

INSPECTION REPORT

GRIFFE FIELD PRIMARY SCHOOL

Littleover, Derby

LEA area: City of Derby

Unique reference number: 131798

Headteacher: Miss Kate McRae

Reporting inspector: Mrs Rowena Onions
18354

Dates of inspection: 5th – 8th March 2001

Inspection number: 230713

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 3 to 11

Gender of pupils: Mixed

School address: Grosvenor Drive
Littleover

Postcode: Derby
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Appropriate authority: The Governing Body

Name of chair of governors: Mr Martin Blencowe

Date of previous inspection: N/A

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
18354	Mrs R Onions	Registered inspector	Information and communication technology Music Religious education Areas of learning for children in the Foundation Stage	The characteristics and effectiveness of the school The school's results and pupils' achievements Teaching and learning Leadership and management
13462	Mrs R. Mothersdale	Lay inspector		Pupils' attitudes, values and personal development Partnership with parents and carers
23080	Mr R Isaac	Team inspector	English Art and design Geography History Special educational needs English as an additional language Equal opportunities	
15409	Mr D Whalley	Team inspector	Mathematics Science Design and technology Physical education	Quality and range of opportunities for learning Pupils' welfare, health and safety

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Griffe Field Primary School is a school of average size, with 197 pupils aged 5 to 11 years and 54 pupils attending the nursery on a part-time basis. It is a very new school, having been established only 18 months prior to the inspection. The school caters for pupils from the age of 3 to 11 years, with a broadly equal number of boys and girls overall. There are considerable imbalances in some year groups, however, with the reception class and Year 6 being two-thirds girls and Year 2, two-thirds boys. There are 43 pupils (22%) for whom English is an additional language, which is very high when compared with the national average. These pupils all speak fluent English. The school is situated in Littleover on the outskirts of Derby and draws from the surrounding residential area. The local housing is new and a mixture of social housing and privately owned property, but is predominantly the latter. The percentage of pupils taking free school meals is near the national average at 16 per cent. The pupils come from a very wide range of backgrounds with a wide ethnic, cultural and social mix. The pupils enter the reception class with a broad range of attainment, but the greater number are above average. The pupils in the school have come from many different schools; they too had widely different levels of attainment when they entered the school. There are 38 full time pupils (19%) currently identified on the special educational needs register. This is near the national average. Four pupils have statements of special educational needs. These pupils have a range of special needs, including learning difficulties and physical disabilities.

HOW GOOD THE SCHOOL IS

Griffe Field Primary School is already a good school. It provides an effective education for its pupils. The quality of the teaching they receive is good and they make good progress in English and mathematics in particular. Since the opening of the school, the leadership of the key staff and in particular of the headteacher has been excellent. As a result of careful and sensible development planning, the school is now very well placed to improve even further. The school gives good value for money.

What the school does well

- Standards in English, mathematics, science and religious education are good in most classes.
- Pupils behave very well. They have very positive attitudes to their work.
- The leadership of the headteacher and key staff has been excellent. Very good decisions have been taken and followed though effectively.
- The quality of teaching is good. The teachers and other staff are very dedicated and hard working.
- The school has a very positive ethos in which all pupils are seen as individuals and treated as such. Provision for pupils' spiritual, moral, social and cultural development is very good.
- With the support of the governors, parents and local community, the school has quickly established itself as an effective school.

What could be improved

- The curriculum provided is currently somewhat unbalanced. As a result, standards in the foundation subjects do not yet match those in English, mathematics and science. *

The strengths of Griffe Field School greatly outweigh the areas for improvement.
The areas for improvement will form the basis of the governors' action plan.

* The overall curriculum and the development of these subjects had been identified prior to the inspection as the next stage of the development of the school.

STANDARDS

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

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

The pupils assessed at the age of eleven in 2000 had been in the school for under a year. They achieved well while they were in the school. Seven-year-olds in 2000 attained very high standards in reading and mathematics and above average standards in writing, both compared nationally and with similar schools. The attainment of the current Year 6 pupils continues to reflect the fact that they have spent a relatively short proportion of their education in the school. Although their achievement is good, these pupils are attaining below average standards in English and mathematics but average standards in science. Pupils currently in Year 2 are achieving well and they are attaining above average standards in reading, writing, mathematics and science.

Pupils in the rest of the school are achieving good standards in English and mathematics and science. This is in large part because the headteacher and senior staff made the very sensible decision to establish the education provided in these very important areas before moving on to look more closely at other subjects. Careful attention is paid to assisting pupils to gain literacy and numeracy skills, and pupils rapidly gain the basic skills they need. Pupils with special educational needs and more-able pupils achieve well for their levels of ability. The school has set suitably high targets for pupils' attainment in the future.

Pupils are currently achieving standards in religious education that exceed the expectations of the locally agreed syllabus. Pupils have a particularly wide experience, knowledge and understanding of the diversity of faiths that make up the community in which they live. In information and communication technology, pupils are achieving satisfactory standards overall. As a result of the identified focus on English and mathematics there has been, of necessity, less emphasis placed on the other subjects. Pupils often attain well in other subjects when these are taught but, because of the sensible decision to establish standards in literacy and numeracy, a higher than average time has been devoted to English and mathematics. This reduces the time available for other subjects. Pupils are attaining the expected levels in art and design, design and technology, history, music and physical education but, although their achievement is sound, it is not as good as it could be. Currently, attainment in geography is below the expected level because many pupils, particularly in Key Stage 2, have not studied the subject for some time.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils like school and join in with the activities provided. Their enthusiastic attitudes have a very good effect on their learning.
Behaviour, in and out of classrooms	Very good. Pupils behave very well in class, around the school and in the playground. They are well mannered, confident and friendly.
Personal development and relationships	Very good. Pupils show a respect for adults, for each other and for themselves. They become increasingly good at organising themselves in lessons.
Attendance	Very good. Attendance is well above the national average.

Pupils are very proud of their school. They enjoy the activities that the school organises. In lessons, pupils start work promptly and work hard. They take a pride in doing well. Pupils enjoy taking responsibility for their work and for helping around the school. Relationships are very good, both between pupils and with the staff. There is a very striking sense of community in the school and a lack of any friction between different ages, genders or backgrounds.

TEACHING AND LEARNING

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

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

In all the lessons seen, pupils received at least satisfactory teaching, there was good teaching in 48 per cent of lessons and very good or excellent teaching in a further 30 per cent. The quality of the teaching pupils receive, particularly in English and mathematics, is a significant strength of the school. Teachers in the school take a very professional approach. They plan lessons in detail, have high expectations and organise pupils very well. There is good understanding of how pupils learn and a good variety of methods is used to ensure that pupils are stimulated and enjoy learning. Consequently, pupils learn well. They concentrate well, complete a good amount in lessons and make good gains in their knowledge and understanding. Occasionally, however, introductions to lessons are too long and pupils' attention is lost and this reduces their ability to learn.

Teaching in English and mathematics is consistently good. Good care is taken to ensure that pupils are taught the basic skills in literacy and numeracy and this is reflected in the standards seen. Teaching is also good in religious education, information and communication technology, history and science. It is satisfactory in music, design and technology, art and design, geography and physical education.

Teachers make very successful efforts to ensure that all pupils are appropriately included in all activities. They provide good support, where necessary, for pupils with different social or cultural backgrounds and for pupils for whom English is an additional language. Pupils with physical disabilities are sensitively handled and they too are fully included. The quality of teaching of pupils with special educational needs is consistently good. Class teachers are aware of their pupils' needs and work in close conjunction with the special educational needs co-ordinator and support staff to meet these.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. As a result of the very sensible decision to focus attention on English and mathematics, the rest of the curriculum is somewhat unbalanced. It was part of the planned development of the school to turn its focus onto these subjects in the near future.
Provision for pupils with special educational needs	Good. Through the good quality support they receive, pupils are given full access to the curriculum and appropriate adaptations are made where necessary.
Provision for pupils with English as an additional language	Although there is a high percentage of pupils with English as an additional language, pupils are fluent English speakers. Good support is provided where necessary.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The school ensures that pupils have a good knowledge of the relevant facts to enable them to choose a healthy lifestyle. They are given the personal skills and self-esteem to keep themselves safe and well. The school makes very good provision for the pupils' spiritual, moral, social and cultural development.

How well the school cares for its pupils	Well. It provides a safe and secure environment. Assessment is very well used to set targets and to plan work for the pupils, particularly in English and mathematics.
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The school works very well in partnership with the parents and supplies parents with very good quality information. The impact of parental support is excellent. Parents provide very valuable support by, for example, supervising homework, hearing their child read regularly and providing help and resources to extend the work done in the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent. The headteacher provides strong, decisive leadership that has ensured that the school has moved positively towards sensibly targeted and well thought out aims. This leadership is well supported by the deputy headteacher and all staff.
How well the governors fulfil their responsibilities	Well. Governors have played an important part in establishing the school. Through the information they seek and are provided with, they are developing a clear view of the strengths and relative weaknesses of the school. They are beginning to play a full part in planning school developments.
The school's evaluation of its performance	Very good. The school has comprehensive and effective systems for checking and evaluating the education provided, particularly in English, mathematics and science.
The strategic use of resources	Very good. The school has made very good use of the funds available to it. All spending has been carefully considered and linked to the priorities identified in the school improvement plan. The principles of 'best value' are well established and are gradually being applied to all areas of the school's work.

The school has a sufficient number of suitably qualified teachers to provide for the number of pupils in the school. All teachers have accepted responsibility for the co-ordination of aspects of the curriculum and they work hard to fulfil these responsibilities. The school has a sufficient number of teaching assistants whose work in supporting teachers contributes well to the progress the pupils make. The school's accommodation is of very good quality and is very well maintained by the caretaker and cleaning staff. Due to the need to buy new resources in all subjects some subjects remain a little under resourced. Teachers take good care to ensure that they have sufficient resources for lessons but this sometimes gives them extra work.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • That children like the school. • The progress the children make • That children behave well in the school. • The quality of the teaching. • The approachability of the school and the information it provides. • That the school expects children to work hard • The way the school helps children to become mature and responsible. • The way the school is led and managed 	<ul style="list-style-type: none"> • A small number of parents are concerned about the homework pupils are given.

The inspection team agrees with parents' positive views. It finds, however, that homework is carefully structured and linked to lessons and extends the learning done in school well.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. In 2000, the small cohort of eleven-year-old pupils achieved above average standards in English and well above average standards in mathematics and science when compared with national averages and when compared with similar schools. At the age of seven, pupils achieved very high standards in reading and mathematics and above average standards in writing, both compared nationally and with similar schools. Griffe Field School's position as a newly established school means that end of key stage information about standards reached by Year 2 and Year 6 pupils in the Year 2000 is not as informative about general school standards as it would be in more usual circumstances. The pupils assessed had been in the school for under a year and had come from a wide diversity of schools. The evidence is that they had made good progress while they were in the school.
2. The attainment of the current Year 6 pupils continues to reflect the fact that they have spent a relatively small proportion of their education in the school. Although they have made good progress and are attaining well for their levels of prior attainment, these pupils are achieving below average standards in English and mathematics but average standards in science. Pupils currently in Year 2 have spent a much greater proportion of their education at the school and are also achieving well. They are attaining above average standards in reading, writing, mathematics and science.
3. Pupils throughout the rest of the school are doing well. Although there is some variability between the year groups, with Years 3 and 5 achieving well above average standards, overall, pupils are achieving good standards in English, mathematics and science. This is in large part because the headteacher and senior staff made the very sensible decision to establish the education provided in these very important areas before moving on to look more closely at other subjects. Careful attention is paid to assisting pupils to gain literacy and numeracy skills and pupils rapidly gain the basic skills they need. Particular attention is paid to the development of phonic skills in Key Stage 1 and this is paying dividends in the pupils' ability to read and write well by the end of the key stage. In numeracy, similar attention is given to assisting pupils to gain good mental skills, particularly in the development of a variety of methods to use when calculating. This too is evident in the standards attained. This very clear and effective strategy of focusing the school's efforts on English and mathematics has brought about the desired results, and the pupils are now very well placed to achieve even better and to attain even higher standards in the future. The school has set suitably high targets for pupils' attainment in the future.
4. The school provides well for all its pupils. Children enter the school at the age of four with a very wide range of attainment and ability. The quality of the education provided in the Foundation Stage ensures that they achieve well in all aspects of their development except their physical development. Although the children develop their physical skills well in the nursery class, they do not have sufficient opportunity to do so in the reception class and, as a result, their progress slows but is satisfactory overall. Pupils enter Key Stage 1 with above average attainment in all aspects except physical development where their attainments are average.
5. Throughout the school, most pupils with special educational needs achieve well in relation to their prior attainments. They usually make good progress towards meeting the targets set in their individual education plans. Pupils of above average ability attain high standards, particularly in English and mathematics. Through the high expectations of their teachers and through activities that are planned to meet their needs, they make good progress. The small number of gifted or talented pupils, however, make only satisfactory progress because, as yet, the school has not had the opportunity to develop specific identification or support mechanisms. This has, however, been recognised by the school and attention is already being given to this matter.
6. The school has pupils who come from a wide variety of social and cultural backgrounds. Very good and successful efforts are made to fully include these pupils and to support them as necessary. This means that all pupils are currently achieving well, in particular in English and mathematics.

7. Pupils are currently attaining standards in religious education that exceed the expectations of the locally agreed syllabus. Pupils have a particularly wide experience, knowledge and understanding of the diversity of faiths that make up the community in which they live. In information and communication technology (ICT) pupils are currently achieving satisfactory standards overall. However, as they are taught each aspect of the ICT curriculum, they are making good progress. This bodes well for future standards. At the present time, pupils attain satisfactory standards in aspects such as using the computer to present work or to research information but, in Key Stage 2, they have not had sufficient experience in using the computer to control devices and are not yet meeting the national expectation in this aspect.
8. As a result of the identified focus on English and mathematics there has been, of necessity, less emphasis placed on the development of other subjects. Pupils are attaining the expected levels in art and design, design and technology, history, music and physical education, and their achievements are sound. Currently attainment in geography is below the expected level because many pupils, particularly in Key Stage 2, have not studied the subject for some time. The levels of attainment and their ability to make the progress in English and mathematics, shows that pupils are capable of achieving more in all of these subjects. Pupils often attain well in when the subjects are taught but, because of the sensible decision to establish standards in literacy and numeracy, a higher than average time has been devoted to English and mathematics, thus reducing the time available for the rest of the curriculum. Pupils have little time to record their work in other subjects and their ability to do this is not of the same quality as their written work in English. In addition, in some subjects, for example music, aspects of the subject are underdeveloped because lessons are insufficiently long. It has been part of the planned development of the school that attention would, in due course, switch to these other subjects.

Pupils' attitudes, values and personal development

9. Throughout the school, pupils' attitudes to learning and the school are very good. By the end of the Foundation Stage, children have settled very well into school life. They have learnt how to behave in school and be part of a social group. Pupils in Key Stages 1 and 2 are very proud of their school and compare it very favourably with the wide range of schools they came from. They are very keen to take advantage of the clubs they can go to during lunchtime and after school, and do not differentiate in their enthusiasm over whether the clubs have a social, sport or academic aim. They enjoy the broad range of activities that the school organises for pupils, for example joining in a Mastermind quiz, paying visits to a farm or taking part in the Christmas performance. In lessons, pupils generally start work as soon as they know what they have to do and do not have to be reminded to keep on task. They take a pride in doing well. They settle well into routines such as independently getting out their reading books whilst the register is being called. Most pupils with special educational needs know what is expected of them and respond well to the challenges of learning.
10. Overall, pupils' behaviour is very good. They generally respect the rules of the playground, where one area is for more boisterous ball games, and the other for quieter activities. There have been no exclusions and the pupils are well acquainted with the system of merit marks and stickers that reward good behaviour. Most pupils behave very well in lessons, although there are a few younger pupils who become restless when introductions to lessons, or the lessons themselves, are too long. Pupils are keen to earn a reward for good behaviour, for example in assembly, the classes who won the midday supervisors' weekly award for being the best behaved at lunchtime were delighted to be chosen. The pupils' very good behaviour makes a valuable contribution to their learning.
11. Pupils' personal development is very good. They can, for example, be trusted to behave well with visitors such as the sixth form students who come in to support some Year 5 readers. They enjoy taking the initiative. During the inspection, for example, two pupils organised a T-shirt design competition that would raise funds for Comic Relief. They take on the responsibility for doing their homework and recognise that this is helping them to achieve well. Pupils are very helpful to each other and are sensitive to the needs of others. Over lunchtime, several older pupils enjoy the responsibility of answering the school phone and helping with minor administrative tasks. They are very litter conscious in the playground and make sure that all their empty crisp packets etc. go into the bins. Throughout the school, pupils are quick to change for physical education lessons or games, and they waste no time when having to line up to come into school at the end of playtime or the beginning of the school day. Relationships are very good, both between school friends and with

the staff. There is a very striking sense of community in the school and a lack of any friction between different ages, genders or backgrounds. Pupils also value their contribution to the wider community and are proud to represent their city at the Millennium Dome, to take part in public singing productions in the city of Derby and to represent their school in team sporting events such as football and netball.

12. Pupils' attendance at the school is very good and, at 96.5% for the academic year of 1999/2000, well above the national average for a school of this type. A few pupils are occasionally late to school. There is a small number of unauthorized absences, but at 0.1%, they are below the national average. Most pupils' absences are because their families are taking them away for holidays in term time, or because pupils are ill.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

13. The overall quality of teaching throughout the school is good. In the Foundation Stage, teaching is very good. The teachers have very good management skills and are quietly encouraging of all that the children do and accomplish. This assists the children to be confident learners and to make the progress of which they are capable. This gives them a very positive start to their education.
14. During the inspection, in Key Stages 1 and 2 all lessons observed were at least satisfactory, and three quarters were good or better. The quality and consistency of the teaching in the school, in particular in English and mathematics, is a major strength. There are many good features in the teaching that the pupils receive and this helps them to learn well. Overall, teachers take a very professional approach to their teaching and work extremely hard. Lessons are well planned and teachers use well what they know about the pupils' attainments to plan lessons that assist them to develop further. Care is taken to identify the differing need of pupils in the class and to provide either different activities for pupils of different abilities or appropriate support. Good use is made of teaching assistants, students, parents and volunteers to ensure that each pupil receives as much attention as possible. This has a significant effect on the speed at which pupils can make progress. In one design and technology lesson in Year 1, for example, pupils engaged in construction were well supported by the adults with whom they worked, and their skills were therefore improved. Teachers use a good variety of methods to teach pupils and maintain their interest and concentration. They use, for example, dramatic ways of introducing lessons. Attention in a Year 1 class, for example, was held by the teacher's dramatic retelling of the story of The Three Billy Goats Gruff from the Troll's point of view. Practical activities are well integrated with written ones and this provides a variety to which pupils respond well. As a result, pupils show themselves capable of very good intellectual effort.
15. Pupils are very well managed throughout the school. Relationships are friendly and productive, and pupils show a respect for their teachers. They wish to please them. Teachers maintain very good discipline and this means that the atmosphere in classes is conducive to learning. Levels of challenge are usually good and pupils try hard to live up to these. Pupils of below and above-average ability know that their teachers' expectations are reasonable and they try hard to meet them. Teachers make very successful efforts to ensure that all pupils are appropriately included in all activities. They provide good support, where necessary, for pupils with different social or cultural backgrounds and for pupils for whom English is an additional language. Pupils with physical disabilities are sensitively handled and they too are fully included. In some lessons, however, individual very able or talented pupils are not fully stretched and then do not learn as much as they might. In some instances, this is associated with insecurity on the part of the teacher about the subject in hand. In general, however, teachers have good subject knowledge and where they are less secure, for instance in rapidly developing subjects such as ICT or subjects like music which involve particular expertise, they take very good care to ensure they have sufficient knowledge to teach the current aspect of the subject. The further development of teachers' subject expertise has been correctly identified in the current school improvement plan. Overall, the quality of teaching is good in literacy, numeracy, science, ICT, religious education and history. It is satisfactory in art and design, music, design and technology, geography and physical education.
16. There are a few occasions when teaching, although satisfactory, is not as effective. This is sometimes because a timetabled lesson is too long or too short. In the former instance, teachers are unable to hold the attention of the pupils and time is not best used. In the latter, the pupils do

not have sufficient time to fully develop the activities in hand. In both, learning is reduced. In addition, there are some lessons when teachers talk for too long at the beginning of the lesson and pupils become bored and do not concentrate or learn as well.

17. Teachers are very careful to ensure that pupils are aware of what they are learning and, in the best lessons, are careful to tell them why they need to learn what they are being taught and how they will know if they have learned it. Good use is then made of sessions at the end of lessons to review the learning. This means that pupils can be full partners in their own education. These sessions are also of assistance in assessing pupils' level of knowledge and understanding. On some occasions, however, the objectives for lessons are couched in a way that pupils are not able to fully understand. This reduces the effectiveness of the strategy. Marking is used well in many instances to tell pupils where they have made errors and how they can improve them. There is, however, a variation in tone in some of this marking and in some instances it is over negative. Homework is planned as part of lessons and consequently links to them well. Good care is taken to respond promptly to this homework.
18. The quality of teaching of pupils with special educational needs is consistently good. Class teachers are aware of their pupils' needs and work in close conjunction with the special educational needs co-ordinator and support staff to meet these. Teachers deploy teaching assistants effectively, ensuring good support both to individuals and small groups. The special educational needs teachers provided by the local education authority add useful specialist tutoring for pupils with greater needs and help inform Griffe Field's teachers about current developments in special education.

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

19. The curriculum for children in the Foundation Stage is good overall. It is very good in the nursery class. In both classes, detailed long-term plans are in place that include all the areas of learning that should be taught to children before they enter Year 1. Lesson planning is detailed and children have access to a wide range of suitable activities and learning experiences. Teachers, nursery nurse and teaching assistants have a good knowledge of the children in their care and the curriculum is effectively tailored to meet their differing needs. The curriculum, however, is not as well balanced in the reception class as it is in the nursery. The children in the reception class do not have sufficient opportunity for physical activity and sometimes lessons, particularly in literacy and numeracy, are too long.
20. The quality and range of learning opportunities at Key Stages 1 and 2 are satisfactory. All statutory requirements are met. In starting a new school, the decision was taken to concentrate resources and staff effort on initially establishing a high quality curriculum in English and mathematics. In this, the school has been very successful. The national strategies for literacy and numeracy have been very well established. In English and mathematics, these strategies are very well applied and this makes a significant contribution to the quality of pupils' learning. The result of this sensible concentration on English and mathematics is that, although the curriculum is appropriately broad, some aspects of subjects, for example designing in design and technology and composing in music, are not yet fully developed.
21. During the time when they were concentrating on establishing standards in English and mathematics, the school rightly allocated a significant proportion of the school day to the teaching of these subjects. These standards are now established and the curriculum is now somewhat unbalanced, with significantly less than the national average time being given to some subjects, for example history, geography and music. In addition, opportunities to systematically extend and consolidate English and mathematics skills through other subjects have not yet been fully identified. There is not enough opportunity, for example, for pupils to develop writing skills through their study of history or geography. A further contributory factor to this imbalance in the curriculum is that some sessions are too long for a single lesson, but there is insufficient time to fit in a second one and, thus, time cannot always be used effectively.
22. The provision for extracurricular activities is very good. The range of activities is impressive. Not only do the majority of teachers give up some of their own time to support activities, but members of the local community also come into school to provide opportunities that enrich the curriculum. There are

many examples of very good links between the work in lessons and the extracurricular activities. An after-school Booster Club, for example, is offered for Year 6 pupils to consolidate work in lessons. Nearly all Year 6 pupils attend. Music and sporting clubs are well attended and they enable pupils to enhance their skills well.

23. Teachers make very great efforts to ensure that all pupils have full access to the curriculum. There is an understanding of the need to take positive action to ensure that all pupils are fully included in all activities. There is a good awareness of the social and cultural diversity of the pupils' backgrounds and all pupils are valued and given equal opportunities to learn. Through their planning, teachers make good provision for pupils of differing abilities. During the inspection, there were a few lessons, however, where the very able were not given the opportunities they needed to extend their learning fully. In physical education, for example, some pupils attend gymnastic clubs outside school. Their skills are very well developed but in lessons, they are not always given sufficient opportunity to build on these skills. This also applies to gifted children in other areas of the curriculum. Although the school has a significant number of pupils with English as an additional language, all of these pupils are fluent English speakers and only one pupil requires additional support in writing English. This is successfully provided through the additional literacy support.
24. The school makes good provision for pupils with special educational needs and they usually make good progress relative to their prior attainments. Provision complies fully with the special educational needs Code of Practice. Pupils with special educational needs, including those with physical disabilities, study the full range of National Curriculum subjects and the work is matched carefully to meet their individual needs and abilities. Teachers include these pupils fully in school life and the good levels of support ensure that these pupils are able to study all the subjects on offer. In language sessions, for example, teachers often introduce concepts in the literacy sessions in a practical and visual way, and this enhances learning.
25. The school's partnership with other schools in the area is satisfactory but is an aspect that the school wants to develop further. At present, action is being taken to strengthen these links, for example a number of students from the sixth form come into school to help older boys with reading. This not only forges links, but also provides the boys at Griffe Field with positive role models.
26. The contribution of the community to pupils' learning is very good and extremely varied and rich. During the week of the inspection, two engineers from Rolls Royce were helping pupils with a bridge-building design challenge, a fire engine and its crew visited the nursery and a Group 4 security van was closely examined by Year 2 pupils. The school has enjoyed visits recently from a book illustrator, a puppeteer and an author, some of them in connection with its book week, and there are close contacts with the nearby Haven Christian Centre and local library. The school makes very good use of the local environment, for example pupils have visited many different local places of worship.
27. The school provides very well for the pupils' personal development. The provision for personal, social and health education is good. The school policy provides a good structure to develop these aspects of the curriculum. It is effectively applied and this makes a good contribution to the ethos of the school. Good attention is given to the education of pupils about the dangers of drug abuse. The school produced an appropriate interim policy for the teaching of sex education and this is now being revised.
28. The provision for pupils' spiritual, moral, social and cultural development is very good. There has been a conscious effort on the part of all staff to concentrate on these aspects of pupils' development. Their efforts have been very successful. The school is a very caring community where all members, young and old, are valued. The provision for spiritual development is very good and is well developed through assemblies. Pupils are given very good opportunities for personal reflection and to think about the impact of their actions on others. Teachers use the themes developed during assemblies very effectively in lessons. During the inspection, the theme for the assemblies was sharing. Pupils were given very good opportunities to think about the importance of sharing as part of a community. These themes were built on during 'circle times' (a class discussion time) where pupils had the chance to think about the importance of sharing with others. In assemblies, stories from Christianity and other faiths develop in pupils an understanding of the importance of faith to people throughout the world. In religious education lessons there are very good opportunities for

spiritual development when pupils are given opportunity to consider how what they are learning has an impact on their own lives and beliefs.

29. The provision for pupils' social and moral development is very good. All adults in the school provide very good role models for the pupils. Pupils are taught the difference between right and wrong and parents agree that this happens. Parents also say that their children are taught to be caring, particularly of younger pupils. Through a variety of strategies, such as merit awards, pupils are effectively taught how to manage and take responsibility for their own behaviour and actions. The school's programme for 'circle time' and for personal, social and health education, which has a good emphasis on the building of good relationships, makes a very positive contribution to the pupils' moral and social education. Pupils are encouraged to support a wide variety of charities and a constant flow of pupils independently organise competitions or set up cake sales. All pupils respect other people and property. In lessons, pupils have chances to collaborate with their peers and to develop social skills; for example, pupils are actively encouraged to gain both social and educational benefits from the necessity of sharing computers in ICT lessons. A residential visit to a YHA hostel for pupils in Key Stage 2 provides a very good opportunity for them to further develop their social skills.
30. The provision for pupils' cultural development is very strong. All pupils have a strong sense of their own culture and of the cultural diversity of society. Classes have names linked to the locality, and the pupils are all aware of the significance of these. Through visits within the vicinity of the school and visits from local people, there is a strong sense of awareness of their place within the locality. Such is the sense of community in the school that it is difficult to believe that it is less than two years old. There are very good opportunities for pupils to develop their understanding of the cultural diversity of society. Visits to religious places such as a local mosque, a Hindu temple and a local Christian church provide very good learning opportunities. Pupils are also given opportunities in lessons and assemblies to study the stories, art and music of other places and times.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

31. The school's procedures for the care and well-being of pupils are good and help to create the climate in which pupils achieve well. The procedures for child protection are clear and in accordance with the advice of the local area child protection committee. The headteacher is responsible for child protection. She maintains suitable records of information about children or families that are the subject of concern. Social services review meetings are now usefully held in the school. The school has correctly identified the need for other members of staff to be regularly updated on their child-protection responsibilities and to ensure that the deputy headteacher receives relevant training soon so that he can act in the absence of the headteacher.
32. The school's procedures for ensuring the health and safety of pupils are good. There are four trained first aiders in the school, and the caretaker makes suitably regular and recorded checks of the school's safety systems. The school has made sure that pupils know how to evacuate the building in the event of an emergency. All staff know about pupils with medical conditions, such as those who require an inhaler. Proper facilities are in place for any pupil who requires extra care for a physical disability. When going out of school on outside activities, such as swimming, the school makes sure that there are sufficient helpers and staff available to ensure the safety of pupils. The school nurse is available on a regular basis to advise parents and children. Systems to monitor pupils' personal development are very good and are consistently used across the school to the benefit of the pupils. Pupils are all very well known to staff and, through, for example, 'circle time' and personal, social and health education lessons, staff can offer pupils sensitive and very focused advice and guidance on personal issues. Pupils are confident that their concerns will be listened to and trust their teachers to pay attention to what they have to say; for example, pupils remarked about the headteacher, 'She understands and listens to you.' A number of pupils referred to the use of the 'Bubble Book', a confidential method of asking for time with a teacher, as a very effective way of being able to seek guidance and support. The support the school receives from health and behavioural therapists, although useful, is limited either to specific pupils or, in the case of the educational psychologist, to only a very small number of occasions each term. As a result, the school does not always receive the advice it feels it needs with respect to some pupils with more uncommon difficulties.

33. The school's procedures for monitoring pupils' discipline and for stopping oppressive behaviour are very good. The school has put into place effective, positive strategies for encouraging good behaviour. These are successful in part because the pupils find them motivating and want to know at the end of a lesson if they have received a merit mark for good behaviour and working well. All staff have been involved in behaviour management training, including the midday supervisors who make a good contribution and, for example, award their own, highly prized certificates for the best-behaved classes at lunchtime. Pupils feel very safe from being bullied and the school is quick to make sure that any such behaviour is stopped. The school seeks the co-operation of parents to support its disciplinary strategies, and parents are encouraged to call into school during the day to offer support to their child if he or she is experiencing difficulty with behaviour. There is an effective system to assist these pupils to improve. All pupils' behaviour is monitored through the reward and sanction system. The school makes sure that pupils understand the behavioural monitoring procedures and that they accept that breaking the spirit of the School Agreement will lead to sanctions, such as being kept in school for a short period during break-time or a recorded warning mark.
34. The school's procedures for monitoring and promoting attendance are satisfactory. The school regularly checks attendance registers and works alongside the Education Welfare Officer to contact any families where a pupil's attendance or punctuality is giving concern.
35. The school has developed a wide range of procedures to assess pupils' attainment and progress. A useful baseline assessment is made to measure children's attainment on entry to the school. This information is being used very effectively to provide suitable challenges for the youngest children. A wide range of nationally standardised tests is used to find out how the attainment of individuals and groups compares with national averages. This information is beginning to be used in strategic planning, but the data presently available is limited because the school has been open for less than two years.
36. Teachers are extremely conscientious and rigorous in planning work for their pupils. In their planning for literacy and numeracy lessons, they have developed very good procedures to use their knowledge of what pupils already know and can do. This is a significant factor in the consistently good teaching in these subjects and contributes to the good progress made by pupils. The procedures to assess the progress made by pupils in other subjects are not as well established as in English and mathematics but are very comprehensive. The sheer number of recording systems that have been introduced make the assessment process cumbersome and time-consuming for teachers. Individual procedures are very good but the cumulative effect is that teachers are not always able to access the information they need rapidly. This detracts from the overall usefulness of the systems and involves teachers in work that is not always efficient.
37. The school's internal procedures for the identification, assessment and review of pupils with special educational needs are good. Most individual education plans are well written and they focus well upon pupils' strengths and weaknesses. Teachers take pupils' views of their own abilities into account. Some individual education plans, however, contain targets, which are not specific enough to enable meaningful assessments of progress when they are reviewed.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

38. Parents' views of the school are very good and they are overwhelmingly supportive of it. The school is very clear that its partnership with parents has a very high priority and all teachers are in the playground at the beginning and end of the school day in order to meet up with parents, grandparents or carers. In a relatively short time from the opening of the school, the very good rapport that it has created with parents is reflected in the relaxed atmosphere with parents in the playground. A very small percentage of parents are concerned about the homework that pupils are given. Other parents are supportive of the school's arrangements for homework and are pleased that they can comment on their child's homework in the homework books. The inspection team feels that pupils receive appropriate amounts of homework that is well linked to work in school and appropriately marked.
39. The impact of parents' involvement in the school on the quality of the education provided is excellent. Parents had a direct hand in setting up the fabric of the school, helping to carry books and other resources into the school when it was opening and offering any help necessary. Both the chair and

vice-chair of governors are parent governors. Many new resources, such as the stage blocks for productions in the hall, have been bought with the help of money raised by parents who are members of Friends of Griffe Field. The school has access to a wide range of parental volunteers who accompany school trips or activities such as swimming. Parents give support in many ways, for example, one parent made over thirty costumes for pupils for the Christmas production and the school benefited from an abundance of craft and cookery items when it held its summer and Christmas fairs. At home, the majority of parents are very keen to help with homework topics and many supply artefacts for research projects and, in this way, contribute well to their child's progress. A good number of parents support the school by giving assistance in lessons such as ICT or needlework, and recently a group of parents has worked on a 'Share' literacy project in the school and made resources and games to support their child's learning at home.

40. Parents of pupils with special educational needs are actively encouraged to be involved with their child's education through review meetings, parents' evenings, and informal discussions, and they do so often.
41. The information that the school provides for parents is very good. Information boards for parents, curriculum letters, questionnaires, monthly newsletters and the occasional comment in the Reading and Homework Diary, all contribute to a constant stream of information on the life of the school and the progress that each pupil is making. Parents are invited into school each week to share a 'Family Assembly', watch the awarding of merit certificates and to hear what is happening in the school. Parents enjoy the very personal aspects of their children's annual written report and the inclusion of positive encouragement for areas to be improved. The school is very effective in balancing the demands of making sure pupils are secure in school with letting parents know they can come into school at any time to sort out queries or difficulties.

HOW WELL IS THE SCHOOL LED AND MANAGED?

42. The headteacher and key staff have worked together as a dynamic team and demonstrated excellent management in setting up an effective school in a very short period of time. Before the school was opened, work began on deciding the priorities for the initial phase of the school. High-quality decisions were taken to identify a small number of priority areas to develop in the first instance. These were to ensure that pupils achieved standards as high as possible in English and mathematics and to establish a school ethos in which pupils were well behaved, respectful of each other, adults and themselves, and showed good attitudes to learning. The school has been very effective in fulfilling these aims. The school presents as a very lively, caring and hardworking place in which pupils work and play well together, relationships between pupils and adults are very productive and where the adults work together as a team to the benefit of the pupils. Achievement in English and mathematics is good throughout the school and, where the pupils have spent a greater proportion of their school life in the school, standards in these subjects are at least good and sometimes very good. This excellent start in establishing the school has been continued and very appropriate priorities set for the future development of the school. Many of the areas for development identified by the inspection are either already built into the school improvement plan or have been identified by the headteacher and subject co-ordinators through their ongoing review of the school's work.
43. Staff have worked extremely well together to create the new school. All teachers have put many hours into establishing classrooms, creating resources and planning the work of the school. Co-ordination of the subjects is good overall, with co-ordination of the subjects that have been the focus of the school's work being very good. The quality of leadership provided for pupils with special educational needs is increasingly effective and is bearing fruit in the good progress made by these pupils. The deputy headteacher was the last member of the staff to be appointed and, although he is still, of necessity, developing his role, he has provided good support for the headteacher since his appointment. The shared commitment on the part of all staff to improving the school further is excellent.
44. The governing body has been effective in fulfilling its responsibilities. All statutory requirements are met. In addition, the governors have played a full part in the establishment of the school. They are justly proud of the school and its work. A very good system to enable the governors to monitor and evaluate the school's work is planned and in process of being implemented. Governors actively seek

information about the school and most visit regularly. Through this, they are beginning to build a clear picture of what remains to be developed as well as the strengths of the school. The governors have good understanding of the need to use the standards that pupils are achieving as one of the measures of success and have already begun using this when setting performance targets for the headteacher. More extensive use of end of key stage data is currently problematic since the only data available is for pupils who had spent very little of their school life in the school. The school is currently very over subscribed. The governors have developed an appropriate policy for the admission of pupils to the school that is being equitably applied to the new intake of pupils.

45. The school has measured and evaluated its own work very well. A very good system that allows each co-ordinator time to scrutinise planning, to watch teachers teaching and to look at the work pupils produce has been established. There has been insufficient time for this to have had effect in every subject, but those subjects where the process has been used have benefited from it. In English and mathematics, for example, the consistency of the good teaching exemplifies the effect of the practices. Very good systems have been set up for the use of strategic data in the setting of targets for individual pupils that take into account both prior attainment and the knowledge teachers have about the pupils' ability to make progress. The targets set for the current year accurately reflect the pupils' attainment. As with the governors, there has been little scope for the school to draw conclusions about the quality of education it provides using this data.
46. Educational priorities are very well supported through the school's financial planning. The governors' finance committee members take their responsibilities very seriously. The chair of this committee pays close attention to details of financial management and the committee is very well led. During the setting up of the school, they used the principles of 'best value' in the purchase of all resources under their control. They have begun to extend these principles to inform their judgements about other aspects of the work of the school. The finance committee, for instance, is beginning to use statistical data to measure the effectiveness of the spending on the performance of the school. There are plans, for example, to introduce a degree of performance-related pay for senior staff based on improvements in standards. Because the quantity of such statistical data is presently limited, the effect of these good procedures on the quality of education provided has not yet been tested.
47. The school has used specific grants very effectively to promote the quality of learning and increase standards. These grants have, for example, been used well to fund an additional part-time teacher to take groups of pupils who are in need of extra support to assist them to raise their attainment to an average level. In particular, this good use of funding is helping the school to achieve the targets set for the current Year 6 pupils. The funding for special educational needs is also used to good effect. The day-to-day finances of the school are very well managed. The school secretary has established very good procedures to ensure that finances are monitored very carefully.
48. There is a satisfactory number of both teaching staff and teaching assistants. The initial deployment of responsibilities has been largely dictated by subject experience and by the increasing number of teaching staff. At the present time, the deployment is uneven with some staff, particularly the deputy headteacher bearing a very heavy responsibility load in addition to their teaching responsibilities. As a result of very effective induction procedures, the headteacher has ensured that all new staff have rapidly become part of the school team.
49. The school's accommodation is very good overall, although there remains a number of small items to be completed. The school is very light and airy and is a pleasant place for pupils to attend. The lack, however, of sufficient blinds on windows in both the hall and classrooms is unsatisfactory and hinders learning on a significant number of occasions, when pupils are unable to read projected words in, among others, literacy and music lessons. In addition, the noise of the automatic windows in the hall is disturbing, especially when pupils are engaged in reflection in assemblies. Unusually, the deputy headteacher has no workspace to enable him to fulfil his role outside the classroom. Pupils' work is very well displayed. This both provides a stimulating learning environment and shows pupils how highly their work and effort are regarded by their teachers. The school and grounds are very well maintained by the caretaker and the cleaning staff.
50. The restricted budget the school had to buy educational resources has been very sensibly spent. All subjects have adequate resources, however there are areas of the curriculum where teachers have to plan very carefully how limited resources will be used so that standards are not affected. In ICT, for

example, teachers have to plan to use the limited access they have to teaching support to use the ICT room with two groups. In some other subjects teachers have to spend valuable time collecting resources from outside the school. In addition, the relatively small number of books in the library somewhat restricts the scope for independent research.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to raise standards and achievement further the headteacher, staff and governors should:

- (1) Improve the overall balance of the curriculum by:
 - ensuring that all lessons are of a suitable length;
(paragraphs 8,10,16,19,54,55,64,73,108,115)
 - organising opportunities for study in all subjects that occur often enough for pupils to be able to build on what they have already learned;
(paragraphs 8,20,21,84,89,91-93,97)
 - systematically identifying and giving pupils opportunities to learn and consolidate English, mathematics and information and communication technology skills when working in other subjects.
(paragraphs 8,21,65,73,93,97,104,120)

Other issues which should be considered by the school:

- Ensure assessment procedures are manageable and easy to use.
(paragraph 36)
- Ensure that no member of staff has too big a responsibility load.
(paragraph 47)
- Continue the planned updating of teachers' subject knowledge and expertise.
(paragraphs 15,103,110,114)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	50
Number of discussions with staff, governors, other adults and pupils	36

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2	28	48	22	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	26	197
Number of full-time pupils known to be eligible for free school meals		24

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	4
Number of pupils on the school's special educational needs register	3	48

English as an additional language	No of pupils
Number of pupils with English as an additional language	43

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	43
Pupils who left the school other than at the usual time of leaving	11

Attendance

Authorised absence		Unauthorised absence	
	%		%
School data	3.5	School data	0.1
National comparative data	5.2	National comparative data	0.5

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

Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	12	18	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	11	11
	Girls	18	17	18
	Total	29	28	29
Percentage of pupils at NC level 2 or above	School	97 (n/a)	93 (n/a)	97 (n/a)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	11	11
	Girls	17	18	18
	Total	28	29	29
Percentage of pupils at NC level 2 or above	School	93 (n/a)	97 (n/a)	97 (n/a)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2000	5	8	13

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above		10	10	12
Percentage of pupils at NC level 4 or above	School	77 (n/a)	77 (n/a)	92 (n/a)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys and Girls	10	11	12
Percentage of pupils at NC level 4 or above	School	77 (n/a)	85 (n/a)	92 (n/a)
	National	70 (68)	72 (69)	80 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	2
Black – African heritage	0
Black – other	11
Indian	37
Pakistani	3
Bangladeshi	3
Chinese	3
White	125
Any other minority ethnic group	2

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes**Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	8.8
Number of pupils per qualified teacher	24.6
Average class size	29.9

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	55.5

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26

Total number of education support staff	1
Total aggregate hours worked per week	32.5

Number of pupils per FTE adult	13
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FTE means full-time equivalent.

Financial information

Financial year	1999-2000*
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	£
Total income	203,946
Total expenditure	220,215
Expenditure per pupil	1,343
Balance brought forward from previous year	0
Balance carried forward to next year	-16,269

**This budget information refers to the first 7 months of the school.*

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

196

Number of questionnaires returned

116

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	59	37	4	0	0
My child is making good progress in school.	66	32	2	0	0
Behaviour in the school is good.	59	39	1	0	1
My child gets the right amount of work to do at home.	42	38	11	1	8
The teaching is good.	66	32	0	0	2
I am kept well informed about how my child is getting on.	48	41	8	0	3
I would feel comfortable about approaching the school with questions or a problem.	68	28	1	2	2
The school expects my child to work hard and achieve his or her best.	71	28	1	0	1
The school works closely with parents.	56	41	2	0	2
The school is well led and managed.	76	21	2	0	2
The school is helping my child become mature and responsible.	66	32	1	0	2
The school provides an interesting range of activities outside lessons.	47	35	7	1	10

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

51. Children enter the nursery during the year in which they become four. There are two intakes, one in September and the other in January. Children transfer to the reception class during the year in which they are five. Levels of attainment on entering the nursery class are very variable, with many children entering the school with well-developed skills, especially in language, and others entering with impoverished language. Social skills are also variable, with some children being independent and sociable while others have little experience of a social setting outside the home. On balance, however, attainment is above that expected for children of this age. During their time in the Foundation Stage, children make good progress in their communication, language and literacy and mathematical development and in their knowledge and understanding of the world and creative development. Although they make good progress in the nursery class in developing physical skills, this progress slows in the reception class and overall progress is satisfactory in this aspect. In their personal, social and emotional development children make very good progress. By the end of the Foundation Stage, most children meet and often exceed the national early learning goals in all aspects of their development except physical development, where attainment is average.
52. The curriculum planned is broad and balanced, particularly in the nursery class. Children's abilities are assessed on entry into the school and clear records are kept of their progress. The accommodation in the classes is spacious and colourful. The adults have made successful efforts to make the area attractive to the children by the use of resources and displays of children's work. The school has a secure outdoor play area and the children from both the nursery and reception have access to outdoor play items, such as wheeled vehicles and climbing frames. This area is well used in the nursery but underused with the children in the reception class. In both classes, the teacher and the nursery nurse or teaching assistant work well together as a team to the benefit of the children. These support staff have good skills, their work is of good quality and this enhances the learning opportunities offered to the children. The strength of this teamwork was evident in the way that a temporary teacher who was teaching in the nursery class for part of the inspection period was able to benefit from the established routines, as well as to contribute very effectively to the education provided.

Personal, social and emotional development

53. By the end of the Foundation Stage, children have settled very well into school life and their personal, social and emotional development is advanced for their age. They have learnt how to behave in school and be part of a social group. They are prepared to work with other children, take turns and share fairly, such as when they take it in turns to use the outdoor equipment. They move confidently around the classroom and the school and, if necessary, they ask for assistance. They readily help their teachers in giving out materials and equipment and in clearing up. They are eager to explore new learning and most are able to concentrate on work being undertaken. They have a well-developed sense of what is right and wrong and their behaviour is usually very good. Their attitudes to school, to other children, to their teachers and nursery nurses and to their whole environment, are very good. Teaching for personal, social and emotional development is very good. The adults know the children well and they continually remind them about the importance of such things as sharing and politeness. They have high expectations of the children, and the caring and safe environment they have created has a very positive impact on the children's progress in this area of learning.

Communication, language and literacy

54. As a result of very good teaching, children improve their skills quickly. At the end of the Foundation Stage, the children's attainment is well above that expected for their age. In the nursery, the children are provided with many activities that help them to develop early literacy skills. A strong feature is the range of opportunities provided for the children to talk with adults in small groups and this encourages the development of both speaking and listening skills. The children are interested in books, they know which is the front of the book and most know that the print carries meaning. The

children begin to listen with interest and increasing concentration to stories, poems and information. Many of the children speak clearly and with confidence and are keen to speak. A smaller number are able to provide only one-word answers and comments and they do not possess the vocabulary to make longer contributions. Adults are, however, skilled at involving these children, praising them for what they say, however little it may be and this encourages more confident communication. In both nursery and reception, children are encouraged to participate in role-play and currently the fire station in nursery and the post office in reception provide good opportunities for the children to speak and interact with each other. Children in the nursery are beginning to make representative marks on paper and some begin to form the letters of their own name. A small number are beginning to write a wider number of letters and to use these in their attempts. In Reception, the children are beginning to recognise letters and mostly can relate the letter to the appropriate sound. Most are also developing a sight vocabulary and are beginning to read simple texts. A few, more-able children are reading simple texts with a degree of fluency. Most have sound control over their pencils and can form letters correctly, showing good control for their age of the size of the letters. Many are beginning to join words into simple sentences and a few more-able children are able to write a small number of sentences independently. Although literacy is generally well taught, there are occasions when literacy lessons in the reception class are too long and the children are not able to sustain their concentration and the best use is, therefore, not being made of the time available. In addition, the length of the whole-class teaching sections of the lessons can be overlong, sometimes being as much as thirty minutes; some children become restless and this reduces their learning and disturbs others.

Mathematical development

55. The quality of the teaching of this aspect is very good. In the nursery, many opportunities are provided for the children to count and to develop their understanding of the value of numbers. Counting rhymes are frequently used. The children are given good opportunities to develop their understanding of number by counting in practical situations. In reception, numeracy is well taught overall. The children are given regular opportunities to count and many have a good concept of number and are, for example, able to say what is one more or one less than a given number. More-able children are beginning to do simple additions in the form of combining two sets of objects. Most are able to identify patterns of shapes and colours and most are able to copy and continue these patterns. As in literacy, occasionally either numeracy lessons are too long or children are sat as a class for too long and this limits their progress. Good emphasis is given to the development of the children's ability to use some mathematical vocabulary. In the nursery, the children are beginning to develop an appropriate vocabulary and, for instance, when using sand and water, most understand terms such as 'empty' and 'full'. Most children successfully name simple shapes and they are encouraged to try to find examples of these shapes around the classroom. They are becoming familiar with ideas about distance through their work with a programmable toy. In both nursery and reception, the children are familiar with counting games and rhymes. By the end of the Foundation Stage, the children's attainment is well above that expected.

Knowledge and understanding of the world

56. The children enter the nursery with widely differing experience of the world. Because they receive good teaching, all achieve well and, by the end of the Foundation Stage, their attainment is above that expected for their age. A wide variety of activities is planned for the children and, as a result, in the nursery, the children are beginning to understand past and present events in the context of family life and many can successfully identify 'young' and 'old' people. In both classes, the children have had opportunities to talk to people from the community, for example a nurse, and know what jobs they do. During the inspection, there was a visit from the fire service with a fire engine. After this visit, many children in the nursery showed good knowledge, which they used in their imaginative play, of the life of a fire fighter. They were also aware of the need to be careful of fires and of basic ways they could keep themselves safe in the event of a fire. Children can name the main parts of the body and in talking about the body and are aware that some foods are healthier for them than others. In reception, children were able to predict what things would sink and what would float based on their own experience. Through the good questioning of the class teacher, they were able to make statements such as 'heavy things sink' and were beginning to have some understanding of the concept of a 'fair test'. All children in the Foundation Stage are given good opportunities to use a

computer and many can use the mouse to produce pictures, patterns and to move items around the screen. In the reception class, a number are able to print their own work without help.

Physical development

57. The teaching of physical development is satisfactory overall but very good in the nursery class. In both the nursery and reception, the children are provided with many opportunities to develop their fine motor skills. In the nursery, pencils, crayons, scissors, playdough and construction toys are readily available and the children are encouraged to use them. Manipulation and control are rapidly developed and this enables the children to develop good pencil control when beginning to learn to write. Their dexterity in handling small items is further developed through using a range of construction kits. In reception, children develop their skills in cutting out items, with many children succeeding in cutting along lines accurately. They show increasing control over pencils when undertaking various writing tasks, and in using paint brushes the children produce effective representations of people. In the nursery, the children develop their gross motor skills well when using wheeled toys in the outdoor area and through climbing onto apparatus. They are also given opportunities to experience a range of physical experiences through dance, gymnastics and experiences like the use of a 'parachute'. This latter exercise also assists pupils to work together when, for example, attempting to move a ball placed in the middle of the sheet. Opportunities for physical activity in the reception class are not as frequent and the progress the children make is slow as a consequence. The children are able to move, turn, run and jump with some control, but their overall achievements are less good for their age. By the end of the Foundation Stage, the children's attainment are at that expected for their age and they have made satisfactory progress.

Creative development

58. In both nursery and reception, this aspect of pupils' development is well taught. A wide range of opportunities is provided for the children to sing and to play instruments, to use paint in a variety of ways and to make models. Children's imaginations are further stimulated through the provision of role-play opportunities in both classrooms. The children sing songs with enthusiasm and perform actions for a variety of simple songs and rhymes. Although some children find it difficult, most are able to clap a steady beat to accompany their songs and use un-tuned percussion instruments, such as tambourines, drums and cymbals. Children choose from a range of paints and crayons and many successfully produce pictures, such as those produced of people who help them. Some children find this exercise difficult, lacking the control to produce a reasonable representation. Pupils receive much valuable help from adults and their skills are carefully developed. Most children happily take part in role-play, such as pretending to run a fire station in the nursery and being the postman in reception. By the end of the Foundation Stage, children's attainment is above that expected for their age.

ENGLISH

59. In the end of key stage tests in 2000, eleven-year-old pupils attained above average standards in English. Seven-year-old pupils attained very high standards in reading and above average standards in writing. Pupils attain well in English and all age groups make good progress. Currently, standards are above average in Year 2 but below average in Year 6. The latter standards are not representative of the school because the pupils have spent only a small proportion of their school life at Griffe Field. Teachers have achieved dramatic progress in establishing predominantly good standards in a very short time. Most pupils enter Key Stage 1 with good language skills. They learn quickly to read and write because they receive good teaching, but girls do better than boys. Most pupils, including those with English as an additional language, make good achievements in relation to their prior learning. Less-able pupils make good progress throughout the school because of the skilled support they get from teachers and teaching assistants. More-able pupils also attain well and make good progress but those few who are gifted or talented make only sound progress because there is a lack of specific identification and support. The turbulence caused by the setting up of a new school and the acceptance of pupils at different points in their education is now disappearing. The school is very well placed to raise standards even higher in the next few years, given stability and the time for the curriculum to be refined.

60. Standards in speaking and listening at end of both Key Stages 1 and 2 are good. Most pupils listen very carefully. They concentrate well in lessons and respond appropriately to the questions or instructions they are given. In Key Stage 1, pupils speak well. They are happy and confident with their teachers and are happy to give opinions, for example in a religious education lesson where pupils were articulate in expressing their opinions about the feelings of the prodigal son and his brother. Through work in all subjects, pupils broaden their spoken vocabulary and by the end of the key stage are capable of using a good range of words to talk about their work. In Key Stage 2, standards in speaking are above average. Many pupils can adapt their speech to suit formal and informal occasions, for example understanding the differences between playground talk and talk in classrooms. Most can speak clearly and expressively. Through effective teaching, they learn to show awareness of the needs of the text and their audience and read with expressive voices. Pupils develop confidence and skill in performance through their participation in school assemblies and drama.
61. Standards in reading are above average by the age of seven. Teachers place a strong emphasis upon reading and give pupils many opportunities to read to themselves, in groups and to the teacher and other adults. This helps most to achieve well. Pupils with English as an additional language make good progress in learning to read. Many pupils read and understand both fiction and non-fiction books. By the age of seven, pupils are able to use a wide range of strategies in order to read unfamiliar words. They are able to use phonic skills as well as context and picture to assist them to read simple texts independently. A few pupils remain hesitant readers. These pupils lack a good awareness of phonics with some unsure how to read new words. In Key Stage 2, pupils improve their skill in reading and an increasing number in each year group read independently both for pleasure and to obtain information. In most year groups, standards are well above average, but standards in Year 6 are below average. Pupils, as they move through the key stage, can predict how a book may unfold with increasing sophistication. Many can discuss and compare texts and authors, and describe characters. Those with special educational needs are learning to use appropriate strategies such as phonic or contextual clues. They achieve well. Pupils have above average research skills. They are able to use indexes to locate and use information for their topic work. Pupils in Key Stage 2 use good techniques when searching for information in non-fiction books. They have a good understanding of the features of reference books such as glossary, contents, and index. Pupils have a sound understanding of the classification of books in libraries and of how to search for particular books. Currently the number of books in the library restricts the extent to which pupils can use their skills to research in other subjects. Teachers boost the home school partnership by the links they make with parents to help children read. These links are very productive in assisting the pupils to attain more highly.
62. Attainment in writing is above the national expectation in both key stages except in Year 6, where standards are below the national average. Pupils' writing skills show good, steady improvement as they move through the school. Scrutiny of work throughout the school shows that pupils gain competence in sentence construction and punctuation. Pupils learn to write in a variety of formats, including instructions, historical reports, stories, personal writing and poetry. By Year 2, many can write at some length and their writing shows understanding of the basic elements required in different types of writing. Most pupils write in sentences that start with a capital letter and end with a full stop. Standards in spelling are good for pupils of this age, with pupils able to use their phonic skills and their knowledge of common words to write easily read work. Throughout the school, pupils improve upon their standards in handwriting to achieve a joined, regular style of cursive writing. In Key Stage 2, pupils learn to draft and redraft their writing using a pen or a computer. Throughout the key stage, most pupils have a good written vocabulary. They learn the importance of using adjectives, adverbs, metaphors and similes to give their writing interest and colour where applicable. They develop a secure understanding of the conventions of different types of writing. They show a growing understanding of the formal conventions of grammar, and are confident to discard these when it is appropriate so to do. By Year 5, pupils are able to incorporate much of this into their work and standards are very good.
63. The teaching of English is consistently good or better in both key stages. The very effective way in which the school has implemented the National Literacy Strategy plays an important role in raising standards in reading and writing. Teachers have built a good knowledge of how to teach English consistently from year to year, and they have received very good guidance from the subject co-ordinator. Lessons start crisply; pupils listen carefully from the start, respond accurately, and

steadily gain basic skills and deeper understanding. Teachers plan lessons very thoroughly, and tell pupils what they are going to learn, both verbally and in writing on the whiteboard. Consequently, pupils know what is expected of them and develop a good understanding of the way they are learning. Occasionally, however, some of these learning objectives are phrased in overly formal language that can be difficult to understand and, where this occurs, the impact is less positive. Teachers check learning and develop pupils' thinking with many probing questions. This successfully encourages pupils to think deeply and to consolidate what they have learned.

64. Teachers use a good variety of ways of teaching the pupils, including drama. Classroom activities are purposeful and this encourages pupils to want to concentrate and do well. Teachers have high expectations of pupils and encourage pupils to have high expectations of themselves. Lessons develop at a good pace and, in most, pupils complete a good amount of work. Teachers assess pupils' work regularly and accurately in many ways and have a very good knowledge of how well they are doing. They provide pupils with targets, for example when they work in groups composed according to ability. The pupils take these targets seriously and do their best to meet them. Teachers encourage pupils to evaluate their written and spoken work and that of their peers in plenary sessions and when they work alone. This good strategy helps teachers to know how to help pupils to further improve. Although marking is regularly undertaken and is often useful in assisting pupils identify how they could improve, there is not yet sufficient consistency throughout each key stage. Relationships are very good and, as a result, pupils feel secure, are unafraid to ask questions, and they learn willingly from their mistakes. When teaching is occasionally very good or better, the teacher's confident and knowledgeable approach, coupled with a detailed understanding of what pupils can do, helps inspire the class to learn rapidly. On occasion, however, lessons are a little too long and the best use is not made of the available time.
65. Teachers are beginning to use ICT to support learning in English using word processing to assist with editing and presentation, and educational games to help with the raising of reading standards. Although pupils are given the opportunity to read and write during their work in other subjects, the short amount of time allocated to these subjects restricts the extent and quality of this work.
66. The school provides well for pupils with special educational needs through well thought out work that meets the pupils' current needs. The local education authority provides valuable additional support for pupils with special educational needs through individual tuition provided by specialist teachers. Pupils who are attaining standards that are just below average are supported through additional literacy groups, and pupils make good progress in these groups because the work is clearly focused on areas in need of improvement. Both teachers and teaching assistants lead these sessions well.
67. The subject is led very well by an able, well-qualified and experienced co-ordinator, who plans, monitors, evaluates and guides the work of the school very effectively. The school has rightly concentrated upon the teaching of literacy and numeracy in its first eighteen months. English has been taught for a substantial amount of time every day. It is now appropriate to review this allocation in order to give more time to the other subjects and to extend the use of English in those subjects.

MATHEMATICS

68. In 2000, results of the end of key stage tests showed standards in mathematics to be well above average for eleven-year-old pupils and very high for seven-year-olds. Standards in mathematics in Year 2 are currently above average but the standards in Year 6 are below average. The standards in Year 6 are not yet an indicator of the quality of the education throughout the school. The inspection shows that attainment in other year groups is all above expected levels, and in some year groups well above the expected levels. All pupils, including those with special educational needs and with English as an additional language, do well. In future years, the standards at the end of Key Stage 2 should show a rise from the present year.
69. There is clear evidence that throughout the school the achievement of pupils is good. In Key Stage 1, pupils are able to use mental calculations in solving simple problems. They are beginning to develop good mental strategies when solving a range of number problems. The oldest pupils in Key Stage 1 are, for example, able to divide single-digit numbers to solve problems. They have a good understanding of money and the coins in circulation. They can use this knowledge effectively to add

sums of money and to give change. The lower-attaining pupils are able to count accurately to a hundred and have acquired a sound understanding of the number system.

70. In Key Stage 2, the pupils steadily develop their mathematic skills. There is a good emphasis on training pupils to develop good mental strategies in solving problems. The most-able pupils in Year 5, for example, have a very good grasp of number. They are able to understand numbers up to a million and use this in solving problems involving very large numbers. The oldest pupils in Year 6 are less confident in their use of number. Many are not able to recall their multiplication tables quickly and this sometimes impedes their ability to solve other number problems. The lower-attaining pupils are able to find the perimeter of a rectangle and with help are able to work out the area of simple shapes. Most pupils throughout the key stage have a good understanding of how to use and interpret data. In Year 4, pupils are able to construct and interpret data from a bar chart and many can interpret a line graph. Most pupils in Year 5 can confidently interpret more complex graphs. Their lack of confidence in number adversely affects the attainment of many of the oldest pupils in all aspects of mathematics, including the use of data.
71. The quality of teaching throughout the school is consistently good and is a major factor in the good quality of learning for all pupils. All teachers are very conscientious. They want to do their best for the pupils in their care. The pupils understand this and respect their teachers. Every teacher plans very carefully for mathematics. They are all skilled in providing a rich range of opportunities for pupils. A few, however, show a very high degree of skill and enthusiasm. This is passed onto the pupils who make even better progress. In one class in Key Stage 2, for example, the pupils were drawing line graphs and interpreting the data. The pupils were very enthusiastic because their teacher gave them exciting challenges. This resulted in very high quality of teaching. The way in which the teachers establish good working habits in their pupils makes an extremely positive contribution to the quality of the learning. The pupils like mathematics and are enthusiastic. This helps them to learn more effectively. In Year 4, for example, many pupils take a positive pleasure in discovering about number. This is due to the enthusiastic support they receive, not only from their teacher, but also from other adults in the room.
72. Teachers know their pupils well. They understand their strengths and the areas where they need to develop. Each day they carefully review the way in which the pupils have learnt and identify any areas for further development. This knowledge is used very effectively when they modify their planning for the next lesson. The way in which all teachers use the assessments they make of pupils is very good and another feature of the good teaching. All teachers strive to ensure that pupils know what they are expected to learn during each lesson and explain carefully what this means. This enables pupils to have a good understanding of their own learning and helps significantly in helping them learn how to learn. The impact of teaching is occasionally reduced slightly by a failure to recognise and provide for the most-able pupils. In a very good lesson in Year 5, for example, a few pupils wanted to find out even more about interpretation of graphs, but did not have the opportunity to extend their skills quite quickly enough. Although these pupils are making good progress in their mathematical skills, greater challenges would enhance further their mathematical knowledge and understanding. Homework is used very effectively to consolidate and extend pupils' work in school.
73. The school has enthusiastically used the national strategy for numeracy. This is having a very positive impact on the quality of teaching and learning in mathematics lessons. In a small minority of lessons, however, the pupils are expected to sit listening to the teacher for too long. In these lessons they become a little restless and their, generally good, levels of concentration drop. When the lesson is unbalanced, there is sometimes not long enough for pupils to investigate mathematical problems on their own and they do not learn as much. At present, the school has not had time to consider how best to systematically consolidate and extend numeracy skills through other subjects. There are, however, some good examples. In Year 6, for instance, there are good opportunities for pupils to take careful measurements in science and to use the data to construct tables and graphs. The use of mathematics through other subjects is, however, inconsistent and opportunities are sometimes missed.
74. The support given to lower-attaining pupils is good. In Key Stage 2, additional teaching support is being carefully targeted to ensure that pupils make good progress. Pupils with special educational needs are given good support in lessons. Their progress is carefully monitored through their individual education plans, where targets for the development of their mathematics skills are

frequently identified and pupils are given good support so that they might meet them. Other pupils are also fully included and successful efforts are made to ensure that all have good access to the full curriculum.

75. The leadership and management of mathematics are very good. The school has developed very good procedures to monitor the effectiveness of teaching and learning. This is having a positive impact. There is an obvious commitment to raise standards even further and all members of the teaching staff share the same vision. Very good procedures have been established to use data from nationally standardised tests to keep track of the progress made by individuals and groups of pupils. Although the level of resources to support teaching and learning is satisfactory, this is in no small measure due to the dedication and hard work of the teachers. To compensate for the limited range of resources, they have made many additional ones, including a wide range of good mathematical games that not only interest pupils but also inspire them to learn more.

SCIENCE

76. In 2000, results of the end of key stage tests showed standards in science to be well above average for eleven-year-old pupils and very high for seven-year-olds. The evidence from this inspection is that current standards in Year 2 are above the expected levels, but standards in Year 6 are below expected levels. The evidence is that standards in year groups other than the present Year 6 are above those expected. Pupils throughout the school, including those with special educational needs and those with English as a second language, achieve well.
77. By the end of Key Stage 1, pupils have developed a good level of scientific knowledge. Nearly all pupils understand how a simple circuit works. The most able can offer explanations about how a switch works within an electrical circuit. They are able to use their knowledge of how things grow and develop to sort living things into simple groups. The more-able pupils can offer more detailed explanations about why some things are living and why others are not. Pupils have developed a good range of scientific language that they use to both develop and explain their ideas. In their experimental work, many pupils are beginning to put forward their own suggestions about how to make tests fair. They are beginning to develop a scientific approach to investigations.
78. In Key Stage 2, pupils develop good knowledge of scientific facts. In Year 4 pupils, for example, had knowledge that friction affects the speed at which an object travels and they were able to use this knowledge to make sensible predictions about the outcome of an investigation. They know about different states of matter and about mixtures and how to separate some of these. In Year 5, pupils demonstrated understanding of the importance of correct diet for humans and had knowledge of the different food groups. They know how sound travels and how it is heard. Pupils in Year 6 know how the apparent changes in the position of the sun cause night and day. They have an understanding of gravity. They have an understanding of electrical circuits and are able to explain the difference between a parallel and series circuit. Throughout the key stage, pupils have a sound understanding of how to carry out scientific investigations. In Year 4, pupils are able to carry out a test, making it 'fair'. They use equipment selected by the teacher and made accurate measurements. Year 5 pupils are able to carry out investigations with an increasing independence and sophistication, for example separating a solid from a liquid by filtration. Pupils in Year 6 achieve less well. The majority have not yet acquired an understanding of how to use their scientific knowledge in practical situations. The recording of scientific processes is less well developed. throughout the school. Lower-attaining pupils, including those with special educational needs, are given good levels of support and, consequently, they make good progress.
79. The quality of teaching is good throughout the school. Teachers have a shared commitment to do the best for their pupils. They plan very carefully. Both planning and recording procedures are comprehensive although unnecessarily cumbersome and time-consuming. They successfully ensure that pupils have well-structured opportunities to learn. As a result, pupils systematically gain skills, knowledge and understanding in science. Much of the good teaching is characterised by the very good management of the pupils. All teachers have a good relationship with the pupils in their class. This helps to establish a good working atmosphere where pupils feel valued and want to learn. In many lessons, there is a good balance between the teacher talking to the pupils and opportunities for the pupils to find out for themselves. Occasionally the lessons are, however, unbalanced with the pupils spending too much time listening to the teacher. In these lessons, pupils eventually become

disinterested and they stop learning. Whilst older pupils manage to control their behaviour and merely slump over tables, some younger pupils become restless and disturb others. In most lessons, however, pupils are enthusiastic and want to learn. They often derive this enthusiasm from their teacher. They especially enjoy finding out through practical investigation. Pupils in Year 4, for example, were investigating the friction caused by different types of material. They used model cars rolling down inclined ramps. The enthusiasm of their teacher helped to make the pupils keen to learn and was a factor in the quality of their learning. Pupils work well together. In Year 2, for example, pupils were finding out about the properties of different materials. They worked in groups sorting materials into groups according to their properties. The pupils worked conscientiously, and were very mature in the way in which they collaborated to complete the task. These very good attitudes made a positive contribution to the quality of their learning.

80. The curriculum for science is satisfactory. It is broad and covers all the required elements of the National Curriculum. Teachers try hard to ensure that there is a good provision for practical investigations. There is some imbalance in the curriculum in some classes. The amount of time devoted to the teaching of science varies from class to class. Whilst adequate, the time allocation in some classes is small and has an adverse impact on the quality of pupils' learning. All pupils are well included in lessons in science. There is appropriate support provided for less-able pupils by teaching assistants and through well-targeted work. More-able pupils are also successfully challenged in lessons by good quality questioning.
81. The leadership and management of science are very good. The curriculum co-ordinator has only recently taken responsibility for science but, through his monitoring, already has a clear view of the strengths and areas for development in the education provided. There is very good understanding of how to improve standards even further and there is a shared commitment on the part of all teaching staff to raise standards. Resources for learning are adequate, but insufficient to support a high level of practical work. There is insufficient scientific equipment, for example to allow pupils to select from a range of equipment when devising experiments. In the Year 4 lesson detailed above, the vast majority of the resources had to be gathered by the teacher from sources outside the school.

ART AND DESIGN

82. No lessons were observed during the inspection. Evaluation of standards is based upon the evidence of scrutiny of previous work and teachers' planning, as well as discussions with the subject co-ordinator, other teachers and pupils. Overall, pupils attain standards that are in line with national expectations by the age of seven and eleven. Standards are, however, better in drawing and painting than they are in other aspects of art and design. Most pupils, including those of higher and lower ability, achieve in a satisfactory way, but both standards and the progress pupils make are inconsistent, especially in Key Stage 2.
83. By the end of Key Stage 1, pupils investigate and use a variety of materials to communicate their ideas and meanings. They use paints and other media to produce pictures and designs of a satisfactory standard. Their paintings and collages show they can mix colours to produce pictures that have a feel for art, with close precision in the detail. Year 2 pupils, for example, have completed observational drawings that show they are able to closely observe and produce detailed representations. In Year 3, standards are above national expectations in observational drawing and painting. Year 3 pupils have studied the works of famous artists, such as Escher, and then produced good tessellated patterns in paint and print. Their blends of colours and juxtaposition of shapes are of high quality. Other pupils have produced interesting, eye-catching portraits in the style of Brueghel the Elder or Augustus John. They have a sound knowledge of artwork from different cultures, for example Chinese art. Year 5 pupils were able to use paint well to capture a sense of colour, warmth, light, shade and perspective in studies of fruit and vegetables in the style of the potter Kate Malone. Pupils have also learnt how to revise and improve their work to realise their intentions. They do not have as much experience of working in other materials, for example with textiles, or larger three-dimensional work. Standards in other year groups are not as high but are largely satisfactory.
84. As no direct teaching was observed it is not possible to evaluate its overall quality. However, the evidence of the outcomes of teaching shows that it is effective in Key Stage 1, at least good in Years 3 and 5 but less effective elsewhere. Teachers have used a good variety of ways to teach pupils, including showing them the work of artists, demonstrating techniques, using external

specialists in a Tudor project, and giving individual assistance. This variety interests the pupils. Pupils are well motivated and most say they enjoy art, liking to draw and paint. All pupils are well included and good use is made of the cultural diversity of the pupils when pupils are considering different types of art. A very short amount of time is devoted to the teaching of art and design and, although the planned curriculum meets the requirements of the National Curriculum, pupils could make better progress if they were taught art and design more regularly because this would allow them to build their skills more systematically.

85. Within the constraints of the school's priorities, art and design has been led well. The subject co-ordinator is well qualified to lead, suitably experienced and a talented classroom practitioner. She has attended useful meetings with colleagues from other schools in the local cluster and provided some valuable in-service training for other teachers. More training is needed to improve the consistency of teaching in art and design. The subject has not been the focus of recent school improvement because of the focus on literacy and numeracy. Consequently, although good systems for monitoring are in place, the subject co-ordinator has not yet been able to monitor all other classes to ensure that all aspects of art and design are as well developed as drawing and painting.

DESIGN AND TECHNOLOGY

86. Standards in design and technology at both key stages are in line with expected levels. Since the school opened, this subject has not been a priority and therefore, although the quality of learning is satisfactory, some pupils do not achieve as well as they could. This is due to the relative lack of time devoted to the subject. Most pupils, including all those with special educational needs, make satisfactory progress with the development of making skills. Some of the most-able pupils, who have developed skills outside the school, are not sufficiently challenged and they do not achieve well enough.
87. By the end of Key Stage 1, the majority of pupils are able to make structures using tools and combine components in a number of ways. In Year 1, for example, pupils are beginning to make models using levers and pivots. In the lesson seen, they were making moving pictures. With the adult help, they were able to cut card and assemble a moving picture story. Other pupils were able to find out about levers by using construction toys.
88. Throughout the school, pupils' design skills lag behind their ability to make. In Year 3, for example, pupils were designing moving monsters. The majority of pupils, however, thought that the design phase was merely an opportunity to draw a picture without any refinement or labels. This rather limited perception of design extends to Year 6, where pupils' sketches to design a fairground ride were very simple. The oldest pupils have developed more sophisticated construction skills. They are able to improve their designs during the making stage and pay greater attention to the quality of the finished product. The vast majority are very enthusiastic about their work.
89. The quality of teaching in design and technology is satisfactory throughout the school, and it is sometimes good. All teachers are very dedicated and work conscientiously to provide curricular experiences for their pupils. Their planning is good and based on a scheme of work produced nationally. In the lessons seen, the teachers managed the pupils in their class well. Pupils responded well and showed good levels of concentration that helped them work hard. There is rarely any misbehaviour. In the majority of lessons, there is a good balance between teacher talk and practical activities. Plenty of time is usually allowed in each session for the pupils to make things for themselves. Pupils greatly enjoy making things and their positive response enables them to use the available time well. The limited number of sessions available to each unit of work, however, sometimes prevents pupils from finishing their product during school time. Teachers take care to teach making skills well, but are less secure in their teaching of the designing stage. When asked, many pupils expressed real enthusiasm for design and technology. Their very positive attitudes and very good behaviour in lessons helps them to learn more effectively.
90. Leadership in design and technology is satisfactory. Owing to the sensible decision of the staff to focus on the development of the English and mathematics curriculum, there has not yet been any opportunity to concentrate on design and technology. The amount of time devoted to teaching the subject is short, and this is having an adverse effect on standards. Design and technology is correctly identified as an area for development in the current school improvement plan. The

resources for learning are barely adequate. Teachers and pupils currently provide many resources so that pupils' learning is not affected adversely by this shortfall. The school is realistic about improving the limited resources and is purchasing more as the scheme of work develops.

GEOGRAPHY

91. Only two lessons were observed during the inspection in Key Stage 2 and none at Key Stage 1. Evaluation of standards and teaching is based upon these and the evidence of a scrutiny of previous work and planning and discussions with the subject coordinator, other teachers and pupils. Standards are below national expectations at the end of both key stages. Although their progress is satisfactory when they are being taught a unit in geography, pupils, including those of higher and lower ability, are not achieving well enough. Because of the lack of time allocated to geography, pupils do not have sufficient opportunity to gain skills and knowledge or to practise and consolidate learning.
92. Key Stage 1 pupils are beginning to have some basic geographical knowledge, for example they can identify physical features of places, such as houses, roads and shops. Pupils build a good concept of the wider world through stories, pictures and postcards from their mascot and friend, Griffe the Gruff Gorilla. Pupils are developing some geographical skills. Most pupils, however, show some uncertainty in identifying simple features on maps. At Key Stage 2, pupils' mapping skills remain below average. Pupils are gradually building their geographical knowledge and understanding of issues. Year 4 pupils were able to describe and discuss the problems associated with overflowing landfill sites and air pollution caused by factories and cars. They show a concern for the environment, expressing particular concern for the problems caused by tree felling in the South American rainforests, overflowing landfill sites, and air and noise pollution and can suggest ways in which improvements might be made. In Year 5, pupils were able to discuss problems associated with the San Andreas Fault in America. Year 6 pupils could identify from photographs factors affecting the coastline at Holderness, for example erosion. These levels of attainment are satisfactory but, overall, pupils' knowledge is not sufficiently extensive.
93. The lessons seen in Key Stage 2, photographic and written evidence and the clear memory that pupils have for the work they have done in the past in geography show that, when geography is taught, it is taught in at least a satisfactory way throughout the school and has a satisfactory impact on pupils' learning. Teachers plan well using a nationally produced scheme of work. They make good use of a variety of ways of teaching pupils, including direct teaching, practical activities and research. This assists pupils to be interested and motivated to concentrate and learn. The practical aspects of the teaching have a particular impact on the speed and depth of pupils' learning. The 'fieldwork' element of a Year 4 lesson, for example when pupils went around the school listening to noise and observed its effects on the environment, provoked some clear thinking, astute comments and good learning. Teachers make good use of trips and residential visits to give an added dimension to their teaching. Pupils remember these trips and what they have learned on them. Very good care is taken to ensure that all pupils are included in all activities, including trips out, and special arrangements are made for pupils with physical disabilities where necessary. The opportunities for pupils to consolidate or extend their literacy skills are significantly reduced by the short amount of time allocated to the subject. Teachers are making satisfactory use of ICT in geography, particularly in giving pupils opportunity to research information about the places they are studying.
94. The leadership of geography is satisfactory. The co-ordinator has introduced and amended the national scheme of work and has begun to monitor the planning done by other teachers. Since the subject has not been a priority for development, she has not yet had the opportunity to observe lessons. The school now has good plans to increase the time allocated to geography in both key stages and improve the amount of in-service training for teachers.

HISTORY

95. Standards at the end of both key stages are in line with national expectations. All pupils, including the least and most able, are achieving soundly by the age of seven and by the age of eleven.

96. At Key Stage 1, pupils know appropriate information about the past. From studying pictures and photographs, as well as handling historical artefacts, pupils successfully identify some of the changes that have taken place in such things as toys. By successfully comparing the age of these, pupils are developing a sound understanding of chronology and they readily use words such as 'now' and 'a long time ago' in talking about their work. Pupils in Year 2 have a sound knowledge of historical figures such as Samuel Pepys, as well as important past events, such as the Great Fire of London. At Key Stage 2, pupils know many details about a range of historical periods. Pupils in Year 3 were able to compare and contrast life in the Anglo Saxon period to that today and were able to give a number of illustrations of this. Year 5 pupils knew about conditions of life experienced by children during the time of Queen Victoria and showed good understanding of different ways in which this could be researched. Pupils are able to discuss confidently aspects of this period, for example lifestyles, living conditions, clothing and working life. They could express their opinions about mill owners and mine workers and explain some of the differences that distinguish the period from the modern age. Pupils also show some confidence in using dates and time-lines but not in placing the different periods in a proper historical framework.
97. The overall quality of teaching and learning is good in both key stages. Teachers plan lessons well, using appropriate resources, such as photographs, newspaper articles, Internet websites, videos and household artefacts, and provide opportunities for pupils to undertake simple research to foster their interest. The undertaking of research, such as that carried out on Victorian childhood, is particularly successful in developing their knowledge. Pupils, in response, enjoy the subject, settle well to the variety of tasks provided, concentrate well and make good gains in their knowledge and understanding of history. Teachers' subject knowledge is good and they make appropriate use of dates, events and artefacts to help develop pupils' understanding of the past. Teachers provide pupils with informed help throughout lessons and pupils readily turn to them for assistance where necessary. Pupils generally take care with the presentation of their work. Teachers, in marking books, usually but not always, provide useful comments to help pupils develop their work further. In many classrooms, teachers take the opportunity to encourage pupils further by providing colourful and interesting displays of their work. The good quality of teaching, however, is not fully exploited because a minimum amount of time is allocated to the study of the subject. Pupils, particularly at Key Stage 2, do not have sufficient opportunity to record their work in history. Thus standards, although good as each unit of history is taught, are satisfactory overall.
98. Leadership in history is good. The school has an appropriate scheme of work, based on national guidelines. All areas of study are suitably covered. The co-ordinator is keen and enthusiastic and supports her colleagues well. She has successfully set out to ensure that all pupils are appropriately included in all activities. She has made good use of the monitoring of teachers' planning and of pupils' work and is using the latter to build a useful portfolio of work, but she has had no opportunity to monitor work in the classrooms and to check that all requirements are being covered. Although the school's emphasis over the last year has been on improving literacy and numeracy skills, it now has appropriate plans to review and amend the time given to history over the year.

INFORMATION AND COMMUNICATION TECHNOLOGY

99. In most aspects of information and communication technology (ICT) pupils attain satisfactory standards. Currently pupils are achieving well and, as the initial differences in attainment with which they entered the school are being addressed, standards are rising. The current Year 2 and 6 pupils are attaining satisfactory standards, but the progress that is being made through the school indicates that end of key stage standards should increase in future years.
100. At Key Stage 1, pupils are gaining skills and knowledge in the use of the computer to write and present work. Pupils in Year 2 are able to use the keyboard to write their work and to present it in simple form, for example using the return key to write items in a list. They know how to change the size and style of writing, save their work for future use and how to print it out. They are able to produce pictures using an art package and know how to instruct a programmable toy to make it move. At Key Stage 2, pupils further develop their skills, for example pupils in Year 4 are able to edit work using the 'cut and paste' facility and to check spellings with a spell checker. Older pupils use devices such as borders and 'clip art' to enhance the appearance of their work. Pupils in Year 6, for example, have produced work about William Shakespeare using these facilities. These pupils have

not yet had sufficient experience of using the computer to present work to enable them to be aware of the intended audience and how this has an impact on the presentation.

101. Pupils throughout the school are gaining appropriate skills and experience in using the computer to research information. Pupils in Year 2 have, for example, used the Internet to research the Great Fire of London and, in Year 3, pupils have gained information about musical instruments. Pupils in Years 5 and 6 are able to find their way about the school's restricted access Internet facility and can frame questions, select information and use facilities such as the 'browser' appropriately. They are less sure of how to combine the information they have found from different sources. Pupils in Key Stage 2 have unsatisfactory attainments in using the computer to control devices because this aspect of the ICT curriculum has not yet been taught sufficiently frequently. Planning shows, however, that this aspect will be addressed in the near future. Similarly, in Key Stage 1, pupils have had limited experience of using the computer to present information in the form of graphs. In Key Stage 2, however, pupils are making good progress in this aspect. Pupils in Year 3, for example, have entered data and produced graphs to show information. One pupil, for instance, produced a graph of which animals the pupils in the class liked best. Year 4 pupils have produced 'decision trees' to answer question such as, 'Which girls in the class have blue eyes and brown hair?' Year 6 pupils have learned to enter information into a spreadsheet, to enter simple formulae and to use these to calculate, for example, the perimeters of shapes.
102. Most groups of pupils are making good progress in ICT. Less-able pupils are well supported and attain well for their levels of ability. More-able and more-experienced pupils are appropriately stretched in lessons and achieve well.
103. The quality of teaching and learning in ICT is good. The teachers are making good use of the nationally produced scheme of work to guide their teaching. Planning is good, although somewhat cumbersome. Teachers are appropriately adapting the scheme by annotating the printed materials. Whilst this is effective, it is involving teachers in considerable work that will not be of maximum use in subsequent years. Teachers use good assessment of pupils to plan work that suits their needs. Good care is taken to ensure that both less and more-able pupils are given work that assists them to make good progress. In a Year 6 class, for example, when creating a spreadsheet, more-able pupils were challenged to use the knowledge of the formula for calculating the perimeter of regular shapes to devise a formula for finding the perimeter of other non-regular shapes. This assisted pupils to think in more depth and enabled them to begin to be able to generalise their knowledge. Strategies such as the division of the class into two ability groups for ICT also assist teachers to ensure that all make good progress. Good attention has been given to ensuring that all pupils are well included and have equality of opportunity. The school has, for example, identified the problem caused by the variety of different prior experiences, due to having or not having a computer at home, and has begun to try to address this through the use of a computer club to which pupils without computers at home are given priority access. The school is lacking in sufficient computers in the ICT room to enable a whole class to be taught at one time. In most classes, teachers timetable ICT lessons at a time when they have other adult assistance and this assistance is well used. Although some teachers identify that they have a need to further increase their knowledge of ICT, teachers take good care to ensure that they have the knowledge required for the topic in hand and this ensures that the pupils make good gains in their own knowledge. Teachers are effective in allowing pupils opportunity to explore new programs and skills and these opportunities allow pupils to develop independence and confidence as they use the computers.
104. The teachers are making good attempts to give opportunities for pupils to use computers in their study of other subjects. Pupils are given opportunity to write in English lessons, to research in history and geography and to use their work on data in supporting their work in mathematics. The extent and the effectiveness of these links are currently affected by the lack of access to computers in the classroom. In addition, there has not been time since the school was established to formalise these links and ensure that they are exploited to maximum effect. Pupils are given appropriate opportunities to use other forms of ICT, including tape recorders, electronic organs and calculators, in other subjects.
105. The subject has been very well led. The subject co-ordinator has taken sensible courses of action in establishing the use of computers in both ICT lessons and in other subjects. The staff have been assisted to put the computers to use and to plan effectively. The monitoring of the subject has been

good and has allowed the co-ordinator to develop a clear picture of the current status of the education provided and to make very good plans for further developments. The lack of teacher confidence in some aspects of ICT, for example, has been identified and the school has just launched a programme of government-sponsored teacher education. This has been very usefully extended to teaching assistants. Money allocated to the subject has been very well spent and the co-ordinator is clear about the priorities for future spending.

MUSIC

106. Throughout the school, attainment in music is satisfactory overall, although there are considerable variations in both different aspects of music and between classes. Pupils sing well. At Key Stage 1, pupils know a good number of songs of different types, including hymns and traditional songs. They sing sweetly with good control of volume and pitch. At Key Stage 2, pupils continue to expand their repertoire and can shape a song by controlling dynamics and phrasing. They begin to be able to maintain a separate line by the singing of rounds. Through the judicious use of music in assembly and in music lessons, pupils learn to listen with attention, to identify differences in different types of music and to express their thoughts about the music in words. Pupils are given good opportunities to perform in both class assemblies and the end-of-term productions. Throughout the school, pupils are able to practice, improve and perform for these occasions.
107. At Key Stage 1, pupils could talk about the music of Gershwin, the current focus of assembly music and give a simple evaluation of the type of music they had heard that day. Older pupils were able to talk about different effects in different music they had heard, including music from other cultures. In some classes, for example in Years 3 and 5, pupils were able to talk about different instruments and their families; in other classes, including Year 6, pupils were less sure of this information. Pupils all have experience of tuned and untuned percussion instruments and were able to name and play them correctly. Pupils in Year 5 were able to select and use instruments to use in their composition of short rhythmic pieces. Pupils made very rapid progress in composition during a lesson observed during the inspection, starting at a low base of knowledge about composition, and ending the lesson with a short rhythmic piece that they were able to perform. The pupils' level of attainment at the beginning of this lesson and discussions with them identified a lack of consistency in the development of composition and showed that pupils, particularly in Key Stage 2, do not achieve well enough in this aspect of music. Additionally, pupils do not have sufficient experience of using symbols to write music or of making a record of their evaluations of music they have heard, and achievement in this aspect is too low. Lunchtime clubs contribute well to attainment in music. A good number of pupils attend recorder and keyboard groups and show developing skills in both playing and reading music that add to the standards they can achieve in lessons.
108. Only three lessons in music were observed during the inspection but the evidence from these lessons and observation of assemblies, as well as talking with the co-ordinator and pupils shows that the teaching and learning in music is satisfactory overall. In the lessons seen, teaching was good. Teachers use a commercial scheme to guide their teaching of music. Lessons are well prepared and resources, including a range of taped music and musical instruments, are used well during lessons. The management of pupils is particularly good and this encourages them to try hard and do their best. Teachers try hard to enthuse pupils about the subject and use good strategies to include all pupils, including those with special educational needs, in the planned activities. Pupils are given good opportunities to listen to music from other cultures, particularly in assemblies. This teaching enables pupils to make satisfactory gains in learning the basic skills in singing and in appraising music.
109. The effectiveness of this good teaching is reduced by the amount of opportunity pupils have to learn music. Although regularly timetabled, music lessons are often too short to allow pupils to develop their skills in composition or to give them time to record their work. Lessons in some classes do not happen as often as they are timetabled. Work in assemblies, that is planned and taught well has maintained standards in singing and in listening skills but has not been able to provide pupils with opportunities in all aspects of music. This shortage of time was due to the commendable need to establish standards in English and mathematics. As these are now established, there is a need to review the time allocated to music and to look more carefully at ways in which the study of music can contribute to pupils' achievement in English. The school is well placed to use ICT in music using keyboards, and most pupils have had an opportunity to do this. Year 3 pupils have also had

opportunity to expand their knowledge of musical instruments using the Internet to research. Other aspects of the use of computers to assist composition have not been fully explored. The pupils' ability to sing and to learn new songs is sometimes slowed by the lack of provision for shutting light out of the hall and the classrooms because pupils are hampered from seeing words on the overhead projector.

110. The co-ordinator has shown satisfactory leadership in the setting up of music in the new school. A sensible decision to use a commercial scheme has assisted teachers who are less confident in the teaching of music. There are appropriate plans for the further development of the subject and a good structure for monitoring and evaluating the work in developing music throughout the school. Money has been very well spent in setting up and resourcing the school's music but there are at present a limited number of instruments, and this will need expanding as music becomes a greater priority in the school.

PHYSICAL EDUCATION

111. Standards throughout the school in those aspects of physical education that were seen during the inspection are in line with the levels expected. All pupils, including those with special educational needs, are achieving in a satisfactory way. Due to inclement weather and the way in which physical education is organised in blocks, only gymnastics and dance were observed in Key Stage 1, while indoor games and dance were seen in Key Stage 2. Opportunities for pupils to engage in all the required areas are included in the planning for the subject. All pupils are well included and good arrangements are made for pupils with physical disabilities as required.
112. During Key Stage 1, pupils develop simple skills in dance. Year 1 pupils, for example, were able to move in various ways, successfully changing their movements to imitate characters from 'Toy Story' including teddies and robots. In gymnastics, pupils know the importance of safety in physical education. They are able to explore simple actions with some control. In Year 2, pupils are, for example, able to execute a good quality forward roll, showing good control of the action and being aware of the necessity of a good starting and finishing position. A few of the most-able pupils have very good control and are able to demonstrate a high level of gymnastic skill.
113. By the end of Key Stage 2, pupils have developed an awareness of tactics in games. They show greater control skills in games such as football, short tennis and netball. In netball, for example, the most able are able to throw accurately and to shoot at goal with confidence and accuracy. In dance, pupils are able to work together collaboratively to produce simple movements in sequence. Many of the pupils, however, do not have a good sense of how to develop imaginative and complex dance routines. Their reluctance to try out exciting dance movements reduces the impact of their dance routines. The school is proud of the quality of swimming, which is taught in Year 4, and the vast majority of pupils can swim the required 25 metres.
114. The quality of teaching in physical education is satisfactory throughout the school. The subject has not been a focus for staff development since the school was opened. Lessons are appropriately planned and teachers make sure that pupils have sufficient opportunity to warm up at the beginning of lessons and cool down at the end. Sufficient activity is planned to ensure that pupils have proper opportunity for exercise. In the main, pupils respond well and put good effort into their work. Teachers establish good routines to ensure the safety of pupils and to maximise the time available. All teachers are very conscientious and make sure that they have the expertise they need for each lesson. They use their good generic teaching skills to manage pupils well, to praise and evaluate pupils' efforts and to help them to improve. This gives pupils good awareness of their skills and most try hard to respond to these evaluations. A few teachers, however, lack specific skills in physical education and this impinges on their confidence when teaching. The lack of expertise is shown when, in some lessons, the more-able pupils are not given sufficiently demanding challenges to help them make more rapid progress. A significant minority of the pupils attend a gymnastic class outside the school. Their higher skill level is apparent in lessons. They are not always, however, given help to build on the skills that they already possess.
115. In some classes, the time available for physical education is short. In one lesson in Key Stage 1, for example, the pupils were engaged in activities for only about twenty minutes. This was not enough time for them to improve their existing skills. The lack of curriculum time has some adverse impact

on the standards attained. To compensate for the limited curriculum time many teachers give freely of their time to run extracurricular clubs. The football and netball clubs during the inspection were well attended. The pupils were very enthusiastic and the clubs made a positive contribution to standards. There are opportunities to develop aspects of outdoor and adventurous education through off-site visits, including a residential visit for pupils in Key Stage 2.

116. The curriculum is relatively undeveloped but satisfactory overall. The school has adopted a national scheme of work. This has given a good structure to the subject pending a more detailed review. The curriculum co-ordinator has given satisfactory leadership, has helped staff informally, and has attended appropriate training to prepare for further development. The level of resources for learning in physical education is satisfactory overall. There are, however, still some gaps in the equipment available, such as large equipment to enrich the teaching of gymnastics with the older pupils. The school is aware of this and is trying to make provision within a limited budget. In order to improve the provision, the school has looked for additional funding through schemes that provide shared games equipment in schools. These resources are well used.

RELIGIOUS EDUCATION

117. Attainment in religious education is good in both Key Stages 1 and 2, and in most classes exceeds the expectations in the locally agreed syllabus. Pupils have good knowledge of Christianity and of other faiths. Through the work in religious education lessons and through very good assemblies, as well as the overall ethos of including, valuing and respecting the beliefs of others, pupils are enabled to achieve well. Pupils in Year 6 have had less opportunity to benefit from this work and their attainment is currently satisfactory; pupils further down the school are achieving well and the attainment at the end of Key Stage 2 is well placed to rise further in subsequent years.
118. At Key Stage 1, pupils can talk about some customs and traditions in Christianity. They can name parts of a church and know their main functions, for example knowing that the font is used when babies are christened. They know about the main festivals of Christianity and can retell some stories. They know, for example, that Jesus told stories that had meaning called parables, and they could retell the story of the loaves and the fishes and of the prodigal son. Pupils in Year 2 were able to discuss the emotions that might have been provoked by the happenings in the latter story, for example the jealousy the older brother experienced. They could relate this to their own experiences. Pupils in Year 1 related the teaching they had had in assemblies about sharing to their work in English, suggesting, for example, that if the troll had shared his bridge he might have been able to be friends with the billy goats and would have been a lot happier. Pupils, through their work in religious education lessons and through work in well-structured assemblies, have very good knowledge of stories, traditions and customs of other faiths. Pupils in Year 2 talked about the main aspects of Holi, knowing that it is the spring festival for Hindus. They know stories from other faiths, for example they could retell the story of Rama and Sita. They had good knowledge of the different places of worship and could talk about some customs, for example the need to remove shoes when entering some of these buildings. The school provides the pupils with very good opportunities to see and, where appropriate, handle the artefacts associated with different faiths, and pupils are able to do this with respect.
119. At Key Stage 2, pupils' knowledge deepens. Pupils have had good opportunities to visit places of worship, including the Gurdwara, a Mosque, a Jewish Temple and Derby Cathedral, as well as the local ecumenical Church. Through this, they have gained good knowledge about these places of worship and can talk about the similarities and differences between them. Pupils in Key Stage 2 have a greater knowledge of religious festivals and can describe them in more detail. They appreciate the practical demonstrations they have had in assemblies and feel their knowledge is more 'real' because of this. Pupils know about some traditions of different faiths. Pupils in Year 6, for example, were able to discuss symbolic clothing associated with both Christianity and Judaism and to relate this to the traditional elements of dress worn by some of their classmates. Their ability to discuss this demonstrated a good level of respect and understanding. Pupils demonstrate good knowledge of vocabulary associated with the religions they have studied and can talk articulately about their work. Pupils, however, have had variable amounts of opportunity to record their work in religious education and, as a result, are not as sure how to spell some of this vocabulary. Pupils begin to know that religious faiths have changed over generations, but their knowledge of this aspect of their study is less well established. The link between personal development and religious

education has been firmly established as part of the school priority to focus on personal development. As a consequence, pupils show themselves able to think and question and to relate religious stories to their own lives. In discussion after an assembly story from the Buddhist faith about sharing, for example, pupils were able to talk about the sharing of their own possessions and about the need to share more sensibly the world's resources.

120. Religious education is well taught. Teachers plan lessons thoroughly and have taken steps to ensure that they have good knowledge of the aspects of the subject they are teaching. As a result, pupils are given good opportunities to gain knowledge in the subject. There is an ethos of respect and of the need to know about the faiths of all pupils in the school and very good use is made of the resource that is provided by the pupils' own differing religious and cultural backgrounds. The very good role models provided by the staff enable the pupils to learn to show similar respect. Teachers take good care to plan activities that are based on different types of experience. Very good use is made of visits and an excellent resource is being built up in the form of photographs of the activities undertaken by pupils on these visits. During the inspection, good use was made of video and this was made particularly effective by the use of a well-structured sheet for note taking. In this way, pupils were given opportunity to extend their literacy skills in their religious education lessons. This aspect of teaching in religious education is, however, not as well developed in some classes. There is also a need to extend the systematic use of ICT in religious education. There are high expectations of both the level of pupils' work and the amount of work that will be covered in a lesson. This ensures that pupils of all abilities, including the more able, are appropriately challenged. Less-able pupils are given sensitive support when required and both these groups attain well for their level of ability. Pupils are, as a result of the variety of approaches used, interested in the subject and in their work and they apply themselves very well. This results in good learning.
121. Religious education has been very well led, both by the subject co-ordinator and as a result of the high quality of school leadership. The establishment of the very good ethos for learning in religious education has been a significant factor in the way pupils achieve. The subject has been carefully monitored and, as a result, the co-ordinator has already identified aspects that need attention, for example the variability in the recording of work. She is producing a good quality scheme of work, some of which is already in use in the school, and is identifying the recording the pupils should undertake. This will allow future monitoring of work to identify improvements made. The subject is well resourced, both using the local community and through carefully selected source materials and artefacts, and this resourcing has assisted teaching and learning in religious education to be successful.