

INSPECTION REPORT

LANGLEY MILL JUNIOR SCHOOL

Nottingham

LEA area: Derbyshire

Unique reference number: 112558

Headteacher: Mr P Clayton

Reporting inspector: Mrs E Pickford
23128

Dates of inspection: 17th - 20th September 2001

Inspection number: 230669

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior with enhanced resource facility for the Hearing Impaired
School category:	Community
Age range of pupils:	7 to 11
Gender of pupils:	Mixed
School address:	Bailey Brook Crescent Langley Mill Nottingham
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Appropriate authority:	Governing body
Name of chair of governors:	Mr John Carnell
Date of previous inspection:	12 th May 1999

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Langley Mill Junior School is an above average sized community school situated on the edge of Langley Mill village. Most pupils live nearby on a large estate of mainly older council and housing association properties. A small number of pupils travel to the school from the surrounding area, including most of the hearing impaired pupils. The majority of pupils have previously attended two local infant schools. The loss of heavy industry and mining in the area has led to high levels of unemployment and significant changes in the type of work now available. The school population is relatively stable and most families are well established in the area.

The school receives government funding as part of the Single Regeneration Budget. A quarter of pupils are known to be eligible for free school meals, which is above average, but new statistical information suggests that the actual figure is currently approaching 40 per cent. The 253 pupils are taught in ten classes and grouped according to age. There are more girls than boys. The school has an enhanced resource facility for 12 hearing impaired pupils; the ten on roll are fully integrated into the school. Sixty four pupils are on the special educational needs register and this is above average. Most of these pupils have moderate learning difficulties and others have emotional and behavioural problems and visual impairment. Currently, 21 pupils have a statement of special educational need, which is very high and nine other pupils are under consideration. All classes include a number of pupils with special educational needs and most have at least one statemented pupil. Nine of the statemented pupils are deaf and some of these pupils have additional learning difficulties. There are no pupils with English as an additional language. Attainment on entry to the school shows a wide range of ability, but is generally below that expected for pupils of this age, especially in reading and mathematics. Over the last two years, the school has experienced high levels of staff turnover and absence. There have been difficulties in recruiting staff to fill posts and cover long term illness.

HOW GOOD THE SCHOOL IS

Langley Mill Junior is an improving school. By age 11, standards of attainment are satisfactory, overall. Standards achieved by 11 year olds show steady improvement year on year and these are in line with the national trend. Significant improvements in literacy have enabled pupils to make improved all round progress in other curriculum areas. The provision for hearing impaired pupils is very good. Pupils' attitudes are very good and they are eager to learn in response to the good teaching they receive. Good leadership and management have helped the school to maintain and build on the improvements seen when the school came out of special measures in 1999. The school has responded well to the challenges staffing difficulties have caused and morale is high amongst staff, governors and parents. The school is caring and is led and managed in a cost effective way, providing satisfactory value for money.

What the school does well

- The majority of teaching is good or better and this enables pupils of all abilities to achieve well.
- Teachers develop pupils' literacy skills very well in other subject areas and this has made a significant contribution to the improved standards.
- The school creates a climate of good relationships where all pupils feel special, want to learn and behave well.
- Provision for hearing impaired pupils is very good. Most of these pupils achieve standards of communication and academic work that are better than those of pupils with similar levels of special educational need, due to very good support and the total inclusion policy.
- The high number of support staff contribute effectively to the good progress made by the pupils in their care.

What could be improved

- Standards in information and communication technology are well below average by the age of 11 due to limited resources and insecurity in staff knowledge.
- Assessment systems have not been fully established in all subjects. As a result, in these subjects, teachers cannot plan as effectively for the next stage of learning when pupils move from one year to the next. This is restricting the progress some pupils make.
- More able pupils do not make enough progress in science.
- Parents are not sufficiently involved in school activities during the working day.
- The rates of attendance are poor.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made satisfactory progress, overall, since it was inspected in 1999, when the school was brought out of special measures. The majority of issues for development identified in 1999 have been tackled and resulted in further improvements. Standards have risen in English, mathematics and science. In English, a quarter of pupils achieved above expected levels in the 2001 national tests. Standards in religious education, history and physical education have risen. The overall quality of teaching is good and much is very good due to further staff training and monitoring. High standards of behaviour and very positive attitudes to learning have been maintained through a period of considerable staff change. Assessment systems are now effective in English and mathematics. Involvement of governors is now good. Parents are given better information about the school, but their involvement in school life has not improved significantly. Improvement in information and communication technology has been restricted by a lack of resources and grants to buy new equipment and provide staff training. The improvement in art and design and design and technology has been restricted by staffing difficulties. However, the current staff are keen and able to move things forward quickly.

STANDARDS

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

Performance in:	Compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
English	D	E	D	B	well above average A above average B average C below average D well below average E
Mathematics	E	E	E	E	
Science	E	E*	E	E	

Data are not yet available to compare the 2001 test results with other schools nationally. In comparison with the 2000 national averages, the level of attainment of pupils by the age of 11 is below average, but is improving steadily in line with national trends. Results in English were below the national average in 2000 for all schools and above average for schools with a similar intake. In 2001, over a quarter of pupils achieved above the expected levels in English and a third of pupils did so in reading. This shows the improving trend to be continuing. The school met the 2001 targets it set for the percentage of pupils achieving the expected level in mathematics and exceeded the target set for science. In mathematics and science, there was an increase in the percentage of pupils achieving above the expected levels at the end of Year 6. School records show the overall ability of those tested in 2001 to be lower than usual. The high percentage of pupils with special needs make good progress, but do not achieve the standards expected by 11. More able pupils make good progress in English and satisfactory progress in mathematics, due to the setting arrangements. In science, there

are not enough challenges to help more able pupils achieve above average levels in national tests. The inspection found standards in the current Year 6 to be average in English, mathematics and science. Over a quarter of the pupils in Year 6 are working at levels above those expected for their age in English and mathematics. The more challenging targets set for the 2002 tests are likely to be met.

Standards are as expected at age 11 in religious education and geography and above average in history and physical education and show improvement since 1999. In some aspects of art and design, design and technology and music, standards are below those expected by 11. Standards are well below average in information and communication technology. Standards in literacy and numeracy are satisfactory by 11.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are proud of their school. They settle down quickly, get involved in the lesson and work hard.
Behaviour, in and out of classrooms	Very good in class and this enables pupils to learn well. Pupils know what is expected and behave sensibly in the playground, dining room and when moving around the school.
Personal development and relationships	Good. Pupils work and play together harmoniously. Relationships are easy, but pupils show considerable respect for all adults and other pupils. They are friendly, polite and courteous.
Attendance	Poor and well below the national average; there is a small but persistent number of absentees. Punctuality is not a problem.

There were 15 exclusions last year, involving eight pupils; the majority is no longer on roll.

TEACHING AND LEARNING

Teaching of pupils in:	Years 3 – 6
Quality of teaching	Good in the majority of lessons and often better.

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 overall quality of teaching is good. No unsatisfactory teaching was seen during the inspection. The high percentage of good or better teaching across all year groups is a strength of the school. It is having a significant impact on the way all pupils learn and the improved progress they are making. Teachers have high expectations of achievement and behaviour in their lessons. Lessons move at a good pace and teachers usefully set pupils a specific time to complete a task. Pupils are good at meeting these targets. Teachers plan well in year teams and, during the year, new work builds effectively on what has gone before. The school has developed a successful programme to improve teaching in literacy and numeracy, using the observation of lessons and the sharing of good practice. The very effective planning for these lessons, ability setting and use of resources enable pupils of all abilities to learn well. Teaching of literacy is often very good. Teachers use pupils' literacy skills well in other subject areas to develop confidence and widen vocabulary. Support staff are used very effectively. Teachers are less secure in their knowledge of information and communication technology and, at present, do not have the resources to teach this successfully. The average attaining pupils make satisfactory progress, overall, and many make good progress in literacy. More able pupils make satisfactory progress, overall, but not all achieve their potential in science.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and balanced and is planned to promote progress in the majority of subjects as pupils move through the school. A good range of visits is arranged and visitors come into school in order to make the topics studied relevant. The requirements regarding literacy and numeracy are met well. Very few additional activities outside lessons are offered at present.
Provision for pupils with special educational needs	Good. Pupils make good progress towards the targets set on their individual education plans, as a result of the good teaching and support they receive. Parents are kept well informed.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good, overall. The school culture enables pupils to develop their self-confidence and a strong sense of right and wrong. They learn to reflect and show respect for the values and beliefs of others. Pupils develop a strong sense of community spirit and citizenship. The daily act of worship meets requirements and is a time when values are shared and achievement celebrated.
How well the school cares for its pupils	Satisfactory, overall. The school's procedures for monitoring and promoting good behaviour and preventing bullying are very good. Academic progress is monitored well in English and mathematics, but not well enough in other subjects to help everyone achieve their best. Child protection and health and safety procedures are satisfactory. Systems for improving attendance are not effective.

Parents' opinions of the school are positive, but only a minority is actively involved in the school community. Parents are supportive of their children's learning at home. The school provides good information for parents, especially about their children's progress.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher and senior management team work well together and have led the school effectively through a period of considerable change and challenge. They have successfully raised standards of teaching and behaviour despite the staffing difficulties.
How well the governors fulfil their responsibilities	Good. Governors are hardworking, supportive and have a good knowledge of the strengths and weaknesses of the school. They fulfil their statutory duties well in helping to shape the direction of the school.
The school's evaluation of its performance	The school has made satisfactory use of the data it collects to monitor progress and set annual targets. The school improvement plan is effective and establishes appropriate priorities over time. Analysis of national data is not rigorous enough to identify areas for improvement and training needs within subjects.
The strategic use of resources	The school makes satisfactory use of the funding it receives to support identified priorities, such as raising standards of literacy. Nationally specified grants and funding for staff training are all used well for their designated purposes. The significant funding the school receives for hearing impaired pupils and those with special educational needs is used to ensure that good progress is made and there is sufficient adult support. Best value for money is sought on purchases, but the cost effectiveness of expenditure is not always considered.

The school is adequately staffed with suitably qualified teachers to teach the National Curriculum and religious education. An above average number of classroom assistants support pupils with special educational needs and there is signing support for hearing impaired pupils in all lessons. Additional

staff support swimming and musical tuition. The accommodation is unsatisfactory in many respects. The building is showing its age, many of the window frames are rotting and furniture needs replacing. The toilets are unpleasant and in need of complete refurbishment. Resources, overall, are adequate, but many are old and worn. Resources for information communication technology are poor and limiting pupils' progress. In other subjects, such as art and design and design and technology, storage facilities are unsatisfactory. The range of resources available in these subjects is narrow, for example, there are no facilities for food technology.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like school. • School has high expectations. • Children make good progress. • Staff are approachable. • Teaching is good. • Behaviour is good. 	<ul style="list-style-type: none"> • Teaching arrangements for last year's Year 4 who suffered from staff changes and lack of continuity. • Range of out-of-school activities.

The inspectors wholeheartedly agree with parents' positive views. The school accepts the problems of last year's Year 4 and has funded an additional teacher for those pupils this year in order to reduce class sizes and allow for more individual attention. The inspectors judge that the extra curricular activities on offer are less extensive than those normally found in junior schools.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. In comparison with national averages, the level of attainment of pupils by the age of 11 is below average, but is improving steadily, in line with national trends. Results in English were close to the national average in 2000 for all schools and above average for schools with a similar intake. National data are not yet available to compare the 2001 results, but over a quarter of pupils achieved above the expected standards in English and a third of pupils did in reading. This shows the improving trend to be continuing. The school met the 2001 targets it set for pupils achieving the national average in mathematics and exceeded the target set for science. In mathematics and science there was an increase in the percentage of pupils achieving above average standards by 11. School records show the overall ability of those tested in 2001 to be lower than usual and were encouraged by the results achieved.
2. The school's assessment records carefully track pupils' progress in English and mathematics as they move through the school and measure performance against national curriculum levels at the end of each year. These records, along with samples of last year's work and work seen in classes, demonstrate that pupils in the current Year 6 are working at the levels expected for their age. A quarter of Year 6 pupils are achieving above the expected levels in both these subjects. The progress in mathematics has been particularly good, as standards for this group were well below average when they joined the school in Year 3. These improvements are mainly due to the success of ability grouping and the development of teaching in literacy and numeracy. In science, standards were as expected for age, although fewer pupils are working at the higher levels. More able pupils are not always offered sufficient challenge in science to move their learning forward and they make less progress over time than they should. Standards are improving, but science has not yet been given the same emphasis for development as English and mathematics. The current Year 6 have been least affected by the high staff turnover and absence the school has recently experienced. These pupils have fully benefited from the many changes made since they joined the school in 1998, which have resulted in the much improved standards seen.
3. Inspection evidence suggests that this general trend of improvement is likely to continue and the school is capable of achieving the challenging targets set for Year 6 pupils in the 2002 national tests.
4. When pupils join the school in Year 3 there is a wide range of ability, but the school has a much higher proportion of lower attaining pupils than is found nationally. Overall attainment is below what is expected for pupils of this age. The results achieved by pupils in Key Stage 1 tests in their previous schools are often below the national average in reading and mathematics and average in writing.
5. Standards in speaking and listening are average and pupils benefit from the good opportunities for discussion in lessons and the emphasis given to the development of specialist vocabulary. They listen attentively to staff and each other and make good progress. Standards in reading are average, overall. A third of pupils are reading at a level above that expected for their age by the end of Year 6. These pupils read fluently with expression and considerable understanding. The reading skills of average pupils are sufficiently developed to help them to cope with most texts. Below average pupils have a good knowledge of sounds and use these to help them tackle new words and these skills are developed well during literacy lessons. Standards in reading have risen since the last inspection. Standards of handwriting are satisfactory by the age of 11. Good progress can be seen from the mainly unjoined writing in Year 3 to the mature and clear joined styles in Year 6. Pupils in Year 6 are able to write well for a wide range of audiences and purposes. They can plan and tell a story, which often shows good description and imagination. Poetry written during the inspection was of a very high standard and showed considerable sensitivity. Standards of spelling are satisfactory. The below

- average pupils write in sentences and use capital letters and full stops correctly. Literacy skills are extremely well used and developed across the curriculum.
6. Standards in mathematics are average in most aspects of the subject, apart from measurement where pupils are less secure. There has been an improvement in pupils' mental agility which is regularly developed at the start of lessons. Pupils systematically develop basic mathematical skills which they can apply when solving problems. Pupils are benefiting from the setting arrangements which are helping to raise standards. Standards of numeracy are satisfactory, but there are not enough opportunities to use these skills in other subjects, for example, science.
 7. Standards in science are now average and the percentage of pupils achieving the expected level in Year 6 has improved year on year. Pupils make good progress in the development of their investigative skills, which are average for their age. There are fewer pupils working at an above average level and more able pupils are not making as much progress as they could. Improved standards of literacy have contributed to the rising standards in science.
 8. Standards in information and communication technology (ICT) are well below the expected standard. Pupils are being taught the key skills for word processing, but progress is extremely slow, due to lack of computers. At present, the available classroom equipment is not being used as efficiently as it could be. There is a lack of balance within the curriculum offered currently, mainly simple word processing and very little work on graphics, spreadsheets or data bases. Opportunities to use ICT in other subjects are often missed. Resources are poor. The school has only just received national funding to improve ICT facilities and to train staff. Progress is unsatisfactory.
 9. Standards in history and physical education for pupils in Year 6 are above average and showed improvement since the last inspection, where they were average. In religious education and geography, standards are now as expected by the age of 11 and also show improvement. Standards in art and design, design and technology and music are below those expected at 11, mainly due to the lack of schemes of work which clearly define what is to be taught in each year group and systematically develop skills. There is also some insecurity in staff knowledge. There has been no improvement in the overall standards in these subjects, which are a consequence of previously unsatisfactory provision and lack of staff training. Recent changes made in some of these subjects are leading to improvements, but will take time to be evident at the end of the key stage. To some extent, staffing difficulties and a lack of resources to fully cover the new subject requirements of curriculum 2000 have restricted development and the raising of standards.
 10. The proportion of pupils with a Statement of Special Educational Need is four times the national average. A particular strength of the school is the way hearing impaired pupils are fully integrated into the work and life of the school. The achievement of these pupils is high. They make good progress, judged against earlier attainment, and benefit from the use of sign supported English (SSE) at school. While some pupils have moderate hearing losses, others have a severe or profound deafness and may have additional health or learning difficulties. Most pupils have standards of communication and academic work which are better than those of pupils with similar levels of special educational need in other schools. Planning for pupils with special educational needs, which includes some hearing impaired pupils, has improved since the last inspection. Learning activities are matched to the capabilities of individual pupils. Pupils with special educational needs are carefully assessed. Targets are set and reviewed regularly as a part of their individual education plans and, as a result, they make good progress.
 11. Last year, there were differences seen in the progress made by pupils now in Year 5, in the groups most affected by staff absence and the lack of continuity in supply teachers. Year 5 is now split into three smaller classes. Pupils have settled down quickly and were found to be making good progress. The differences in standards and erratic progress were no longer apparent. Currently, pupils of all abilities are achieving well.
 12. Generally over the last three years, girls have performed better than boys in national tests. No significant differences in the standards achieved were noted during the inspection. The school has been aware of differences in standards and has purchased additional resources, particularly in reading, to capture the interest of boys.

Pupils' attitudes, values and personal development

13. The children are proud of their school, they have a very positive attitude to learning and their behaviour is very good. The high standards observed at the previous inspection have been maintained.
14. In the classroom, pupils settle down quickly, are alert and keen to learn. They pay attention, are well motivated and generally work hard. They show good levels of perseverance. Pupils are enthusiastic when talking about what they have learned.
15. Behaviour is impressive. The school is orderly and the atmosphere is very conducive to learning. Pupils know the school rules and take seriously the acquisition of rewards for good behaviour. They understand the need for sanctions and think that detentions, when given are fair. Behaviour in assembly is very good and at times excellent. Pupils listen attentively to visiting speakers and are respectful during prayers. Behaviour in the dining room is very good. The seating arrangements in 'family groups' ensure a non-institutional feel and the very low noise levels allow easy conversation. Table manners are very good. The playground has a very happy and friendly atmosphere. Boys and girls mix well together, in class and in the playground. Pupils report that they have no concerns about oppressive behaviour. They consider that bullying is not a problem in the school. However, if an incident occurs they know who to speak to and express confidence in the staff's ability to sort out any problem. In the last year, there were 15 exclusions, involving eight pupils. One of these pupils was permanently excluded.
16. Relationships in the school are very friendly. Pupils are polite and courteous towards adults and each other. They get on very well with each other and have an easy, although respectful relationship with the staff. They make visitors feel very welcome. When working in pairs or larger groups, pupils work sensibly and productively. During class discussions, pupils listen attentively to each other's opinions without mocking or sniggering. Pupils with hearing difficulties are fully integrated and not treated any differently by the other children.
17. Pupils mature steadily during their time at the school – a fact favourably commented on by the majority of parents. By the time pupils are in Year 6, they are interesting to talk to and are beginning to form their own opinions. They are taking more responsibility for their own work and most treat homework seriously. Opportunities to show initiative and to help in the running of the school are limited, but, where they exist, pupils are enthusiastic, for instance in the running of the tuck shop. The few school clubs are very well attended.
18. Overall the very positive attitudes to school, the very good behaviour and the very friendly atmosphere within the school, provide a solid and secure foundation for the pupils' learning.
19. Parents report that their children like school. However, the attendance rate is well below the national average for similar schools. Attendance has been dropping slowly but steadily for a number of years. This is unsatisfactory and is restricting the progress of the pupils from those families who do not send their children to school regularly. Punctuality is good, with very few children arriving late. Registration is very prompt and efficient and sets a very positive start to the school day. Lessons start on time.

HOW WELL ARE PUPILS TAUGHT?

20. The overall quality of teaching is good. All teaching observed was at least satisfactory, over half was good, a quarter very good and two lessons were excellent. This is an improvement since the time of the last inspection when no excellent teaching was seen and the high level of very good quality teaching is maintained. This high percentage of good or better teaching is a strength of the school and is having a significant impact on the way all pupils learn and the improved progress they are making. The school has now developed a systematic programme to improve teaching in literacy and numeracy, using the observation of lessons and the provision of written reports to teachers on their teaching performance. Very effective planning of lessons and use of resources in these areas enable the pupils to learn well and work confidently.

21. In all classes, the teaching of literacy is good or better; a third of lessons were good and two thirds very good. Literacy lessons are well planned to meet the structure of the literacy hour. Teachers have a secure knowledge of how to teach phonics and they use the guided section in the literacy hour effectively to develop reading skills. As a result, progress in reading is good across the school. Teachers use their knowledge of pupils' ability in literacy to provide varied written tasks and additional support for pupils in other subjects. This strategy is helping pupils to improve the quality of their written work. There has been a purposeful start to the full implementation of the National Numeracy Strategy and teaching is good. Very good questioning, matched to the capability of the pupils, is a strength of the teaching in mental work. Teachers encourage pupils to share ideas and explain their methods of working to the rest of the class. They successfully adjust their teaching to the set they are working with.
22. Across the school, where the teaching is very good, the teachers have good subject knowledge. Clear guidelines, high expectations and imaginative plans make demands on pupils, so that they extend their learning. Challenging questions are used to consolidate and increase knowledge and understanding. For example, when studying 'The Borrowers', pupils were asked why 'Kate' was described as kind. They suggested it was because Mrs May was a good teacher. Teachers provide warm and purposeful encouragement, so that each pupil knows that their efforts are valued; as a result, pupils are well behaved and work very hard to please their teachers. They know exactly what they have to do and the time allowed in which to do it.
23. In these very good lessons, teachers create a lively pace, using quick-fire questioning, so that pupils' attention is held. For example, a teacher with a colourful and energetic approach to the subject, made the lesson live by using role-play. Following work on the book 'Street Child', a boy in period costume answered questions on his life and hopes for the future'.
24. Teachers provide good examples in the way they speak to and support individual pupils. Classroom assistants are used very well to help pupils learn and achieve their potential. They know exactly what to do, when to stand back as children think and work things out for themselves and when to intervene. Children with special educational needs, including those with hearing impairment, are involved in all the work of the school. They are taught well, enabling them to make good progress. Support assistants are used very well to provide appropriate help to individuals and groups.
25. Planning in year groups is very good. Teachers work well together and, during the year, new work builds on what has gone before. They are not so familiar with what is happening in other year groups, although records are passed on to the next class teacher. Recording of subject coverage for individual pupils is good in English, mathematics, science, history, geography and physical education. It is weak in art, design and technology, information and communication technology and religious education. Good assessment systems are in place in English and mathematics and influence the planning of following lessons. In other subjects, the systems are not so helpful and this leads to some lack of challenge for the most able and unnecessary repetition for others.
26. The use of time is very good. Most teachers keep a good pace to the lessons, so that pupils are eager and keen to learn. They usefully give pupils a specific time to complete a task and pupils are good at meeting these targets. There is very little unfinished work in their books. Resources are generally satisfactory, though not easily accessible. For example, basic equipment such as magnifiers, bulbs batteries and motors are not available in classrooms for use in close observation or when designing working models, because they are centrally stored. Classroom computers are not used as efficiently as they could be.
27. In the less successful but satisfactory lessons, teachers have to work hard to hold the interest of pupils when the objectives of the lessons are not clear and the pace is too slow. Occasionally, teachers do not encourage pupils to use technical skills in their work. Weekly plans do not focus sufficiently on using assessment to help with future planning. Some staff are aware of weaknesses in subject knowledge in ICT, art and design, design and technology and music and are keen to have additional training.

28. All staff are aware of the individual needs of their pupils and provide appropriate help. Relationships between teachers, classroom support assistants and pupils are very good and all work together as a team. As a result, pupils are very well behaved. All staff consistently apply the school's behaviour strategy and deal with difficult behaviour in such a way that it does not disrupt the flow of the lesson, nor the learning of others.
29. Homework is set regularly in English and mathematics and in other subjects from time to time. All pupils have good quality diaries with hints on how to work. Arrangements are made for pupils to read regularly at home. Parents are happy with the homework arrangements and supportive of the school's policy. Work is marked regularly with supportive and positive comments, such as 'excellent use of abstract nouns'. The pupils are given clear targets on what is needed to be done for them to improve.

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

30. The curriculum reflects the school's aims and makes a valuable contribution to the learning of all its pupils. It is broad and balanced to include the subjects of the National Curriculum and religious education. There is a good programme to promote personal, social and health education, which incorporates sex education and drug awareness. Teachers are beginning to make good use of nationally recommended guidelines in most subjects and to ensure that each aspect of the curriculum is taught in appropriate depth and detail and enables pupils to develop their knowledge and understanding in a systematic way. This shows some improvement since the last inspection where insufficient progress and low standards were attributed to the lack of schemes of work.
31. Since the last inspection, the National strategies for teaching literacy and numeracy have been implemented and developed effectively and standards have risen. The improved standards in literacy have contributed significantly to rising standards in other curriculum areas where pupils are able to apply and develop the skills they have acquired. There are fewer opportunities given for pupils to apply their numeracy skills. Some aspects of the National Curriculum for information and communication technology are not fully covered because of the limited resources available in school.
32. In accordance with the Special Educational Needs Code of Practice, pupils who are having learning difficulties are given an individual learning programme, which is agreed between the class teacher, the special needs co-ordinator and the parents of the pupil. If outside help is required, the Primary Support Teaching Service from the local authority offers advice and support. A policy for special needs is in place, but in need of up-dating when a new Code of Practice is introduced this year. The school's actions to raise standards of pupils who are underachieving are effective and working well. The curriculum for hearing impaired pupils is sound and reflects that of the rest of the school. Access to the curriculum is good.
33. The school rightly devotes a high percentage of curriculum time to teaching literacy and numeracy. All pupils, except for those in Year 3, are taught these subjects in ability sets in order to offer more challenge to the most able and appropriate support for those having difficulties. All other subjects are taught in class groups and have a suitable time allocation to enable the national curriculum programmes of study to be covered as well the local syllabus for religious education.
34. Extra-curricular activities provided by the school staff at present are unsatisfactory. At the time of the inspection, the only activity provided was football for older pupils. The number of after school activities has been reduced, as a result of staff absence and change over. A small number of pupils have the opportunity to learn to play the recorder, clarinet, guitar, keyboard and violin. Peripatetic music teachers teach these lessons during the school day. A number of visits are made within the immediate locality by pupils in all year groups and also trips to explore different environments take place. A variety of visitors come into school to share their expertise and enrich the curriculum. For example, coaches for football and basketball, a theatre group; staff from a local bakery demonstrate bread making and local ministers take assembly. School concerts, book fairs and other social events are organised to which parents are also

- invited. The Parent Teacher Association organises discos. A Breakfast Club has been started recently, using National Opportunities Funding, for which there is increasing support. Plans are in hand to start a homework club.
35. There are sound links with the local secondary school. Groups of Year 5 and Year 6 pupils extend their information and communication technology skills by visiting the school one afternoon each week, on a rota basis, to work with the teacher in the computer suite. A language teacher visited the school during lunchtime, at the time of the inspection, to teach Japanese to a small group of older pupils. Last year, pupils had the opportunity to learn German and this is continuing. However, the links with the two feeder infant schools are not strong enough. At present, there is an exchange of information about pupils and infant pupils make a visit to the junior school. Staff from both schools do not have the opportunity to observe teaching in each other's schools to look at differences in styles and expectations in order to smooth the transition between the schools. There are no curriculum links nor sharing of resources at present. Pupils in Year 3 observed were having some difficulty settling in early in the year.
 36. Provision, overall, for pupils' spiritual, moral, social and cultural development is very good. This judgement is similar to the previous inspection.
 37. The strength of the spiritual development is based on reflection. Pupils are encouraged to reflect on aspects of their lives and the world around them. Acts of collective worship culminate in clear opportunities for pupils to reflect and pray. Sometimes, this reflection is directed, but often the pupils are allowed to develop their own thoughts and concerns. Local clergy, visiting on a regular rota, play a very significant role in conveying to pupils the value of reflection and the purpose of prayer. Science and art lessons encourage pupils to be aware of the wonders of life. The power of poetry is used effectively, for instance in trying to convey the excitement and terror of lightning. Religious education lessons give pupils a firm understanding of Christianity and also an appreciation of the spiritual basis of other faiths, for instance, Buddhism.
 38. The provision of a moral framework is treated very seriously. Pupils are left in no doubt about the difference between right and wrong. Rules are well publicised and discussed. For instance, in a Year 4 lesson during the inspection, pupils were considering very sensibly the reasons behind each of the school rules. The discipline and rewards policy is firmly based on recognising good behaviour. Telling the truth and respecting the rights of others are firmly embedded in the life of the school. Staff provide very good role models. The daily act of worship is a time when values are shared and achievement celebrated.
 39. Very good provision exists for social development. The atmosphere in the school is friendly and relationships between adults and children are very good. Pupils are encouraged to collaborate and help each other. The very well organised dining arrangements ensure that pupils of different ages mix socially. The staff's consistently high expectations encourage good manners, courtesy and politeness at all times. Pupils are given opportunities to help in the organisation of the school, although the range of extra responsibilities in Year 6 is narrower than is found in many schools. Educational trips for pupils throughout the school provide good opportunities for personal and social development.
 40. The provision for cultural development is good. The improvement noted at the previous inspection has continued. Pupils are given a firm understanding of many aspects of their own culture, including art, literature and theatre together with an appreciation of local heritage, including the history of the area, maypole dancing and country dancing. Educational trips and specialists visiting the school enhance provision. The staging of a musical 'Hopes and Dreams' at a local church supported by the school, allowed many pupils to be involved in a public performance. Pupils' good knowledge of other faiths inevitably gives them some familiarity with other cultures. However, they have little direct contact with people of the many cultures that make modern-day British society. The school is aware of this and the planned trail to different centres of worship in Derby later this term is a step in the right direction.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

41. The school has sound procedures for the care and welfare of the pupils. It is a happy and friendly community, where adults know the pupils very well and treat them with consideration and respect. Pupils are well supervised and the school is a safe and secure environment.
42. Procedures for child protection are satisfactory. The designated person has been trained and staff are regularly reminded of the school's procedures. Health and safety procedures are satisfactory. Fire drills and electrical safety checks are regularly carried out. Safety is stressed in lessons when equipment is being used. A recent programme of training more staff in first aid has resulted in there being adequate first aid cover at all times. Procedures for dealing with accidents have recently been clarified and are now of good quality. Accidents are correctly recorded.
43. Procedures for monitoring and promoting attendance are unsatisfactory. Registers are well kept, but the monitoring of them is inadequate. The school's attendance rate has been falling for some years, but the school has not recognised or acted on this information. Good attendance has too low a profile in the school. The school has no procedures for the early follow-up of pupils who are absent without reason. More use could be made of the Educational and Social Welfare Service in the early identification of potential problems. There is no published target for improving attendance. The school's attitude to pupils taking holidays in term time is explained clearly in the prospectus and holidays are not a major cause of concern.
44. The school has very good procedures for promoting good behaviour. The policy is clear and based on rewards and sanctions with a great emphasis on recognising good behaviour by awarding team points and achievement awards. This policy is applied consistently both in the classroom and on the playground. The policy is very effective. The pupils understand the rules and think they are fair. Clear and consistent procedures apply to the giving of detentions. Bullying and racism are not tolerated. Pupils express confidence in the staff's ability to sort out any problem. Assemblies and class discussions are used effectively to promote and reinforce the school's attitudes to bullying, including teasing and name-calling. Good records are kept of good and inappropriate behaviour.
45. Procedures for monitoring pupils' personal development are good, although largely informal. Teachers and support staff know the pupils well. Individual achievement files give a flavour of how each pupil is developing. At the end of each school year, short but informative records of each pupil's personal development ensure a smooth transfer to the next class. The section on personal development in the pupils' reports is of good quality.
46. The staff working with hearing impaired pupils have very high standards of analysing and managing the range of academic, social and personal needs presented. The co-ordinator ensures that members of staff are well informed, that there is very good use of outside agencies and close liaison with parents.
47. Pupils with special educational needs are regularly assessed and information is recorded to help identify their current attainment. The support assistants, working with pupils with statements, keep detailed records to ensure that the tasks provided are relevant to their present needs. SEN files are kept by staff and monitored termly by the SEN co-ordinator. Individual education plans are reviewed termly by the class teacher and assistants and, where appropriate, the Primary Support Teaching Service.
48. Assessment procedures have satisfactorily developed since the last inspection for English and mathematics. There is good assessment of key skills in these subjects and progress is tracked as pupils move from Year 3 to Year 6. The school uses the data obtained to set targets in English and mathematics and to identify pupils who need additional support in 'booster' classes. However, these systems do not extend to all the other subjects taught in school and do not provide enough detail about what pupils know and can do. Currently, the records kept show the areas of work covered. As a result of this, areas of weakness are not identified and the planning of future work, especially in the following year groups, cannot address these. More able pupils are sometimes expected to do more and less able pupils to do less of the same work, rather than setting work that builds on the particular attainments of groups and individuals. Assessment information is not being used, especially in science, to provide challenging

activities for the most able and, as a result, these pupils are not achieving the standards of which they are capable.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

49. Parents have a good opinion of the school. This view is based on the response to the questionnaire, the pre-inspection parents' meeting and conversations with parents during the inspection. Overwhelmingly, parents report that their children enjoy going to school. Parents particularly like the high expectations the school has of their children, the progress they make, the approachability of the staff, the quality of the teaching and the good behaviour. The inspectors wholeheartedly agree with these positive views.
50. Some parents consider that many Year 4 children last year suffered as the result of long-term staff absence. The lack of continuity in the staff available to cover the illness affected pupils' attitudes to learning and the progress they made. The school accepts this and has funded an additional teacher this year in order to allow more individual tuition in smaller classes. This indicates that the school responds well to parental concerns. A significant minority of parents would like more school clubs and out-of-school activities. The inspectors judge that the extra-curricular activities on offer are fewer than those normally found in junior schools.
51. The parents of pupils with special educational needs are included in their children's learning review and kept well informed. The school acknowledges that a partnership between home and school is vital to the child's best interest. Parents are advised of how they can support their children's learning at home. Individual educational plans are shared with parents at consultation evenings. Parents of hearing impaired pupils keep in regular contact with staff through a notebook.
52. A Key Issue at the previous inspection was to develop further the involvement of parents in the education of their children and the life of the school. This has been only partly met.
53. On the positive side, parents are now in a far better position to be involved in their children's learning. There are termly parents' meetings where progress and targets are discussed, although there are no procedures for following up those who do not attend. Pupils' reports are of good quality and contain targets that are usually specific enough for parents to be able to help in their children's learning. Parents are happy with the information in the reports. The introduction of year-group meetings allows parents to have an overview of what is going to be taught in the coming year; however more detailed information of future work, possibly termly, would be appreciated by and relevant to most parents. The combination of clearly written guidance on homework for parents, together with home/school diaries that are used for two-way communication, now allows parents to be much more involved in their children's learning on a day-to-day basis. The school has plans to produce a range of guidance leaflets.
54. The school has been far less successful in involving parents in the life of the school. Apart from a small core of parents that make up the Parent Teachers' Association, very few parents regularly come into the school. Only three parents help in the classroom. No parents help when the children go swimming, despite the school's request. Parents are not invited to assemblies. Parents are keen to attend concerts.
55. Overall, the quality of general information for parents is good and has improved since the last inspection. The prospectus is comprehensive and easy to read. The governors' annual report is short but informative and there are interesting regular newsletters.

HOW WELL IS THE SCHOOL LED AND MANAGED?

56. The leadership and management of the school are good, overall. The headteacher and senior management team work well together to provide clear educational direction and have led the school successfully through a period of considerable change and challenge. The 1999 inspection found the school to be providing an acceptable standard of education and no longer required special measures. Through the action plan which followed this inspection, the school rightly focused on developing literacy and numeracy in order to raise standards in other

subjects. Significant improvements have been made here, as a result of the good, enthusiastic leadership shown by the co-ordinators. Whilst other subjects have not been the main priority for development, those co-ordinators who have had responsibility for an area for sometime, know exactly what needs to be done and have made changes to raise standards especially in physical education, history, geography and religious education. Elsewhere, frequent staff changes and absence have restricted the progress made. Staffing is stabilising and there is a high degree of commitment amongst the staff who have taken on new responsibilities. They are keen and able to make the improvements that will raise standards.

57. The very valid aims of the school are well reflected in its work. There is a very strong ethos; the blending together of relationships, respect and care of the individual, a consideration of the views of others, together with an appreciation of the value of knowledge.
58. Governors fulfil their statutory duties well in helping to shape the direction of the school and their involvement is now much improved. The governing body has streamlined its own organisation and has become more effective through further delegation to the committees which have been established. The talents of individuals are being used well for the benefit of the school. Governors carefully monitor test results and school improvement in relation to the action plan and the school development plan. Some governors carry out their monitoring role conscientiously in relation to their particular areas of responsibility, such as literacy and numeracy and special educational needs. The governors have a strong team spirit, are proud of what the school has achieved to date and are very supportive of the headteacher and staff. Recently they have responded well to parental concerns about staff turnover and have funded an additional teacher in the year group most affected by this. They see the retention of the new staff they have recruited and developed as crucial to the further raising of standards.
59. The monitoring and evaluation of teaching are good in literacy and numeracy and satisfactory elsewhere. The headteacher, deputy headteacher and local authority link advisor observe lessons and give appropriate feedback to teachers which has helped the quality of teaching to improve. The English co-ordinator, who is an advanced skills teacher, regularly monitors and models the teaching of literacy and is an extremely effective mentor to the newly qualified teachers in the school. The high quality of her work is reflected in the above average standards of teaching and learning in literacy lessons across the school. The programme for other co-ordinators to observe teaching in their subject did not operate as planned last year, due to staffing problems. The monitoring of the curriculum by the headteacher and senior staff is operating at a satisfactory level across the year groups, but insufficiently across the school as a whole in all subjects, except English and mathematics. Extensive data are collected to measure progress within the school, as well as the school's progress in relation to other schools nationally. This information is not being used as well as it could be to identify areas of weakness within subjects and to plan for development. Clear annual targets are set and a close check is kept on the school's performance in relation to them.
60. At present, the senior management team consists of the headteacher, deputy headteacher and the English co-ordinator. There is no direct representation of hearing impaired expertise in the shaping and financial management of this resource facility.
61. The provision for special educational needs is managed very well by the co-ordinator. Through good organisation and planning, the co-ordinator ensures that good quality support is given to pupils with SEN. This thorough approach and leadership enable the provision to become a strength of the school. At present, the co-ordinator is not released from class for management duties or to monitor the quality of support given by her team in other classes. The S.E.N governor gives very good support by working closely with the co-ordinator, visiting the school regularly, monitoring the effectiveness of the policy and reporting to the Governors. Organisation and management of provision for the hearing impaired pupils are very good and are the subject of a separate section of this report.
62. All members of staff form an enthusiastic team and morale is good. Teaching staff are adequate in number to meet the demands of the curriculum and are well supported by a large group of classroom assistants. Teachers are appropriately qualified and experienced in the majority of subjects, although a lack of expertise in information and communication technology,

art and design and design and technology and music is having a detrimental effect on standards in these subjects. All teachers have additional responsibilities, as outlined in their job descriptions and the role of the co-ordinator has developed well in those areas where there has been continuity in staffing. The newly qualified teachers are very well supported and fully prepared at the end of their first year to take on additional responsibilities. The extremely successful training programme is helping the school to recruit and retain talented staff. Teachers are regularly appraised and this, together with the priorities of the development plan, is used as a basis for planning their training. Classroom assistants and those who support hearing impaired pupils work very closely with teaching staff. These staff are well trained and briefed and fulfil their roles in an unobtrusive but effective way. Their time is used efficiently as they move from one task to another. They are much appreciated and highly regarded by teachers for their work.

63. The accommodation is adequate for the teaching of the national curriculum. The semi-open plan areas have been further partitioned to provide more discrete classrooms. Some areas have been carpeted and are more suited to the requirements of teaching numeracy and literacy. Classrooms vary enormously in size and, to some extent, dictate class sizes, the smallest able to hold only 16 pupils. An area outside the library is about to be covered in for a new ICT suite. In places, the building is showing its age. The toilets are unpleasant and in need of complete refurbishment - a view held by the pupils and endorsed completely by the inspectors. Many of the window frames are rotting. Around half of the pupils' tables are 30 years old, well worn and need replacing. In terms of general appearance, the entrance hall is not warm and welcoming and does not reflect the strong ethos of the school and the high quality of work produced. Visitors have a long walk before seeing any display of pupils' work. A few classrooms have stimulating and exciting displays, but these do not extend to the public areas. The playground is bleak and contains no benches or tables. The grounds are extensive and well kept. Shrubs are not damaged and there is virtually no litter. The addition of a new security fence has reduced the incidence of vandalism. There is no rolling programme for the replacement of furniture and worn equipment.
64. The overall provision of resources for learning is satisfactory, although there is considerable variation in range and quality between subjects. Resources in English are good and satisfactory in mathematics and science. Resources for information and communication technology are insufficient in range and quantity to meet the demands of the curriculum, the needs of the hearing impaired pupils and those with special educational needs. In art and design and design and technology, there is an inadequate range of materials as well as difficulty of access to storage areas.
65. Financial planning is satisfactory and supports priorities identified in the development plan. There has been a commitment, through careful budgeting, to increase staffing levels at a time when pupil numbers are falling, in order to continue the improving trend in standards. The school obtains best value for money on the purchases it makes, but, at present, the use of expensive resources is not monitored. For example, overhead projectors and classroom computers, which are under used. Money has been accumulated in the budget to finance the computer suite due to be completed in March 2002. Financial planning takes account of future shortfalls and contingencies are well planned, although the money carried forward from one year to the next is slightly above the recommended level. There is a high level of funding delegated to the school to support hearing impaired pupils and the above average number of pupils with special educational needs. These monies are used appropriately. The average cost of each pupil appears to be higher than the average level it actually is, because all the additional funding is included in the overall budget. Other grants and monies delegated to the school are used for their specified purposes, for example staff training and grants to improve levels of literacy have been effectively used to purchase attractive reading materials but these are not fully used at present. National funding for ICT equipment and staff training came into the budget only in July.
66. Day-to-day financial management and administration are satisfactory. Routine administration procedures operate efficiently and unobtrusively. The school secretary gives good support to both staff and pupils. Appropriate use is made of information technology systems to maintain financial control, attendance records and accountability. Governors are provided with good up-

to-date information, so that they can regularly monitor the school's finances. The administration effectively supports the smooth running of the school. There has not been an audit of funds since the last inspection, but the school's private fund is regularly audited.

67. Taking into account the improving standards, the good quality of teaching and learning, the school's socio-economic circumstances and the expenditure per pupil, the school provides satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

Governors and the headteacher should consider the following when planning for school improvement:

(1) Raise standards in information and communication technology by:

- providing a flexible scheme of work for each year group which will cover all aspects of the curriculum and quickly develop skills;
- increasing pupils' access to a range of new technologies;
- identifying opportunities to use ICT within subject policies and list the available resources;
- providing more opportunities to use ICT across the curriculum in class; and
- developing teachers' subject knowledge.

(paragraphs: 8, 83, 90, 93,107, 111,115, 119, 125)

(2) Ensure that assessment systems are in place in science, religious education and all foundation subjects, which allow teachers to plan activities to meet the needs of all the ability groups within the class, as they move through the school.

(paragraphs: 25, 47, 97, 101, 104,1 07, 121, 134)

(3) Provide more challenge for the most able pupils in science.

(paragraphs: 7, 25, 93)

(4) Actively encourage parents to become more involved in school activities during the working day.

(paragraphs: 53, 55)

(5) Improve attendance rates by rigorous monitoring and making first day contact with parents.

(paragraphs: 19, 44)

Other issues the school should consider when drawing up the action plan:

- To improve liaison with the infant schools to ease the transition for pupils in Year 3.

(paragraph: 35, 95, 134)

- Provide a more stimulating learning environment through:

- planning systematically for the refurbishment of the accommodation, especially the pupils' toilets; and
- a programme of renewal for equipment and resources.

(paragraphs: 63, 75)

- The school should consider increasing the Senior Management Team to include representation of the hearing impaired and pupils with special educational needs.

(paragraph: 60)

ENHANCED RESOURCE FACILITY FOR HEARING IMPAIRED PUPILS

68. The school has designated provision for deaf pupils and this provides 12 places for these pupils, who travel from a wide surrounding area. Half attended schools other than the

neighbouring infant school, which also has designated provision for deaf pupils. All pupils have statements of special educational need. There are two specialist teachers of the deaf. One is the co-ordinator, who has overall charge of the management of the resource and is a qualified teacher of the deaf and the second is an additional teacher who has yet to complete her specialist training. Both have subject and various responsibilities within the school in addition to their other duties, but they do not teach whole classes in the mainstream. There are five specialist support assistants, most of whom are part-time. Pupils are supported in mainstream classes full-time by their teachers or by their support assistants. The majority of the staff working with hearing impaired pupils have passed British Sign Language Stage 2. Pupils attend mainstream classes full-time, except where their statements require them to work in small groups to receive additional specialist teaching and therapy.

69. The high quality of management of resources delegated by the Local Educational Authority and the commitment of all staff involved ensures that educational inclusion is very good. The high quality of teaching in mainstream classes helps all pupils to understand and learn and this is supported by the very good communication skills of all specialist staff working with deaf pupils. The school and hearing impaired pupils benefit from the support provided by the Local Education Authority and the amount of adult support indicated on the statement. This means that the school does not need to make particular inroads on its own resources to support these pupils. However, neither the co-ordinator of the hearing impaired nor the co-ordinator for special educational needs is currently on the senior management team. While informal arrangements are effective at present, because of the very good management of provision for the hearing impaired, structures are not sound enough to ensure that the same standards would continue if staffing changed or pupils' numbers were to fall. At present, the pupils have good opportunities to learn different subjects and to make good relationships with other pupils and adults both in and out of class. Hearing impaired pupils are set suitable and challenging targets to encourage them to make satisfactory achievements and this, combined with the school's caring ethos and good access to the whole curriculum, enables them to be properly included in the life of the school.
70. Pupils' attitudes to work are very good. They are generally eager to learn, although occasionally they lose concentration, but they relate well to other pupils. Generally, they are relaxed and trust adults working with them. Some pupils have missed significant amounts of time at school because of ill health or additional external appointments and this sometimes alters expectations of themselves and relationships with others. The staff work sensitively and successfully to help pupils work independently and make good relationships with other pupils.
71. Hearing impaired pupils make good progress judged against previous standards of their work and the degree of their learning difficulties. They make good progress socially and in communication skills, judging from previous reports. Pupils with moderate hearing loss achieve standards expected of them and, socially, do particularly well. This is because of very sensitive intervention by all staff allocated to work with hearing impaired pupils, because they encourage independence socially and academically, while providing support as necessary. Pupils are set reasonably high levels of challenge and their language levels are taken into account very carefully in all subjects. The work of the support staff is well co-ordinated and targeted in subject teaching through very good liaison with mainstream teachers.
72. Teaching is good. Lessons are well planned. Teachers take the degree and nature of special educational needs into account and ensure that pupils have the opportunity to learn consistently and effectively. Standards of signing are high and communication skills and abilities to understand both speech and sign are good. Teachers have a wide and useful range of specialist assessment procedures which they use to help them plan suitably challenging work for pupils. They construct targets and education plans carefully to help them to focus their teaching. Occasionally, the recorded observations of how pupils learn are not specific enough to help teachers adjust their approach, to help them overcome their difficulty and to learn faster. There are suitable sitting arrangements in class, so that pupils can see and hear the teacher to maximum effect. Occasionally, pupils sit on either side of teachers of the deaf and this means that pupils have greater difficulty seeing the teacher's face clearly and are less likely to understand what is being said to them. Hearing aids and other equipment are managed very well, unobtrusively and to maximum effect.

73. The school has very good relationships with parents, who are kept well informed of all aspects of their children's progress. They are welcome to the school and the headteacher supports parents well. Parents and staff communicate pupils' progress through home/school books, telephone calls and visits and these techniques develop and maintain relationships in a very effective way.
74. The co-ordinator leads and manages provision for hearing impaired pupils very well. She works closely with the headteacher and the co-ordinator for special educational needs and other members of staff. The co-ordinator oversees liaison with outside agencies and parents very effectively. She manages assessment and training for all staff well and ensures that pupils' statements of special educational need and individual education plans are regularly reviewed and updated. She sets high standards for all aspects of work for pupils and staff alike. She does not monitor the work of the other teacher of the deaf, because no non-contact time is timetabled. This is a weakness, although monitoring is carried out by a Local Educational Authority officer with responsibility for hearing impairment. The present monitoring arrangements do not help them to reflect on their own or each other's teaching. However, overall, management is very good.
75. Resources for hearing impaired pupils are satisfactory. The quality and management of audiology equipment, assessment materials and levels of staffing are good and help pupils to make good progress. However, the space for hearing impaired pupils to work individually or in small groups as required in their statements is unsatisfactory. The base for hearing impaired pupils is small, is used for storing science equipment and is not acoustically treated. This is a problem for vital audiological work. The other room is mainly used as an information technology base and community room, although the speech therapist is now able to use it by arrangement. This means that there is no base specifically available to hearing impaired pupils or for meeting with their parents and professionals. At the time of the inspection, there was no specialist software for these pupils and no computer particularly for their use.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	67
Number of discussions with staff, governors, other adults and pupils	29

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	15	36	14	0	0	0
Percentage	3	22	54	21	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	253
Number of full-time pupils known to be eligible for free school meals	59

FTE means full-time equivalent.

Special educational needs	Y3 – Y6
Number of pupils with statements of special educational needs	21
Number of pupils on the school's special educational needs register	64

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	23
Pupils who left the school other than at the usual time of leaving	21

Attendance

Authorised absence

	%
School data	7.1
National comparative data	5.2

Unauthorised absence

	%
School data	0.7
National comparative data	0.5

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

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2000	33	31

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	21	21	23
	Girls	21	15	18
	Total	42	36	41
Percentage of pupils at NC level 4 or above	School	66 (50)	56 (49)	64 (50)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	24	26	25
	Girls	21	15	18
	Total	45	41	43
Percentage of pupils at NC level 4 or above	School	73 (47)	66 (46)	69 (51)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	253
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	15	1
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: Y3 – Y6

Total number of qualified teachers (FTE)	13
Number of pupils per qualified teacher	25.3
Average class size	25.5

Education support staff: Y3 – Y6

Total number of education support staff	13
Total aggregate hours worked per week	217

FTE means full-time equivalent.

Financial information

Financial year	2000
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	£
Total income	610,132
Total expenditure	605,648
Expenditure per pupil	2,357
Balance brought forward from previous year	55,784
Balance carried forward to next year	60268

*These figures include the budget designated by the local authority in support of pupils with special educational needs and the enhanced resource facility for the hearing impaired pupils, including staffing. The expenditure per pupil is £1703 when calculated without the additional funding.

Recruitment of teachers

Number of teachers who left the school during the last two years	7
Number of teachers appointed to the school during the last two years	9
<hr/>	
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	253
Number of questionnaires returned	90

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	57	40	2	1	0
My child is making good progress in school.	51	39	5	0	1
Behaviour in the school is good.	39	48	6	0	2
My child gets the right amount of work to do at home.	36	48	5	5	1
The teaching is good.	49	39	2	1	4
I am kept well informed about how my child is getting on.	42	39	12	2	1
I would feel comfortable about approaching the school with questions or a problem.	55	35	4	1	4
The school expects my child to work hard and achieve his or her best.	64	29	0	2	5
The school works closely with parents.	40	36	12	4	6
The school is well led and managed.	37	47	5	1	5
The school is helping my child become mature and responsible.	47	39	6	2	4
The school provides an interesting range of activities outside lessons.	16	29	24	8	17

Several parents who were new to the school felt unable to answer all the questions on the form.

Other issues raised by parents

Parents expressed concern about the number of staff changes there had been last year which they felt had restricted pupils' progress and affected their attitude to school.

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

ENGLISH

76. Standards in English, by the time pupils leave the school, have improved since the last inspection and are now typical for 11-year-olds. In the 2000 national tests, the results rose sharply and the school reached its target, but they are still below the national average. It was above average in comparison with similar schools. Targets in 2001 were set lower due to the overall lower attainment of this year group, but again, the school reached its target. Inspection findings are that the current 11-year-olds are in line with national expectations and considerable improvement in standards can be seen.
77. Pupils make good progress in speaking and listening and, by the age of 11, attainment is average. Pupils listen well and are very keen to join in discussions. Language skills are well developed in the introductions to lessons. When discussing the book 'The Borrowers' by Mary Norton, pupils were encouraged to think about what the author felt when her story won the Carnegie Medal. The 11-year-old pupils can talk confidently about their work and take turns to speak. They use unusual vocabulary when writing poetry. In a poem on lightning a girl described it as 'life threatening'. Pupils talk about calligrams as pictures into words. They share ideas on words that are exciting. Year 4 pupils quickly picked up the rhythm when saying the poem 'The Platform Arriving'.
78. The pupils do well to attain satisfactory standards in reading. A quarter of 11-year-olds achieve above average standards. They read fluently with good expression and have considerable understanding, offering opinions on the books they enjoy. Average and below-average pupils have a good grasp of letter sounds and this helps them to tackle words that are unfamiliar to them. They have a good sight vocabulary and are able to break down long words into syllables. Good use is made of the big books, which they enjoy reading together. The reading skills of average and above-average pupils are sufficiently developed to help them to cope with most texts.
79. The majority of pupils make good progress in writing and standards are average in Year 6. Older pupils enjoy writing one-word title stories such as "Bull". They use interesting language, for example 'deadly horns are as sharp as razors'. Pupils benefit from good teaching on the process of drafting and editing written pieces. They can plan a story and understand the conventions of storytelling, beginning 'one day', 'following on'. Imaginative poetry writing from an 11-year-old pupil won the Aldercar Poetry Competition. Below average pupils' ability to plan and organise written pieces of work is limited. Much of the writing is repetitive; the spelling is inconsistent, but phonetically correct. The most able seven-year-olds write very well. They can write in full sentences and use capital letters and full stops. For example, when writing on planting a crocus, a pupil wrote, " You will need compost and you will need a bulb." Eight-year-old pupils can write in different styles, such as letter writing. Their writing conveys meaning, saying, " Sport helps you to keep fit".
80. Standards of handwriting seen in pupils' books are mainly sound. Younger pupils practise forming their letters correctly, but many are not able to join the letters. Year 6 pupils are developing their own styles. In the best handwriting, letters are formed correctly, consistent and well spaced. Pupils are encouraged to use ink in presenting a finished copy. They take pride in their work and are keen to show it to visitors
81. The pupils' good progress in English matches the quality of the teaching. Teaching is good across the school. Well over half of the teaching seen was very good and over a third was good. Teachers have an enthusiastic approach and a good understanding and knowledge of how to teach reading and writing. Teaching is very good when topics appeal to the pupils. Pupils' interest in calligrams was aroused by using the scary words in 'Night-time Monster'. The success of teaching is evident in the quality of the phrases used by pupils: ' eyes like big brown marvellous marbles,' ' When I am calm, I am waiting'. Teachers make sure pupils know what they are expected to learn and at the end of the lesson check what they have learnt. Pupils

have fun in quick-fire testing. Spelling is taught and rules are displayed on wall sheets showing spelling patterns. Teachers mark books in a positive and helpful way. Targets for improvement are given which include having a clear title and starting a new line for new speakers.

82. Teachers have high expectations of the work to be done by the pupils. They encourage pupils to use rich and wide vocabulary in their writing. Pupils are taught to 'read between the lines' when they collected adjectives to describe the character of Sophie in 'The Borrowers'. They all have thesaurus dictionaries which they use to find words with the same meaning. Through very good planning and use of existing resources, pupils are keen to learn. When a teacher brought in a model of a bongo drum made by her son in the Nursery, the pupils were asked to write instructions on how to make it. This inspired very good development of this style of writing. Teachers have very good ideas on how to make homework fun and worthwhile. The pupils were to find a small object from home that had not been mentioned in 'The Borrowers', bring it to school the following day and think what it could be used for. Methods are used which enable all pupils to succeed. Very clear guidelines in help-leaflets show pupils how to plan their work. They have confidence to write in different styles. The end of the literacy lessons are used effectively when pupils report on the work they have done and think about what they need to do next.
83. In a few lessons, the learning is not sufficiently challenging for all groups of pupils. When the time spent on the introduction to the lesson is too long and the pace of the teaching too slow, pupils lose interest. As a result, the work produced is not as good as it should be. The school has bought many excellent books that are not on display, so opportunities are missed for independent reading. The pupils are not encouraged to use technical skills in presenting their work, so opportunities to learn information, communication and technical skills are not provided.
84. Pupils with special educational needs have detailed, individual education plans which are closely followed by the teachers. The classroom support assistants give very good support within the classroom. Occasionally, pupils are withdrawn for special help such as when they practised spellings before the class test. This help enables them to take part in all the class lessons so that they are fully included in all the work of the school.
85. Management of English is very good. The co-ordinator uses her expertise as a Local Education Authority trainer, to monitor the subject through the school and across the curriculum. English is used well in other subjects. The strength of literacy is raising attainment in many areas of the school curriculum.

MATHEMATICS

86. Overall, pupils in Year 6 achieve the expected standards for their age in most aspects of mathematics, although they are not fully secure in some aspects of measurement. In the 2001 national tests, the pupils achieved at a level below the expected level and standards in the 2000 tests when compared with similar schools indicate attainment well below the expected level. However, the present Year 6 pupils are likely to achieve at an appropriate level for their age. Standards are improving and there are increasingly more pupils achieving above the expected level for their age. Teachers have high expectations for the pupils and use booster classes, springboard and extension classes to help all pupils achieve their full potential. There are some differences between the performance of boys and girls, with girls' performance slightly better. However, pupils identified as having special educational needs, including the hearing impaired, make good progress due to the good level of support and enthusiastic encouragement they receive, particularly from classroom assistants.
87. By the time the pupils are 11 years old, the majority have a secure understanding of number operations, how to calculate and they are learning to check their answers and give appropriate estimates. They are able to explain the methods and strategies they use in calculating sums, solve simple problems and make comparisons about how effective their methods are, for example comparing a complex method against a more direct 'route'. They have secure knowledge of shapes and their properties, for instance that a hexagon has six sides and they

can identify different triangles, such as isosceles and right angle. However, some pupils are not fully secure in using measurement, particularly in weight and capacity, but they are familiar with handling data and use this information to make graphs. The pupils are taught in three sets according to their ability and a significant proportion of pupils in the higher group are working at levels above those expected for their age. This shows improvement in standards since the last inspection.

88. In Year 3, the pupils are initially taught in class groups. They have a good developing understanding about standard measurement and make fairly accurate estimates about length. However, they are unsure when identifying the correct number operations, for example that $3 \times 2 = 6$ is a multiplication sum, not addition. In Year 4, pupils are taught in two ability groups, where the work and pace of learning is adjusted well to pupils' needs and results in good progress for all. Pupils can test the accuracy of their answers by using an inverse operation, for example using subtraction to check an addition sum. They are acquiring good skills in using mathematical language correctly, such as 'difference, sum, total and less than'. In Year 5, pupils are taught in three ability groups and good support is given to all abilities, with increased challenge for the most able. Pupils are beginning to understand how to deal with larger numbers to make calculations simpler. In Year 6, pupils have good opportunities to explain their strategies and are willing to share their ideas about how to work out answers quickly. They have a generally secure grasp of number operations and how to apply these. They are able to use information collected and use this to create charts and graphs. Pupils in the upper year groups are achieving at an appropriate level, but skills in the lower years, particularly in Year 3, are not so secure. Standards in mathematics are below average, overall, when pupils join the school.
89. The quality of teaching in mathematics is never less than satisfactory. In three quarters of the lessons seen during the inspection it was good or better. The good teaching resulted in good learning in these lessons. The teachers have a secure understanding of the requirements for the National Numeracy Strategy and they apply their knowledge effectively. When lessons are good or very good planning is effective and clear. Plenary sessions at the end of each lesson, when the pupils discuss what they have learned, are usually very effective and are used well by the staff to assess what the pupils have understood and describe what needs to be done next to reinforce the pupils' learning. The teachers and classroom assistants use mathematical language effectively to give clear explanations to help the pupils learn. This is effective in encouraging the pupils to use mathematical vocabulary correctly to explain their ideas. Mental arithmetic sessions are usually of a good pace and offer an appropriate level of challenge; this is particularly true when the standard of teaching is good or very good. Tasks set for the pupils are generally well matched to the pupils' age and attainment and set at the right level to support special educational needs and for those pupils who learn more quickly.
90. In all areas of the school, the pupils' ability to use information and communication technology to develop their mathematical knowledge is poorly developed. This is mainly because, at present, there are insufficient resources to develop this work properly. However, the pupils use mathematics in other areas of the curriculum; for instance they use a grid system in a physical education lesson and make comparisons about times in history. Insufficient use is made of mathematical skills in science for accurate measurement and recording results as graphs.
91. Assessment of pupils' progress is satisfactory and the teachers and classroom assistants use observations and questioning to assess the pupils' learning. They identify strengths in pupils' attainment and group the pupils accordingly in set groups for mathematics. They are then able to help the pupils who learn more slowly and accelerate the pace for those who learn quickly. Assessment of the pupils' previous attainment is used appropriately to predict what they can achieve next and build on what they know and can do. Non-statutory tests are used well to track the pupils' progress from year to year. The school has made satisfactory progress since the last inspection and the co-ordinator gives sound leadership. Standards are improving; however, although planning is regularly monitored, in the recent past there has been little monitoring of actual teaching or pupils' work, due to staffing difficulties.

SCIENCE

92. Standards in science have improved since the last inspection and in Year 6 are now typical for 11-year-olds. In the 2000 national tests the results improved, with a much higher percentage of pupils achieving the expected Level 4. The school reached its own target, but standards were well below average nationally and also in comparison with similar schools. Targets in 2001 were set lower, due to the overall lower attainment of this year group, but these were exceeded. Only a small percentage achieved above expected levels in the 2001 national tests. The current Year 6 are the first year group to benefit from the changes made to subject planning and higher standards of teaching, which followed the last inspection. The improving standards in literacy have contributed to higher standards. Standards in experimental and investigative science are average in Year 6. In discussion, pupils showed a clear understanding of a fair test and pupils were able to predict and hypothesise. In Year 5, pupils were able to see patterns in the results of their experiments and draw general conclusions.
93. The curriculum is balanced and there is good coverage of the programmes of study during Key Stage 2. Pupils develop their knowledge and understanding through an investigative approach. Staff give sufficient emphasis to the development of specialist subject vocabulary which they encourage pupils to use in discussion and writing. Pupils are expected to record experiments and information for themselves and are given appropriate supporting strategies in relation to their literacy skills. The majority of pupils, including those with special educational needs and the hearing impaired, do this to the best of their abilities and achieve their potential. Expectations for the most able could be higher and better use could be made of research and information and communication technology skills to accelerate their learning. Experimental work over the year showed minimal use of accurate measurement or graphs to display results and many opportunities were missed to apply mathematical skills.
94. Pupils in Year 6 are able to name and locate the main organs of the human body and a flowering plant. They can sort animals and plants into major groups, using simple keys and observable features. They are able to sort materials as solids, liquids and gases and know ways to separate mixtures such as filtration. They are able to construct electrical circuits with switches. They know how shadows are formed and how forces act on objects, such as gravity and magnetism. They have little understanding of how sound travels and knowledge about friction. Pupils had no recollection of using electrical circuits or their work on forces to make working models in design and technology. Pupils were well aware of health and safety matters, such as the dangers of electricity and drugs. They understand the importance of a healthy diet and why exercise is an important part of a healthy life style.
95. Progress over the key stage is good. In Year 5, pupils are learning about light and have a clear understanding of light sources and how shadows are formed in their experiments. They are able to draw conclusions after experimenting, such as, 'light travels in straight lines' and 'shiny surfaces reflect light but dull surfaces don't reflect light or my face'. Year 4 pupils are studying flowering plants. Most know the names of the main parts of a plant and are learning the name and purpose of the different parts of the flower. This was achieved by the majority during the lesson. Pupils are curious, observant and questioning. They notice the patterns on the petals and feel the lines and rough patches and ask 'why?' The recording task set for most of the class to draw the flower and label the parts was too difficult because pupils were not encouraged to take the flowers apart nor to look closely at detail with magnifiers. Some less able pupils who were given a simple outline of the flower and additional adult support for this task learnt well. Year 3 pupils had been in the school only a few days and routines were still being established. At the start of their lesson they were able to recall and use technical vocabulary that had been taught in previous lessons, in answer to the teacher's questions. When the new work was introduced, most pupils had little to contribute. For example, they did not know the names of the common metals to be used in the experiment, such as copper and aluminium. They did not automatically use their curiosity and senses to find out about the materials given. The teacher had to work hard to encourage the pupils to think, observe and co-operate with each other. Although pupils had only limited general knowledge they were quick to learn and proud to share their learning at the end of the lesson. Investigative skills in Year 3 were found to be below those expected for their age.
96. Teachers work together in year groups to plan interesting lessons which encourage pupils to discover for themselves. Pupils develop very good co-operative skills and attitudes to learning,

as a result. Less able pupils are appropriately supported by classroom assistants in experimental group work and written work. Support for hearing impaired pupils is of high quality. Good use is made of teachers' knowledge of grouping in literacy to structure support, ensure good standards of written work and the completion of tasks within the time available. Teaching is good, overall, objectives are clear and often shared with pupils. Two thirds of the teaching observed during the inspection was good or better. Teachers' knowledge and understanding are secure in these lessons and this results in good factual learning. In the very good and excellent lessons, explanations are clearly understood by pupils of all abilities and a wide variety of resources are used in an interesting way to reinforce understanding. In lessons about arteries and veins pupils gain and receive a lot of information and technical vocabulary. They listen very attentively and respond appropriately, using the correct terminology. In these lessons no learning opportunities are missed and there is some additional challenge for the most able. All books are marked regularly and the comments made help pupils to improve their work. Informal assessments are made as teachers circulate in class and at the end of the lesson when learning is shared. End of unit tests assess understanding of the topic but records do not show the amount of progress made and so the learning of the most able is not moved forward as quickly as it could be.

97. Leadership of the subject is sound. One of the co-ordinators, who does not have specialist expertise in the subject, was given responsibility for producing the policy and current scheme of work, after the last inspection. The benefits of these major changes are just beginning to show in the current Year 6. Resources have been reorganised and improved to meet the demands of the curriculum and the school's commitment to an investigative approach. The central storage of all resources is limiting progress, as basic equipment such as magnifiers are not 'at hand' in all classrooms. Science has not yet been a major priority for development and there has been very little in-service training. The improvements seen are mainly the result of the hard work of the year teams. Subject leadership has been strengthened by the addition of another co-ordinator, who recently joined the school and has subject expertise. The two co-ordinators have a clear action plan for improvement and raising standards. The current scheme of work covers the programmes of study, but needs revision to reflect changes in the National Curriculum and national subject guidance. Although the organisation of topics in the scheme of work builds on what has gone before, there is considerable repetition of work at the same level in different year groups. The scheme of work lacks clear definition and content guidance, especially with regard to the development of subject vocabulary. Activities to challenge the most able do not feature in planning. These factors are restricting the rate of progress across the key stage.
98. The curriculum is enriched through visits to a science adventure centre and visits from science theatre groups in connection with work about electricity. Visitors provide courses on body care, sex education and drugs. Some use is made of the wild life area in the school grounds for environmental studies.
99. Standards have slowly improved; however, although year planning is regularly monitored, in the recent past there has been little monitoring of actual teaching or pupils' work, due to staffing difficulties. Staffing has stabilised and there is a commitment and enthusiasm to make science a focus for whole school development.

ART AND DESIGN

100. Standards in art and design are below national expectations by the age of 11. There is no scheme of work, which results in a lack of structure and curriculum balance. This is restricting the development of skills as pupils move through the key stage.
101. Progress is satisfactory within lessons, but is unsatisfactory, over time, because skills are not systematically developed. The Year 6 pupils were confident in talking about their art work and in making choices about their own work. Pupils in Year 6 developed their observational skills by looking carefully at a wide selection of fruit and vegetables. The teacher encouraged them to look very closely. For example, when looking at all the lines on the back of a mushroom head, they used sketchbooks well to record their drawings, using pencils, crayon and pastels. They discussed other artists' impressions in their drawings and that the finished work did not always appear as one would expect it to be. The art theme for pupils in Year 5 linked to their work

about the Ancient Greeks in history. They created pictures of Greek vases and added suitable decoration, which they designed and cut out of black paper. This was then covered with glue to make the vase look crazed and old. Pupils persevered and were proud of the completed work, which was of a good standard and displayed in class the following day. Pupils in Year 3 understood primary and secondary colours and were developing an understanding of shades and tones. For example, they experimented with oil pastels to blend colours to match those on a given pattern. Pupils cover a range of work in pencil, crayon and pastels. However, there are limited opportunities for pupils to work with a variety of paints as many classrooms do not have sinks. There was no evidence of three-dimensional work. Pupils with special educational needs including those with hearing difficulties, make satisfactory progress in practical work.

102. Teaching and learning are satisfactory and the planning for individual lessons is good. In the best lessons, teachers were confident in the subject and the lesson introductions were lively and clear. Teachers give sufficient time for pupils to develop and complete their work and help pupils to improve their skills. Less satisfactory aspects of teaching are seen when the activities planned repeat work already achieved and there is insecurity in teachers' knowledge. In these lessons, teachers expectations were not high enough.
103. Pupils' behaviour was very good, they concentrated well and worked hard to complete their work. The majority of pupils enjoy the lessons, work enthusiastically and are keen to talk about their work. Resources for art are inadequate and the storage facilities for materials are poor and restrict the learning opportunities available for pupils. The collection of examples of the work of well known artists is limited and pupils do not have opportunities to see artists at work in school.
104. The development of the subject has been restricted by staffing difficulties, but the new subject co-ordinator is well aware of the priorities for development. These include putting both an art and design policy and a scheme of work in place. The use of sketchbooks has recently been introduced and this is an improvement since the last inspection. It is important that the progression of skills is monitored through the school in this subject area and that pupils have more opportunities to study the work of other artists. There is no common approach to display, although some staff have attractive displays in their rooms. A limited range of pupils' art work was displayed around the school, although it was very early in the school year.

DESIGN AND TECHNOLOGY

105. Pupils' attainment is below national expectations by the end of Key Stage 2. As the majority of teaching is planned for the second half of the term, only one lesson was seen during the inspection. Only limited evidence was available from pupils' work, classroom displays and discussions with pupils and teachers.
106. Pupils, including those with special educational needs generally make satisfactory progress in practical work. In the lesson seen, the teaching and learning were good. There was good pace and the teacher had an enthusiastic approach, which held the pupils' interest. The teacher planned carefully in order that all the pupils could have equal opportunities to learn about a range of fabrics. Plenty of opportunities were given to pupils to make choices when finding suitable materials to make a purse. There was some evidence of design in Year 4 folders from the previous year. The pupils made a light to see in the dark, after learning how a torch worked. They tried a number of different designs before choosing the one to make. Older pupils make satisfactory progress when building simple models and learning how moving parts work. For example, Year 5 pupils made a model of the Loch Ness monster by using the air stored in a balloon to make it lift inside a box. Year 5 pupils also made musical instruments. They used a design sheet to plan their ideas and to list suitable materials to use for their model. They painted the models when they were finished and all pupils listened to the different sounds they made.
107. The design and technology curriculum has improved since the last inspection as the school now uses the nationally recommended scheme of work. This provides a sound basis for pupils to develop their skills in a systematic way. However, resources are limited and there is no appropriate place to store these at the moment. The range of resources is narrow and lacks a

wider variety of materials, including resistant materials, such as wood, though the range has been extended since the last inspection. There are a limited number of small hand tools, but no manufactured construction kits for pupils to learn about structures and mechanisms. The school has no cooker, storage containers for baking ingredients or appropriate equipment for pupils to use in hygienic conditions when they work with food. There was no evidence that ICT was used to control models or in design. The co-ordinator has a good understanding of the subject and supports the work of other colleagues well. The improving standards and more challenging activities reflect the influence she is having on the work of the older pupils. However, she has little opportunity to monitor the work in design and technology throughout the school to ensure progression of skills. The co-ordinator has only recently started to collect examples of pupils' work to illustrate their learning.

GEOGRAPHY

108. Since the last inspection, when standards were below the level expected, standards in the subject have been improved and, in Year 6, pupils are now attaining at an appropriate level for their age. The improvement is largely due to the improved teaching, overall, within the school and a more structured scheme of work.
109. Progress is satisfactory, overall. By the time the pupils are in Year 6 they are developing a sound knowledge about mountain terrain and its impact on how people live and adapt to the land. In Year 3, pupils study their immediate environment and water and some of its uses. From scrutiny of work in Year 4, pupils cover work on India and make comparisons about weather and climate, with reference to the climate in this country. Year 5 pupils look in more depth at the effect of weather and also other influences, for example, those which create sea pollution.
110. Teaching and learning are satisfactory, overall. Pupils behave at least appropriately and sometimes very well. For example, in a Year 6 lesson about mountain ranges, the pupils' attentiveness and responses were very good. When teaching is good, for example in a Year 6 lesson, the level of pace and challenge is good and well matched to the pupils' attainment. Pupils identified with special educational needs are well supported by all staff and make satisfactory progress.
111. Geography is led by the two co-ordinators, who are also responsible for history. Their combined management of geography is sound and they have dealt with areas for development swiftly since their appointment. They have made sure that staff are well informed, by providing a draft policy and curriculum guidelines. There is some monitoring of planning, but, to date, no lesson observations and little monitoring of pupils' work. Resources are sufficient, but some pictures, posters and maps are not always large or bold enough to attract pupils' attention, especially for pupils with special educational needs or hearing impairment. There is also insufficient equipment for information and communication technology to support geography effectively. The co-ordinators have devised a clear action plan to improve geography within the school. Procedures for assessing the pupils' progress are adequate, with half-termly reviews of what they have learned in each unit of work. This information is used to inform future teaching and to report on pupils' individual progress at the end of the year.

HISTORY

112. Standards have improved since the last inspection. By the time the pupils are in Year 6, they are achieving at a good level for their age, which is an improvement on the average standards which were achieved previously. This improvement is largely due to the pupils' increased skills in literacy, which they use in their investigative and reporting work. By the age of 11, the pupils are developing a good knowledge about key dates and periods and specific events in history, particularly about Britain. They develop and use this information well, for example when studying British history from the 1930's until the Second World War. They show in-depth knowledge and empathy for the people of the time. For instance, they write letters from evacuees and their parents, to each other. As the pupils progress through the school, they are developing a good sense of time, for example from the Tudor period in Year 4, to the 20th century in Year 6. They can explain the causes of specific events in history such as the

reasons behind the Spanish Armada. They are developing good skills in interpreting events and consequences, for instance, when comparing the impact of the industrial revolution on different sectors in the community and how people's lives were changed. In Year 5 pupils are learning about Greece and make good comparisons between two city states, such as Athens and Sparta. In Year 3 work covered includes the Romans, the Vikings and the Saxons and pupils are developing a sound understanding about the way those people lived and worked.

113. Although not many lessons were seen during the inspection, from work analysis and teaching observed, teaching was good, overall, and motivated the pupils well. The pupils apply themselves very well to the tasks set and are attentive and well behaved during history lessons. They concentrate and participate well, offering pertinent suggestions and have positive attitudes to their work in history. For example, in Year 4, the pupils show great interest in Henry VIII and his six wives and can explain the order of events. Pupils identified as having special educational needs are well supported, both by teaching staff and classroom assistants, including the hearing impaired; there is a good level of inclusion within the school and a very strong ethos of care and consideration.
114. History is managed by two co-ordinators who work well together. Leadership is sound and although the subject has not had a co-ordinator in post for some time, the teachers' enthusiasm and secure subject knowledge have raised standards. The co-ordinators have also very quickly ensured that staff are well informed, for example providing a draft policy and curriculum guidelines. There is some monitoring of planning, but, to date, no lesson observations and little monitoring of pupils' work. Resources are adequate, but many are in need of renewal as some are rather worn and uninspiring. Some information and communication technology is used to support history within the school, but this aspect needs to be developed. The co-ordinators are aware of these factors and have produced a clear plan of action to improve the subject further. Procedures for assessing pupils' progress are adequate with half-termly reviews of what they have learned in the unit of work, which has been covered. This information is used to inform planning and to report on pupils' individual progress at the end of the year.

INFORMATION AND COMMUNICATION TECHNOLOGY

115. Standards in information and communication technology (ICT) are below national expectations by the age of 11. This is because of the limited number of computers and other technological resources as well as a lack of teachers' expertise in this area. Currently, pupils in Year 6 are two years behind in their skill development. Pupils with special educational needs, including those with hearing difficulties have full access to what is available, but insufficient use is made of ICT to develop their learning. No computers are specifically assigned to hearing impaired pupils or those with special educational needs. Overall progress is unsatisfactory.
116. Since the last inspection the school has rightly decided to give priority to raising literacy and numeracy skills. Information and communication technology has been identified as the priority on the school's action plan for this year. A computer projector and laptop computer have been purchased to improve visibility of the computer screen during whole class lessons. Currently the use of this equipment is not timetabled to ensure that it benefits the majority of pupils and this is unsatisfactory. A computer suite is to be established in school by March 2002. This will enable all pupils in a class to work on tasks at the same time and accelerate progress. Classroom computers will be retained to develop skills in other curriculum areas. National funding is also available to ensure that teachers receive the appropriate training for the new equipment, but will not be used until the facility is available. The funding from the National Grid for Learning (NGfL) scheme has come comparatively late to this school and Internet connection has only just been made.
117. The quality of teaching is satisfactory. Due to the limited opportunities to work on the computer this good teaching is not accelerating pupils' learning. Pupils have weekly timetabled lessons, but there are limited opportunities to practise the skills taught because most classes have access to only one computer and progress is extremely slow. Teachers monitor the use of the computers to ensure that all pupils work on the task set. The range of work the pupils experience is narrow and consists mainly of simple word processing and mouse skills. Year 6 pupils are currently learning a simple word processing package. Older pupils have some

opportunities to use a CD ROM to find information in history and geography and practise their number skills in mathematics. In Year 3, pupils were taught how to retrieve a file and change the colour and size of fonts. The teaching in this lesson was good and the projector was used well to enable all pupils to see the computer screen clearly and follow what needed to be done. However, the lesson was timetabled at the end of the day and the majority of pupils could not remember what to do the following day when it was their turn to work on the task. They found it difficult to control the mouse and many were unable to complete this simple exercise without help.

118. Pupils in Year 4 further developed their understanding of the tool bar by using cards to match the icons with the correct instruction, while they waited for their turn to use the computer. This was a purposeful activity to extend understanding, as not all pupils could see the computer screen during the lesson, because of the room layout. Learning was good and all the pupils completed this task successfully. In Year 5, work in ICT was linked to a study of the ancient Greeks in history. As the teacher used the projector, all the pupils followed the instructions on the computer screen and learned how to use a CD ROM to find information about Greek gods. Pupils collected information for use in their next history lesson. All pupils in Year 6 were engaged in designing a personal profile for their Record of Achievement, using the computer, and they were expected to choose their own way of organising and presenting the information they included. They had no way of including a picture of themselves, so they used clip art to add pictures of their pets. There is no digital camera or scanner for pupils to include photographs in their work. Pupils do not yet have access to e-mail facilities nor use the internet to search for information. The progress made in this subject is severely restricted by a lack of resources. The school encourages older pupils who do not have regular access to a computer to use them before school and during lunch breaks. Year 5 and Year 6 pupils have had opportunities to extend their learning by going to the local secondary school, on a rota basis, to work with the ICT teacher for one afternoon each week, but this has not happened so far this year.
119. Opportunities to use information and communication technology across the curriculum are not taken and pupils are not able to practise their skills regularly enough. When these opportunities are available, pupils really enjoy their work. They work well in pairs, sharing their knowledge and supporting pupils who are less confident. All pupils have equal access to the limited resources.
120. The co-ordinator for this area is well aware of the priorities for development, but there has been no significant improvement in standards since the last inspection. There is no up-to-date policy or scheme of work in place nor a documented plan of action to ensure rapid progress, once the new equipment is in place. Staff are working to an overview of the work to be covered in each year group for the current year. Monitoring the use of the present resources is not undertaken and, therefore, the computers and other equipment, such as overhead projectors, are not efficiently used. This is affecting the pupils' learning and the progress they make. There are insufficient opportunities for pupils to learn about data bases, spreadsheets or control technology. Few opportunities are taken to apply the skills learnt in literacy and numeracy lessons. Opportunities to use ICT are not clearly identified in subject schemes of work, nor are the available resources listed. Pupils rarely investigate and consider the impact of ICT on their everyday lives.

MUSIC

121. Standards in music are below national expectations by the age of 11. The nationally agreed scheme of work has only recently been introduced and is just starting to systematically develop pupils' skills in all aspects of music, as they move through the school. It will take some time before these changes will raise standards in all aspects of the curriculum and meet national expectations at the end of the key stage. Pupils with special educational needs, including those with hearing difficulties, are fully included in all activities and make satisfactory progress. Teaching and learning are good, despite the fact that the majority of the teachers do not have musical expertise. There are timetabled lessons for all classes each week and a weekly hymn/song practice for the whole school. Pupils enjoy singing a range of songs in their classrooms and also sing in assemblies. Music is played for pupils to enter and leave

assemblies and the name of the composer for the week is displayed in the hall. Unfortunately, no reference is made to this, pupils do not know the title of the music being played and only sit and listen to the music as they come into the hall. Opportunities to reflect and develop an appreciation of music are missed.

122. In Year 3, pupils begin to develop skills by listening to “The Carnival of Animals” by Saint-Saens. They quickly match the musical sound they hear to the animal it is representing. Pupils enjoyed this, worked hard and listened well. Teaching and learning were both very good and the teacher’s own enthusiasm resulted in high standards. Year 4 pupils are learning well about the pentatonic scale. They use their understanding to make a simple phrase accompaniment to the song, “ Land of the Silver Birch” on the xylophone. Teaching was good and the pupils’ performance enhanced by the piano accompaniment provided by the teacher. Pupils are confident to play their tune to others and even act as the conductor when they all play together.
123. In Year 5 pupils sing “Jelly on a Plate” supported by the tune played on a cassette player. Their singing lacks confidence and is not always in tune, but they can sing this song and also “I Love the Flowers” as a round. They can use three notes on the xylophone to add an accompaniment to their singing. Pupils wait patiently for their turn when they share musical instruments, but they are fully involved in other activities throughout the lesson and work hard. Pupils are beginning to develop their musical vocabulary, using words such as ‘rhythm, accompaniment and sound.’ In discussion, Year 6 pupils sing simple songs in unison and in two parts confidently. They can split into two groups and hold their tune whilst singing two different songs at the same time. When the teacher suggests putting actions to their singing, a pupil thought that they could use sign language. Two pupils taught the others to ‘sign’ the actions to “I am the Wind” and this was successfully achieved whilst they sang the song. The pupils do not understand pitch or cannot sight read a simple piece of notation. They had little opportunity to listen to music or discuss mood, atmosphere or effects. A small number of musically talented pupils have additional instrumental tuition for guitar and violin. Currently there are no assessment records which show progress, except for the comments on the end of year report.
124. Pupils enjoy their music lessons and work well in pairs when sharing an instrument and are able to perform together well. Their behaviour is good in practical sessions and they all give of their best. Many staff do not have a secure musical background and need further training to meet the demands of the new scheme of work. At present, the expertise within the school is not being used effectively to support staff development.
125. The co-ordinator supports her colleagues well by providing resources, but does not have the opportunity to model good practice nor work alongside colleagues in lessons to support them. A wide range of tuned and un-tuned instruments is available, including a keyboard. However, there are very few instruments from different cultures. CD players and cassettes are used regularly to help non-musicians to teach successfully. Although the co-ordinator checks planning, there is insufficient monitoring to ensure progression and breadth in the teaching of skills through the school. There was some repetition of similar work in two year groups during inspection. ICT has not been used to develop pupils’ skills.

PHYSICAL EDUCATION

126. Standards by the age of 11 are above average, which is an improvement since the last inspection. There is little difference in the standards between boys and girls, there is a good level of inclusion and the school offers a broad range of varied activities to support the pupils’ physical development. The pupils’ learning has benefited as a result and in Year 6 they have good developing skills in games, such as kicking, dribbling a ball and basic basketball skills.
127. Pupils work well and make good progress, overall. The quality of teaching is generally good. The staff have clear expectations and expertise in physical education and the planning is carefully thought through to offer a broad range of activities over the school year. For example, games, invasion games, dancing and swimming are offered on a half termly basis. Work from Year 3 through to Year 6 focuses on building on what the pupils have already learned and can do and develops their skills and techniques. In Year 3, the pupils have appropriate levels of co-ordination and control, for instance when devising different ways of travelling along objects or

when playing 'Invasion' games. In Year 4, pupils are acquiring very good control, grace and flexibility in creating their own sequences of movements. In Year 5, there is a good varied programme of dance sessions which includes Greek dancing and line dancing. Pupils enjoy these sessions and are developing the expected degree of co-ordination and sense of rhythm. Year 5 pupils also participate enthusiastically in 'treasure trail' activities, that are held outdoors if possible. They are learning to move quickly and with a good sense of direction and control to locate various 'stations' on a grid.

128. In Year 6, the pupils have good skills in devising their own team games, which are varied and give them opportunities to display a range of games skills, co-ordination and control. Pupils with special educational needs are well supported and the hearing impaired are included fully in activities. Pupils behave very considerately towards each other, for example, during games lessons, they gently tap any child with hearing impairment on the shoulder if they approach them from behind.
129. Pupils in all year groups have opportunities to learn to swim and, by the time the pupils leave the school, the majority has achieved the level expected for their age and can swim a reasonable distance. The co-ordinator for physical development offers sound leadership and has a secure understanding of the requirements for teaching physical education. There is a sound assessment procedure, which is used effectively to note the pupils' achievements after each unit of work is completed and creates a half-termly profile, which is then used to identify areas for development and to produce reports for the school year. Resources for physical pursuits are adequate, but some are rather tired and worn. However, the school has a maypole for dance work and cricket equipment, which are in good condition. A football club is held in the school and there are plans to introduce a basketball club in future.

RELIGIOUS EDUCATION

130. Standards are in line with those expected in the Local Agreed Syllabus by the age of 11. This shows improvement since the last inspection where standards were below average. Pupils with special educational needs and the hearing impaired make good progress.
131. The improvements stem from good management of the subject and the way the co-ordinator has used his own in-service training to help the staff move forward. The status of the subject in the school has been raised and now makes a significant contribution to pupils' very good spiritual, moral, social and cultural development. Recently, other curriculum areas have rightly been given greater emphasis than religious education, but much has been achieved. Particular improvements can be seen in the way staff teach about religions other than Christianity and how they have developed their own subject knowledge of other faiths. The co-ordinator has regularly monitored improvements through work sampling and noticed, what was evident from inspection, that there is now less input of Christianity and the balance needs to be redressed. There are plans to improve the scheme of work by defining the content in order to achieve better progression of learning through the key stage and to restore the balance of Christianity. Monitoring of teaching through classroom observations has not been possible recently due to staffing difficulties. All year groups follow the scheme of work and teachers are building up useful resource banks within their teams which are helping to match work tasks to the different ability groups. Religious education is taught regularly throughout the year and the coverage of the subject is impressive.
132. From discussion and the sampling of pupils' work, the oldest pupils could describe the key beliefs and teachings of the religions they had studied. A pupil in Year 6 summed up her impression of Buddhism by saying that 'they want to follow the middle path between greed and suffering in order to lead a happy life'. Pupils learn and use religious terminology well in their writing and discussion. In Year 5, pupils were learning about Sybil Marshall, a black Christian who helped black teenagers in England. Pupils questioned and discussed topics openly, such as discrimination and segregation. They were able to link this to the Christian teaching, 'love your neighbour as you love yourself'. They showed a good knowledge of charities that help people and also included animals as 'neighbours' in need of our support. Some pupils made useful links with other faiths they had previously studied 'who also say you should help your neighbour'. In Year 4, pupils were studying the Ten Commandments and showed that they had

retained good background knowledge about Moses from the previous year. They knew that you would find stories about Moses in the Old Testament. Pupils showed that they could relate the messages given to Moses so long ago to their own lives. 'Do not kill' was immediately related to the recent bombing in America. 'Coverting' was described by another pupil as 'jealousy and that's not good because it could lead to stealing'. In Year 3 pupils were thinking about ways of welcoming people and friendship. Most pupils had little to contribute despite the hard work and encouragement of the teacher. Pupils had not yet settled into class routines and were not confident to contribute to discussion nor interested in listening to each other. Seeing these pupils at the start of the key stage was a clear measure of the good progress that is made by pupils over time.

133. The majority of teaching seen was good, with a few examples of very good and excellent lessons. Lessons are well prepared with good use of time and resources. Very skilled questioning encouraged the lively and open discussion observed. Relationships are very good and teachers create an atmosphere of trust and security where all are confident to share experiences, feelings and ideas. Everyone is valued and pupils listen well to each other. Hearing impaired pupils are keen to contribute in these sessions. Older pupils reflect on their learning in a sensitive and mature way. Tasks are well matched to pupils' literacy skills, which are effectively developed through the subject. In Year 4, a variety of Bibles were used for research and matched to the reading ability of the group, so that everyone could complete the task. Classroom assistants provide effective and appropriate support for pupils with special educational needs, particularly with written work. 'Signing' classroom assistants give considerable support to hearing impaired pupils and are particularly effective in encouraging them to contribute to discussion.
134. The curriculum is enriched by a number of visits to different places of worship both locally and also in Nottingham and Derby. Drama groups sometimes visit the school. Local clergy regularly take assemblies and sometimes bring along visitors from other countries. The school is now ready to move forward by introducing a greater variety of teaching methods and to find new ways of recording the work covered. Better use could be made of artefacts as a starting point for learning about religions other than Christianity. An appropriate system of assessment is now needed for religious education.