of consistency in marking, assessment and record keeping is a weakness.

85. Overall, the implementation of the literacy strategy is good. It is having a beneficial effect on teaching and standards. The quality of medium-term planning is inconsistent and in some classes there is an over-reliance on a commercially-produced scheme of work for planning. This does not ensure that the teaching of writing, in particular, is given an emphasis to further improve standards. Shared writing⁹ and guided writing are less-developed aspects of the school's work. The school plans for extended writing and 'silent writing' lessons. This time is not effectively used to raise standards in writing, as there are insufficient links with the work covered in the literacy lessons. The school makes effective use of the recently provided national guidance about the teaching of phonics for Key Stage 1 pupils and the teaching of grammar for Key Stage 2 pupils. These have a positive impact on the teaching because objectives are focused and the pupils understand clearly what they are going to learn.
86. Learning support staff make a very good contribution to the learning of pupils with special educational needs, who make good progress towards the targets set for them. Teachers plan very well for the work of support staff. The additional literacy support materials are used effectively and are having a positive impact on standards.
87. There is good leadership from the subject leader who has taken over responsibility for English since the previous inspection, when co-ordination of the subject was judged to be underdeveloped. There is a commitment to improving standards further and the governor responsible for literacy is well informed and involved in strategic planning. There has been a good analysis of data and a detailed scrutiny of marked test papers from previous years. The systematic monitoring of both teaching and pupils' work across the school are at a stage for further development. The school does not take sufficient action to improve weaknesses, for example, in writing, which are identified through the analysis of assessment data and tests. The school has a good quantity of reading books for use in the daily literacy hour. In addition, the quantity of fiction books has improved recently and is now good. There are an insufficient number of non-fiction books in the library and many are dated. The non-fiction section of the library is not used well to develop pupils' research and enquiry skills. In particular, this has an adverse effect on the progress of the more able pupils and in general on the ability of all pupils to work independently.

MATHEMATICS

⁹ Shared and guided writing are strategies that teachers use as part of the daily literacy hour in each class. In shared writing teachers work with the whole class developing an idea in writing together. Guided writing usually takes place in a small group and involves sometimes developing ideas together and sometimes with pupils working on their own but with their teacher helping them.

88. The results of the standardised tests in 2000 for 11 year olds are above the national average and well above the average for similar schools. This is an improvement on the results from the previous year, which were close to national average and below the average for similar schools. The results for seven year olds in 2000 are well above the national average and above the average in comparison with similar schools. Standards in mathematics over the last three years have been above the national average and have been rising from year to year at a similar rate.
89. Inspection evidence shows that pupils are on line to reach above average standards by the end of each key stage.
90. Standards reached by Key Stage 1 pupils are above the national average. All pupils, including those with special educational needs, make good progress in their learning. Pupils learn to count accurately and are able to calculate additions up to ten. In a Year 2 class pupils can use additions to ten in a bingo game and have a sound knowledge of related vocabulary such as 'total', 'sum' and 'plus'. Pupils in the early stages of Key Stage 1 competently use their knowledge of simple addition and subtraction to solve simple word problems in everyday situations in connection with the days of the week. Pupils in Year 2 know the properties of two-dimensional shapes and can divide these shapes accurately in different ways to find halves. They are beginning to realise that there is often more than one way to solve problems. By the end of Key Stage 1 most pupils, including those with special educational needs, are competent in using a range of methods to solve simple problems and can explain their strategies to others.
91. By the age of 11, pupils' attainment in mathematics is in line with the national average and they make satisfactory progress in their learning. The National Numeracy Strategy has been implemented effectively. It is providing teachers with clear guidance on what they might expect from their pupils and this is beginning to have a positive effect on their learning. Pupils in a Year 3 and 4 class can calculate addition of two-digit numbers mentally and are developing their own methods using doubling and rounding strategies. In a Year 5 and 6 class pupils use rounding to calculate addition and subtraction problems up to thousands and hundreds. The higher-attaining pupils can do this when calculating problems involving decimals. However, pupils do not apply their mathematical skills at appropriate levels in science; for example, in measuring, constructing graphs and interpreting data.
92. During the main part of daily mathematics lessons pupils use and apply their knowledge of mental calculations well. The teaching has a positive impact on standards and by the end of Key Stage 2 pupils understand the place value of numbers up to 1000, and use mental recall of addition and subtraction facts for their calculations. In a Year 4 and 5 class most pupils can use estimation and rounding strategies in calculations of problems using large numbers. By the end of Key Stage 2, pupils have developed a range of strategies to work out problems mentally and are able to explain their methods to others clearly and confidently.
93. The quality of teaching is good at Key Stage 1. This is an improvement since the last inspection. Teaching in Key Stage 2 is satisfactory and this is in line with the quality of teaching seen in the last inspection. Lessons are well planned using the National Numeracy Framework. There has been initial support from the newly-appointed subject leader, but monitoring of lessons has not yet taken place. Learning objectives are shared clearly with pupils at the beginning of lessons but they are not always returned to in the final part of lessons to enable the teachers to reinforce and assess effectively what has been learned. The pace of lessons is usually brisk. Mental

mathematics sessions, at the beginning of the lessons, are used well to develop mental and oral skills. Teachers target their questions effectively to assess understanding and provide opportunities for pupils to explain their methods of working. This has a positive effect on pupils' learning and improves their progress. Behaviour in lessons is good and pupils respond well to the tasks set. Clear and concise explanations of mathematical vocabulary are given and this is having a positive impact on learning. There is evidence of teachers using mistakes as positive teaching points and this encourages the confidence of pupils. Where there are weaknesses in the teaching of mathematics, there is insufficient challenge for the more able pupils and there are only limited opportunities to develop their skills in problem solving and mathematical investigations. Plenary sessions are sometimes too short and do not always actively involve pupils. Where teaching is good, questioning is carefully targeted to meet the needs of individuals, and relationships are very good. A good range of teaching strategies is used to ensure that pupils understand difficult concepts, including practical lessons on teaching the need for standardised measurement. There is a good focus on mathematical vocabulary, and resources are well prepared.

94. Assessment procedures for mathematics are satisfactory and optional tests and standardised tests are used. There is some evidence that the newly-appointed subject leader is beginning to use this information to identify individual needs. Currently this information is not used to track pupils' progress or make predictions about their expected levels of attainment. Generally, assessment is not used effectively to inform what will be taught next.
95. There are sufficient learning resources and they are of sufficient quality. However, the subject leader has not yet audited these recently. The subject leader is keen to develop the profile of mathematics within the school, through increased opportunities for monitoring and supporting the teaching of mathematics alongside colleagues.

SCIENCE

96. In the statutory teacher assessments at the end of Key Stage 1 in 2000, the percentage of pupils reaching the expected levels was well above the national average and the percentage reaching the higher levels was above the national average. The percentage of pupils reaching the expected level is slightly below the average for similar schools, but the percentage reaching the higher levels is above average. The results over the last three years indicate an upward trend in attainment, similar to the national trend.
97. In the national tests at the end of Key Stage 2 in 2000, all the pupils reached the national average and the percentage of pupils reaching the higher levels was well above average. In comparison with those in similar schools the pupils' results were well above average. These results are a significant improvement since 1999, when achievement dropped sharply. However, over time results follow the upward trend in attainment seen nationally.
98. By the age of seven most pupils can name the main body parts, observe and record what happens when plants grow and undertake simple practical activities related to colour, light and forces. The inspection findings are in line with the teacher assessment and indicate that the pupils' attainment is above average.
99. Taking into account their attainment at the beginning of Key Stage 1, the pupils make satisfactory gains in knowledge, understanding and skills. This includes those with special educational needs and the higher-attaining pupils. In particular, the pupils

work well in practical tasks where they develop their understanding of scientific enquiry. Generally, the pupils apply their speaking and listening skills well and acquire a good scientific vocabulary. Their use of writing is less well developed in their science work. They use measuring skills effectively, but their use of graphs to illustrate their findings is less frequent.

100. By the age of 11, most pupils understand how the insulation properties of containers affect how quickly a hot liquid inside cools. They know about and can name the parts of plants and flowers. Their previous work and observation of lessons indicate that nearly all pupils can acquire knowledge at a good rate. The rate at which the pupils gain skills for working scientifically, is unsatisfactory. In the youngest class in Key Stage 2 progress in this aspect of science is good. However, after this the planned activities do not provide sufficient opportunities for the pupils to continue this progress in the older classes. Too much time is allocated to the acquisition of knowledge at the expense of developing practical skills. There are clear indications that the pupils will achieve good results again in the tests at the end of Key Stage 2 at the end of the year.
101. Taking into account pupils' attainment when they were seven, the results of the national tests indicate that they make very good progress by the age of 11. In the main these tests measure pupils' scientific knowledge rather than their ability to plan, carry out and evaluate a scientific investigation. Across Key Stage 2 the pupils continue to improve their scientific knowledge at a good rate. Most of them know why some animals prefer to live in particular habitats; they extend their knowledge of the human body and learn about the functions of the main organs. However, their progress in the skills of scientific investigations is unsatisfactory. In the main, they use writing to describe what they observe and what they have been taught but not what they have found out through practical tasks. Their use of number is restricted and levels of achievement are well below those they reach in mathematics. Measuring and data-handling skills are underdeveloped.
102. Too few lessons were observed at Key Stage 1 for reliable judgements to be formed about the quality of teaching. Taking into account observation, pupils' work, and discussions, there are strong indications that the quality of teaching is at least satisfactory. Classrooms provide much evidence of the pupils' science work and the pupils talk knowledgeably about what they have done. Planning is comprehensive and activities are well organised. Generally, the teaching is purposeful and the pupils are provided with a useful structure to use when recording their results. Space is not always used effectively to enable the pupils to work without disturbing each other. Sometimes introductions are too long, but overall the pace of teaching is satisfactory. The planning, teaching, displays and pupils' work indicate that a sufficient amount of time is allocated to practical tasks and developing the pupils' understanding of and skills in scientific enquiry.
103. Overall, the quality of teaching at Key Stage 2 is unsatisfactory. This judgement takes into account the lessons observed, discussions with pupils during lessons and a scrutiny of a sample of pupils' work across the key stage. It contradicts the good results the pupils achieve in the national tests. The lessons observed and the pupils' work indicate clearly that the teaching emphasises learning about scientific knowledge and understanding at the expense of learning about the skills of scientific enquiry. As a result, the pupils achieve well in the national tests because these focus on pupils' knowledge and understanding. The weaknesses in teaching are in the older classes with pupils in Years 4, 5 and 6. Where teaching is satisfactory, the teachers challenge the pupils to think scientifically through the content of the planned

activities and questioning strategies they use. For example, when pupils grouped some materials according to one set of properties, they were then asked to find different ways of arranging them using different criteria. The organisation of lessons is good and this enables the pupils to discuss their ideas and work practically. Sufficient time is set aside at the end of lessons when teachers help the pupils review what they have learned and the teachers assess progress. Unsatisfactory teaching is characterised by several important features. Introductions are too long, with the teachers doing most of the talking, and teachers' planning does not consider how the more able pupils will be challenged as a result of the activities they undertake. In some lessons, the teaching does not take into account what the pupils already know. For example, their understanding of water as a gas, liquid or solid was weak at the start of a unit of work. A lesson about finding the best way to dry a piece of fabric was much too difficult for the pupils to plan, carry out and evaluate. The pupils were not clear about how to work, and levels of co-operation between groups and amongst group members was occasionally unsatisfactory. The pupils did not work at a good pace and resources were poorly organised. In this lesson the teacher's expectations were too high and pupils did not make the progress they are capable of. In particular, the progress of the lower-attaining pupils was adversely affected. In another lesson, when pupils were asked to draw and label the parts of a flower from observation, they were not allowed to touch or dismantle the flowers so that they might see the innermost parts clearly. They did not have enough opportunity to make a cross-sectional drawing from observation. In this lesson, these weaknesses adversely affected the pupils' acquisition of knowledge and understanding. In particular they affected the progress pupils made in developing the skills of scientific enquiry and investigation. In this example the teacher's expectations were too low. Here the weaknesses have the greatest impact on the attainment and progress of the more able pupils.

104. The pupils' attitudes and behaviour ranged from unsatisfactory to good. In the main they are satisfactory. In lessons the pupils generally show good levels of interest and they listen attentively. Levels of co-operation are good and the youngest pupils in Key Stage 2 showed very good levels of collaborative work. Most pupils demonstrate that they are capable of working on their own or as a member of a small group, and their discussions are productive. Behaviour at Key Stage 2 becomes unsatisfactory when the tasks are too difficult or when introductions are too long. On these occasions the pupils do not co-operate well.
105. The curriculum covers all aspects of science and the time allocated is about right. However, teachers' planning does not emphasise sufficiently the development of practical skills and the ability to undertake simple investigations at Key Stage 2. The school uses the scheme of work provided by the national Qualifications and Curriculum Authority. In some cases, the teachers do not make decisions about which parts of the individual units of work they might tackle in depth and which in outline. As a result, the current coverage of the work is too shallow, particularly at Key Stage 2, because the teachers try to cover too much. There are sensible arrangements in place for teachers to assess and record the pupils' progress, but they are not followed consistently at Key Stage 2. The subject leader has compiled a useful portfolio of science work which shows how the pupils make progress in acquiring new knowledge, understanding and skills across the school. However, the work is not assessed in line with expectations of the National Curriculum. As a result, the teachers are not clear about national expectations or how they relate to what should be expected of the pupils at this school.

106. Subject leadership is a mixture of strengths and weaknesses. There has been a considerable improvement in the allocation of time and the development of a scheme of work. Planning and assessment procedures are now satisfactory, but they are not always followed consistently. The subject leader makes good analyses of data arising from the national tests at the end of Key Stage 2 and draws conclusions about the strengths and weaknesses in pupils' knowledge and understanding. On the other hand, insufficient time has been allocated to monitoring teaching and learning by using lesson observation and a scrutiny of samples of pupils' work or teachers' planning over time. As a result, the weaknesses across most of Key Stage 2 have not been identified and addressed. Science has not been a priority in the school improvement plan recently. Science was identified as a weakness during the inspection in 1996. Some of the weaknesses have been dealt with. For example, the pupils' progress and attainment were weak at Key Stage 1, linked with much unsatisfactory teaching. However, there are still weaknesses in the teaching at Key Stage 2. These weaknesses do not adversely affect the pupils' results in the tests at the end of Key Stage 2. However, they do adversely affect their acquisition of skills and understanding relating to practical work and carrying out small-scale investigations.

ART AND DESIGN

107. Standards in art are in line with what is expected nationally at both key stages. This was the case at the time of the last inspection.
108. Pupils have experience of using a good range of media and techniques. They make sound progress in developing their skills in observation and appraising other works of art. At Key Stage 2, pupils can discuss their opinions and observations confidently. For example, in a Year 5 and 6 class the pupils carried out investigations into the use of materials for clothing and evaluated them according to colour, texture and style. The painted portraits by pupils in Year 6 demonstrate that they have a good awareness of shape and form as well as the ability to manipulate different media accurately at levels expected for their age. Some teachers use sketchbooks as an aid to assessing the pupils' work and as a means of enabling the pupils to try out different ideas. However, this approach is not well developed across the school.
109. There are examples of artwork used in other areas of the curriculum, such as in a Year 1 class where splatter paintings supported science work on light, and in a Year 3 and 4 class colour-mixing is used for a display of leaves connected with an environmental project based on observations of illustrations in the book 'Through the Window'. There is little evidence of three-dimensional art being undertaken in the school.
110. Pupils use works by famous artists as a focus and stimulus for their own work. As a result, they develop a range of styles and techniques and a sound knowledge and understanding of art. One class has used examples of work by Escher as a stimulus for tessellating patterns. In a Year 2 class, computer-generated designs have been produced using the work of Mondrian as a starting point.
111. There are many displays of artwork throughout the school and the quality of display is good, but there is no evidence of pupils taking an active part in developing or mounting displays. Pupils talk with enthusiasm about their work, and show enjoyment of the subject, working with care and concentration to achieve a high-quality result.

112. The subject also makes a satisfactory contribution to pupils' multicultural development; for example, in displays of lamps for Diwali which were linked to a science project on light.
113. Overall, the quality of teaching is satisfactory, but there are also some weaknesses. Generally, teachers prepare lessons and resources with care, and use praise effectively to raise the self-esteem of pupils. Teachers have sufficient knowledge of the subject to offer appropriate guidance on technique and development. Where teaching is unsatisfactory the pupils are not given enough guidance and support to develop the skills needed to complete the task successfully.
114. Although the subject leader has been in post for a number of years, there has been no monitoring of teaching, planning or pupils' work. The school has not developed a portfolio of examples of art to show progression or expectations across the school. Other than in lessons, on an informal basis, no assessment takes place. Curriculum planning identifies the pupils' development and progression in skills and covers National Curriculum expectations. There are sufficient learning resources and their quality is satisfactory.

DESIGN AND TECHNOLOGY

115. Standards attained in design and technology are in line with those normally found at the end of both key stages, and pupils make sound progress. This is a similar position to that at the time of the previous inspection.
116. In Key Stage 1 pupils manipulate simple tools and learn basic cutting and joining skills, as when the youngest pupils design and make their own Christmas stockings. Pupils investigate how to make figures with moving limbs, then use literacy skills to write stories, and illustrate them with the figures they have made. They develop further their skills in designing and making when using recyclable materials to construct a vehicle that moves. Pupils in Key Stage 2 make good progress in developing cutting and joining skills. The work of pupils in Year 3, when they made a simple wooden photograph frame, showed good progress in the accuracy of cutting and joining from the prototype made in card to the finished wooden frame. Older pupils make slippers successfully, using appropriate textiles and stitching joins. In the design process pupils decide which parts of the slipper need strengthening by using different materials such as cardboard. One pupil wore the slippers he had made in the evenings, when away with the school on a residential trip. Progress in designing and making, and in focused practical tasks, using a range of cutting and joining skills, is sound. However, pupils' skills in evaluation, either of their own finished products or of commercial products, are less well developed.
117. In the few lessons observed, teaching was never less than satisfactory, and in one lesson it was good. Good behaviour management by teachers and the way in which they show enthusiasm for the subject encourage good attitudes from the pupils, who behave well, handle tools safely and sustain good levels of concentration.
118. Subject leaders are keen to develop the subject. The planning system they have devised gives good support and guidance to teachers on how pupils should acquire knowledge, understanding and skills.

GEOGRAPHY

119. Although only one lesson was observed during the inspection, discussions and a scrutiny of teachers' planning and pupils' books and displays, indicate that the standard of work is broadly in line with that usually found at the end of both key stages. Satisfactory progress is made throughout the school. This is a similar position to that at the time of the previous inspection.
120. At Key Stage 1 pupils widen their knowledge of both the local area and areas farther away. They begin to understand the purpose of maps and plans, and can plan simple routes and interpret and use symbols appropriately. In walks around Spondon, pupils can identify different types of housing and street furniture. Pupils are beginning to identify physical and human features of places. They can describe, for example, how an island is different from the mainland. They use terms such as 'jetty', 'bay' and 'valley'. Work is developed effectively through other subjects. A big book used in literacy is 'Where in the world is Jeremy Bear?', and each class in Key Stage 1 has focused on a key part of Jeremy's travels. So far, Jeremy has travelled through Britain and visited the Olympic Games, and is now on a world tour.
121. At Key Stage 2, pupils develop a greater awareness of the world beyond their locality, and are beginning to be able to compare and contrast localities with their own. Pupils visit Llandudno and Eyam, and explore the differences between the ways of life of people living there and in Spondon. Pupils effectively compare their own area with one in Greece and in India. Through a recently-established contact, pupils were able to communicate by e-mail with Quito in Ecuador and received graphic daily accounts of the effects of volcanic eruptions happening at the time on the daily lives of the people. These activities help pupils develop a good understanding of different lifestyles. The oldest pupils demonstrate sound awareness of water and water supply, and are familiar with the principles of irrigation. The compilation of diaries on the daily use of water and independent writing on the worst floods for a century in England and Wales provide a topical development of literacy and research skills.
122. As only one lesson was observed, it is inappropriate to make an overall judgement on teaching or on pupils' attitudes. In the lesson observed, pupils listened carefully to the teacher's exposition and promptly settled to their tasks. A scrutiny of pupils' work overall indicates that planned activities are not appropriately challenging for pupils of different abilities, especially the more able pupils.
123. The subject is well led and pupils enjoy the field trips used to underpin and stimulate classroom learning. These include trips to the National Forest Centre, Eyam, Castleton, Lathkildale and Spondon Village Trail. Since the previous inspection the school has adopted the Qualifications and Curriculum Authority's scheme of work which provides clear guidance for teachers and is planned at Key Stage 2 over a two year cycle. The subject leader has a clear vision of future priorities which include refining assessment procedures, further developing the use of information and communication technology in geography and adjusting to new curriculum requirements.

HISTORY

124. Standards in history are generally in line with those expected at both key stages, and pupils make satisfactory progress.
125. Across Key Stage 1 the pupils develop a good understanding of how things change over time. Firstly, they develop simple sequences that show changes that have taken place in their own life. They create a simple family tree. They compare aspects of

their lives with those of others in the past, such as Victorian children. Looking at school, cooking and bedtimes, vocabulary such as 'spinner', 'hoop', 'pan', 'range' and 'candle' becomes familiar. By the end of the key stage they know about famous people such as Samuel Pepys and Florence Nightingale, and how they made history. They are able to select and interpret information from pictures, such as when studying pictures of conditions in the hospital in Scutari, where Florence Nightingale worked.

126. In Key Stage 2, through visits, artefacts, secondary sources in texts, old photographs and pictures, pupils are beginning to learn that evidence is found in primary sources. Pupils in Year 3, studying life in England under the Tudors, gained vivid experience through their 'Tudor Day'. They all dressed up in authentic Tudor costumes and re-enacted scenes from Tudor life, involving such figures as Queen Elizabeth I and Sir Walter Raleigh. Older pupils, studying World War II, invited into school a range of visitors from the community to talk about their experiences during the war. Pupils brought in artefacts, set up a museum, and gained valuable insights into life at the time. By the end of the key stage, pupils have a greater understanding of chronology, and are able to link information from various sources in order to reach judgements about how people lived. They are beginning to be aware that there are different versions of the same story. This sound progress derives from enthusiastic presentation; varied well-planned activities; and good access to artefacts and primary evidence.
127. Pupils' attitudes to history are very positive. They relish the varied experiences teachers provide for them, and standards of behaviour and co-operation are good.
128. Only three lessons were observed and, in these, teaching was never less than satisfactory and in one lesson it was good. Teachers have sound subject knowledge, and work hard to give pupils worthwhile experiences. A 'History Day', held as a millennium celebration, involved the whole school. Staff and pupils were able to dress up as figures from history, from dinosaurs to World War II evacuees. Each class discussed costumes, made artefacts and completed related activities during the day. A culmination was to make in assembly a human time-line of people from history. Such enthusiasm is infectious.
129. The subject is well managed and the subject leader has gone to considerable lengths to ensure that the scheme of work enables key skills of interpretation, enquiry and chronology to be taught, and that pupils have access to the range of Programmes of Study. This is an improvement since the previous inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY

130. Little direct teaching of information technology was observed during the inspection. However, an analysis of pupils' work, a scrutiny of teachers' planning and discussions with staff and pupils indicate that standards at both key stages are generally in line with national expectations within the resources currently available. Pupils make sound progress in information technology.
131. Pupils in Key Stage 1 use the mouse and keyboard with increasing confidence and accuracy; for example, to move items on the screen to make a picture and to assemble a simple sentence to match the picture. The youngest pupils respond enthusiastically to these challenges and persevere to complete and print their own work. They co-operate very well and take responsibility for helping each other. They produce pictures such as autumn trees and Mondrian's paintings, using an art

package. Pupils in Key Stage 2 are able to make repeating symmetrical patterns and use graphical modelling to draw plans of the classroom. In Years 5 and 6, pupils are able to use simple spreadsheets to record the amount of water used in the home. They have a sound understanding of the use of cells within spreadsheets.

132. The quality of teaching is good. The few lessons observed were well planned and their purpose clearly shared with the pupils. The teachers' good subject knowledge has a positive impact on the progress pupils make. Effective teacher demonstration led to the youngest pupils being able to change the font size of their sentence and to use the mouse button to affirm their selection. In a lesson on the use of a CD-ROM to access information, the teacher used subject-specific vocabulary well and encouraged pupils to use the correct terminology. Links to previous work are effectively used by teachers to enable pupils to demonstrate their knowledge. For example, in a lesson on graphical modelling, skills such as copying and pasting were used. The teaching extended the pupils' knowledge very well by introducing the use of the right-hand mouse button and pupils were encouraged to use this function to copy and paste in their work. In all classrooms, pupils use information technology to support learning in subjects such as English and mathematics.
133. A weakness at the time of the last inspection was the lack of information technology resources to use to control other things, such as robotic devices. The school has dealt with this. Currently, the school has limited resources for information technology and it has made effective use of them. A new information and communication technology suite is nearly ready and staff training is planned to begin next term. There is every indication that this resource will improve significantly the provision for information technology. The subject leaders for information technology have a good knowledge of and enthusiasm for the subject. However, the subject leaders do not monitor teaching and learning or the standards achieved across the school. The school has a very limited understanding of the pupils' attainment now. This will restrict the ability of the school to measure the extent to which the large investment in resources and training have on standards.

MUSIC

134. Overall, standards in music are above what is expected nationally at both key stages. This is an improvement since the last inspection. Music has a firm place in the curriculum of the school and all pupils are actively encouraged to enjoy and participate in music lessons and extra-curricular musical activities. The scheme of work used by the school enables the non-specialist teacher to teach music to a satisfactory standard, and the subject leader is a musician who provides a good role model for pupils, and support for the non-specialist teacher. Taking into account the pupils' achievements and the quality of the overall provision, music is a strength of the school. This was commented on positively by parents at the pre-inspection meeting.
135. At Key Stage 1, pupils show good understanding of musical notation, by observing the place of rests in music. In a Year 1 class they are able to introduce dynamics into a song about houses, using untuned instruments and body sounds to accompany the song, keeping a steady beat. At Key Stage 2, in a Year 5 and 6 class, pupils can record their compositions, some using musical notation with accuracy and others formulating their own methods of recording. Pupils work well in groups on composing, and perform their ideas with confidence. They demonstrate a good sense of rhythm whilst maintaining their own tune. In this lesson, the pupils were keen to continue with their group compositions and were clearly disappointed when the lesson ended.
136. The pupils' attitudes to learning are good. They can sing tunefully and with enthusiasm in assemblies. They enjoy their work in music.
137. The quality of teaching is good. Pupils show sound listening skills and are able to follow instructions, working confidently to carry them out. They are able to practise correct techniques when using instruments, showing an awareness of the need for care when handling them, and work co-operatively to develop a sequence of sounds. Pupils with special educational needs are fully integrated into practical classroom activities.
138. The scheme of work is used well and teachers are able to select tasks and activities that are appropriate for the age and abilities of their pupils. Recorded music is played on equipment that has good sound quality. There is a good range of music resources.
139. Local-authority peripatetic music teachers visit the school weekly. All pupils have the opportunity to learn to play string, brass and woodwind instruments. The extra-curricular provision for music is a good feature of the school's work. There are opportunities for pupils to explore a wide range of instrumental and choral music-making. There is evidence of music workshops taking place and led by musicians, and a range of performances by choir and instrumental players take place throughout the year.

PHYSICAL EDUCATION

140. During the week of the inspection, it was not possible to observe all aspects of the physical education curriculum. Evidence is drawn from observations of lessons in dance, gymnastics and swimming, from a scrutiny of the school's planning and from discussions.

141. At the end of both key stages pupils' attainments are broadly in line with what would be expected of pupils of this age in the aspects observed. However, curriculum time for physical education is limited, partly because of the impact of implementing the National Strategies for Literacy and Numeracy. Very little physical education takes place during the morning sessions.
142. By the end of Key Stage 1 many pupils develop good levels of control and mobility, and make the expected progress in developing co-ordination in travelling, jumping and balancing. Pupils respond well to different stimuli to create simple sequences of movement. In a Year 1 dance lesson, pupils demonstrated growing awareness of how to use limbs in unusual positions to convey moods, and a minority were beginning to add a final finish in order to refine their movements.
143. In Key Stage 2, pupils understand the importance of warm-up activities. In a lesson with the oldest pupils, when asked by the teacher to suggest reasons why warming up is important, their responses included, "To increase heart-rate in order to prepare the muscles for activity" and, "To help prevent injury". They are able to plan sequences of movement including jumping, rolling and balancing, using a variety of body parts, with a number of pupils demonstrating good agility and extension. Limited curriculum time prevents them from exploiting these attributes more fully. The school organises an effective swimming programme and by the end of the key stage a substantial majority of pupils can swim the required distance. Many go on to exceed this and also become proficient in water-safety techniques.
144. Pupils enjoy physical education lessons and work with enthusiasm. Without exception, all pupils observed took the trouble to dress appropriately. Pupils are willing to share ideas and work co-operatively and with a due regard for their own and others' safety. Apparatus is used responsibly.
145. The quality of teaching observed was never less than satisfactory and on occasions it was good or very good. Teachers set a good example by dressing appropriately and demonstrate enthusiasm for the subject. This has a positive effect on pupils' attitudes. Clear learning objectives are conveyed and lessons move at a brisk pace. The better lessons are characterised by teachers' sound subject knowledge, good management and opportunities for pupils to demonstrate achievement and to observe and evaluate other pupils' work.
146. The physical education curriculum makes a considerable contribution to pupils' social development, as co-operative work in gymnastics, dance and team games is an integral part of the curriculum. The wide range of extra-curricular activities makes an important contribution to the standards achieved.
147. The subject is well managed and the subject leader has worked hard to support staff by developing effective planning procedures and providing a range of good equipment. Facilities for physical education are good and well used. The school recognises the growing importance of this area of work and has made physical education a priority in the school improvement plan.