

# INSPECTION REPORT

## **WOODVILLE C OF E JUNIOR SCHOOL**

Swadlincote

LEA area: Derbyshire

Unique reference number: 112865

Headteacher: Mrs Stephanie Hogan

Reporting inspector: Mr Alan Fullwood  
21184

Dates of inspection: 11 - 14 September 2000

Inspection number: 224404

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Voluntary Controlled
Age range of pupils:	7 – 11 years
Gender of pupils:	Mixed
School address:	High Street Woodville Swadlincote Derbyshire
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Telephone number:	01283 217680
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Appropriate authority:	Governing body
Name of chair of governors:	Mr R A Wright
Date of previous inspection:	November 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Alan Fullwood	Registered inspector 21184	Science Art and design Equal opportunities	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed?
Judy Bedawi	Lay inspector 19322		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
Tony Clarke	Team inspector 23917	English Design and technology Religious education Physical education Special educational needs	How good are the curricular and other opportunities offered to pupils?
Jane Pinney	Team inspector 22790	Mathematics Information and communication technology Geography History Music	

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

### **INFORMATION ABOUT THE SCHOOL**

The junior school is situated in the former mining town of Woodville and has 215 boys and girls on roll, aged between seven and 11 years. The school shares its site and is physically linked to a separately managed infant school. The school is growing in size and has recently increased the number of classes from seven to eight. Thirty-five pupils are currently entitled to free school meals, which is below the national average. There are few pupils from ethnic minority backgrounds and none who have English as a second language. Forty-three pupils are on the school's special educational needs register as needing some form of additional support. This is above the national average. The attainment of the pupils on entry to the school varies from year to year and is generally average. However, a significant number do have below average attainment in English and mathematics. At the time of the inspection there were three teachers, including the deputy headteacher, who had only been in post for a few days. Year 3 pupils had only been in the school for three days.

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

Woodville Junior is an effective school that provides a good education for its pupils, and enables them to make good progress in achieving above average standards in English and science, and average standards in mathematics. The school cares well for its pupils and is well led and managed. The school provides good value for money.

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

- It enables pupils to achieve good standards in English and science.
- It establishes a caring Christian ethos where pupils feel well supported, behave well and develop good attitudes to learning.
- It provides good teaching in the majority of lessons, particularly in Years 5 and 6.
- It makes good provision for pupils' spiritual, moral, and social development and very good provision for pupils' cultural development.
- It is well led and managed by the headteacher.

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

- The more speedy repair of broken panes of glass in the school hall, due to vandalism.
- The information parents receive about their children's attainment and progress in annual school reports.
- The governing body's strategic view of the school's future development.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

Overall the school has made good progress since the time of the last inspection in November 1996, when it received a good report. Despite frequent changes in senior staff due to promotion, the school has maintained an upward trend in pupils' attainment at least in line with the national improvement in standards in mathematics and above this in English and science. Pupils' attainment in information technology has been improved by better curriculum planning and better resources, and through improving staff confidence and expertise. Standards of attainment have been maintained in other subjects. Good procedures have been established for the tracking of pupils' progress in English,

mathematics and science, and in analysing a variety of assessment information, to improve teaching and curriculum provision. The school has set ambitious targets for improving pupils' attainment in English and mathematics which were exceeded this year, and which inspection evidence indicates will be achieved in 2001. Individual target setting involving all pupils has been introduced in English and is being developed in mathematics. This is helping to raise standards by involving pupils in their own learning. The role of subject co-ordinators, particularly in English, mathematics and science, has been improved by the establishment of a whole-school monitoring policy to ensure regular observation of the teaching and monitoring of pupils' work in these subjects. This has not affected other subjects so strongly as yet but is planned to do so in the near future. The headteacher has continued to involve staff fully in the decision-making process, and all staff work well as a team and have a common purpose in raising pupils' achievement and improving the quality of education the school provides. The school is well placed to make further improvements.

## STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	C	B	D	E
Mathematics	C	A	C	D
Science	A	A	C	C

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

The above table shows that, for example, pupils' attainment in the 1999 national tests in English was well average when compared to that in all schools and well below average when compared to schools who take their pupils from similar backgrounds. However, these results are not typical of the school and involved a year group with a high proportion of pupils with special educational needs. Over the last four years, apart from 1999, the attainment of pupils has shown an upward trend in English, mathematics and science. This is shown by the good results achieved by pupils this year, although as yet there are no comparative data with which to compare them. Inspection evidence indicates that the attainment of pupils in the current Year 6 who will take national tests in 2001 is on track to be above average in English and science and average in mathematics. When compared to their attainment on entry to the school, these pupils have made good progress in all three subjects. This is due to the good quality of teaching they receive and the emphasis given to raising pupils' attainment by the headteacher. In English, pupils' standards of attainment in speaking, listening and reading are above average and attainment in writing is average.

The school's targets for English and mathematics are ambitious and were exceeded in 2000. Evidence from the inspection indicates that targets for 2001 will also be achieved. The setting of individual targets in English and mathematics fully involves pupils in their own learning and is helping to raise achievement.

By the end of Key Stage 2, pupils' standards of attainment in design and technology, geography, history, music, information technology and physical education are in line with national expectations. Standards in religious education are in line with the expectations of the locally agreed syllabus. Pupils make sound progress in these subjects. Pupils make good progress and attain standards in art that are above national expectations.

Pupils with special educational needs make satisfactory and sometimes good progress towards meeting the targets in their individual education plans. They receive appropriate help and support from teachers and education support staff.

The attainment of pupils on entry to the school varies from year to year but is average overall. However, generally a significant minority of pupils have low average attainment in English and mathematics.

### **PUPILS' ATTITUDES AND VALUES**

<b>Aspect</b>	<b>Comment</b>
Attitudes to the school	Good; pupils' attitudes to their learning improve as they progress through the school.
Behaviour, in and out of classrooms	Good; pupils are generally well behaved in classes and around the school.
Personal development and relationships	Good; pupils are polite and courteous and enjoy good relationships with one another and school staff.
Attendance	Satisfactory; pupils are punctual for the start of school and lessons. The number of pupils absent during term time on family holidays has meant that attendance rates have slightly declined since the last inspection.

### **TEACHING AND LEARNING**

<b>Teaching of pupils:</b>	<b>aged 7-11 years</b>
Lessons seen overall	Good

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

The quality of teaching is good overall. It was satisfactory or better in 98 per cent of lessons, of which 41 per cent were good and 14 per cent very good. In one lesson it was excellent, and in one instance poor. The quality of teaching is particularly good in Years 5 and 6 but examples of good teaching were observed in most classes.. The generally good quality of teaching noted at the time of the last inspection has been maintained, but the amount of very good teaching observed has increased. Teachers are hard working and committed and generally know their pupils well.

Significant strengths in teaching are the good planning of work for pupils of different abilities, teachers' secure knowledge and understanding of the curriculum, and the generally high



expectations of what pupils can achieve. The teaching of English, mathematics, science and art is particularly strong. There are no overall weaknesses in teaching, but, where the management of pupils is less secure, the pace of pupils' work slows, as does the progress pupils make.

The teaching of numeracy and literacy skills is good. Teachers have a good knowledge of the National Literacy and Numeracy Frameworks and use these well to plan appropriate work to match pupils' differing needs. Support staff are effective in providing extra help for different groups of pupils, especially those with special educational needs. The quality of teaching of pupils with special educational needs is satisfactory.

Pupils' work is marked regularly, but the quality of marking is inconsistent. For example, in science it is good, with frequent comments to pupils on how they can improve their work. In English, this practice is not consistent and comments are generally only supportive in nature. New homework diaries have been issued at the start of this term and teachers' planning now details the homework that will be set to support pupils' learning in class. It is too early to judge its effectiveness in supporting pupils' learning.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The curriculum successfully promotes the school's Christian ethos and the intellectual, physical and personal development of the pupils. There are few after-school clubs.
Provision for pupils with special educational needs	Satisfactory; pupils receive extra support from teaching and support staff.
Provision for pupils' personal development, including their spiritual, moral, social and cultural development	Good overall. The provision for pupils' cultural development is very good and a strength of the school.
How well the school cares for its pupils	The attention paid to pupils' daily welfare, care and support, including child protection, is good. There are good procedures for monitoring and assessing pupils' academic progress. Arrangements for the speedy repair of broken windows are unsatisfactory.

The school has a generally good and positive partnership with its parents.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is well led and managed. The leadership by the headteacher is very good. Subject co-ordinators in English, mathematics and science have had a considerable impact in raising pupils' standards of attainment. In other subjects the role of co-ordinators is satisfactory. However, they have had little

	opportunity to consider the implications of the 'Curriculum 2000' document which schools need to implement this year.
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How well the governors fulfil their responsibilities	Satisfactory. The governing body carries out its statutory responsibilities effectively and is very supportive of the school. They have yet to formulate a view of the school's long-term development.
The school's evaluation of its performance	Good. There are good procedures in place for analysing assessment data and using this to make improvements. The monitoring of teaching is good, particularly in English, mathematics and science.
The strategic use of resources	The school's financial resources are well managed. There is careful financial planning which is targeted through the school improvement plan to raise standards. The school applies well the principles of best value. Day-to-day financial administration is good.

The school is well staffed and there are sufficient suitably-qualified and experienced teachers to effectively teach the National Curriculum. Support staff are well briefed and make a significant contribution to pupils' learning, particularly those with special educational needs.

The school's accommodation, although adequate, is far from ideal. Some classrooms are small for the number of pupils; there is no space for a central library and nowhere to withdraw pupils who require individual attention, apart from the corridor. Staff work hard to ensure that the limitations of the accommodation do not have a negative impact on pupils' learning. The wildlife area cannot be used until the boundary wall is made secure and security fencing installed. The security fencing would also help to reduce the vandalism to the school hall windows.

The school has sufficient resources for the effective delivery of the curriculum. These are well organised and accessible.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children enjoy coming to school.</li> <li>• The standard of teaching their children receive.</li> <li>• They feel comfortable approaching the school with questions or problems.</li> </ul>	<ul style="list-style-type: none"> <li>• The information they receive about how their children are getting on.</li> <li>• The range of activities outside lessons.</li> </ul>

Inspection judgements support parents' positive views, and agree that the quality of reporting about progress in pupils' annual reports is not consistent across the school. Inspectors feel that the number of after-school clubs is satisfactory, but the school understands their concern about after-school activities in the parent questionnaire as, last year, many clubs did not take place because of staff absence.

## **PART B: COMMENTARY**

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

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

1. The attainment of pupils on entry to the school varies from year to year but is average overall. However, a significant minority of pupils have slightly below average attainment in English and mathematics. Inspection evidence indicates that, by the end of Key Stage 2, standards in English and science are above national averages and in line with the national average in mathematics. When compared to their attainment on entry to the school, pupils make good progress in English, mathematics and science through the good teaching they receive, particularly in Years 5 and 6.
2. In the 1999 national tests in English at the end of Key Stage 2, pupils' attainment in English was well below average when compared with that in all schools and when compared to schools which take their pupils from similar backgrounds. However, these results were not typical for the school, and the cohort of pupils who took these tests contained a high proportion with special educational needs. Over the last four years there has been an upward trend in standards of attainment in English, except in 1999, when standards fell. National test results for this year are significantly better than in 1999 and mirror the high results in 1997 and 1998. Evidence from the inspection indicates that pupils' attainment in the current Year 6 is likely to be above national expectations by the time they take national tests in 2001.
3. Standards of attainment in speaking and listening are above national expectations by the end of Key Stage 2. Standards have been maintained since the time of the last inspection. Evidence from the inspection indicates that pupils, including those with special educational needs, make good progress in their oral skills due to the many opportunities provided by teachers and the emphasis all teachers place on extending pupils' vocabulary. As they proceed through the school, pupils become better listeners and more attentive to teachers' explanations and other pupils' points of view. They are more able to express themselves clearly in formal and informal situations and for a range of audiences, such as groups of pupils, the whole class and the whole school at assembly times. For example, most pupils in Year 6 showed confidence and fluency when discussing texts or propounding their ideas and opinions during literacy lessons.
4. By the end of Key Stage 2, pupils' attainment in reading is above the national average, and the good standards noted at the time of the last inspection have been maintained. The school gives a high priority to this area, and many pupils make good progress compared to their attainment at the end of Key Stage 1. The school has effectively implemented the National Literacy Strategy and as a result there have been clear gains in reading standards. Most average and higher-attaining pupils read a range of texts fluently and demonstrate a good understanding of plot and characterisation. All pupils spoken to enjoy reading and can explain why they enjoy particular books or authors. Through the good teaching they receive older pupils are able to recognise how writers use language to influence the reader, and many pupils are beginning to read beyond the literal meaning of the words. The school is successful in motivating most pupils to read at home and makes effective use of the home-school diaries to involve parents in this process.

5. By the age of 11, pupils' standards of attainment in writing are in line with the national average. A significant number of pupils achieve standards above this. The implementation of the National Literacy Strategy has not had such a marked impact in this area as it has on reading standards. However, using a detailed analysis of pupils' attainment in national tests, the school has now given much greater emphasis to improving pupils' non-fiction writing. Consequently, by the end of the key stage, pupils write effectively in a variety of forms, such as stories, poems, letters, accounts and post cards. Through the structured programme of work in the literacy hour pupils make sound progress in their spelling. Grammar and punctuation are taught systematically. A number of pupils make good use of a wide vocabulary and choose their words carefully when writing imaginative stories. However, by the end of Key Stage 2, most pupils are able to plan and redraft their work in order to improve it. They make appropriate use of computers when drafting and completing their work. The school has made a good start in using National Curriculum level descriptors in order to set targets for individual pupils to improve their writing and this is having a positive effect on the standards they achieve. Standards in writing have been maintained since the time of the last inspection.
6. The National Literacy Strategy has been implemented well and teachers have a secure knowledge of the framework. Good attention is given to developing pupils' vocabulary and to instilling in them an enthusiasm for words. Generally, teachers are well organised and make good use of whole-class and group work to provide appropriately-challenging activities for pupils of different abilities.
7. In the 1999 national tests in mathematics, pupils' standards of attainment at the end of Key Stage 2 were average in comparison with those in all schools but below average when compared with those in schools which take their pupils from similar backgrounds. Between 1996 and 1998 the attainment of pupils rose sharply, but it fell in 1999. This particular group of pupils contained a high number on the school's special educational needs register. National test results for this year show higher attainment than in 1999, but national comparative data are not available as yet. Inspection evidence indicates that pupils currently in Year 6 are on track to attain standards in line with national expectations by the time they take national tests in 2001. Girls attain more highly than boys but not significantly so. Standards have been maintained since the time of the last inspection.
8. In mathematics, by the end of Key Stage 2, most pupils are confident in their mental calculations and in applying the four number operations when solving real-life problems, such as keeping accounts for the school stationery shop. Higher-attaining pupils are quick to mentally calculate, even when using two and three-digit numbers. Most pupils are confident when using fractions, decimals and percentages, or calculating area. Most pupils are also able to present data in a variety of graphs and tables. The National Numeracy Strategy is being effectively implemented. The school makes good use of setting pupils according to their previous attainment to ensure that appropriately-challenging work is set for different ability groups. The quality of teaching is good, particularly in Years 5 and 6, and this ensures that most pupils make good progress by the end of the key stage. Pupils with special educational needs are supported well in class and make sound progress.
9. The school's targets for English and mathematics are ambitious and were exceeded in 2000. Evidence from the inspection indicates that targets for 2001 will also be achieved.

10. The 1999 national test results in science at the end of Key Stage 2 showed pupils' standards of attainment to be in line with national averages when compared with those in all schools and in schools which take their pupils from similar backgrounds. These results were not typical of pupils' attainment in other years and this particular cohort contained a much higher proportion of pupils with special educational needs than is usual in the school. The results of national tests in 1997 and 1998 showed pupils' attainment to be well above national averages. This year, although there is no national comparative data available as yet, 95 per cent of pupils gained the expected Level 4 and 35 per cent gained the higher Level 5. These figures confirm inspection findings that pupils' attainment is above average. The generally good quality of teaching that pupils receive and the practical enquiry-based approach which is adopted ensure that pupils make good progress in their scientific and investigative skills and in their knowledge and understanding of materials, physical processes, life and living processes. Pupils are given frequent opportunities to experiment, predict outcomes, and hypothesise. By the time they leave the school, most pupils are knowledgeable about the properties of a range of everyday materials, and how to draw and construct electrical circuits, and make good use of classification keys to identify different types of animal and insect. By the end of Key Stage 2, pupils' standards of attainment are above average and have improved since the time of the last inspection.
11. Pupils' standards of attainment in information technology are in line with national expectations by the end of Key Stage 2 and have improved since the time of the last inspection. Improvements have been made to the curriculum, teachers' knowledge and the resources available to them. By the end of the key stage, pupils demonstrate sound skills in using a variety of computer programs for themselves, including word processing, data handling and control technology. Pupils are given frequent opportunities to develop their skills, and their involvement in international programs, such as the 'Globe Project', have enabled them to realise the potential of computers in an ever-more-complex world.
12. By the end of Key Stage 2, pupils' standards of attainment in design and technology, geography, music and physical education are in line with those usually found in most schools and have been maintained since the time of the last inspection. Standards in religious education are in line with the expectations of the locally agreed syllabus. Standards in history, although at expected levels, are not as high as at the time of the last inspection. Pupils make satisfactory progress in these subjects. The high standards of attainment in art noted at the time of the last inspection have been maintained and pupils continue to make good progress due to the good teaching they receive.
13. Pupils with special educational needs make satisfactory, and sometimes, good progress towards meeting the targets in their individual education plans. All teachers are aware of these pupils' individual needs and the work set is appropriate and progressive. Learning-support assistants are well qualified, experienced and skilled at giving informed support in a range of activities and have a very positive impact upon pupils' attitudes and the learning that takes place.

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

14. Pupils have good attitudes to learning and behaviour, which improve steadily as they enter and move up the school, so that, by Year 6, their attitudes to their work and the quality of behaviour are often very good. Attendance is sound, being broadly in line

with that in the majority of primary schools. However, families taking holidays in term time, notably in the summer term, prevent overall attendance from further improving.

15. The younger pupils have generally good attitudes to learning. They enjoy lessons and are excited by the discoveries that they make; for instance, by developing their skills in using oil pastels to capture a sense of movement and colour in drawing grasses blowing in the wind. However, they too often chatter amongst themselves or fidget, forgetting that they should be listening to their teacher. This means that, despite teachers' ongoing reminders about listening and paying attention, pupils take some time to grasp basic learning concepts, such as 'adding on' in numeracy. When they do start to listen and finally understand the concept being taught, they begin to make good progress in learning, and their level of concentration also improves. The older pupils' attitudes have developed and matured significantly throughout their time in the school. They often have very good attitudes to their work, thinking for themselves and listening carefully to the views of their friends and those of the teacher before responding with well-thought-out answers that make effective contributions to the lesson. They settle to written work quickly and sensibly, persevering well and rising to the challenges set by their teachers. Older pupils too are excited by learning, with gasps of amazement when shown some of the many possibilities of the desktop publishing program. They work well co-operatively and collaboratively, reminding each other of the next step on the computer program to produce a personalised sign for their bedroom doors. Pupils of all ages are avid learners, but the lack of a school library and the limited books available in classrooms significantly reduce the opportunity for them to develop independent research and study skills.
16. Behaviour overall is good. As pupils move up the school their behaviour improves and it is often very good by the time they reach the upper juniors. The good-quality behaviour policy supports staff well in their consistent reinforcement of the school's expectations of good behaviour and attitudes to others. This contributes very effectively to the harmony of the school community. Pupils are aware of the school rules and have contributed to their class rules. They are generally sensible when moving around the school, although younger pupils will sometimes run if a teacher is not clearly visible. Older pupils set a good example, being sensible and mature at work and play, 'looking out' for younger pupils and helping them when they can. In the last report playground behaviour was said to be 'boisterous', but during the inspection there was no evidence of this or of any bullying or harassment. Pupils behave well towards each other and enjoy their breaks. There have been no exclusions in the last year, an improvement since the last inspection, when there were two fixed-term exclusions.
17. The quality of relationships is good and makes a significant contribution to this happy school. Pupils relate well to each other and mix happily. Pupils in Year 6 enjoy helping those in Year 3 with their reading. There is social harmony. All pupils respect the headteacher, but the youngest pupils sometimes forget their manners, and interrupt when other pupils or adults are speaking. By the time they reach the upper juniors there is a strong level of mutual respect between pupils and their teachers. The school is aware that its pupils have virtually no first-hand experience of different cultures, or of relating to people of different ethnic backgrounds to their own. It has introduced, once every two years, a half term to focus in depth on another culture. Pupils really enjoyed the 'India Week' earlier in the year and this gave them an insight into the richness of the Indian heritage. This allowed pupils to learn about the dance, music, literature and food of India, and also the chance to meet pupils from a school in Leicester, as well as visiting adults.

18. Pupils' personal development is sound. There is less awareness amongst younger pupils of the impact of their actions on others, but input by staff to individuals and in group discussions ensures that pupils increasingly become aware of others' needs. The good relationships enable older pupils to openly express their views and feelings in discussion groups or in class assembly. The oldest pupils undertake a residential visit. Older pupils are given a range of appropriate responsibilities, such as the running of the school tuck and stationery shops, operating the overhead projector and music centre during assemblies, and helping younger pupils to choose their reading books. As part of its revision of the formal personal and social development programme, the school wisely plans to introduce a school council from the autumn half term, so that pupils can become more involved in decisions that affect or are important to them.
19. Pupils enjoy coming to school. They nearly always arrive in school on time. In the summer term particularly, families take a significant number of holidays, sometimes lasting more than two weeks. In one week last summer a class had about a third of pupils absent, so that attendance was below 80 percent. This is preventing overall attendance from improving and is also slowing pupils' learning. Too often parents go on holiday without notifying the school beforehand, or take odd days out for unacceptable reasons. The school does not currently record these as unauthorised absences.
20. Since the last report, the behaviour and attitudes of pupils have improved, but the level of attendance has declined slightly.

#### **HOW WELL ARE PUPILS TAUGHT?**

21. The quality of teaching is good overall. It was satisfactory or better in 98 per cent of lessons, of which 41 per cent were good, and 14 per cent very good. In one lesson it was excellent, and in one instance poor. The quality of teaching is particularly good in Years 5 and 6. The generally good quality of teaching noted at the time of the last inspection has been maintained, but the amount of very good teaching observed has improved. Teachers are hard working and committed and generally know their pupils well. Significant strengths in teaching are the good planning for pupils of different ability levels within the class, teachers' secure knowledge and understanding of the curriculum, and the generally high expectations of what pupils can achieve. There are no overall weaknesses in teaching, but where the management of pupils is less secure the pace of lessons slows, as does the progress pupils make. In information technology, good links are made with other subjects, such as when pupils enter data about weather in geography or have explained the difference between a linear diagram used for a control system and the circular diagram used for an electrical circuit in science.
22. In the better-quality teaching, examples of which were observed in most classes in the school, the activities pupils have to complete are challenging and motivate them to give of their best. Lessons are highly structured and good use is made of time, so that pupils work at a brisk pace. In these lessons, teachers make good use of questions to probe pupils' understanding and make them think about their work. This was particularly demonstrated in literacy and numeracy lessons, and in the teaching of art.
23. The teaching of literacy skills is good. Teachers have a good knowledge of the National Curriculum and the National Literacy Framework. This enables them to



make good use of questioning to develop pupils' understanding of grammar and syntax and develop their enthusiasm for words. This was particularly evident in Year 6 literacy lessons. Pupils' knowledge of spelling rules and phonics is developed systematically. All teachers have high expectations of what their pupils can achieve and make good use of praise to encourage them to give of their best. Support staff are used well to help individual pupils during whole-class discussions and provide extra help in good work. However, a scrutiny of pupils' previously-completed work shows that teachers' marking is not used consistently to tell pupils how they might improve.

24. The teaching of numeracy skills is good. Teachers have a secure knowledge of mathematics and understand well the National Numeracy Strategy. They transmit their enthusiasm for mathematics to the pupils, and lessons are well organised and provide appropriately-challenging work. Teachers make good use of a range of resources and motivate pupils effectively in quick-fire mental sessions and during group work. As a result pupils' confidence in mental calculations is improving, as is their ability to solve number problems.
25. Teachers make good use of daily assessments of how well pupils tackle their work to plan future lessons. This was clearly seen in the Year 3 classes as teachers altered their planning of numeracy lessons when pupils encountered problems in carrying out mental calculations involving numbers up to ten. Close tracking of pupils' attainment in English, mathematics and science is carried out by the use of regular tests. Targets are set for all individual pupils in English and this good practice has started to be implemented in mathematics and is already in place for pupils in Year 6. Pupils' work is marked regularly, but the quality of marking varies. In science it is particularly good, with frequent feedback to pupils on how they can improve their work. In English this practice is not consistent and comments are generally only supportive in nature. New homework diaries have been issued at the start of this term and teachers' planning now details the homework that will be set to support pupils' learning in class. It is too early to judge how effective this will be.
26. The quality of teaching of pupils with special educational needs is satisfactory and teachers make appropriate use of individual education plans when planning appropriate work adapted to meet pupils' individual needs. Learning support assistants are well qualified, experienced and skilled at giving informed attention in a range of activities and have a very positive impact upon pupils' attitudes and the learning that takes place.

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

27. Overall the curriculum successfully promotes the school's Christian ethos and the intellectual, physical and personal development of the pupils. It prepares them well for the next stage of their education. Links with the local secondary school and attached infant school are good and ensure the effective transfer of pupils to and from the school.
28. The headteacher oversees the successful promotion of equality of opportunity and ensures that all pupils experience the same curriculum. The school provides more-challenging activities for higher-attaining pupils. The provision for those pupils with special educational needs is satisfactory. They get good support from teaching and support staff and have a broad and balanced curriculum. Most pupils make expected

progress towards meeting their individual learning targets. Parents are kept well informed and are involved effectively in their children's learning.

29. Overall the school's curriculum plans are satisfactory. The deputy headteacher makes sure that pupils build on what they learn in each subject area as they progress through the school. There are sound policies and schemes of work in place for all subjects and these are in the process of being reviewed and revised to meet the requirements of Curriculum 2000. The curriculum for science has already been updated effectively and is successful in promoting high standards. The school has developed an effective standard format for teachers' planning in an effort to ensure continuity of curriculum provision between classes. Detailed long-term plans are in place, which reflect the content of the schemes of work. Planning for the shorter term is generally completed regularly and plans are drawn up which identify appropriate activities to support learning. Weekly plans, particularly for literacy and numeracy, give ample detail of the content and progression of these lessons and teachers use effective strategies for teaching these skills. However, the quality of daily plans for foundation subjects lacks consistency and they do not always identify clearly what pupils will know, understand and be able to do by the end of lessons.
30. A satisfactory range of extra-curricular activities enhances the curriculum. The school provides opportunities for pupils to further their learning through language classes held out of school hours, and visitors to the school include football coaches from Nottingham Forest and Derby County Football Clubs and cricket coaches from Derbyshire County Cricket Club. Older pupils take part in an annual residential visit and all classes make regular visits to places of interest to support their learning in lessons. After-school clubs are open to all year groups and include football, netball, art, choir and recorders. Pupils also attend a Saturday morning football session that is run by one of the school's parents.
31. Links with the local and wider community are good. There are particularly strong links with the church and parish. A collection is made at the annual Harvest Festival, and there is an Easter celebration. Each year there is a Christmas production, with community members invited. Pupils regularly visit Smallthorne Place retirement home to sing to the residents. There are particularly supportive links with the adjoining infant school and a good relationship with the main receiving secondary school. Pupils are involved in regular charity fundraising, for local hospitals and for the Children's Society. Of particular note is the 'Globe' project that allows children to link up with countries around the world through the internet and Email. An annual joint venture with the infant school very effectively promotes pupils' understanding of other cultures.
32. The school makes good provision for pupils' spiritual, moral, social and cultural development. Spiritual development is promoted well. The school provides an environment where all pupils are valued. Stories, discussions and the daily act of worship all affirm the importance of respect for others' beliefs and values. The result is that almost all pupils treat each other with sensitivity and respect. Frequent opportunities are provided by teachers for pupils to explore their own feelings; for example, when they are invited to recount a time when they were unsure of what was the right course of action. Through these opportunities pupils begin to establish a feeling of their own self-worth and to learn to appreciate the qualities of others. The daily act of worship fulfils statutory requirements. Assemblies are used very well to create a spiritual atmosphere of prayer and quiet reflection. The teaching in other curriculum areas provides opportunities for spiritual development. For example, on a visit to a local woodland, pupils were encouraged to write a poem about their feelings

as they sat beneath a tree and reflected on the beauty of the natural world around them.

33. The school's provision for moral development is good. It is effectively promoted through the mutual respect prevalent throughout the school. For example, as part of their personal, health and social education lesson, pupils in Year 6 compiled a list of people who help in school. By the end of the lesson they understood that each one of these people is essential to the smooth running of the school and that, therefore, each person must be valued and respected. Staff understand the importance of raising self-esteem through rewards rather than sanctions. They consistently apply the code of discipline. All staff in school provide positive role models. They work hard to ensure that pupils are considerate, tolerant of others and happy to help those in need. Pupils in each class have the opportunity to formulate their class rules, and their developing sense of morality is evident in the increasing complexity of rules as they move through the school. Teachers encourage pupils to treat their own and others' property carefully. Themes for assembly are well planned by staff so that moral issues are reinforced throughout the school year. As a result of the school's good provision, pupils' sense of morality increases and by the time they reach the upper school it is clear that they are firmly aware of the difference between right and wrong, and are responsible for their own actions.
34. The school makes good provision for pupils' social development. In assemblies, older pupils have responsibility for arranging the music and operating the overhead projector. Pupils in Year 6 also run the school tuck and stationery shops, where they are required to keep their own accounts. Older pupils frequently help younger pupils; for example, when they assist them in choosing books. In classes, pupils are appointed as monitors and carry out jobs such as taking the register to the school office. In lessons such as mathematics or physical education, pupils are encouraged to work together in teams or in pairs. Pupils given frequent opportunities by staff to be involved in the wider community through collecting for charities and through musical performances for senior citizens. The provision of an annual residential visit is effective in developing pupils' social skills, building confidence and instilling a sense of citizenship.
35. The school's provision for pupils' cultural development is very good and is a strength. Pupils develop a sound understanding of their own heritage through subjects such as English, history and art. A children's newspaper is distributed to all pupils, which increases their understanding of local and world events. A range of visits to local places of interest and visitors to the school, such as theatre companies, are used by the school to promote effectively pupils' understanding of their local heritage. The school considers it a high priority to develop pupils' awareness of the richness and diversity of other cultures. To this end a biennial festival is held to celebrate all aspects of a different culture. For example, last year the pupils spent half a term studying Asian culture. This culminated in the school arranging an open evening at the end of term when parents and pupils were invited to participate in activities connected with Asian culture, including listening to a professional story teller and learning the art of Mendi hand-painting.

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

36. The attention paid to pupils' daily welfare, care and support, including child protection, is good. Teachers identify the needs of their pupils well and enjoy positive relationships with them. The monitoring of behaviour and steps taken to prevent

bullying are good. The monitoring of attendance and personal development is satisfactory. However, there are a number of issues related to long-overdue structural work; for example, the boundary walls that impact very significantly on pupil safety and are totally beyond the control and decision processes of the management of the school. These issues need urgent resolution.

37. Teachers are good at monitoring and assessing pupils' academic progress and these procedures have improved significantly since the last inspection, when the development of the good work in assessment was a key issue. The procedures for assessing pupils' academic progress in the core subjects are good. However, the procedures for monitoring and assessing pupils' progress in the foundation subjects are underdeveloped. The school now carefully tracks progress in the core subjects in each year group through the use of national test results at the age of 11, combined with the Qualifications and Curriculum Authority optional tests in Years 3, 4 and 5. National Foundation for Educational Research tests for reading are also administered twice-yearly. The information gathered is analysed and collated well and used to provide an overall picture of achievement in different groups and to set individual learning targets. Tracking sheets are used to record the progress made by each pupil. Teachers maintain a wide range of information about pupils' achievements in their record books and consequently have a clear picture of individual attainment in the core subjects, which they use to plan future lessons. Pupils are encouraged to refer to their agreed targets when completing written work. It is clear from their work that many pupils have a good understanding of what they need to do to improve their writing. Targets for pupils with special educational needs are reviewed regularly.
38. The monitoring of behaviour and measures to prevent bullying are good. There is a good behaviour and anti-bullying policy, clearly stating the school's expectations and strategies. Pupils, from their entry to the school, learn that they can approach staff with confidence if they have any difficulties. A good example was seen when a pupil asked a member of staff for help because she was being 'troubled' by another pupil at break time. The concern was speedily and effectively resolved. The school records incidences of inappropriate behaviour, and individual records are kept of the very few pupils who have difficulty in keeping to the school behaviour code. Positive strategies and plans are used to help them improve. Records show that the number of serious behavioural incidents has declined since the arrival of the current headteacher.
39. The monitoring of personal development is satisfactory. Staff relate well to their pupils and gain a lot of useful information about them. However, much of this is not always formally recorded or linked to pupils' academic needs. There is a formal personal, social and health education programme that is currently being revised to meet new curriculum requirements, including provision for developing pupils' knowledge and understanding of citizenship. Currently, group discussions work well and many older pupils, including boys, are able to speak openly and with confidence about their views and feelings.
40. The school's monitoring of attendance is satisfactory overall. Parents are regularly reminded, through newsletters, of the need for sustained pupil attendance and punctuality. Notes or messages about absence are expected by the school and generally received. There are good links with the educational social worker, offering support to families having difficulties. However, attendance has declined since the last inspection. Holidays taken in term time are largely responsible. The school authorises all such holidays, not recording them as unauthorised absence if they last longer than the permitted time, or if parents and carers only tell the school upon their return. There is also a small amount of absence for unacceptable reasons, again not

recorded as unauthorised absence. Parents are not fully aware of the detrimental impact on their children's learning of these absences. The format of marks provided in registers follows local education authority guidance but is unhelpful in assisting the school to monitor types of authorised absence.

41. Arrangements for child protection are good. The school has its own good policy offering very clear guidance and this also follows the local education authority's policies. Records, including incident logs and initial concerns, are securely and separately kept. Confidentiality is properly maintained. The school shows good practice in continuing to informally monitor pupils who have been removed from the 'at risk' register, and in its use of interview procedures for prospective employees. Links with outside agencies are good and the school is able to seek informal advice if needed.
42. Daily welfare procedures are good. There are a number of staff trained in first aid, and accident books are well maintained. Letters are sent home to parents when more serious minor accidents occur. The school has a number of clear policies relating to welfare; for instance, on outside visits. Pupils are properly supervised at play. Lunchtime is well organised, but because the 'dining hall' is shared with the infant school the junior pupils have a relatively short time in which to eat their lunch.
43. The school is very aware of the importance of health and safety. It conducts its own risk assessments, with governors kept informed and involved. There are known procedures for evacuation and other health and safety issues. Regular fire drills and equipment tests are carried out, but not all records are kept in a cohesive manner. During the inspection a number of health and safety issues were noted, largely connected to the poor and deteriorating condition of buildings and structures, such as the small hall. Areas of the school grounds are off limits to pupils due to a leaning boundary wall. The school is awaiting action from the local education authority to repair the wall, which in one place is only a few inches high with a large drop on the other side.
44. The school suffers from a high degree of vandalism. It has money reserved to pay for anti-vandalism materials, such as security fencing, but cannot do this work until work on the leaning wall has been carried out. Meanwhile, tiles are thrown off the school roof and vandals have smashed many windows. Glass falling from broken windows is an unacceptable hazard to those at the school and money set aside for fencing is being spent on ongoing repairs. The school is also waiting for the local education authority to install fire doors along the main corridor in accordance with the recommendations of the fire service. These are unsatisfactory situations. The headteacher has been informed of other more minor concerns.
45. Since the last inspection the quality of care and welfare has improved, but aspects of health and safety relating to the buildings and site have not been resolved.

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

46. The school has a generally good and positive partnership with its parents. Only a handful of parents attended the pre-inspection meeting, but comments from the parent questionnaire, report reply slips and informal discussion with parents during inspection week, together with a well-attended meeting to discuss arrangements for an imminent residential visit, indicate that parents views are generally supportive of the school.

47. Parents are particularly pleased with their children's progress in lessons and with the level of improvement since the last inspection. They feel that the school is open and approachable. They express concern about the amount of information they receive about their children's progress and about the lack of after-school activities. Inspectors agree with parents about the information they receive about their children's progress, as the quality of annual reports varies and in many cases only details what has been covered, not what has been learnt. Inspectors feel that the number of after-school clubs is satisfactory, but the school understands their concern as, last year, many clubs did not take place because of staff absence.
48. The schools' links with parents are good. Staff, including the headteacher, are available at the start and end of the day to meet parents informally. Appointments can be made at other mutually convenient times. Parents are well informed of events and important dates well in advance in the detailed monthly newsletters. This is an improvement since the time of the last inspection. There is a thriving 'friends' association, organising many social events throughout the year, such as the Christmas and summer fairs and pupil discos, and it is a greatly appreciated source of funds for the school. £900 was raised from a sponsored jog to purchase books for the school, and money for computer furniture and software has been raised. Events are enjoyed and well attended.
49. Parents are welcomed into the school and their support is appreciated. Currently only a few parents help in school, hearing readers or helping pupils in Year 3 to change their reading scheme books in a very small cramped upstairs area. Until the summer more parents helped with food technology in this room, but it is now used for an extra class. More parents get involved by helping on outside visits. Parental involvement in the work of the school is satisfactory and makes a sound contribution to pupils' learning.
50. The quality of information provided for parents is satisfactory overall. Newsletters are friendly and of good quality. The prospectus and annual governors report provide much useful information.
51. The provision of homework is satisfactory, focusing on numeracy and literacy. This term new homework diaries have been introduced and are being used effectively by pupils. They contain useful information, such as times tables, to support work done at home.

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

52. The school is well led and managed, as it was at the time of the last inspection.
53. The leadership of the headteacher, in providing the school with a clear educational direction, is very good. Since her appointment, despite losing all members of the senior management team due to promotion, she has ensured that pupils' achievements have improved. The headteacher has successfully implemented pupils' involvement in target setting in English and mathematics and this is helping to raise standards still further. Staff work together well and have a shared sense of purpose in achieving the school's aims and providing pupils with a good education. She has established good procedures for the tracking of pupils' progress in English, mathematics and science, and in analysing assessment information, such as national and other test results, to improve the quality of teaching and educational provision where pupils' attainment was weak.

54. The headteacher, together with the co-ordinators for English, mathematics and science, monitors effectively the quality of teaching in these subjects, and has ensured that, where weaknesses are diagnosed, staff have appropriate opportunities for professional support and training. Co-ordinators for other subjects carry out their duties satisfactorily, but have had little opportunity as yet to consider the implications of the 'Curriculum 2000' document which schools need to implement this year or to monitor the quality of teaching in their subjects. However, this is planned for in the school improvement plan. Staff feel well supported by management.
55. The governing body is at present in a state of change due to the resignation of four governors whose terms of office have come to an end and have not sought re-election. They carry out their statutory responsibilities effectively and are very supportive of the school. Members have an appropriate committee structure in place and are well led by a knowledgeable chair of governors, who visits the school weekly. All governors have stated responsibilities and are attached to a particular year group in the school. They visit these classes when they can, and make verbal reports to the full governing body. However, these are sometimes infrequent due to individual governor's work commitments. They are kept well informed about the work of the school by the headteacher through detailed reports at meetings. Through these procedures the governing body is aware of some of the school's strengths and weaknesses. The governors aim to make the school a place where all parents in the area want their children to be educated. They have yet to formulate a more strategic long-term plan of how they intend to ensure they bring this aim about. The governors have established performance management targets for the headteacher and her deputy.
56. The three-year school improvement plan is detailed and contains appropriate targets for the school's future development. There is a named person responsible for overseeing each of the targets, and the headteacher keeps the governing body well informed of the school's progress towards meeting them.
57. The management of the provision for pupils with special educational needs is satisfactory, but there are many good features. The recently appointed co-ordinator is enthusiastic and diligent in carrying out her role. She liaises well with teachers, parents and outside agencies to ensure that all pupils have access to any necessary support. Her organisation and the quality of the comprehensive records she keeps, particularly the register of special educational needs, are good. The co-ordinator ensures that individual plans are reviewed regularly and learning targets modified accordingly.
58. The school is well staffed and there are sufficient suitably qualified and experienced teachers to effectively teach the National Curriculum. This was the case at the time of the last inspection. In the past year there have been several staff changes in the school, but staff new to the school are well supported and there has been no adverse effect on the quality of learning in the classes involved. The school is aware of the need to update the staff handbook so that it offers greater guidance to new staff. There are a good number of support staff who meet regularly with teachers, are well briefed and make a significant contribution to pupils' learning, particularly those with special educational needs. Across the school all staff are committed and hard working. They are fully involved in the decision-making process and work together effectively as a team, to the benefit of the pupils. All staff are clear about their roles. Up-to-date job descriptions are in place for all staff. Arrangements for staff development are good. Training needs are primarily based on the priorities of the

school development plan but also on the outcomes of individual appraisal. All teaching staff have attended a variety of training courses in the past academic year, and this has had a positive effect on the raising of standards.

59. The school's accommodation, although adequate, is far from ideal. Some classrooms are small for the number of pupils, and there is no library and nowhere to withdraw pupils who require individual attention, apart from the staffroom. It is only because of the best endeavours and hard work of all the staff that the accommodation has not yet had a negative impact on pupils' learning. Pupils are unable to take full advantage of outdoor facilities because areas of the grounds are unsafe. For example, a wildlife area that was improved with funding partly provided by the parents is unable to be used because the surrounding wall is collapsing and is therefore unsafe.
60. The school has sufficient resources for the effective delivery of the curriculum. However, the lack of a school library limits the opportunity for pupils to improve their skills in accessing information. Recently, the school purchased good resources for the teaching of food technology, but it is now unable to use these resources, including cookers, because of the lack of space. In all other subjects resources are adequate. They are stored in an organised manner and accessible. Good use is made of resources from outside the school, such as visits to local historical houses and travelling theatres visiting the school.
61. The efficiency and financial planning in the school are good. The last audit of the school's finances by the local education authority made a number of minor recommendations which the school has fully implemented. Day-to-day financial administration is good and, as a result, the headteacher and governors have easy access to all the information necessary to ensure that finances are kept in good order. The budget is managed well and resources are carefully considered before purchase. The governing body makes sure that all monies available are spent well to fund the school's educational priorities and for the benefit of the pupils. All grants the school receives are being spent appropriately. The finance committee of the governing body scrutinises the school's finances carefully and spends the school's money wisely. The governing body maintains effective supervision of the spending on special educational needs.
62. A strength of the school is its policy of providing for all pupils and the extent to which everyone, including parents, feels valued. There is a clear commitment to providing equal opportunities for all pupils, and effective action is taken to provide the best support for all pupils, including those on the register of special educational needs.

#### **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

63. The governing body, headteacher and staff, with the support of outside agencies as appropriate, should:
- (1) take urgent action to rectify the risks to pupils' health and safety by:
    - i. repairing the many broken panes of glass in the school hall and other parts of the building;
    - ii. resolving with the local education authority the concern caused by the leaning boundary wall next to the school hall so that the governors' plans to erect security fencing can be accomplished and the large drop from the low wall to the playing field made safe;



- iii. erecting a security fence to reduce the amount of vandalism at the school;
  - (2) improve the information given to parents about their children's attainment and progress by giving clear information in pupils' annual reports about what they know, understand and can do in all subjects, and how they might improve their performance;
  - (3) formulate a more strategic long-term plan of how governors intend to ensure that all parents want their children to be educated at Woodville Junior School.
64. In addition to the key issues above, the following minor issues should be considered for inclusion in the action plan:
- (1) develop more fully the role of foundation subject co-ordinators in implementing the 'Curriculum 2000' changes which came into force in September;
  - (2) continue to spread the good practice of the teachers in Years 5 and 6 to ensure that all pupils make good progress and that the pace of their work is consistently high;
  - (3) improve the marking of pupils' work so that there is more consistency in informing them of how they might improve their work.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	51
Number of discussions with staff, governors, other adults and pupils	28

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2	14	41	41	0	2	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	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	215
Number of full-time pupils eligible for free school meals	35

Special educational needs	Y3 – Y6
Number of pupils with statements of special educational needs	8
Number of pupils on the school's special educational needs register	43

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	10
Pupils who left the school other than at the usual time of leaving	13

### Attendance

#### Authorised absence

	%
School data	6.1
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 2**

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	25	24	49

<b>National Curriculum Test/Task Results</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC level 4 and above	Boys	10	14	16
	Girls	19	19	20
	Total	29	33	36
Percentage of pupils at NC level 4 or above	School	59 (82)	67 (81)	73 (88)
	National	70 (65)	68 (59)	78 (69)

<b>Teachers' Assessments</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC level 4 and above	Boys	11	15	18
	Girls	20	20	21
	Total	31	35	39
Percentage of pupils at NC level 4 or above	School	63 (82)	71 (81)	80 (85)
	National	68 (65)	69 (65)	75 (72)

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

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

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	215
Any other minority ethnic group	0

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

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

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

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

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

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

Total number of qualified teachers (FTE)	9.0
Number of pupils per qualified teacher	23.9
Average class size	30.7

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

Total number of education support staff	8
Total aggregate hours worked per week	122

*FTE means full-time equivalent.*

### ***Financial information***

Financial year	1999 – 2000
	£
Total income	307,966
Total expenditure	299,854
Expenditure per pupil	1,357
Balance brought forward from previous year	9,678
Balance carried forward to next year	17,790

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	267
Number of questionnaires returned	38

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	55	43	0	3	0
My child is making good progress in school.	53	47	0	0	0
Behaviour in the school is good.	26	63	3	3	5
My child gets the right amount of work to do at home.	24	63	13	0	0
The teaching is good.	61	37	3	0	0
I am kept well informed about how my child is getting on.	39	37	18	3	3
I would feel comfortable about approaching the school with questions or a problem.	55	37	5	0	3
The school expects my child to work hard and achieve his or her best.	58	42	0	0	0
The school works closely with parents.	32	53	13	0	3
The school is well led and managed.	45	39	3	8	5
The school is helping my child become mature and responsible.	45	47	8	0	0
The school provides an interesting range of activities outside lessons.	21	50	26	3	0

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

### **ENGLISH**

65. Inspection evidence indicates that the attainment of the current group of pupils in Year 6 is on track to be above average by the end of the key stage. Over the last four years there has been an upward trend in standards of attainment in English, except in 1999, when standards fell. However, the attainment of this particular cohort of pupils has been a cause of concern throughout their time at the school, since it contained a higher than usual percentage of pupils with special educational needs. National test results for this year are significantly better than in 1999, although there are no national figures with which to compare them.
66. The school has fully implemented the National Literacy Strategy, and as a result there have been clear gains in speaking, listening and reading standards. However, the school has recognised that gains in writing have not been so marked and it has planned that a greater emphasis on non-fiction writing, within sets, will improve standards.
67. Many pupils enter Year 3 with limited speaking and listening skills. However, most pupils, including those with special educational needs, make good progress so that in Year 6 their speaking and listening skills are good. Pupils develop good listening habits and acquire a wide vocabulary. They respond to questions with increasing detail and fluency, and read aloud from their work with confidence and an awareness of audience. This was well illustrated when pupils in Year 6 read out their versions of alternative texts in a literacy lesson and when the same year group, in a religious education lesson, considered the use and misuse of water. By the end of the key stage, pupils show a good understanding of the conventions associated with standard English and are aware of when it is appropriate to use them. In discussions they offer considered opinions and were very ready to listen to others raising pertinent questions and developing their own thinking further. When encouraged, pupils are able to talk about their experiences and can discuss matters of immediate interest to them with humour and detail. During the inspection pupils talked easily and readily with inspectors about many topics, including their pets, travels abroad, favourite books, music and soccer teams. The good development of pupils' speaking and listening skills owes much to the value teachers consistently place on pupils' oral contributions and listening skills and to the emphasis all teachers place on extending pupils' vocabulary through the whole curriculum, as when pupils were introduced to linear and circular motion in a design and technology lesson. The literacy hour provides many opportunities for pupils to listen carefully and older pupils are keenly interested in discussions about texts and words.
68. The school gives a high priority to the teaching and practice of reading. Throughout Key Stage 2, pupils make good progress in reading so that the standards of those pupils nearing the end of the key stage are good, with many achieving above national expectations. Pupils enjoy talking about books, and older pupils show an understanding of themes and the nature of characters in fiction and are able to explain preferences. Most average and higher-attaining pupils read very competently, with increasing fluency and understanding, from the satisfactory range of books available. In literacy lessons, pupils enjoy the shared text sessions and engage readily in the discussions about style and characterisation. With informed guidance, pupils are able to recognise the way language and style are used to influence the reader; for instance, in creating an impression of the personality of the school teacher in

Jacqueline Wilson's Lottie Project'. Pupils are encouraged to take books home to practise their reading skills and share their books with parents. The use of home-school diaries is an effective, regularly used method of involving parents and carers in pupils' learning and helps motivate pupils. Opportunities for pupils to use a library classification system are limited now that the school's central library has had to be abolished.

69. Attainment in writing is broadly average by the end of the key stage, with a significant number of pupils achieving standards above national expectations. Throughout the school, pupils write in a variety of forms and show an increasing awareness of purpose and audience. Spelling is taught effectively through structured phonic work linked to the literacy strategy, which emphasises links between reading and writing. It is developed through the school and pupils become confident in a range of spelling rules. Throughout Key Stage 2, grammar and punctuation are taught systematically and pupils extend their range of formal and informal writing. Pupils in Year 3 write postcards to friends describing their holidays, and pupils in Year 4 understand the conventions of beginning and ending letters, and use them correctly when expressing their appreciation. Pupils in Year 6 are encouraged to use metaphors and similes in a writing session, creating poems in the style of Ted Hughes. A number of pupils are writing good compositions using a wide and effective vocabulary to add excitement and interest to their writing. By the end of the key stage, pupils plan and draft their work to improve content, punctuation and style; for example, when devising an imaginary interview with Mahatma Gandhi, preparing a book cover for Shakespeare's Macbeth, or developing an argument against fox hunting. Through direct teacher intervention pupils become increasingly aware of how different authors use words to hold the reader's attention.
70. The focus of most literacy lessons has been to improve reading skills and this has been successful. The school has clearly identified the need to raise standards of achievement in writing, particularly in non-fiction writing, and strategies for this have been instituted. The encouragement of pupils to address assessment criteria in their writing will have a positive effect on standards of writing. Many pupils write fluently and legibly, and the development of handwriting is sound throughout the school. Information and computer technology is used appropriately for drafting and producing final copies of creative writing and poetry.
71. Pupils with special educational needs make satisfactory progress in relation to the targets identified in their individual education plans. Provision for these pupils is satisfactory and their progress is aided by the early identification of needs and the very effective work of support staff. The progress of all pupils is clearly being supported by the introduction of individual targets for literacy.
72. Generally pupils have good attitudes to learning and behave well in lessons. They enjoy their lessons. All pupils respond well to the structure and organisation of the literacy hour and take part enthusiastically in the shared aspects. They are usually positive about their work and prepared to discuss it with adults. The relationships between staff and pupils are good and contribute significantly to the good behaviour observed.
73. The quality of teaching is good overall and varies from very good to satisfactory. It is good or better in a half of the lessons observed. All staff have a secure knowledge of the National Curriculum and the literacy hour. This enables teachers to make good use of questioning to develop pupils' understanding and extend their learning. Good attention is paid to subject-specific vocabulary such as metaphors, similes,

phonemes, adjectives and nouns. There is a clearly evident enthusiasm for the subject, which has a positive effect on pupil confidence and interest. Other characteristics of the good teaching are lively, well-organised lessons and a brisk pace. Teachers show good management of pupils and support staff. They have high expectations and use praise well to encourage pupils to work hard. This good teaching has a positive impact upon learning and progress. However, the marking of pupils' work is not used consistently and systematically to inform pupils of their learning or how they might improve their work.

74. The management of the subject is very good. The enthusiastic and knowledgeable co-ordinator provides effective leadership, monitoring the quality of teaching and teachers' planning. She has been central in the development, planning, assessment and provision of resources for English. The subject policy is detailed and well-constructed, and recently-revised long and medium-term plans are detailed and appropriate, as are the procedures for assessing and recording pupils' progress. All staff have been observed teaching and given guidance on the literacy hour and this has led to consistency in school practice. The analyses of periodic, standard and national tests inform the medium-term planning to meet the needs of the pupils, as in the school's decision to focus on improving standards in writing.
75. Overall resources for the teaching of English are satisfactory and they are used appropriately. However, the current lack of a reference library greatly restricts the development of independent research skills. Stocks of non-fiction books are available to each classroom, but much of the school's stock has had to be put in storage due to the library area now being used as a classroom. This has a negative impact upon non-fiction reading and writing in particular but also on the effective use of literacy skills across the curriculum.

## **MATHEMATICS**

76. Pupils' attainment is in line with the national average by the end of Key Stage 2.
77. The results of the 1999 national tests show that pupils' attainment at the end of Key Stage 2 was close to the national average in the percentage of pupils achieving the expected Level 4 and the higher Level 5. In comparison with those in schools which take their pupils from similar backgrounds pupils' levels of attainment were below average. Between 1996 and 1998 the attainment of pupils rose sharply, but fell in 1999. This is because this particular group of pupils contained a high number on the special educational needs register. Test results in 2000 show higher attainment than in 1999, with more pupils achieving Level 4 and Level 5, in line with national expectations. Although it is very early in the school year, inspection evidence indicates that the pupils currently in Year 6 will attain similar standards by the end of the year. Since the time of the last inspection, the percentage of pupils attaining the required Level 4 or above has improved. This is due to the successful introduction of the National Numeracy Strategy and the improved quality of teaching.
78. By the end of Key Stage 2, higher-attaining pupils use the four rules of number with confidence; for example, they rapidly calculate mentally the difference between 91 and 205. They understand that multiplication is the inverse operation of division. They also carry out pencil and paper calculations of long multiplication and division, using three-digit numbers. In mental arithmetic, lower-attaining pupils calculate the difference between 17 and 23 and use two-digit numbers in long multiplication and division. Most pupils understand the equivalence of simple fractions and are able to



express simple fractions as decimals and percentages. They calculate the area of various shapes and are beginning to use a protractor to measure angles. Pupils understand negative numbers and most demonstrate their understanding as they correctly use co-ordinates in four quadrants. Pupils present information in graph form. They apply their number skills to solving real-life problems, such as calculating variations in temperature. Pupils make effective use of their number skills in other areas of the curriculum and in the daily life of the school; for example, when they keep the accounts of the school stationery and tuck shops.

79. Generally, pupils make good progress by the end of Key Stage 2. Evidence from the school when comparing end of Key Stage 1 attainment with attainment at the end of Key Stage 2, shows that a significant number of pupils make good progress during their time at the school. The practice of setting into two ability bands helps to ensure that pupils of all abilities are making effective progress in their learning. Progress is enhanced in Years 5 and 6, where the quality of teaching is consistently good. As they go through the school pupils develop well their skills of mental calculation and learn to use the appropriate operation to solve problems, explaining the method they have used. They have begun to use information technology to assist their progress; for example, pupils in Year 5 are using a program to broaden their mathematical vocabulary. Pupils with special educational needs are supported well in class and make satisfactory progress towards their individual learning targets.
80. Attitudes to mathematics are good overall, being better in the upper school than the lower. Pupils mostly show enthusiasm for the subject and particularly relish the challenge presented by the quick-fire mental arithmetic sessions. In the lower school a minority of pupils take time to settle to their work and demonstrate a short attention span, but in the upper school pupils mostly concentrate well for long periods of time. In Years 5 and 6, pupils are keen to participate in class discussions and are not afraid to make mistakes. They work well in groups and pairs, sharing books and equipment and discussing problems sensibly. They frequently demonstrate enjoyment of the task in hand.
81. The quality of teaching is good overall and varies from very good to satisfactory. During the inspection it was good in approximately six out of ten lessons. Teaching is consistently good in Years 5 and 6. Where teaching is good, pupils of all abilities make good progress because work is suitably challenging. Teachers have a secure knowledge of mathematics and understand well the National Numeracy Strategy. They plan and organise lessons efficiently and explain concepts clearly, which successfully assists pupils to extend their learning. Teachers successfully transmit their own enthusiasm for the subject to the pupils, by using innovative presentation and imaginative visual aids to increase motivation. High expectations make certain that all pupils achieve to the best of their ability. Good relationships and effective pupil management ensure that pupils behave well in lessons and an atmosphere conducive to effective learning is consistently maintained. In a minority of lessons, although teaching remains sound, pupil management is less effective and the given tasks are too difficult for some pupils, causing them to lose interest and become less attentive. Throughout the school, teachers continuously assess pupils' progress during lessons and use the information effectively in their future planning. For example, in Year 3, the teacher spent one lesson reinforcing number facts to 20 because it had been obvious in the previous lesson that pupils were unsure of these facts. By the end of the second lesson all pupils, including those with special educational needs, had a much better grasp of the concept and therefore good progress had been made. The teaching of mathematics has improved since the time of the last inspection.

82. The subject is managed very well by the enthusiastic and knowledgeable co-ordinator. The curriculum is firmly based on the National Numeracy Strategy, and a new policy was completed last year to take account of the strategy. A commercial scheme of work is in the process of being adapted to more closely meet the particular needs of the school. Targets have been established for mathematics and this year the targets were exceeded. Through regular assessment an effective system of tracking pupils' attainment is in place and action is taken to assist those pupils who are not reaching their potential. In order to maintain high standards and consistency of practice the subject co-ordinator has monitored teaching throughout the school and has given demonstration lessons to newly qualified teachers. New resources have been added to enhance the teaching of mathematics, and the range and quality of resources are satisfactory.

## SCIENCE

83. By the end of Key Stage 2, pupils' standards of attainment are above average and have improved since the time of the last inspection. In the 1999 national test results, pupils' attainment was in line with national averages when compared with that in all schools and in schools which take their pupils from similar backgrounds. These results were not typical of pupils' attainment in other years and this particular cohort contained a much higher proportion of pupils with special educational needs than is usual in the school. The results of national tests in 1997 and 1998 showed pupils' attainment to be well above average. This year, although there are no national comparative data available as yet, 95 per cent of pupils gained the expected Level 4 and 35 per cent gained the higher Level 5. These figures are well above the national averages for 1999 and confirm inspection findings.
84. By the time they leave the school, most pupils in Year 6 are knowledgeable about a range of everyday materials and their properties. As seen during the inspection, pupils use their previous knowledge about light travelling in a straight line to make appropriate use of mirrors to reflect it in another direction. Most pupils make parallel and series electrical circuits and make use of standard symbols when drawing them. They make appropriate use of classification keys to identify different types of animal and insect, and have begun to make up their own keys; for example, in classifying plants by their method of seed dispersal. Most pupils are able to carry out their own experiments and practical investigations and many are able to use their previous knowledge to make sensible predictions about what might happen in a given test.
85. Most pupils make good progress in their knowledge and understanding of materials, physical processes, life and living processes due to the good teaching they receive. Through frequent opportunities for practical investigations, pupils make good progress in designing 'fair' tests and controlling variables. Higher-attaining pupils are able to predict outcomes and assert hypotheses when carrying out their work. Pupils with special educational needs make sound progress due to the effective support they are given by teachers and classroom assistants. All pupils make effective use of their numeracy skills in recording their results, making use of a variety of graphs and tables. Their conclusions are logical and demonstrate a good understanding of the work they have covered.
86. Pupils show enthusiasm in learning about the world in which they live and are generally attentive and well behaved in lessons. They enjoy the practical nature of the work they have to complete and are keen to discuss their ideas and form their own

hypotheses. As they progress through the school, they learn to share equipment and to co-operate with one another when designing experiments or discussing their work.

87. The quality of teaching is good overall and varies between good and satisfactory. During the inspection it was good in half of the lessons observed. Teachers' planning is thorough and clearly identifies what pupils will achieve by the end of lessons. Work is marked regularly and pupils are informed about how they can improve their work and what they have done well. In the better lessons, teachers make good use of questioning to probe pupils' understanding and make them think about their work. They have easy control of the class through the good relationships they have established with pupils, and make good use of a tight time structure to ensure that they concentrate well and work briskly. From the scrutiny of pupils' previously completed work and teachers' records it is evident that good use is made of assessment opportunities to track pupils' progress and attainment. This information is used well to plan future work.
88. A new co-ordinator has recently taken up post. His predecessor has successfully reviewed the school's curriculum and provision in the light of the 'Curriculum 2000' document and ensured an enquiry approach to the subject and the development of pupils' scientific and investigative skills form the central thrust to the teaching of the subject. Resources are good and sufficient to ensure that pupils can work independently in pairs and small groups.

## **ART AND DESIGN**

89. Pupils' standards of attainment by the end of Key Stage 2 are above national expectations. Across the school most pupils make good progress. The good standards noted at the time of the last inspection have been maintained.
90. By the end of the key stage, pupils in Year 6 are knowledgeable about the work of a range of famous artists and the various techniques they use. They show good techniques in mixing and blending colours, and in the composition of their drawings and paintings. Most pupils' observational drawings are detailed and demonstrate a developing use of perspective to add depth to their work. Pupils' work with clay, such as making animals, fruits and tiles, shows the same attention to detail and the effective use of different tools and techniques.
91. Pupils make good progress as they learn to emulate the work of famous artists, such as Matisse and Cotan. Pupils learn to use a range of media; for example, pastels, paint, chalk and crayon, to create good paintings and drawings. As they progress through the school their use of colour becomes more subtle and complex as pupils in Year 3 copy the vivid colours of Van Gogh's 'Sunflowers', and pupils in Year 6 Cezanne's more pastel shades in a 'Hillside in Provence'. Pupils become adept at using a range of materials in three-dimensional work, such as pupils in Year 4 weaving with wool, paper and foil, or making texture pictures with sand, wood, crepe and string. In a Year 4 lesson observed during the inspection, pupils made good progress in discovering the properties of oil pastels and the different colours that can be achieved by mixing and blending them.
92. Pupils respond well to art. They behave well and listen attentively to their teachers. Most pupils concentrate well and give of their best in producing good paintings and drawings. They work together well, sharing equipment and ideas.

93. The quality of teaching was good in all the lessons observed. Teachers have good subject knowledge, and lessons are well planned and provide pupils with challenging activities. For example, in an art appreciation lesson the teacher used her good subject knowledge to question the pupils about the techniques used by Thomas Faed in his painting 'Homes and the homeless'. Pupils were encouraged to make use of their previous knowledge of drafting lines to identify the picture's 'golden section' and message the artist was imparting. Good organisation ensured that the pupils were able to discuss with others and agree their shared opinions before coming back to the whole-class discussion at the end of the session. Teachers know what the pupils are to achieve by the end of the lesson and make good use of questioning and demonstrations to enable them to achieve these objectives. Good use is made of praise and encouragement, and pupils feel that their work is valued.
94. The subject is well managed by an enthusiastic and knowledgeable co-ordinator who monitors teachers' planning and pupils' work. She has redrafted the subject policy and scheme of work, and, together with the staff, is monitoring its effectiveness in supporting pupils' learning in the subject. There are good links with the local secondary school, and pupils make use of the kiln there to fire their work. Around the school, pupils' art work is displayed well and the school regularly sends examples of it for display at the local library. Resources for the subject are satisfactory.

## **DESIGN AND TECHNOLOGY**

95. During the week of the inspection only one lesson was observed. However, from the scrutiny of displays, photographic evidence, exercise books and discussion with pupils, it is clear that standards of attainment are in line with national expectations.
96. Pupils in Year 4 produce some good examples of weaving with different materials. The finished products demonstrate interesting and varied designs with accurate cutting and fixing techniques. A joint Year 5 and 6 topic on a fairground theme produced a range of working models. The activities presented allowed pupils to consider the mechanisms by which the fairground models worked. They investigated how a system of gears and pulleys driven by a simple motor could produce the circular motion necessary for a fairground ride. Pupils currently in Year 6 evaluated a number of "Victorian" toys for their interest, suitability and appeal. Pupils talk critically of the different toys and make informed suggestions for improvement. However, design skills, such as consideration of the appearance, function, safety and reliability of artefacts at the design stage are underdeveloped, as are investigations into the functioning of mechanical devices. Older pupils also have limited experience of using information technology to refine and extend design ideas.
97. In the aspects of design and technology that the pupils experience learning and progress are satisfactory. Pupils have a positive attitude to the subject; they co-operate well and are made aware of the need for safety when using tools. In conversation they take obvious enjoyment in explaining and recounting what they have been making or have made. With appropriate provision and support pupils with special educational needs take a full part in design and technology lessons and make satisfactory progress in relation to their prior attainment
98. Insufficient lessons were observed to make a secure judgement on the quality of teaching. Examples of pupils' work, including fairground models and greeting cards with moving parts, are displayed around the school both to give information and to celebrate pupils' achievements.

99. The co-ordinator for design and technology has only recently taken on the role. However, the previous co-ordinator is available to support her during the transition. A clear policy document has been compiled and plans are in hand to adapt the current scheme of work to comply with the requirements of Curriculum 2000. Resources for design and technology are adequate, but the current accommodation does restrict access to cooking facilities, and consequently development in the food-technology aspect of the curriculum is restricted.

## **GEOGRAPHY**

100. Standards achieved in geography are in line with those usually found in most schools for pupils of this age. Standards have been maintained since the previous inspection.
101. The National Curriculum Programmes of Study are covered as part of a two-year rolling programme. Pupils increasingly develop their knowledge of places and settlements. They identify differences between their own way of life and the way of life of other cultures. Their knowledge of weather patterns increases as they study the main climate features of hot and cold places and contrast, for example, the different temperatures of London and Bombay. They describe the features of the rainforests. Pupils identify the different climate zones, using colour-coded keys. They become increasingly confident in using atlases to find out information, as when pupils in Year 5 use atlases to identify the position of the major rivers of the world. By the end of the key stage pupils have had experience of comparing and contrasting a number of urban and rural locations. Pupils identify ways in which people have changed the landscapes and demonstrate awareness of how pollution has had an adverse effect on some localities. For example, pupils in Year 5 have written letters to President Clinton requesting that he sign the 'Rio Agreement'.
102. Pupils make sound progress in the development of knowledge and skills as they move through the school. For example, younger pupils are able to identify the main features of a river, and older pupils map rivers using secondary sources. Mapping skills are systematically developed to the point where older pupils are able to draw complex plans using keys and standard map symbols. All pupils make good progress in using geographical terms, such as when they refer to tributaries and meanders in their river studies.
103. Generally, pupils' attitudes to the subject are good. Although some pupils in Year 3 are easily distracted and take time to settle to the given task, the majority of pupils show concentration and behave well. They give thoughtfully considered replies to questions and take care to present their work well. The majority of pupils demonstrate enthusiasm for the subject and work effectively together, sharing equipment sensibly.
104. The quality of teaching is good. Teachers have a clear idea of what they want the pupils to learn, and the activities they set challenge the pupils and motivate them to give of their best. Although they have only been with their present class for a short time, teachers have mostly already established good relationships with their pupils and an atmosphere of mutual respect prevails. Good use is made of geographical vocabulary and the teachers have high expectations of what pupils can achieve. Lessons are well planned and carefully organised, and good use is made of resources.

105. The co-ordinator has a very clear understanding of current strengths and future areas for development of the subject. She monitors teachers' planning but has not had any opportunity as yet to observe her colleagues teaching. There are good cross-curricular links made with other aspects of the curriculum, such as the recent study of India as a contrasting location, which was linked to further develop pupils' knowledge of different cultures. The development of a new scheme of work to take account of the new 2000 curriculum has been prioritised in the school improvement plan. Resources are adequate for effective delivery of the subject.

## HISTORY

106. From the evidence of lessons and pupils' previously completed work, it is evident that the standards achieved are in line with those usually found in most schools for pupils of this age. This is lower than the standard of achievement found at the previous inspection. Less time is available for the delivery of the subject because of the time constraints of the National Literacy and Numeracy Strategies.
107. The subject is delivered as a two-year rolling Programme of Study. Pupils in Years 3 and 4 are beginning to understand the role of artefacts in providing information about the past as they examine pictures of objects used by the ancient Egyptians. As part of their topic on invaders and settlers, pupils examine the differences in the way of life of the Romans, Anglo-Saxons and Vikings and demonstrate good understanding of the differences in food, clothes and housing. Pupils in Years 5 and 6 show good factual knowledge of World War II as they list the main events in chronological order. In their current study of the Victorians, older pupils describe characteristics of the era and recognise changes that have taken place since then; for example, in the clothes that are worn.
108. Pupils make satisfactory progress in their acquisition of knowledge and the development of skills. Their sense of chronology develops as they make use of time lines to sequence the periods of history they are studying. Older pupils demonstrate a good awareness of chronology as they sequence major events from their own lives against major world events. For example, pupils in Year 6 are aware that they were born in the same year that the Berlin Wall was dismantled. They further develop their awareness of the passage of time as they create time lines to sequence the order of events in the historical period they are studying. Pupils begin to develop an understanding of the difference between then and now. For example, they compare washing day in Victorian times with washing day in present times. Pupils make satisfactory progress in their ability to research historical information, using both primary and secondary sources in their investigations.
109. Attitudes to the subject are generally good. Most pupils enjoy finding out about the past and are eager to ask questions and enter into discussions about the purpose of artefacts. They answer enthusiastically to demonstrate what they know and are keen to further their knowledge. Interest in the subject is demonstrated by the enthusiasm with which pupils in Year 6 undertook a homework project to investigate how washing is done in their own homes. Almost every pupil had completed extensive written work on the subject. In lessons, pupils mostly behave well, handling artefacts sensibly and with respect. Although many younger pupils have a short attention span, older pupils are able to concentrate well for long periods of time.
110. Teaching is satisfactory in the lower school and very good in the upper school. Teachers have good knowledge of the subject. For the most part they present the lessons in an innovative manner that motivates the pupils very well. For example, in Year 6 the teacher adopted role-play as a Victorian washerwoman and the pupils were totally enthralled, which resulted in very good progress in their learning. In the majority of lessons resources, such as historical artefacts, books, videos, photographs and pictures, are used extremely well to extend learning. The incorporation of interesting visits, such as to experience a Victorian Christmas at a local Victorian hall, further enhances pupils' historical knowledge and understanding.

## INFORMATION AND COMMUNICATION TECHNOLOGY

111. Standards of attainment are in line with national expectations at the end of Key Stage 2 and have improved since the time of the last inspection. This is due to improvements to the school's scheme of work that ensure that the National Curriculum is fully covered, and to increased resources and improvements in staff expertise.
112. By the end of the key stage, most pupils can use computers to present information in a variety of ways. For example, they are able to combine text and graphics to communicate information. The majority of pupils are able to collect information and enter it into a database, before interpreting their findings. Pupils understand well that devices can be programmed to control events in a pre-determined way; for example, they use software to programme lights to come on when a door is opened. Throughout the school, pupils regularly use the computers to access information, such as seen during the inspection when pupils in Year 5 successfully found information about rivers of the world. Through the school's involvement with the 'Globe Project' pupils exchange information with others by sending E-mail, as they send information on local weather patterns to the National Aeronautical Space Administration centre in America.
113. Presently pupils are making good progress in their information technology skills due to the improvement in the school's provision for the subject. On entry to the school, levels of attainment in the present Year 3 are below expectations for pupils of this age, but pupils develop their expertise well as they move through the school. By the end of the key stage, pupils demonstrate sound skills as they confidently access programs for themselves and use the cursor to click on icons to a given program. They are able to print, save, store and retrieve their own work. Pupils are now given frequent opportunities to develop their skills and this is particularly evident in the aspects of information and communication technology which have been covered recently in the upper school.
114. Attitudes to the subject are generally good. In the lower school attitudes are sometimes unsatisfactory, as when a minority of pupils ignored the teacher's instructions during one lesson. However, attitudes and behaviour improve considerably as pupils move through the school, so that in the upper school they are very good. In these classes pupils clearly enjoy the opportunities to use the computers. They are very well motivated and work with enthusiasm and concentration. They listen extremely carefully to teachers' demonstrations of new procedures and work well together. Older pupils use the equipment in a safe and mature manner and can be trusted to use the computer independently without supervision. The pupils in Year 6 who took it in turns each lunch hour to collect and enter their data for the 'Globe Project' demonstrated this.
115. The quality of teaching is satisfactory overall but varies from very good to poor, in one instance. In the lower school the quality of teaching is mostly satisfactory. In the upper school the quality of teaching is consistently very good. Where teaching is poor, the lesson planning is insufficiently detailed and poorly organised. Where teaching is very good, lessons are well planned and organised, and conducted at a brisk pace that maximises learning opportunities. Teachers give very clear explanations and demonstrations so that all pupils have a clear understanding of what is required. Tasks are often well linked with other subjects; for example, when the teacher explained to pupils in Year 6 the difference between a linear diagram that is used for a control system and the circular diagram used for an electrical circuit.



There are high expectations of both work and behaviour, and challenging tasks motivate the pupils well and are very appropriate to their abilities.

116. The subject co-ordinator is very new to the role. The school is in the process of establishing an appropriate scheme of work that is adapted from the Qualification and Curriculum Agency's guidelines for the subject. Effective assessment systems are being established, as all pupils begin to collect their own portfolios of work, by saving examples in their own file on the computer. Ways of integrating information technology more fully into other areas of the curriculum are being actively explored and new software has been purchased specifically for this purpose. Since the previous inspection new computers have been purchased so that there is now one in each class and the funding is in place for the imminent purchase of more computers. There is a good selection of software to effectively support the delivery of the subject.

## MUSIC

117. Standards in music are in line with those usually found in most schools for pupils of this age. This is a similar picture to that found at the time of the last inspection.
118. All pupils sing well, showing good pitch, duration and dynamics as they learn to control their voices and breathing. This is evident in the weekly praise assembly taken by the headteacher, who plays the keyboard and guitar. The school has produced a compact disc of pupils' musical performance, on which older pupils sing in two-part harmony, effectively accompanied by other pupils playing tuned and untuned percussion instruments. Pupils use their bodies to produce improvised sounds, such as clapping their hands and tapping their feet. With these sounds they create repeated patterns and combine several layers of sound, showing an awareness of the combined effect. The majority of pupils are able to suggest ways to improve their improvisations. As they perform, pupils are able to maintain their own part while remaining aware of how the other parts fit for overall effect. A number of pupils receive brass and woodwind tuition from a visiting music teacher. About 20 pupils play the recorder. As demonstrated on the school CD, these pupils play their instruments expressively, using standard notation.
119. The regular music lessons, which are taken by two music specialists, ensure that the majority of pupils, including those with special educational needs, make satisfactory progress. Pupils are given frequent opportunities to become familiar with the works of well-known composers as their music is played at the beginning of assemblies and during some lessons. Pupils have opportunities to compose music for themselves and record their work using graphic scores.
120. Pupils demonstrate a very good response to music. In lessons and while singing in assemblies they are attentive and well behaved, and strive to give of their best. They join in singing enthusiastically and are keen to offer suggestions for improvisations.
121. It was only possible to observe two music lessons during the inspection. In one lesson the quality of teaching was satisfactory and in the other it was excellent. Where teaching was excellent the teacher demonstrated a very secure knowledge of the subject. Although a large number of pupils were present, due to two year groups being combined, exemplary discipline was maintained throughout. The teacher transmitted her own enthusiasm for music to the pupils, who remained totally enthralled during the lesson and because of their involvement made very good progress in their learning. In both lessons observed, good use was made of the body

as a musical resource and lessons were well organised to give all pupils the opportunity for practical experience. Good use was made of support staff.

122. The headteacher has recently taken over as co-ordinator for music and is aware of the need to raise the profile of music throughout the school. To this end she has produced a new scheme of work that offers useful guidance. In order to improve staff expertise in the subject the headteacher and music specialist have recently begun to teach music throughout the school, observed by the class teachers. An audit has been carried out of music resources and as a result more percussion instruments have been purchased. These recent innovations are already beginning to have a positive effect on pupils' achievement.

## **PHYSICAL EDUCATION**

123. During the week of the inspection it was not possible to observe all aspects of the physical education curriculum. Inspection evidence is drawn from observations of lessons in dance and games. Four lessons were seen and pupils were observed in the playground during breaks.
124. Overall, pupils achieve average standards in physical education, with a number achieving good standards. They make expected progress in developing control and co-ordination in running, jumping and developing simple games' skills. Pupils broaden their experiences in a range of games and dance activities, and also take part in gymnastics and swimming lessons. All pupils make at least satisfactory progress, including those with special educational needs, who are well supported and achieve results that enhance their self-esteem.
125. In one Year 3 class pupils demonstrate expected catching and throwing skills when practising with bean bags and small balls. However, another Year 3 class had some problems stepping and clapping to an eight-beat rhythm in an introduction to country dancing. Pupils in Year 4 show appropriate competence and development in netball skills. They understand the techniques of interception and evasion, and pass a large ball accurately. In soccer sessions in Years 5 and 6, pupils demonstrate sound control skills and in competitive situations they show an appropriate understanding of attacking and defending techniques. A number of pupils show skills above those expected. The school currently supports an effective swimming programme and most pupils are able to meet the swimming requirements of the National Curriculum before the end of Key Stage 2.
126. Most pupils work with enthusiasm, enjoyment and commitment in physical education. They clearly enjoy the sessions and nearly all change into appropriate clothing. Pupils are willing to share ideas, work co-operatively and make good use of opportunities to practise their skills. Behaviour is usually good; apparatus is sensibly and responsibly used, and in competitive situations pupils show due regard for laws and fair play.
127. Teaching in physical education is always at least satisfactory and sometimes good. Teachers appear enthusiastic about teaching physical education, and sometimes wear appropriate clothing. The better lessons are characterised by good control and sound subject knowledge. Appropriate tasks are set and pupils encouraged to practise independently. In these lessons pupil performance is used well to demonstrate achievement, focus on good practice and encourage others to observe and evaluate their own actions. However, pupils are not always given the opportunity to comment upon performances and consider how the activities might be improved.

128. The co-ordinator for physical education has taken on the role this term. There is an appropriate physical education policy and scheme of work. Resources for physical education overall are satisfactory, and the experience gained by pupils on residential visits enhances the physical education curriculum.

## **RELIGIOUS EDUCATION**

129. At the end Key Stage 2, standards of attainment in religious education are in line with the expectations of the locally agreed syllabus. Pupils make satisfactory progress. Whilst only three lessons were observed, a scrutiny of pupils' past work, teachers' planning and discussions with pupils and the co-ordinator indicates that a suitable curriculum is covered.
130. Pupils develop their understanding of the similarities within different religions. They know that religions have special books and ceremonies. Through their study of Christianity, Judaism, Hinduism and Islam pupils understand that religions contain rules for living and that different people worship in different ways. Older pupils know about famous religious figures such as Mahatma Gandhi. Pupils have a good understanding of the ideas of right and wrong and are able to discuss them; as in a Year 6 lesson concerned with the importance of water and society's responsibility for its protection.
131. Pupils with special educational needs take a full part in all lessons and as a result of the good support they receive in the key skills of reading and writing they are able to learn at an appropriate level.
132. Pupils have good attitudes towards learning in religious education. They are interested and respond enthusiastically in discussion and make many good oral contributions. They display confidence and appear secure when offering their ideas.
133. The quality of teaching is satisfactory overall and varies from good to satisfactory. Teachers generally plan effectively. They have sound subject knowledge and use a range of resources to present their lessons in a stimulating manner which engages the interest of the pupils. Teachers use appropriate questions effectively to deepen pupils' understanding of the issues being considered and further the development of their speaking and listening skills by requiring them to present their findings orally to the rest of the class. The lessons are planned to build upon previous learning and are based upon a two-year cycle to ensure adequate curriculum coverage and progression.
134. The religious education scheme of work meets the requirements of the Derbyshire Agreed Syllabus and is supplemented by the Leicester Diocesan Syllabus. The co-ordinator is most knowledgeable and enthusiastic and manages the subject well. She is keen to ensure that religious education continues to enjoy an important place in the school's teaching. There are a number of good displays in classrooms and corridors. A range of attractive banners in the hall demonstrates the multi-faith content of the religious education curriculum. Visits to local places of worship broaden pupils' understanding of other religions and enhance the curriculum. The co-ordinator supports other teachers well through the provision of resources and advice on the curriculum, but there is no opportunity to monitor standards or the quality of teaching in the subject. Also there is no established system for assessing how well pupils understand what they have been taught and so the progressive development of skills cannot be assured. Resources for religious education are satisfactory. The

approach of teachers to religious education makes a good contribution to the pupils' spiritual, moral and cultural education.