

INSPECTION REPORT

ETWALL PRIMARY SCHOOL

Etwall, Derby

LEA area: Derbyshire

Unique reference number: 112549

Headteacher: Mrs J E Meakin

Reporting inspector: Mrs J E Platt
11565

Dates of inspection: 13 - 16 January 2003

Inspection number: 247234

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

INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Community

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: Eggington Road
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Appropriate authority: The governing body

Name of chair of governors: Mr C Clemens

Date of previous inspection: 12th February 2001

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INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
11565	Mrs J E Platt	Registered inspector	Art and design Music Physical education The Foundation Stage Special educational needs Educational inclusion	What sort of school is it? How high are standards? How well are pupils taught? How well is the school led and managed? What should the school do to improve?
11457	Mrs J Beattie	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
29504	Mrs S Herring	Team inspector	English Design and technology Geography History	How good are the curricular and other opportunities offered to pupils?
17907	Mr M Bowers	Team inspector	Mathematics Science Information and communication technology Religious education	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Etwall Primary School is average sized having 208 boys and girls on roll. Pupils are taught in single-year classes except for Years 5 and 6 which are mixed to make the classes smaller in size. Very few pupils are from minority ethnic groups and no pupils need help because they are in the early stages of learning to speak English. Currently, 20 pupils (10 per cent) are on the school's register of special educational needs and this is below the national average. These pupils have a wide range of difficulties including speech and communication, physical and specific learning difficulties. Five pupils have a formal Statement of Special Educational Need and this is a high number for the size of the school. A below average proportion of pupils is eligible for free school meals. The school is situated in a relatively advantaged area. Overall attainment on entry to the school is above average.

HOW GOOD THE SCHOOL IS

This is a good school with some very good features. It is a very happy and thriving school where pupils show a genuine concern for each other. Good teaching leads to pupils being very willing to learn. As a result, good progress is made and standards are well above average in English, mathematics and science. The overall quality of management from headteacher, senior staff and governors is good. Value for money is good.

What the school does well

- Standards in English, mathematics and science are well above average in Years 2 and 6.
- Teaching is good and so pupils work hard and make good progress.
- The headteacher provides very good management. She is a dedicated leader who leads by example and has earned the respect of all.
- The needs of pupils with special educational needs are fully met and they play a full part in school life and make good progress.
- The school cares very well for its pupils and has very close links with parents and the community

What could be improved

- Standards in information and communication technology throughout the school.
- Standards in design and technology in the junior years.
- The overall management of subjects other than English, mathematics and science and systems to assess pupils' progress in these subjects.
- The length of time which lapses between the teaching of geography and history is too long in Years 3 to 6.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in February 2001. The school has made very good improvement since then and standards have risen in English, mathematics and especially in science. Overall achievement is now good. Hard work and dedication from all involved with the school have brought about this improvement. The concerns raised in the previous inspection have all received attention. The quality of teaching is better and now includes more very good features. Good systems are in place to monitor pupils' progress in English, mathematics and science. The information gained from assessment is used effectively to monitor individual progress as well as evaluate the school's overall performance. Other subjects do not have formal systems to check on progress and this remains an area requiring attention.

STANDARDS

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

Performance in:	Compared with				Key
	all schools			Similar schools	
	2000	2001	2002	2002	
English	C	C	C	E	well above average A above average B
Mathematics	D	C	B	C	average C below average D
Science	E	A	A	A	well below average E

The well below average results in English show the school did not do as well as expected when compared to similar schools. Too few pupils reached above average standards and this held down the school's overall performance. This was not the case in mathematics and science when the proportion of pupils reaching high standards was above average. The overall trend in results over the last three years has been upward with results improving every year. Current standards in Year 6 show the school has continued to improve and more challenging teaching is now provided for the higher attaining pupils in English. As a result, standards in Year 6 are now well above average in English, mathematics and science. Overall achievement is good. The school met its targets in English in 2002 and was very close to achieving its targets in mathematics. This year's targets are challenging and the school is well placed to achieve them.

National test results in 2002 at the end of Year 2 were well above the national average in reading, writing and mathematics. When compared with similar schools pupils are doing better than expected and standards were well above average in reading and above average in writing and mathematics. Teachers' assessment in science was also above average. Higher attaining pupils are doing very well and the number exceeding the level expected for their age in writing and science was in the top five per cent in the country. Current standards show the school has built on these results and standards are well above average in reading, writing, mathematics and science. Overall achievement is good.

Children in the Reception class get off to a good start. They make good progress and many are exceeding the level expected for their age especially in reading, numeracy and knowledge and understanding of the world.

Pupils with special educational needs make good progress. They receive effective help and their progress is closely monitored. The school also provides well for gifted and talented pupils seeking out extra help to meet their needs.

Attainment in physical education is above average in Year 6 and swimming is a strength in the school. In information and communication technology throughout the school and in design and technology in Year 6 standards are below average because insufficient attention is given to all aspects of the subjects. Standards in other subjects are wholly satisfactory.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are very proud of their school and keen to talk about their happy experiences. They settle quickly to tasks and complete work neatly.
Behaviour, in and out of classrooms	Very good. Pupils behave courteously and respectfully to adults and each other. Behaviour is very good and enhances learning in lessons.
Personal development and relationships	Very good. Older pupils thoroughly enjoy looking after the younger children. Relationships are very good. Pupils respond in an excellent way to the level of trust they are given and initiate their own ideas in a mature way.
Attendance	Very good. Attendance is well above the national average.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	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.

The overall quality of teaching is good and this leads to effective learning. Examples of good teaching were seen in all years and in one lesson seen the teaching was excellent. A lack of understanding about the topic being taught led to teaching in one lesson being less than satisfactory. The overall quality of teaching of information and communication technology and design and technology in the juniors is judged to be unsatisfactory because insufficient attention is given to all aspects of the subjects and extending computer skills in other subjects.

The teaching of English and mathematics is good with some very good features. Literacy skills are taught imaginatively in the Reception class with the use of puppets and games leading to good learning. These skills are built on throughout the school and pupils are confident readers and writers. Numeracy lessons are often exciting with challenging, practical tasks that enhance pupils' ability to solve problems.

Teaching meets the needs of all groups of pupils especially those with special educational needs. These pupils sustain their interest extremely well because teachers and classroom assistants work together and structure their work very carefully. Higher attaining pupils are fully challenged especially in Year 6 where they benefit from very effective help in a small group.

Positive features in many lessons include the variety of approaches teachers employ to make learning interesting and the warm relationships which encourage pupils to try hard. Teachers do not always make it clear what they want pupils to learn in lessons and this leads to pupils not having a full understanding of the purpose of their tasks.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The focus on literacy and numeracy has been effective in raising standards. Insufficient attention is given to all aspects of information and communication technology and design and technology. In Years 3 to 6, too much time is left between the teaching of history and geography. Personal, social and health education is carefully promoted.
Provision for pupils with special educational needs	Very good. Classroom assistants have been trained and give good help and this enables these pupils to make good and often very good progress towards their targets.
Provision for pupils with English as an additional language	No pupils need help because they are in the early stage of learning to speak English.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Spiritual development is very good and pupils have a real interest in the world around them. Opportunities for moral and social development are very good. This leads to a happy community where pupils respect each other. Cultural development is satisfactory although opportunities to learn about life and customs in a multi-cultural society are less well developed.
How well the school cares for its pupils	Very good. The school is very effective in caring for its pupils. Procedures for promoting attendance are excellent. Systems to assess progress in English, mathematics and science are very good but these are not in place in other subjects.

The school has a very effective partnership with parents. They appreciate the information they receive about what is happening in school and the progress that their children make.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher provides very purposeful leadership and has raised morale and developed a team of staff determined to raise standards. Management of English, mathematics and science is effective and has led to improvement in these subjects. Other subject leaders have not had sufficient opportunity to fully develop their roles.
How well the governors fulfil their responsibilities	Satisfactory. An efficient committee structure is in place and all statutory duties are met. Governors are starting to extend their monitoring role and their involvement in identifying priorities for the school.
The school's evaluation of its performance	Good. The headteacher and staff monitor the work of the school closely through analysis of data about each pupil's progress, and comparative information about the performance of the school both nationally and locally. This information is being used effectively to set individual targets for pupils.
The strategic use of resources	Good. Good systems are in place to apply the principles of Best Value. Governors oversee the budget and check that money is spent prudently. Staff are deployed very efficiently and pupils benefit from extra help as they work.

There are sufficient staff and a good number of classroom assistants who have been trained to meet the needs of the school. Resources are adequate, although the school lacks resources for information and communication technology. Accommodation is satisfactory. The library is attractive although underused for independent research.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Teachers expect their children to work hard. • Behaviour in the school is good. • They feel comfortable in approaching the teachers with concerns or problems. • The school helps their children to become mature. • Teaching is good and children make good progress. 	<ul style="list-style-type: none"> • More activities provided outside of lessons. • Information about how their children are getting on. • The way the school works with parents.

Inspectors agree with these positive views. With the variety of clubs available, the provision for activities extra to the curriculum is judged to be good although few are available for younger children. The inspectors judge that the opportunities for parents to be informed in their child's progress are good. Written reports are detailed and informative. The school has a very close relationship with the vast majority of parents.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Overall standards in English, mathematics and science have improved significantly since the last inspection. Achievement is now good and pupils reach well above average standards in English, mathematics and science.

Standards and progress in the Foundation Stage¹

2. Children enter school with standards that are above average in most aspects especially in their personal and social development and mathematical skills. Children are confident speakers but the majority start school with broadly average attainment in reading and writing. In response to good teaching and a stimulating range of experiences children make good progress. Standards exceed the early learning goals² by the time they leave the Reception class in all aspects except writing and physical and creative development where standards reach the level expected for their age. Considering the low starting point in writing the majority of children are making good progress. Children make good progress in swimming and this is beneficial to their social as well as their physical skills. In other aspects of their creative and physical development children make satisfactory progress. Some tasks are too directed by staff and this restricts children from using their imagination.

Results and analysis of national tests for seven-year-olds

3. In the 2002 national tests for seven-year-olds results were well above the national average in reading, writing and mathematics. Compared with similar schools pupils did better than expected and results were also well above average in reading and above average in writing and mathematics. The proportion of pupils exceeding the national average was very high. In fact, in the writing test, results were in the top five percent in the country. Similar high standards were evident in the teacher assessments in science, which were above average and were also in the top five per cent of schools for the high number of pupils reaching above average levels. Standards have risen since the last inspection and every year more pupils are reaching and exceeding the level expected. Improvement has been brought about by:

- more detailed assessments carried out half termly;
- effective use of assessment information to track individual progress and provide extra help when required;
- closer monitoring of teaching and a willingness to learn;
- better planning guidelines in science and mathematics;
- better use of classroom assistants, including training for them so that their skills match the school's needs.

Current standards and achievements in English, mathematics and science in Year 2

4. Current standards show that the school's positive response to the last inspection has continued to improve standards. In reading, writing and mathematics achievement is good and standards are well above average. Pupils are very confident speakers having an imaginative vocabulary and this enhances their skills in other subjects. Standards in science are also well above average and achievement is good. Higher attaining pupils continue to make good progress because teachers are matching work to their ability and so providing suitably challenging work. The results of national tests suggested boys were doing better than girls. This was not evident during the inspection. Teachers are aware that some classes have an uneven number of boys and girls and plan accordingly.

¹ The Foundation Stage begins when children reach the age of three and ends at the end of the Reception class. It is a distinct stage in preparing children for later schooling and is based on six areas of learning. These mainly refer to: communication, language and literacy; mathematical development and personal and social development, but also include: knowledge and understanding of the world and physical and creative development.

² Early learning goals are the expectations for most children to reach by the end of the Foundation Stage.

Results and analysis of national tests for eleven-year-olds

5. Results in 2002 showed standards were in line with the national average in English, above average in mathematics and well above average in science. When compared with similar schools results were well below average in English, average in mathematics and well above average in science. The results in English were disappointing for the school and showed pupils were not doing as well as they should have. Analysis of results shows the higher attaining pupils did not do well and the number of pupils reaching the higher levels was well below average. This held down the school's overall performance in English. This was not the case in science and mathematics when the number of pupils exceeding the level expected for their age was above average in mathematics and well above average in science with 61 per cent exceeding the level expected for their age.

6. Over the last five years the school's trend in test results has been broadly similar to the national trend. However, every year more pupils have reached and exceeded the national average and improvement since the last inspection has been very good. Reasons for improvement include:

- the teaching and assessment procedures identified as improving standards in Years 1 and 2;
- literacy, mathematics and science lessons are taught in single age groups in Year 5 and 6 and this enables teachers to plan more carefully for pupils' needs;
- active support by the headteacher and subject leaders;
- individual targets shared with pupils who are very aware of what they need to do to improve;
- additional teacher appointed to teach the higher attainers in English and the lower attaining pupils in mathematics;
- trained classroom assistants leading booster classes.

Current standards and achievement in Year 6 in English, mathematics and science

7. The changes outlined above continue to have a positive effect on standards, which are well above average in English, mathematics and science. Achievement of pupils of all abilities is good. The school has successfully tackled the lack of progress by higher attaining pupils in English. Pupils in Year 5 and 6 are grouped according to their ability and the higher attaining pupils benefit from very good teaching in English. This is enabling many of them to make very good progress. Pupils show confidence in all aspects of English. They are developing a love of books and speak and listen very well. Teachers effectively promote literacy in other subjects and pupils are confident writing in a range of styles. Numeracy skills are a strength in mathematics. Pupils use and apply their knowledge in other subjects and rise to the challenge to solve difficult problems. Improvement in science has been significant. This subject is now a strength in the school, with pupils especially developing their skills of enquiry and predicting outcomes to their investigations.

8. There is no significant difference between the attainment of boys and girls. The school uses assessment information effectively to identify gifted and talented pupils. Currently, those identified as academically gifted and provided with additional support from the local secondary school to check work is being correctly set so that good progress can be made. The school has a very flexible approach to their ability groups so that pupils can move between groups to ensure they are working at the best level to extend their learning. This is effective in extending the learning of higher attaining pupils in Year 4 who work with Year 5 for mathematics. Pupils seen to be talented in other aspects of the curriculum are linked to additional expertise to foster and extend their skills. This can be seen in the school's links with the local football club which trains those showing an aptitude for football.

9. The school has set challenging targets for 2003. With the current good progress now being made the pupils are on the way to achieve them.

Progress of pupils with special educational needs

10. These pupils often make good progress and pupils with formal statements often make very good progress because of the effective support they have from teachers, classroom assistants and their peers. They have very detailed individual educational plans with specific targets to match their identified needs.

Steps to reach these targets are suitably small and measurable. Close monitoring by teachers and the school's co-ordinator for special educational needs ensures that when a target is achieved a new one is set. This enables pupils to successfully extend their learning. Pupils with physical difficulties are sensitively helped to have full access to the curriculum. When deemed beneficial, pupils stay longer with younger pupils and this enables them to develop in self-esteem as they work with pupils at a similar level of social development.

Current standards in other subjects

11. Since the last inspection the school's focus has rightly been on raising standards and eliminating underachievement in English, mathematics and science. This has been done very effectively but has led to some marking time in other subjects. Satisfactory standards have been maintained in art and design, geography, history, music and religious education. However, the lapse of time between the teaching of history and geography in Years 3 to 6 hampers the pupils' development of skills as they have difficulty recalling previous learning. Standards in physical education have improved in Years 3 to 6 with the enthusiasm of newly appointed teachers and are now good. Swimming standards remain good throughout the school. Standards in information and communication technology and in design and technology in Year 3 to 6 are below average. Pupils are underachieving in these subjects because insufficient attention is given to all elements of the curriculum and teachers have insecure subject knowledge in teaching some aspects of them.

Pupils' attitudes, values and personal development

12. Pupils enjoy school and their attitudes to all aspects of school life are very good. The vast majority of parents say that their children are very keen to come to school and are eager to take a full part in everything the school has to offer. In class, pupils work hard and lessons are rarely disrupted. Pupils take care with their work and it is neatly presented. In the playground and at lunchtime they talk and play freely and happily, secure in the supportive, family atmosphere in which every individual member's needs are valued. Exemplary attitudes and behaviour in school enable pupils to take part in challenging activities. For example, in physical education in Years 5 and 6, pupils showed excellent perseverance and determination to improve their movements. Pupils who are new to the school develop confidence and trust in the kind and friendly atmosphere that is maintained throughout the day.

13. Behaviour is very good. From the Foundation Stage onwards pupils respond very well to the high expectations of good conduct and consideration for others. Pupils learn to listen carefully without interrupting others and this contributes very well to the very good climate for learning throughout the school and to their individual achievements. The school has not needed to exclude any pupil temporarily or permanently during the past school year. In the playground many pupils play imaginatively and group ball games are good-natured. The older pupils are able to play fast and vigorous ball games unsupervised and without undue altercation and hostility. Behaviour in assembly is exemplary and, when required, pupils are confident to take a full part in leading assemblies knowing that they can count on the support and attention of all present.

14. Relationships are very good. Reception children settle quickly and happily and soon become part of the welcoming community, knowing that they can rely on help from staff and pupils alike. Pupils respect each other's ideas and beliefs. However, knowledge and respect for other cultures are, to a certain extent, limited by the lack of opportunities provided to increase their understanding. Racism is not tolerated and any incident is dealt with firmly. Pupils know that incidents of bullying are taken seriously and the large majority of them are secure and confident in the knowledge that they should report any concerns immediately. All members of staff are vigilant for pupils who need support, and for those who have any special needs and, together with parents, effectively help them to become confident members of the community.

15. Pupils' personal development is a great strength of the school. Pupils respect and value each other and show spontaneous friendliness and courtesy to visitors to the school. Older pupils politely held doors open for a small group of senior citizens who sometimes lunch in school. Lunchtime is a pleasant, social

occasion and many pupils have monitoring responsibilities. Pupils take on these responsibilities in an excellent way. In particular, the Year 6 pupils who wear red or green caps, and the younger “blue cap” monitors are serious about their duties and take great satisfaction in their work. They undertake their duties inside and outside school using their own initiative and without direct supervision. All pupils have a strong sense of ownership of the school and they take great pride in the part they play in their school community. The elected school council members are able to conduct a meeting without help from staff, although members of staff have been invited to the council to discuss items, when suitable. Members of the council, elected from each junior year group, discuss items in an orderly and business-like way, showing remarkable maturity, initiative and courtesy towards each other throughout the proceedings. They are pleased with their achievements and take their role seriously. Pupils in Year 6 are very well prepared for secondary education and for their future as citizens, and they set a very good example to the rest of the school.

16. Attendance is very good. The vast majority of pupils do not want to miss school and the attendance figures for the last school year are well above average. The school works very well with any family when a pupil’s attendance gives cause for concern and the rate of unauthorised absence is below the national figure. School and families together make sure that pupils arrive on time and punctuality is good.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

17. Teaching is good and has improved since the last inspection. It leads to good learning and this is one of the key factors for the improvement in standards. In the 49 lessons seen, teaching was excellent in one, very good in seven, and good in a further 25 lessons. Teaching was satisfactory in 15 lessons and in just one lesson the teaching was less than satisfactory. Good teaching was spread evenly across the school. Teaching was consistently good in English, mathematics and science because the school has given most attention to these subjects. Effective training has successfully raised teachers’ confidence and close monitoring checks these subjects are taught well and enable pupils to make good progress. Although unsatisfactory teaching was only seen in one lesson, the overall quality of teaching in information and communication technology and design and technology in the junior classes is unsatisfactory because teachers do not give enough attention to all of the required aspects of the subject.

The strengths in teaching and learning are:

- the management of pupils;
- the very thorough way basic literacy and numeracy skills are taught;
- the high expectations of the pupils;
- the variety of methods which make lessons enjoyable;
- the help provided for pupils with special educational needs.

Areas for development in teaching and learning are:

- teachers’ knowledge in information and communication technology and design and technology;
- lesson plans and the clarity of what pupils are to learn in lessons;
- the use of information and communication technology to support learning in other subjects.

Teaching and learning in the Foundation Stage

18. Teaching is good in the Foundation Stage. Children come to school with a spring in their step because the teacher and support staff work as a team and have created a happy and secure classroom. At the time of the inspection half of the children were new to school and had already settled happily into the class routines. A common strength is the adults’ care for the children and their wish to help the children do well. This shows in the way they listen to the children and relate in a warm and friendly manner. All staff have a good understanding of the needs of this age range. They know the children well and are quick to spot when they need help and when they need to be encouraged to try harder. Early literacy and numeracy skills are taught effectively. Through the use of puppets and games activities, these sessions are imaginative and lead to children quickly grasping these important early skills. The school has detailed

termly plans that ensure the experiences for these children match the nationally recommended curriculum. However, weekly lesson plans do not always make it clear the skills to be taught and this leads to staff occasionally giving too much attention to completing a task rather than extending children's learning. This hampers learning especially in creative and physical activities. Planning includes opportunities for children to work with an adult on a specific activity or to choose from a range of activities. This leads to smooth running of the day and children rarely lack for something to do. On occasions too many activities are available and this leads to some children moving too quickly between tasks rather than persevering with an activity.

Teaching and learning in Years 1 to 6

19. The overall quality of teaching and learning is good in Years 1 to 6. The National Literacy and Numeracy Strategies have improved teachers' knowledge in teaching these subjects and these strategies are having an on-going positive effect on standards. Teachers have a secure scientific knowledge because of additional support from new planning guidelines and advice from the co-ordinator. However, when teaching was unsatisfactory it was linked to insecurity in the science topic being covered. In other subjects teachers have a satisfactory knowledge, except in information and communication technology and design and technology. In these subjects teachers do not give enough attention to all aspects of the curriculum and the development of skills.

20. Teaching of literacy and numeracy is good. Staff respond well to training and the school willingly introduces new initiatives in these subjects in their determination to raise standards. Teaching in Year 1 builds effectively on the good start made in the Reception class and pupils quickly extend their knowledge of letters and sounds and use them most effectively in their reading and writing. Introductions to numeracy lessons are lively with teachers developing pupils' skills to solve problems through quick question and answer sessions. In response to a weakness identified in the last inspection, teachers now promote literacy and numeracy skills in other subjects. This has been very effective in raising standards.

21. Planning of lessons is satisfactory. Detailed planning guidelines are in place for all subjects. Teachers are starting to put these to good use in planning what to teach and this ensures tasks are being taught in a suitable sequence. Lesson plans are recorded in a diary and the quality varies between classes. Teachers do not include in their plans how information and communication technology is going to be used to support learning in other subjects. Consequently, computers were not used as much as expected during the inspection. It is not always clear in lesson plans what teachers intend pupils to learn and so pupils are unclear about the purpose of their tasks. Planning is much better in numeracy and teachers make it clear what pupils will learn in lessons and in the best lessons seen these were explained very clearly to pupils.

22. In the best lessons, teachers have high expectations of their pupils and challenge them to work hard. Pupils respond positively to this challenge and work is mostly completed neatly. In Years 5 and 6, pupils are grouped according to ability in English and mathematics and this has been a key factor in raising standards because staff are adept at challenging all abilities and checking that all are learning at a good rate.

23. A common strength in lessons is the variety of methods used to make learning enjoyable. Most lessons move at a brisk pace with opportunities to work individually and in a group. This is effective teaching and was seen especially in art and design, music and physical education, where pupils collaborate and learn from each other. For example, pupils in Year 5 and 6 in a music lesson especially enjoyed composing simple patterns, selecting instruments and then performing to the rest of the class. This approach is beneficial for pupils with special educational needs as they become part of a group and so grow in self-esteem.

24. Teachers are particularly adept in managing pupils and keeping their attention. Many lessons are carried out in a good humoured atmosphere based on mutual respect. As a result, behaviour is very good and pupils strive to please their teachers and produce their best work. This approach to discipline is very effective for pupils with special educational needs because it creates an atmosphere which encourages confidence to participate knowing that their efforts are valued. The needs of these pupils are fully met

and they benefit from the close partnership between support staff and teachers. The overall quality of teaching for these pupils is very good. When they have an individual education plan support staff are included in setting targets. This means their help is most effective because it is based on a clear understanding of the needs of the pupils they help. Detailed records check on the progress of these pupils and new targets set when one is achieved. This leads to effective learning and good progress.

25. Teachers give considerable time to marking pupils' work. Lengthy comments are often included which tell pupils how they can improve. In literacy lessons in Year 2, the teacher is very effective at checking that pupils can read and understand the comments made and so they learn from their errors. The school is making effective use of assessment information to set individual targets in English and mathematics. These are referred to in lessons and marking so pupils, especially the older ones, are clear about the progress they are making. Lesson plans do not provide an opportunity for teachers to record progress in lessons. Teachers often jot down notes and keep a mental record of individual needs and then plan the next lessons accordingly. This is generally effective and tasks are set that match the needs of all abilities. It is less effective in subjects, other than English, mathematics and science, where there are inadequate assessment procedures to keep a check on progress at the end of topics.

26. Most parents are happy with the amount of work their children are given to do at home. Overall, this is satisfactory. Parents make a very positive contribution to the high standards in reading by the help they provide at home. Work is set in other subjects that extends learning in lessons, especially in mathematics. Limited evidence was available of any detailed research projects.

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

27. The quality of learning opportunities provided is satisfactory. All subjects of the curriculum are taught and the provision for religious education meets the requirements of the locally agreed syllabus.

28. The balance of the curriculum is generally satisfactory. The school has understandably given priority to the teaching of English, mathematics and science and this has resulted in very good improvement in standards in these subjects. This has led to a lesser focus on some other subjects, in particular, information and communication technology and design and technology. Standards are below the level expected in information and communication technology because skills are not taught systematically. Also, some areas of the curriculum are not given sufficient attention, these include aspects of control technology in the infants, and multimedia work, control and modelling in the juniors. A similar weakness is evident in design and technology in the juniors. Insufficient attention is given to teaching the skills of design and evaluation of work and as a result standards in Year 6 are below average. A comparative weakness is the planning for the teaching of history and geography in a half-yearly cycle in Years 3 to 6. This hampers the development of skills, for example at the time of the inspection these pupils had had no geography lessons for almost six months, and in discussion pupils could remember very little of the topics they had covered previously. The school having its own swimming pool enhances the curriculum. This enables pupils to have tuition throughout their time in school, leading to good standards.

29. There has been good improvement in the curriculum since the last inspection. The key issue related to the teaching of practical aspects of science has been fully resolved with a very good effect on standards achieved. Greater challenge is now provided for all pupils in literacy and numeracy and so achievement is now good. The minor issue relating to coverage of the creative subjects has had limited attention while the school focuses on standards in literacy, numeracy and science. Overall, provision for these subjects is satisfactory.

30. Children in the Foundation Stage receive a varied and rich range of experiences that lead to good progress. A relative weakness in the provision of resources for outdoor play is more than compensated for by children's regular use of the school's swimming pool.

31. The school's strategies for teaching literacy and numeracy are now very good and standards are well above average. The decision to provide an additional teacher to allow English and mathematics to be taught in smaller groups of similar ability in Year 6, has been very effective in providing appropriate challenge for pupils of all abilities. In particular, the demands being placed on higher attaining pupils in literacy are enabling more pupils to work at the higher level. In literacy, initiatives such as regular practice and homework have improved pupils' spelling. A strong feature is the focus on writing across all subjects. For example, pupils write up science experiments or describe their route to school. This has had a crucial effect on improving the quality of writing across the school. The introduction of the National Numeracy Strategy, along with the implementation of a new commercial scheme, has been very effective in providing more structure to lessons and guiding teaching.

32. Extra-curricular activities are good. Staff devote their time to providing additional activities in sport, gymnastics and art. Parents expressed a concern about the lack of after school activities and this is because most of these events are offered exclusively to pupils in Years 3 to 6, though pupils in Year 2 participate in the village well dressing in the summer. Peripatetic music lessons are offered within the school day. The curriculum is enriched through a sound range of visitors and visits, including a residential trip for pupils in Years 5 and 6 to a centre developing computer skills and outdoor activities. The curriculum is enlivened by theme days, for example, Year 3 pupils dress up and experience "Ancient Egyptian" activities for the day, including a competition in the board game, 'Seega'.

33. Provision for personal, social and health education, including citizenship is good. Aspects are covered in Circle Time³ and lessons include topics on health and personal safety. Areas of citizenship are covered by the opportunity all pupils have to vote for representatives for the school council, the participation in the school council and through balanced debates. For example, the Year 6 discussion on vivisection. The recently appointed co-ordinator for personal and social development checks carefully to ensure the pupils have opportunities to learn about the importance of safety, doing the right thing and extending and developing friendships. As well as in lessons these themes are explored during assemblies. For example, during the inspection the aspect of trusting was highlighted during a whole school assembly and the infant pupils explored the theme of relationships with the message that name-calling is unacceptable. Much of health education is carefully dealt with in the science curriculum and there are special lessons for sex education and also lessons to inform pupils about the misuse of drugs.

34. High priority is given to ensuring pupils of all abilities have equal access to the curriculum. A strong feature is the high level of classroom assistants enabling pupils to achieve as well as they can, and the grouping arrangements in Year 6 to meet the needs of higher attaining pupils. Careful planning for the mixed age classes in Years 5 and 6 ensures topics are not missed or repeated. The school provides well for its talented pupils. Links with a local football club lead to talented footballers having the opportunity to attend a sports academy. The school liaises with the local secondary school to check that work set for those identified as academically gifted is pitched at the correct level to ensure they make good progress.

35. Pupils with special educational needs are very well supported in the school. The school welcomes all pupils and is committed to providing an education that meets the needs of all pupils including those with physical difficulties. Recently, the school has adapted a toilet so that the building is now more accessible for these pupils. Classroom assistants are trained so that all pupils receive expert help when required. The friendly atmosphere in the school is beneficial to these pupils who thrive because their self-esteem is boosted in this caring community.

36. The curriculum is further enriched by very good arrangements for promoting pupils' personal, spiritual, moral social and cultural awareness. These findings reflect those of the previous report.

³ During Circle Time pupils discuss a wide range of personal and general issues. All pupils agree that no interruptions should occur and only one person at a time will speak. Respect for other pupils' views will occur at all times and therefore pupils feel confident that they can talk with ease and free from any form of interference or interruption from other children

37. The provision for spiritual development is very good. The school places great emphasis on spiritual development, including it in its aims and objectives. Circle Time is used to explore many associated themes. Pupils think and talk about their own personal achievements that are celebrated in their *'Reflections on the Term's Work'* displayed around the school's entrance hall. Pupils' poetry titled *'Winter Fruit'*, *'Beauty of the Wildlife Area'* and the poetic sequel to Walter de la Mare's *'The Listeners'* develops within the children a feeling of self worth, and in other readers an insight into the beauty of nature, enthusiasm and curiosity. Pupils have opportunities to pause and consider the themes of the regular assemblies to reflect on their own circumstances. Prayers are said regularly and pupils have many opportunities to consider the actions of famous people who have devoted their lives to the well being and improvement of the world.

38. Arrangements for pupils' moral development are very good. Pupils have a clear understanding of what is acceptable, and a great majority abides by the rules and can determine right from wrong. Pupils understand the consequences of their actions and appreciate that all staff apply the rules fairly and that rewards are often given. Equal opportunities and personal rights are well developed. Pupils take on responsibilities to look after younger children in the playground and support the learning of the less able. Very good strategies are used during assemblies to highlight the correct response to inappropriate behaviour displayed by other pupils.

39. The provision for pupils' social development is very good. Adults in the school provide very good role models for pupils and there are positive relationships between adults and children. Pupils collaborate well during group work, sharing out tasks and taking turns to use equipment. Older children are provided with very good opportunities to take responsibility for their actions, like helping in and around the school or assisting in the school office. The school council enables pupils to be involved in the choice of charities to support following a fund raising initiative. This helps them to recognise their role in society as they learn how they can play a part in helping others less fortunate than themselves.

40. The provision for pupils' cultural development is sound. Pupils are aware of the importance of their own cultural traditions and this is enhanced through their involvement in the local well dressing celebrations. Studies in history and geography ensure that pupils appreciate the cultural heritage of British society, but not enough is done currently to provide pupils with an understanding of the culturally diverse society Britain has become. Pupils benefit from theatre visits, they study the work of famous artists and local artists work within the school. Religious education is beginning to give pupils introductory insights into non-Christian World Faiths and pupils work with multi-cultural objects including African drums and Aztec artefacts. However, the celebration of other cultures is not fully embedded in the curriculum. For example, the study of art and music from other cultures is not fully developed.

41. The school has a central place in village life and a variety of very good links with the community enrich the curriculum and pupils' personal development. Good support from local businesses has helped to provide an increased range of resources. Pupils and staff welcome senior citizens into school with courtesy and friendliness. Strong links with local churches contribute to religious knowledge and spiritual development, pupils use the local library and learn about citizenship from the local police.

42. Strong links with the local playgroup provide for a smooth start to school life for the youngest children. Links with other primary schools are good and include netball and football matches. Cluster schools share expertise and experiences and discuss new initiatives. Good links with the secondary school include termly staff meetings to discuss academic and other issues. Pupils in Year 6 become familiarised with secondary school life when they visit for swimming lessons, attend special performances and visit for a longer session nearing the end of the school year. Sixth form students sometimes come into school as part of their studies and some help as reading partners.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

43. The school gives significant attention to pupils' health and safety. The caretaker, staff, pupils and parents are all vigilant for safety in the school building and playgrounds and they report any hazards. The head teacher and the health and safety governor audit the premises and make sure that risk assessments are up to date. The school has good procedures to promote healthy eating. Teachers, midday assistants, classroom assistants and the office staff attend to any medical or first aid needs with care. The school nurse provides a very good service and offers very effective individual support. The school calls on outside agencies when needed. Procedures to provide for pastoral care are very good. All staff take care to support pupils through any difficulties and to include parents in discussions when necessary.

44. Child protection procedures are in place. All staff know what to do if they have any concerns and parents are aware of the school's obligation to follow the required procedures.

45. The school has excellent procedures to monitor pupils' attendance. Teachers and office staff record and check attendance carefully so that the school follows up any unexplained absence. Pupils respond very well to the class and individual rewards for good attendance and the school co-operates with the educational welfare service to support families if any pupil's record gives cause for concern.

46. Procedures to promote good behaviour are very effective. The school places strong emphasis on praise, reward and the encouragement of good behaviour to promote a secure environment in which all members of the community can live and work together happily. Pupils are eager to receive individual and team points for good behaviour and work. Pupils and their teachers together formulate their class rules and they respect these and the school's rules and consider the occasional sanctions to be fair.

47. The school has an effective anti-bullying policy. Staff are constantly vigilant and pupils know that it is the responsibility of every member of the community to recognise and help to eradicate bullying in all its forms. Parents receive a handbook detailing the behaviour and anti-bullying policies and the responsibilities of pupils, staff, parents and governors. The school is registered with the local authority's anti-bullying commitment scheme. A play performed last term by a visiting drama group created interest and discussion by parents and pupils about how to tackle any concerns about bullying. The head teacher is always available to pupils and the post box for comments and concerns provide an opportunity to express any worries. Pupils explain that the friendly bench in the playground is very useful and if they sit on it someone will join them as an instant friend and they say, *the red hats will help anyone*. Classroom and midday assistants play a valuable part in monitoring pupils' behaviour and welfare and they liaise closely with the teaching staff. The school council encourages pupils to raise concerns about any aspect of school life and to take responsibility for their community. Members of the council show a remarkable level of maturity and interest in their community. They use their own initiative and take action when necessary, making an effective contribution to the welfare of all.

48. The school's procedures for assessing pupils' attainment and progress in English, mathematics and science are very good. They provide detailed and reliable information about pupils' attainment in national and other standardised tests and are used effectively to judge how well children are achieving and as a basis for setting individual and year group's targets. The results of National Curriculum tests are analysed in detail and senior staff use this information to see how well the school is doing over time, and to measure how successful the teaching has been in improving pupils' performances. The school also makes effective use of the information gleaned from an assessment carried out when children start school. The curriculum is planned to meet the children's needs and those needing extra help are promptly spotted.

49. In subjects, other than English, mathematics and science, procedures for assessing what pupils know and can do are not in place. At the end of the year teachers provide an overall judgement on progress but these are not always reliable because they are not supported by information about pupils' progress throughout the year. Subject leaders are aware of the need to develop assessment systems and the new subject leader for information and communication technology has begun to identify how key skills and techniques can be assessed.

50. The school uses assessment information very well to improve teaching and learning in English, mathematics and science. Teachers analyse pupils' answers in tests and this has led to significant changes in the curriculum. For example in English and science, they have identified the need to extend pupils' vocabulary. As a result, all teaching now includes this as a key aspect of lessons. In science, pupils' skills in setting up investigations are carefully monitored. Their ability to think quickly to solve mental mathematics problems, explain, and illustrate how they came to their answers is regularly checked.

51. The school keeps a careful eye on how well each pupil is progressing and organises teaching groups of children of similar abilities. This has been very effective in raising standings of individuals in the lower attaining groups in English and mathematics in the juniors. Individual and group targets give pupils a clear understanding about how to improve. The oldest pupils know how well they are doing and talk about their strengths and areas for improvement. The assessment and monitoring of the progress of pupils with special educational needs is very good. Records are meticulously maintained and when one target is achieved another is set so learning builds effectively on prior attainment.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

52. The school continues to have a very good and effective partnership with parents. In particular, the large majority of parents are very pleased with the way they are always made welcome to approach the school with questions or a problem. Parents say that staff take the initiative to have a word with them on an informal basis when necessary. The very large majority of parents say that their children are happy, make good progress, behave well and are helped to become mature and responsible. The large majority of parents consider that the teaching is good, expectations are high and that the school is well led and managed.

53. A few parents do not think that they are kept well informed about their child's progress. However, evidence from the inspection shows that opportunities to talk to teachers about pupils' progress are very good. Parents have termly invitations to school to meet with their child's teacher as well as an open invitation to discuss any concerns with their child's class teacher and the head teacher at any other time during the term. The written reports to parents at the end of the school year are very good and include considerable detail about what the pupils have studied as well as evaluative comments about how well they have worked and clear targets for the future. The reports include an opportunity for parents to comment in writing as well as to discuss any issues with the teacher. The school has very good procedures to help pupils through any difficulties. Parents of pupils with special educational needs are fully involved with all procedures and are kept very well informed about the progress their children are making.

54. A minority of parents does not agree that the school provides an interesting range of activities outside lessons. However, evidence shows that the range of extra curricular activities is good and involves every member of staff. The activities are provided mainly for pupils in Years 3 to 6 and the school says that the younger pupils found after-school activity tiring although some parents would like the infants' gymnastics club to be continued.

55. Parents of children who are new to the school have very good information and a warm welcome. The prospectus and the handbook for parents are very well produced and give good detail of the school's standards and expectations as well as all the statutory information. Parents have full details of the school's behaviour and anti-bullying policies. The school newsletter keeps parents well informed about any current issues and the calendar of events and activities. The Governors' Annual Report gives a good account of the year's activities and achievements and fulfils statutory requirements. The school is considering ways in which all parents' views can be canvassed and so become more involved in school decisions.

56. The school provides parents with detailed information about the curriculum. Teachers send out regular letters with details about topics and the school has good plans to continue to provide a workshop

evening for parents. Several parents provide help in class and with swimming lessons and their contribution makes a very good impact on pupils' learning. Parents who help in class are well briefed and all parents' help is highly valued by the school. Parents give generously to fundraising events both for the school and for charities and participate in fun days and special events. They are included in the celebration of their children's successes when they attend special family assemblies and they are an enthusiastic audience for Christmas celebrations and Year 6 plays. The Parent Teacher Association is very committed to helping the school and raises considerable amounts of money for a range of resources.

57. Parents make a very good contribution to pupils' progress by supporting their work at home. The large majority are happy about the amount of homework set and they support their children's reading, writing and numeracy work. A few parents have concerns about the work their children are expected to do at home, some say too much, some too little. Evidence shows that pupils have suitable amounts of homework for their age and that the school is sensitive to individual needs and always ready to discuss any concerns with pupils and their parents.

HOW WELL IS THE SCHOOL LED AND MANAGED?

58. The overall quality of leadership and management is good. This is an improvement since the last inspection and has been brought about by the dedicated leadership from the headteacher. Under her leadership the school has maintained its strengths in the pastoral care of pupils and raised the achievement of all pupils. She has been determined to raise standards and has led by example with a regular teaching commitment and very effective management of the school's provision for special educational needs. She has earned the respect of all and established an atmosphere where all feel valuable members of a team with a clear direction for the future.

59. The school has made a good start on improving the management role of subject leaders. The focus has rightly been on English, mathematics and science and these subjects are now effectively managed. Teaching has been observed and advice shared with colleagues and this has led to better teaching. Action plans for these subjects now have a clear focus on raising standards with very practical actions to achieve this. For example, the literacy action plan includes half-termly writing assessments to track individual progress more closely. The management role of other subject leaders is still in need of attention. Opportunities to observe teaching and learning have not been available and the lack of assessment information means action plans are too general and not sufficiently focussed on raising standards. In information and communication technology and design and technology management has been ineffective in spotting how the school has started to lag behind in standards and resources. The new co-ordinator for information and communication technology has made a good start at tackling weaknesses by auditing resources and more equipment is already on the way.

60. The deputy headteacher has a heavy load of responsibilities including teaching Year 2 pupils and managing literacy. These roles are carried out well but lead to some lack of time and opportunity to develop the role of deputy head. As a result, there is limited time to support the headteacher with strategic planning and financial administration.

61. The management of provision for special educational needs is very good. The recently revised Code of Practice⁴ has been successfully put in place and all staff have had training on its implications for their teaching. The co-ordinator maintains detailed records of pupils' progress, Termly meeting take place with staff, parents and the local authority to check that the school is providing the best for these pupils. Information and communication technology is used effectively in the management of this provision. Individual education plans are written with specific targets and clear steps to achieve these. These plans are very much working documents and classroom assistants refer to them regularly and record how pupils are progressing. As a result, tasks match pupils' needs and they make good progress. Pupils with physical

⁴ Code of Practice—this gives practical advice to schools and local education authorities about their responsibilities and tasks to ensure that pupils who have special educational needs receive the most suitable help to further their learning and personal development. This is a statutory duty under the 1993 Education Act.

difficulties are sensitively supported with a good balance between individual support and whole class teaching. The school welcomes pupils with special educational needs, including those with physical difficulties, and has adapted the building to provide full access to the curriculum.

62. The governors continue to be supportive. They provide a sound contribution to the management of the school and check that statutory requirements are met. Currently, they are extending their role in monitoring on a more formal basis and have sought advice from the local authority on how to carry this out. Governors are linked with subject leaders and this has led them to have an informed view of strengths and areas for development in the school. However, these links have not been sufficiently rigorous to ensure that sufficient attention is being given to all aspects of the curriculum. For example, to check the school has sufficient resources to teach information and communication technology effectively and is covering all aspects of the curriculum to sufficient depth.

63. The headteacher has given significant attention to managing the improvement of the school's evaluation of its performance. Effective systems are now in place to spot any potential underachievement and prompt action taken to remedy this. For example, the school has made radical changes to the science curriculum to resolve the weakness identified by national test results. Information and analysis of test results is a regular feature on the minutes for governors' meetings and they are well informed about the school's actions to tackle any underachievement.

64. The effective monitoring of teaching by the headteacher, local authority advisors and subject leaders for English, mathematics and science has contributed to the good teaching now evident in the school. The sharing of teaching in science has been good practice in raising teachers' confidence in teaching the investigative elements of the subject.

65. The school's plan for improvement identifies very suitable targets for improvement. These are currently linked to the previous inspection and focus on raising standards. The plan is a good vehicle for improvement because the actions are clearly set out and include very specific criteria for judging success. Progress towards meeting these targets is closely monitored by staff and governors. Other areas for development, including aiming to achieve a healthy school's award, are supported by all because they are based on self-evaluation and include ideas from governors and staff. However, it is a weakness that action plans for other subjects do not clearly focus on what is needed to improve standards. This has contributed to standards falling in information and communication technology and design and technology.

66. The overall management of the budget and monitoring of spending is good. The school has limited spare finance when the staffing budget has been taken out of the overall income. Other spending is linked to priorities in the school's improvement plan. Governors are active in their role in checking on spending. With the effective support of the administrative staff, spending is checked on a weekly basis to spot where any adjustments need to be made to avoid overspending. Information and communication technology is used expertly in this process and information is readily to hand when spending decisions are being made.

67. Good attention is given to value for money. Governors are much more aware of the effect spending is having on standards. For example, the school has spent wisely on additional teaching to provide for the higher attaining pupils in English in Year 6 because this was a weakness identified in national tests. Current predictions show evidence that this has been a good decision and led to higher standards. Governors and the headteacher also giving good attention to the other aspects of the principle of Best Value. More information is obtained on the school's performance by comparing the school's results with those of similar schools in the locality and nationally. This has enabled the school to check that pupils are making as much progress as they should be. The school has successfully overcome its previous underachievement by setting challenging targets and with effective management from the headteacher, has put in many changes to face this challenge. The local authority has been consulted along with other schools to check that any changes will be effective. As yet more could be done to involve parents when deciding on priorities for school improvement. It ensures fair competition by seeking out estimates for

work before approving any spending. The school has just received a report from the most recent financial audit and the headteacher is in the process of implementing the recommended changes.

68. The headteacher and governors have effectively established performance management in school. Training is provided to match both individual needs and the needs of the school. This has included a focus on literacy and has led to improvements as staff have been trained in how to lead small groups to boost their reading and writing skills.

69. Very good management from the headteacher has led to the establishment of a well qualified and experienced team of staff. The deployment of staff is effective in tackling parents' concern about the large class in Year 4. Additional adult help is available and, in literacy and numeracy, effective organisation leads to pupils being taught in small groups. The school made a decision not to accept places for student teachers while they were resolving previous concerns. However, placements are offered to nursery nurses and students from the local secondary school. The deputy head manages these effectively so that students and the school benefit from the experience.

70. The accommodation is satisfactory. The old building needs constant attention to keep it in a good state of repair. The curriculum is greatly enriched by the school's swimming pool and the attractive outdoor facilities that include a wild life area.

71. Resources are adequate. The range of reading books is good and most are in good quality although a few in classrooms and in the library are getting old and torn and need replacing. The school lacks resources for information and communication technology and is not making best use of the computers already in classrooms. The library is very attractive but is underused to extend pupils' skills of independent research.

72. The school's aims are to optimise academic achievement and nurture pupils' personal, social and spiritual abilities. The overall strength in the leadership of the school and the determination shown by all staff to raise standards means that the aims of the school are fully reflected in the daily life of the school.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

73. In order to raise standards and improve the quality of education the governors, headteacher and all staff should:

- (1) raise standards in information and communication technology by:
 - ensuring all aspects of the curriculum are taught in sufficient detail;
 - putting detailed planning guidelines in place to ensure basic skills are taught;
 - identifying opportunities for pupils to apply these skills in other subjects;
 - providing further training for teachers;
 - extending resources and making better use of the resources already available.This is an area for development already identified by the school.
See paragraph numbers 11, 17, 19, 21, 28, 59, 62, 71, 80, 88, 100, 108, 113, 120, 124, 131, 132, 133, 134, 135.

- (2) raise standards in design and technology in Years 3 to 6 by:
 - ensuring all aspects of the curriculum receive sufficient attention;
 - checking that all the necessary skills are taught in a systematic way as pupils move from class to class.See paragraph numbers 11, 17, 19, 28, 59, 116, 118, 120, 121.

- (3) improve management and implement assessment procedures in all subjects other than English, mathematics and science by:

- implementing systems to assess and track pupils' progress;
- providing opportunities for subject leaders to gain a more informed picture of standards and areas for development in the subjects they manage.

See paragraph numbers 25, 49, 59, 65, 114, 121, 125, 130, 131, 136, 141, 147, 155.

- (4) adjust the organisation of the geography and history curriculum to avoid the lengthy gap between the teaching of these subjects in Years 3 to 6.

See paragraph numbers 11, 28, 122, 126.

In addition to the key issues above, the governors may wish to consider including the following minor issues in the action plan:

- make it clearer in lessons what pupils are to learn and share this with them (this is done well in mathematics);

See paragraphs 18, 21, 76, 88, 115, 124, 129, 147.

- provide more opportunities for pupils to learn about the cultures and faiths of a multi-cultural society;

See paragraphs 14, 40, 155.

- develop the use of the library for independent research.

See paragraphs 71, 86, 89, 129.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	49
Number of discussions with staff, governors, other adults and pupils	34

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	7	25	15	1	0	0
Percentage	2	14	51	31	2	0	0

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

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)	NA	200
Number of full-time pupils known to be eligible for free school meals	NA	18

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	NA	5
Number of pupils on the school’s special educational needs register	NA	20

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	25
Pupils who left the school other than at the usual time of leaving	10

Attendance

Authorised absence	%
School data	2.5
National comparative data	5.4

Unauthorised absence	%
School data	0.4
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 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	13	13	26

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	12	11
	Girls	13	13	13
	Total	25	25	24
Percentage of pupils at NC level 2 or above	School	96 (88)	96 (91)	92 (88)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	12	12	12
	Girls	13	13	13
	Total	25	25	25
Percentage of pupils at NC level 2 or above	School	96 (91)	96 (91)	96 (97)
	National	85 (85)	89 (89)	89 (89)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	19	17	36

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	16	19
	Girls	15	13	17
	Total	32	29	36
Percentage of pupils at NC level 4 or above	School	89 (87)	81 (68)	100 (97)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	17	17
	Girls	15	15	15
	Total	31	32	32
Percentage of pupils at NC level 4 or above	School	89 (92)	91 (89)	91 (89)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	196	0	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	3	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British – Indian	1	0	0
Asian or Asian British – Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	1	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, 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
Number of pupils per qualified teacher	28.6
Average class size	28.6

Education support staff: YR– Y6

Total number of education support staff	6
Total aggregate hours worked per week	85

Qualified teachers and support staff: nursery

FTE means full-time equivalent.

Financial information

Financial year	2001/02
	£
Total income	449480
Total expenditure	445148
Expenditure per pupil	2140
Balance brought forward from previous year	1022
Balance carried forward to next year	5318

Recruitment of teachers

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	1
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	200
Number of questionnaires returned	68

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	69	24	6	1	0
My child is making good progress in school.	56	38	0	4	2
Behaviour in the school is good.	57	39	0	1	3
My child gets the right amount of work to do at home.	40	46	13	1	0
The teaching is good.	57	37	4	0	2
I am kept well informed about how my child is getting on.	37	39	21	2	1
I would feel comfortable about approaching the school with questions or a problem.	72	22	2	1	3
The school expects my child to work hard and achieve his or her best.	65	32	1	2	0
The school works closely with parents.	43	38	16	0	3
The school is well led and managed.	54	37	9	0	0
The school is helping my child become mature and responsible.	63	31	3	0	3
The school provides an interesting range of activities outside lessons.	39	26	25	3	7

Percentages are rounded to the nearest integer and may not total 100.

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

74. Children are admitted to the Reception class in September and January depending on the date of their fifth

birthday. At the time of the inspection 12 children had been in school for only one week and the teaching and organisation of activities were geared towards helping these children to settle into school routines. Overall provision is good and children follow a stimulating programme of work using the six areas of learning recommended nationally.

75. The individual assessment carried out as children start school shows a wide range of abilities. Overall attainment is above average especially in personal and social skills and mathematics. Early reading and writing skills are closer to the level expected for children of this age with more having standards lower than normally seen. In response to good teaching and effective support from classroom assistants, children make good progress during their time in the Reception class. Many are working at levels higher than expected for their age and achievement is good. Children with special educational needs are supported well and make good progress. Sensitive support enables the children with formal statements to make very good progress and they play a full part in all activities.

76. The overall quality of teaching is good and leads to effective learning. A strength in the teaching is the teamwork between adults which leads to children benefiting from working in small groups. Staff have a good knowledge of the needs of this age range and know when to offer help and when to stand back and encourage independence. This is helping all to settle happily as they know help is available if needed. Assessment procedures are an integral part of activities, however informal, and this enables the teacher to plan tasks to match the children's needs and this promotes learning. Planning is linked to the national guidelines for this age so that a variety of activities is experienced. Occasionally, too many activities are provided and planning does not focus clearly enough on what specific skills are to be taught. This leads to the desire to produce a good finished product and over rides the need to allow children to explore for themselves.

Personal, social and emotional development

77. Children arrive cheerfully and the youngest ones are already leaving their carers willingly. Teaching and learning are good and many opportunities are planned to encourage accepting responsibilities and leading an activity. Older children are very good at organising themselves when playing small games. They decide for themselves who is to go first and follow the rules, showing a good understanding of fair play. Children appreciate the organisational systems in place. For example, they know that only four children are allowed in the role-play corner and sort out any disputes themselves. At the end of each session, children tidy away and help each other. Many have already established friendships but are willing to invite other children into their group. All staff model good manners and when taking the register pupils are welcomed and *please* and *thank you* used and children respond likewise. On the rare occasion when a child misbehaves, this is dealt with in a quiet way with an explanation of how this affects others and so children learn what is acceptable behaviour. At the time of the inspection children were at the very early stages of dressing and undressing for physical education and swimming and many needed adult help. They are more confident managing their own personal hygiene. Many children exceed the level expected for their age and achievement is good.

Communication, language and literacy

78. Many are confident speakers. They enjoy talking about their experiences and explaining what they are doing. The older children are achieving high standards in listening attentively to adults and understanding the need to take turns in conversations. Teaching and learning are good. Letters and their sounds are taught effectively through action rhymes and a puppet. Children enjoy these sessions and

many show a good understanding of most letters and their corresponding sound. They eagerly collect items beginning with a given letter for Bird, the puppet, to identify. Considering the starting point of many pupils overall achievement is good and they reach the early learning goal for this area of learning by the time they leave the Reception class. Children know how to handle a book and are making good use of the pictures to tell the story to a friend. Higher attaining children are starting to recognise familiar words although few are reading simple sentences unaided. Parents are very supportive hearing their children read at home on a regular basis. Children are beginning to write their name unaided and starting to use random letters in their writing. A few lack confidence when writing and do not clearly understand writing goes from left to right. Their letter formation is at a very early stage of development. When working in a small group with the teacher, too much emphasis is placed on accuracy of spelling and this leads to some copying and rubbing out errors, rather than children gaining in confidence to attempt new words.

Mathematical development

79. Limited evidence was available to make a judgement on standards in this area of learning because most of the work is done practically. A review of the work of the pupils currently in Year 1 shows the average and higher attaining children made good progress and exceeded the early learning goal when they left the Reception class. Many are carrying out simple calculations using addition and subtraction with numbers up to 20. They calculate a missing number mentally with the help of a number line. Lower attaining pupils reach the early learning goal and solve simple problems with numbers up to 10. Children currently in the Reception class match items correctly according to size and colour. They count confidently to 10 and the older ones beyond 10. Children recognise and name familiar shapes. Teaching and learning are good. The organisation of the day means all children have time devoted to a number task led by the teacher. During the inspection this was a game using large numerals on the carpet and successfully consolidated number recognition and the idea of more and less. The last inspection identified a weakness in forming numerals correctly. Children have painted numerals but little evidence was available to show this problem has been fully tackled and there was a lack of numerals on display in the main classroom to prompt children.

Knowledge and understanding of the world

80. Learning is good because teaching is effective in organising a variety of activities to stimulate children's interest in the world around them. Children make good progress and exceed the level expected for their age in this area of learning. Every morning a child goes outside with an adult to observe the weather. This observation is shared with the rest of the class and they decide how this will affect what they will need to wear at playtime. Children have a natural curiosity and develop confidence in construction because tasks are available that allow children to work independently. For example, two pupils produced wheeled vehicles and others worked as a group building a tall tower. Teaching is good because a member of staff is usually at hand to extend children's learning. This was effective when the tower of bricks started to wobble and, with prompting the children came up with a way to make it stronger. Children take a great interest in naming different materials and were eager to search for wooden items in the playground. Through sharing the story of *Rosie's walk* children plot Rosie's walk on a plan and then discuss their journeys to school. In a topic about favourite festivals children learnt about Diwali. Numeracy skills were promoted in this work as children represented their work on a block graph. The teacher plans a small group session to teach children how to follow a new program on the computer. This is effective and children know how to select items on a screen to dress a teddy bear. In other sessions information and communication technology is underused to extend children's skills.

Physical development

81. Overall progress is good especially in swimming. Children reach the level expected for their age in their physical development and exceed it in swimming because they have a weekly swimming lesson. Teaching in these sessions is good and children have a thoroughly enjoyable time as they play games that develop their confidence in the water. Teaching of movement is satisfactory. Children confidently hop and run and show a good awareness of their place in relation to the rest of the group. They balance a bean bag on different parts of the body. Children understand the effect exercise has on the body because the teacher encourages them to feel how fast their heart is beating after they have warmed up. The over reliance on the commercial tape in dance slowed the pace of learning with lengthy times of inactivity that

led to a few losing interest. Many skip and clap in time to the music but few are experimenting with their movement because the tasks are too directed by the teacher for the children to use their own imagination. Sensitive support for children with physical difficulties enables them to play a full part in all physical activities including swimming. The school still lacks wheeled vehicles to develop children's skills of pushing, pulling and steering. This means children miss the opportunity to develop their co-ordination in suitably challenging activities. Children use tools such as, glues brushes and scissors, well because they have regular opportunities to practise these skills.

Creative development

82. Progress is satisfactory and children are working at the level expected for their age. Children explore a range of media. When making patterns using fabric, they are encouraged to feel and describe the texture of the material. They enjoy making these pictures and most explain the reasons for their choices. Others focus more on finishing the task and extend their cutting and joining skills. Teaching and learning are satisfactory. A few tasks are too repetitive and not sufficiently challenging. For example, the collage made by sticking fabrics on a paper plate. This over-direction inhibits children's opportunities to use their imagination. Creativity is more evident in the pictures to represent cold, where children have mixed shades of blue. Children enjoy playing in the house and take on different characters and this leads to some imaginative conversation and role-play. However, the area is not organised very well with too much equipment, for example three telephones, and some items not very clean. This makes the area less attractive and a few children were confused and thought it was still a farm because of the pictures on the wall.

ENGLISH

83. Current standards in Years 2 and 6 are now well above average in all aspects of the subject and achievement is now good. This represents a very good improvement in standards since the last inspection. This has been brought about by:

- the clear and concentrated focus on writing in subjects across the curriculum throughout the school;
- an improvement in teaching through regular monitoring of lessons;
- the very good assessment procedures now in place;
- the introduction of effective initiatives for teaching grammar and spelling;
- the decision to provide an additional teacher to provide strong challenge to higher attaining pupils in Year 6, successfully doubling the proportion of pupils working at the higher level;
- the high level of classroom assistants providing good support for lower attaining pupils and those with special educational needs so that they make good progress. Close monitoring of progress ensures work is set to the targets set for these pupils and enables them to learn effectively in all lessons.

84. The results of national tests at the end of Year 2 in 2002 were well above average in reading and writing when compared to all schools nationally. When compared to similar schools, pupils are doing very well and test results in writing were above average and reading was well above average. Test results in writing show that the number of pupils reaching above average levels was in the top five per cent in the country. Test results at the end of Year 6 were average in comparison with all schools, but well below the average of similar schools. While a high proportion of pupils reached the expected level, far fewer pupils than would be expected attained the higher level and this held down the school's overall performance. Targets for 2003 are challenging. The school has tackled the weakness in the 2002 results by providing more help for the higher attaining pupils and the school is now well placed to reach these targets.

Standards in speaking and listening

85. Pupils in Year 2 listen attentively to the teacher and to each other. Their response to questions shows they have understood the explanation of what they have to do and can explain this in their own words. For example, they explain that they have to read the story carefully before answering the comprehension questions. They are confident when explaining their ideas, and are eager to share their comments.

Vocabulary is imaginative, as when deciding on interesting adjectives, such as greedy or violent to improve their sentences. Pupils are articulate, polite and interested when listening to others. Lower attaining pupils are less confident, but listen well to instructions and offer ideas, particularly in small groups. Good opportunities for speaking and listening throughout the school enable pupils to continue to make good progress and maintain high standards by the age of eleven. In a well-organised debate, pupils in Year 6 demonstrate a good understanding of the need to adopt a more formal language. For example, they link their arguments well using phrases such as, *only people who* and *many believe that*. Pupils are skilled in countering opposing views. They listen closely to each other as pupils present arguments in support of their opinions and are thoughtful when summarising to provide a balanced view. Teaching challenges pupils' skills of using language to explain and pupils are routinely required to justify their suggestions. This includes sharing ideas with a partner or the class. For example, in Year 6, pupils had to justify the way they had arranged a given list of clauses. They did this confidently and pupils listened well and offered precise, constructive criticism.

Standards in reading

86. Reading is well above average throughout the school. All pupils in Year 2 read as well as expected for their age and over half of the pupils are reading at a higher level. Pupils read accurately and with expression and are making good use of their secure knowledge of letters and sounds to tackle unfamiliar words. Higher attaining pupils are confident when explaining their preferences in choosing stories and use books successfully to gain information for their own work, for example in finding out about The Gunpowder Plot. Pupils develop their skills and a love of reading through regular opportunities to read to an adult and to themselves. Lower attaining pupils read slightly less fluently but are interested in the stories. For example, one pupil was eager to find out how the mangle, which was pictured in her book, was used. Pupils in Year 6 are very confident readers. Higher attaining pupils have a very sophisticated understanding of a range of texts and discuss their preference showing a good knowledge of authors. For example, one pupil contrasts the magic in the Harry Potter books with the fantasy of *Downspell* by C.McNish. Most pupils show very good understanding of what they have read by summarising the main issues comprehensively but concisely. Lower attaining pupils show sound understanding of what they have read and correct their own mistakes. Pupils have a good range of books from which to choose, with a good variety to appeal to both boys and girls. Some use the Internet to find information, but the use of the school library to develop research skills in depth is limited.

Standards in writing

87. There has been a clear and concerted focus on writing throughout the school, including using opportunities for writing in other subjects. For example, pupils in Year 1 write their own captions for the artefacts on display and pupils in Year 5 and Year 6, write letters home describing their journey to the countryside as evacuees. By the age of seven, pupils are very good writers for their age. Writing is legible and well formed and pupils are making good progress in joining their letters. Most pupils in Year 2 are secure in using capital letters and full stops. Regular words are usually spelled correctly and the spelling of less familiar words usually shows a good attempt making effective use of their knowledge of letters and their sounds. Good progress is shown in the range of writing completed; including the retelling of *Mamba and the Crocodile Bird*, a newspaper report of The Gunpowder Plot with interesting headlines such as, *Sick Death for Guy Fawkes!* Higher attaining pupils write concise and well ordered instructions for brushing their teeth and lower attaining pupils make a good contribution to a class anthology of Autumn poems. By the age of eleven, pupils are using a good range of vocabulary in their writing for a wide range of purposes. Handwriting is usually neat and the vast majority have a joined-up, legible style. Writing is well punctuated, spelling is reasonably accurate and they are secure in their use of paragraphs. The writing of higher attaining pupils is descriptive and creative. For example, when writing the Cinderella story from the viewpoint of an ugly sister, one pupil observes that Cinderella *looks strangely familiar*. They show good awareness of the different affects of writing in the first or third person. Lower attaining pupils are making good progress through effective support in class and are able to write a passage using capital letters and full stops correctly.

88. Teaching is good and leads to effective learning. Learning is enhanced by the very good attitudes of the pupils who are keen to learn and respond well to the high expectations of the teachers. The very good

standard of presentation in pupils' books is evidence of a pride in their work. Teachers' explanations are clear so pupils understand what is expected of them. This was seen in Year 4 when the teacher gave a clear explanation and demonstration of the use of the apostrophe and as a result pupils' work was completed correctly. The teachers' skilled use of questions promotes speaking and listening skills very well and helps pupils to clarify what they have been taught. This was seen in Year 6 when pupils explained the difference between fact and opinion when composing a balanced argument. Teachers use a good variety of methods to help pupils' understanding and to sustain interest. For example, pupils in Year 1 make rapid progress through playing phonic games, writing their own captions for resources and working with literacy partners to discuss ideas. Basic skills are taught thoroughly and systematically. Pupils have regular spelling lists to learn and these are often given with the additional focus of writing in sentences and so also revise grammar and punctuation. Work is marked promptly and comments included which help pupils to achieve their individual targets. Teaching of higher attaining pupils in Year 6 is very good resulting in very good progress for this group. The local secondary is consulted to check tasks set for gifted pupils are enabling them to work at the correct level for their ability. The focus on challenging these pupils to think for themselves and to develop independence is improving the quality of their writing and has helped raise the proportion of pupils working at the higher level. The effective help from classroom assistants has a significant effect on the good pace of learning for lower attaining pupils and those with special educational needs. Teachers' planning is satisfactory overall, though in some lessons the learning objectives for different groups of pupils are not always clear. Consequently, the focus is on the task rather than pupils' level of understanding and what the pupils need to learn and this reduces the effectiveness of the lesson. For example, both higher attaining and lower attaining pupils in Year 5 had the same task on myths, which was beyond some pupils. Insufficient use is made of information and communication technology to promote learning, for example in drafting, editing and improving pupils' writing.

89. Management of the subject is good. The regular monitoring of lessons by senior staff, working alongside colleagues in their classrooms and the constructive feedback has helped to improve teaching. Resources are sufficient and are carefully organised although a few books are well used and torn. The library is a bright and spacious room with a good variety of books. However, this valuable resource is underused to develop pupils' library and research skills.

MATHEMATICS

90. By the age of seven and 11, overall standards in mathematics are well above average. Overall achievement is good. This represents a very good improvement since the last inspection when attainment at the end of Year 2 was below average when compared with similar schools and well below average at Year 6. This rise in standards is due to:

- better teaching, especially in the quality of explanations and questioning;
- challenging teaching of mental mathematics sessions;
- higher expectations of performance particularly for the average and lower attaining pupils;
- very effective help to raise the attainment levels of those finding difficulty with mathematics;
- good management and the very careful assessment and tracking of pupils' progress followed by very effective organisation of teaching groups of pupils with similar abilities;
- very good help for pupils with special educational needs enables them to make very good progress;
- new mathematics planning guidelines and staff training.

91. The results of the seven and 11-year-olds in the national tests have improved at a faster rate than the national average since the last inspection. In the most recent tests, the overall performance was well above average at age seven and well above average at the higher level. At age 11, the overall performance was above average for both the expected levels and the higher level. The school is successful at raising the standards of achievement of all pupils, consequently, most are on track to achieve at least the expected level and a higher proportion than is normally found is progressing beyond this. The great majority of the current 11-year-olds have a sufficiently good grounding in mathematical

skills to achieve the expected level and the percentage demonstrating examples of higher level work is well above that found in most schools. This reflects the success of the assessment procedures that enables the teachers to plan mathematical activities that challenge the pupils. The school is on target to reach the challenging targets set for the 2003 national tests.

92. Many Year 2 pupils are very competent and confident when adding and subtracting tens and units. They solve number related problems, for example realising that they have to add the total numbers in each of two columns of books to find the total, namely $92+42$ books = 134 books. Most are confident in counting in twos and threes with more able pupils counting in sixes and eights and realising that $8 \times 2 = 16 = 2 \times 8$. Pupils have a good appreciation of two-dimensional shape patterns and can gather information to present data well in simple bar charts. These skills are used effectively in other subjects so that pupils learn the practical applications of their skills.

93. Pupils in Year 6 have a secure grasp of place value and apply it accurately when multiplying and dividing by ten or 100. They are confident and accurate in mental mathematics because they have good knowledge of multiplication number bonds. Many work confidently with fractions and higher attainers accurately convert fractions into decimals and decimals into percentages. Pupils use their confidence in collecting, presenting and interpreting data well in other subjects, for example to construct line graphs to show the rate of cooling of liquids in science. They show secure knowledge of the qualities of numbers including negative values and square numbers.

94. More able pupils are beginning to recognise general rules and apply this knowledge in other situations. For example, a pupil in Year 6, when involved in the task of measuring the perimeter of the building containing the classroom and staff room, realises that its floor shape is a rectangle and measures the length and width then multiplies by two. She is skilfully applying her knowledge of shape to solve the current problem. Younger pupils demonstrate their confidence and accuracy in mathematics by using number lines to calculate $235+401$. They make sensible estimates before they measure distances and are careful to compare their answers to evaluate whether their skills are improving.

95. The differences within various year groups between the attainment of boys and girls are a reflection of individual abilities and not linked to any significant difference relating to gender. A strength of the school's approach is the attention given to improving the basic skills and confidence of pupils who find mathematics difficult. Well-informed classroom assistants support these pupils very well in small groups and by extra teaching in classrooms. Consequently, these pupils make very good progress. Accurate assessments of pupils' progress are used effectively by the school to successfully teach children of the same ability regardless of chronological age. A group of more able Year 4 pupils are regularly taught with Year 5 children. They make very good progress. Numeracy skills make an effective contribution to progress in other subjects. For example, the data handling application of mathematics is used very effectively to examine tables of results from scientific investigations.

96. The overall quality of teaching is good and leads to good learning throughout the school. This is an improvement since the last inspection where many lessons were considered to be satisfactory. The National Numeracy Strategy is well established in the school and teachers are confident in its application. Lessons are well planned and teachers have clear objectives for what they want pupils to be able to do by the end of the session. This helps both teachers and pupils to focus on key ideas and contributes to the good progress made in many lessons and to the effective gains in knowledge and understanding over the course of a unit of work.

97. Most lessons begin with a brisk, practical session in mental mathematics and this captures the pupils' attention and sets the tone for the lesson. Teachers question pupils carefully to revise and extend their learning. In very good lessons, pupils are challenged to explain their calculations and share with others so that they learn the strategies employed. Explanations of new work are often clear and based on teachers' good knowledge of the subject. Often there are very good links between the mental mathematics session and the main part of the lesson. For example, pupils in Year 6 revised their knowledge of metric measurements before they embarked on the practical work of measuring items in the school. In Year 4,

children used their white boards to add examples such as $363+9$ by adding 10 then subtracting one before they worked with the teacher using their white boards to add 57 and 28 using the same processes.

98. Teachers are fully aware of the full range of abilities and maturity of the pupils and plan their lessons in good detail. Lessons are brisk and pupils quickly receive the information and resources they require and rapidly settle to their work. Occasionally, the more able pupils are not fully challenged. For example, in a lesson seen in Year 5, although harder work was planned for the higher attaining pupils, the task was too easy for many and a more challenging task was not available, for example, to calculate the number of seconds in a day, a week and a month.

99. Where lessons are very good, mental mathematics activities continually challenge pupils and teachers select specific questions for individual children being mindful of their levels of competence and need for challenge. Pupils respond positively and are keen to do well. Visual materials such as charts, number lines and clear white board work support teachers' explanations. Pupils' high levels of concentration are continually held by the use of practical resources, such as tape measures, metre rules and 'click wheels' to help them measure practically and accurately. This makes lessons enjoyable and greatly enhances learning.

100. Management is good. The issues for improvement identified in the previous inspection have been resolved effectively. Information and communication technology is being introduced to support the teaching and learning in mathematics although this needs to be extended. The new scheme of work has helped teachers to plan sequences of lessons and identify clearly what pupils are to learn. Pupils' progress is checked carefully and regularly. Assessments are used throughout the school to place children in attainment groups and tests are analysed thoroughly to see what aspects of the teaching need improvement. The quality of work in the subject is monitored well and leads to good support for colleagues.

SCIENCE

101. Standards attained by the pupils in Year 2 and Year 6 are well above average and overall achievement is good. Standards have improved since the last inspection when they were judged to be well below the national average in the juniors. Improvement has been very good and has been brought about by:

- the introduction of new more challenging materials and a detailed planning guidelines;
- planning greater opportunities for pupils to undertake practical investigative work;
- the organisation of training to improve the confidence and skills of teachers and classroom assistants;
- the introduction of very good assessment systems to guide teachers to challenge pupils more effectively and give them more information about the progress they are making;
- the subject leader managing the subject well by working alongside teachers and analysing pupils' answers in tests to find which areas need further attention.

102. The latest national test results in 2002 exceed the national average. Almost all pupils in Years 2 reached the level expected for their age and the high proportion exceeding place the school in the top five per cent in the country. A similar picture was seen in Year 6 when standards were well above average and every pupil reached the level expected for their age. This placed the school in the top five per cent in the country. A significant achievement. A very high proportion of these pupils reached levels above the national average. Standards in recent years have exceeded the improvement nationally. The key factor for this improvement has been good teaching and interesting lessons with plenty of practical work which pupils enjoy and remember.

103. Pupils in Year 2 are building up a very good fund of scientific knowledge. Teachers train pupils to sort, classify and organise information to check their earlier predictions and draw up sensible conclusions. Pupils write up their own conclusions without much help and, for example, organise varieties

of food into categories of cereal, fruit, vegetables, dairy produce, fish and meat. Pupils sketch and label accurately to complete diagrams to show the human life cycle. A good range of activities is planned to involve them in investigations and pupils use their senses well to make accurate observations.

104. Pupils in Year 6 have a very good knowledge of scientific facts. Teachers introduce this knowledge thoroughly and bring science to life with practical experiments. Pupils' skills in carrying out investigations and predicting outcomes are often good. Occasionally, teachers are over prescriptive and pupils do not have enough time to think for themselves and make decisions. Many pupils show very good ability to work together, handle equipment carefully and present their findings accurately. Teachers insist on a high standard of recording and careful marking to check terminology and the accuracy of scientific facts and processes effectively supports this. The oldest pupils show a very good ability to reason before they make predictions or set up fair tests. A group of pupils was observed discussing how to separate salt from water once it had been dissolved. They considered filtration but reflected that only the undissolved salt would be left lodged on the filter paper. Very good intervention by the teacher and the use of questioning challenged the pupils to consider the idea of evaporation.

105. Teachers take great care to see that the less able pupils and those with special educational needs take a full part in the lessons. They make sure that everybody is included in the discussions and give support where it is required. Teaching assistants make an important contribution to this support. These pupils made very good progress in science and almost all of them reach the expected level by the time they are 11 years old.

106. The quality of teaching and learning is good and there are several strengths to the teaching. Teachers know their subject and explain it clearly. They prepare lessons well and ask good questions to make pupils think. Activities are enjoyable, well organised and teachers often make good links with everyday situations. Where teaching is very good, this was seen in the lesson in Year 5 on solids, liquids and gases and evaporation, pupils are given time to think things through and solve problems in their own way. For example, they relate the various qualities of solids, liquids and gases to everyday situations, *that air fills a room and occupies available space and water takes the shape of the container it is poured into*. Pupils are challenged to predict which container will be best to speed up evaporation and what overall is the best situation in the classroom to set up evaporation experiments. Pupils respond confidently to the challenges set in science lessons. They use equipment sensibly and safely and often work well together in small groups, sharing out the tasks to complete their work.

107. The main weakness in teaching is that occasionally teachers do not give enough responsibility to the pupils to organise and carry out their own experiments this restricts learning because pupils are following the teachers' instructions to complete an investigation rather than coming up with their own ideas. When teaching seen was unsatisfactory it was linked to a lack of understanding of the task to be taught. Sometimes the pace of learning is slow for the youngest pupils and too much time is spent listening to the teacher. This prevents them from having enough time to complete their practical activities. They do not measure out their own quantities of powder and water required for the experiment, and this prevents them from developing the relevant investigative skills in the use of equipment.

108. Mathematics is used very effectively to present analytical data following pupils' investigations. However, there are too few opportunities for pupils to support their studies in science with information and communication technology.

109. The subject is effectively managed by a knowledgeable and enthusiastic co-ordinator who has a good understanding of the strengths and areas for development in science. This has resulted in the school making very good progress in its provision and as a result standards have risen considerably.

ART AND DESIGN

110. In Years 2 and 6 standards are at the expected level and achievement is satisfactory. The overall provision for art and design is similar to the time of the last inspection. An identified area for development was to extend pupils' opportunities for creative and expressive arts. This concern has received satisfactory attention with the introduction of more detailed planning guidelines to help teachers prepare a wider range of experiences. As yet these have not led to a significant improvement in standards. Pupils with special educational needs, including those with physical disabilities, often make good progress because they benefit from more individual attention from adults that encourages them and suggests ways they can improve.

111. No teaching was seen in Years 1 and 2 but evidence on display and photographs show pupils experience a satisfactory range of experiences. In Year 2, pupils use cut-out shapes and arrange these to create different patterns on their page. Colours are mixed and many achieve a good flesh tone in their self-portraits. These show close attention to detail and many include freckles and eye lashes. The use of clay to make simple coil pots. Pupils use their literacy skills in art and design and work is displayed with their accounts of how they created their pictures. There was no evidence of pupils planning their work or of them learning to be critical and adjust their ideas.

112. In Year 6, pupils show an understanding of planning because sketchbooks are used in Years 3 to 6. This was a weakness in the previous inspection that the school has resolved for the older pupils. In Year 6, pupils took on board the examples of famous still life pictures when planning how to arrange their own items. These ideas were carefully sketched before starting on their paintings. A few pupils are confident with artistic vocabulary and recognise the importance of having a contrasting colour for the background of their pictures. A few are less sure about selecting a suitable brush for painting a background and use small strokes that make them too dark by using charcoal, and then find it difficult to outline their still life. Pupils recall the work of famous artists including Picasso and Van Gogh and in Year 4 were articulate about their pictures of bridges in the style of Monet. Pupils enjoy talking about their pictures and often identify areas for improvement but are less sure on how to modify and improve their work.

113. Teaching and learning are satisfactory. Teachers are finding the new planning guidelines helpful and the focus on teaching skills has improved since the last inspection. However, this remains an area needing attention because teachers are not always showing pupils how to transfer these skills to their work. For example, in Year 4, the introduction to a lesson revised shading skills but failed to remind pupils the purpose of shading. Consequently, in their drawings of guitars, pupils were using shading to colour dark sections of their pictures rather than creating the shape of the guitars. Management of pupils is good and based on mutual respect and lessons are often friendly and sociable occasions. Teachers make good use of resources to capture pupils' enthusiasm. This was very effective in Year 4 when the amazing collection of guitars instantly led to a desire to draw. Information and communication technology has been used to create pictures but is not used sufficiently to research evidence to collect in sketchbooks.

114. Management of the subject is satisfactory. The collection of photographs of work is a useful start in monitoring standards but does not provide information on how skills are being taught. Consequently, the action plan for the subject lacks a focus on raising standards. The co-ordinator's knowledge of standards is also hampered by the lack of a whole school system to assess pupils' progress so it is difficult to identify areas requiring attention.

115. The subject makes a good contribution to pupils' social and cultural development. Many lessons include opportunities to work with a partner and share resources and ideas. The art club extends the formal curriculum and social skills are further developed as pupils have the chance to work on large scale collages, including the attractive textile tapestry on display in the school. Limited attention is given to the work from other cultures and this fails to extend pupils' awareness of the richness of art in other countries.

DESIGN AND TECHNOLOGY

116. Standards are broadly average for pupils in Year 2 and pupils of all abilities make satisfactory progress. They are below average for pupils, including those with special educational needs, in Year 6 and progress is unsatisfactory because:

- insufficient work has been completed in the subject;
- teachers' lack of knowledge to develop the investigative aspect of the subject;
- pupils' designs are not sufficiently detailed, researched or revisited;
- evaluations of designs are not completed by pupils routinely or in sufficient depth to enable them to improve their work;
- electrical components are not used in designs to provide moving parts.

117. By the age of seven, pupils have average skills. They can fold card to make a flap and use glue to join two pieces of card. They make a variety of structures using card and discarded material, with some models having batteries to make them light up. They design and make their own biscuits and evaluate these in terms of their taste. However, they do not suggest how their finished products could be improved.

118. By the age of eleven, pupils' attainment is below average. Pupils have used a range of techniques, such as making levers and slides to produce pop up cards. They have also designed and made musical instruments using discarded material as well as components, such as elastic bands and paper fasteners. They follow their initial design but this is not revisited to make adjustments and improvements as the work progresses. They also make shelters using materials that could be found on an island, though evaluation of their effectiveness is insufficient. Pupils in Year 3 taste and evaluate different breads before designing and making their own sandwiches and they evaluate these in terms of taste and appearance. Pupils are encouraged to evaluate their work orally and sometimes in simple written form, but this is not sufficiently detailed or rigorous to influence the finished article. No records are kept of pupils' previous work to enable them to refer back to what had been successful in previous work. They use a limited range of tools and they do not incorporate electrical components to make their products function.

119. Teaching is satisfactory in Year 1 and Year 2 and pupils learn a suitable range of skills and techniques. Teachers focus well on pupils looking at real life products before making their own. This was seen in Year 1 when pupils visited the local playground before being asked to build their own swings. Pupils make satisfactory progress because of the emphasis on practical aspects, such as using construction equipment to make a frame using straws and plasticene. A good feature is the direct teaching of skills such as folding and sticking, though the requirement to sketch their ideas beforehand is less well developed. Good opportunities are taken to develop pupils' literacy skills, as when pupils in Year 2 write simple evaluations of their vanilla creams. However, comments relate to their enjoyment rather than suggestions of how things could be improved.

120. No teaching was observed in the juniors. However, the limited opportunities for pupils to acquire basic skills, and for older pupils to explore increasingly complex designs indicate that teaching and learning are unsatisfactory overall. The emphasis is strongly on the making of the product, and insufficient focus is placed on the design, the suitability of materials used and how things could be made better next time. Some satisfactory teaching and learning were evident in Year 3 in the evaluation of different breads. Also in Year 4 teaching was satisfactory and led to satisfactory learning about designing and making healthy sandwiches and the quality of the levers in the greetings cards. However, evaluations were oral and so not available for reference to help pupils with future work. Expectations of what pupils can do in Years 5 and 6 are too low and the tasks set are insufficiently challenging or rigorous. Therefore, pupils do not achieve as well as they can. There are missed opportunities to develop pupils' information and communication technology skills, for example, by using elements of control technology to make things move.

121. Overall management of the subjects has been ineffective in identifying the aspects in the subject which require attention. The co-ordinator monitors teachers' planning in terms of topics covered, though this has been ineffective in ensuring that the teaching of skills and design have been covered to enable pupils to reach the required standard at eleven. Teachers allocate a National Curriculum level to each

pupil at the end of the year, though there is no agreed process for assessing pupils' acquisition of skills regularly or tracking their progress. It is not clear, therefore on what basis the levels have been assigned.

GEOGRAPHY

122. By the age of seven, pupils achieve standards that are broadly average for their age and make satisfactory progress. Pupils with special educational needs are encouraged by teachers to play a full part in lessons and with effective help from classroom assistants make the same progress as their peers. This is similar to the findings of the last inspection. No judgement can be made on standards and teaching for pupils in Years 3 to 6 because there have been no lessons in the subject this year nor is any work available from the previous year. This is because the subject alternates with history in a half yearly cycle. This is a weakness in the planning of the curriculum as the gaps between teaching the subject are too long for pupils to acquire skills systematically or to retain knowledge. This was noted in conversation with pupils in Year 6 who could remember very little of what they had previously learned.

123. Pupils in Year 2, have a sound understanding of the local area as they can recall their route to school and draw a simple map of features they pass. These skills are extended as pupils examine a map of a wider area as they trace Florence Nightingale's journey from England to the Crimea. They study a contrasting area to their village and can pick out features, such as beaches and mountains on an island off the coast of Scotland. They have an awareness of the British Isles and can find both Derby and Scotland. They have not yet had experience of comparing the difference between the physical and human features of the areas, or of considering how people affect their environment.

124. Teaching and learning are satisfactory overall in Years 1 and 2. Pictures and questions are used well to gain pupils' interest. For example, pupils in Year 2 were fascinated by the idea of clouds on mountains and questioned whether *you could float on it*. Good opportunities are planned for pupils to develop their literacy skills, as when Year 1 complete good written descriptions of their walk to school in precise order of what they see. The use of computers to enhance learning in the subject is too limited. Visits to a variety of areas are arranged to extend pupils' learning, for example Year 1 look at the local playground whilst Year 5 and Year 6 undertake a residential trip. Lesson plans do not always make it clear what pupils are expected to learn in the lesson.

125. Overall management is satisfactory. Teachers' planning is checked but there has been no opportunity to monitor lessons or pupils' work. The subject has no formal procedures for assessing and recording pupils' progress on a regular basis and identifying the knowledge and skills that have been acquired or need further attention. Consequently, it is difficult for the subject leader to have an informed understanding of the standards being achieved in the subject.

HISTORY

126. Standards are average by the ages of seven and 11, maintaining the standards identified in the last inspection. Progress is satisfactory. Pupils with special educational needs enjoy the practical activities and also make satisfactory progress. A strong feature of the teaching is the opportunities for pupils to develop their literacy skills and historical understanding, through extensive opportunities for writing about events and empathising with people from the past. A less successful element is the planning of the curriculum on a half yearly cycle in Years 3 to Year 6. The long gaps between revisiting the subject impede the progressive teaching and acquisition of skills. For example, the comparing reasons for change across different societies, identifying different sources of information and selecting those most useful for the task.

127. By the age of seven, pupils are developing a sound understanding of the past and how it compares with the modern day. For example, pupils in Year 1 compare flat irons with today's electrical equivalent and look how candlelight differs from electric bulbs. Pupils in Year 2 show a good understanding of some important people from the past as they learn about the works of Florence Nightingale; they also write good newspaper accounts about the execution of Guy Fawkes with the

headline, *Sick Death for Guy Fawkes*. They make good use of books to find information and answer questions, though opportunities for finding information from other sources are limited.

128. By the age of eleven, pupils have a satisfactory knowledge about people from the past including those of the Ancient Greek civilisation and Tudor Britain. They show a good understanding of life in Britain since the 1930's including the Depression and unemployment as exemplified by the Jarrow marches. The Second World War is covered in some depth and includes the location of the countries at war and the identification of the opposing leaders. Pupils show good empathy with children of the time as they write diary entries saying, *I am so scared in the Anderson shelter*. They show a good understanding of the meaning of evacuation when they write letters in which they pretend to be an evacuee who had just reached their new home and family. Whilst pupils' factual knowledge is good, they have few opportunities to find out about the reasons for change across different periods of history.

129. The quality of teaching is satisfactory overall leading to sound learning. Clear explanations and stories about particular periods in history grasp pupils' interest and enthusiasm to learn more as do visits to places of interest such as the Toy Museum. A good feature is the Egyptian Day held for Year 3 where pupils extend their understanding as they dress in appropriate clothes and experience school and games as they were. There are extensive opportunities for pupils to clarify their understanding through varied requirements to write about what they have learned. Lower attaining pupils and those with special educational needs receive good support from teachers and classroom assistants and through effective use of pictures in the infants to structure their work. Artefacts are used well to enhance learning, such as examining flat irons and "Egyptian" pots, and of videos where adults recall their wartime experiences. Limited use is made of examples of documentation from the past such as census information to identify causes and effects of major events. Older pupils use the Internet to gain information but the school's attractive library is underused for pupils' own research. Teachers make effective use of the new more detailed planning guidelines but lesson plans do not always make it clear what teachers intend pupils to learn in the lessons.

130. The subject is satisfactorily managed. Teachers' plans are monitored for coverage of the curriculum, though there has not been an opportunity to work alongside colleagues to monitor the quality of teaching and learning in lessons. Teachers allocate a National Curriculum level to pupils at the end of each year, though there are no agreed mechanisms for assessing pupils' progress and so teachers do not have an informed view of the pupils' acquisition of historical skills.

INFORMATION AND COMMUNICATION TECHNOLOGY

131. Standards in Year 2 and Year 6 are below those expected. Overall achievement is unsatisfactory. The school has not sustained the satisfactory standards identified in the last inspection because:

- the teaching of the applications of control and data handling is not systematically planned;
- teachers' knowledge to teach some aspects of the subject is insufficient;
- older pupils do not learn how to create multi-media presentations;
- there are no effective procedures for monitoring pupils' progress;
- the school does not meet the minimum ratio of computers to pupils; software to enable children to use their computers to measure temperature is not available.

132. By the age of seven, pupils confidently use word processing satisfactorily to manipulate text to illustrate pictures they have drawn or to write about the weather that they are experiencing. They create good artistic patterns and garden scenes, using the tool-bar facility to choose various operations. New software is used to support learning in English and mathematics. For example, pupils use the data handling application to record and order information collected during an investigation into the local mini-beast population. However, this application is not systematically taught and skills of using computers to handle

information are under developed. Also, pupils do not use programmable toys and direct their movements by entering a whole series of instructions.

133. By the age of 11, pupils have sound word processing skills and present their drafted work in displays around corridors and in the entrance hall. They use the class computers during English and mathematics lessons and confidently 'log on' to various Internet web sites to obtain information relating to their studies. Currently a group of Year 6 pupils is preparing a school magazine publication using computers. Various CD (ROM) software packages are available to access information. However, pupils do not compile spreadsheets or learn about the use of computers to program and control models.

134. All pupils, including those with special educational needs, have sound opportunities to use the computer in English and mathematics lessons but they are not systematically taught new information and control technology skills and are underachieving in this subject.

135. Teaching and learning are unsatisfactory. Not all teachers have a secure knowledge of the skills to be taught. Whilst pupils were observed using computers during the lessons, staff were not observed working with individuals or groups to teach new information and communication technology techniques. The lack of detailed planning guidelines makes it difficult for teachers to know exactly which skills pupils have been taught and what is the next step in their development. When pupils were observed using computers, they confidently set about their tasks, often working independently and concentrating to complete their work. For example, older pupils completed a poster to celebrate the life of Doctor Barnardo, but they did not develop it into a multi-media presentation by incorporating music or the use of graphics to build up the information on the screen.

136. Management of the subject has been ineffective in keeping the school up-to-date with the changes and advancements made in this subject. A new co-ordinator has recently been appointed and a complete audit of resources has been completed. A comprehensive action plan has been written which includes the priority to increase resources. For instance, the purchase of six new computers will bring the school's provision to the minimum recommended ratio of machines to pupils. Software, including sensing devices, has been ordered. Work is progressing to devise an assessment policy and procedure. Each class has Internet access and pupils have opportunities to use E-mail. The school has plans in place to control access to any unsuitable information. Training is supporting individual teachers and initial planning is in place to prepare for the provision of a computer suite.

MUSIC

137. By the time pupils reach Years 2 and 6, the standards they attain are in line with those expected nationally, and they achieve satisfactorily. This was the position at the time of the last inspection. Overall improvement has been satisfactory but has been hampered by the absence of a subject leader following the departure of the previous co-ordinator. Pupils with special educational needs make satisfactory progress and participate fully in lessons.

138. Pupils in Year 2 benefit from their teacher's musical talents and especially enjoy singing. In a joint session, including pupils from Reception class to Year 2, pupils sing tunefully showing a sense of melody. They keep in time with each other and the piano accompaniment when singing *In windy weather*. Most pupils in Year 2 know the names of simple percussion instruments and maintain a rhythm as they accompany the class singing *Etwall School has an infant band*. Pupils understand that symbols can represent sounds. In Year 1, pupils listen attentively to music and a poem and describe their feelings and thoughts. Some lessons are short and this prevents teachers encouraging pupils to evaluate their work and suggest how to make their performance better.

139. In Years 3 to 6, teachers have taken on board the responsibility for teaching music that has previously been taught by a specialist. This is a steep learning curve for some teachers but the new planning guidelines are providing useful support. In Year 6, pupils clap and count beats in a bar and enjoy

composing simple patterns maintaining a given rhythm. These are recorded using musical notation and then lyrics are added that successfully fit the music. Pupils enjoy performing for their peers who listen and often successfully identify the number of beats being played. Pupils work in groups and are beginning to share their ideas and suggest how they can improve. Their ability to evaluate the work of others is less apparent and a few find it difficult to express their opinions of the performance of other groups. Teachers extend pupils' cultural knowledge by the use of Indian music and Jamaican Reggae. Pupils listen attentively and recognise the repeating pattern and many can identify the instruments being played.

140. Teaching and learning are satisfactory. Teaching was better in Years 1 and 2 because teachers are more confident in their musical knowledge. In the lessons seen in Years 5 and 6 teachers rely heavily on the guidelines from the commercial scheme of work and this leads to some lack of challenge and an inability to extend pupils' understanding of musical terminology. Teachers make lessons interesting by including opportunities for pupils to play instruments or sing and pupils enjoy music. Management of lessons is good. As a result, pupils make music in a purposeful and sometimes noisy atmosphere but come promptly back to attention when requested.

141. Currently, the headteacher is managing the subject until a replacement is appointed. This is being done in a satisfactory way and has maintained the standards identified in the last inspection. New planning guidelines have been very effective in supporting teachers as they come to grips with teaching music. The school lacks a formal system to assess progress and so it is difficult for the school to have a clear picture of standards being achieved. Visiting musicians extend the formal curriculum and school productions often include singing and playing musical instruments. Pupils have limited knowledge of famous composers, although in assembly reference is made to the music being played, which effectively sets the scene for these occasions.

PHYSICAL EDUCATION

142. During the inspection it was only possible to see gymnastics and swimming lessons. In gymnastics, pupils reach the level expected for their age in Year 2 and exceed this level by Year 6. Achievement is satisfactory in Years 1 and 2 and good in Years 3 to 6. This is an improvement since the last inspection and has been brought about by more challenging teaching in the juniors. Swimming remains a strength in the school and the school makes good use of the swimming pool. There is no difference in the attainment of pupils with special educational needs who play a full an active part in all aspects of the curriculum.

143. In Year 2 pupils move confidently making good use of space as they twist and swerve to avoid each other. They show imagination as they make different shapes as they jump and turn. Many find different ways to move by pushing, sliding and rolling. Simple movements are combined to make a short sequence. As yet, pupils are not giving much thought to planning their work because the teacher often gives too much direction and does not encourage the pupils to come up with their own ideas. The emphasis on safety means pupils know how to consider each other as they work and they appreciate exercise is good for them.

144. Pupils in Year 6 show good co-ordination as they move and many give close attention to their performance. In response to the challenge to find different ways to balance using a partner, pupils work hard and produce some imaginative work. They plan together, and after trying ideas out, adjust their movements respecting the opinions of their partner. The more agile pupils produce some high quality work, including counter balance, and show an awareness of the shapes they are making as they combine their actions. In response to teachers' questions they make perceptive comments identifying how other pupils might improve their work. For example, one pupil suggested the balance would be firmer if the pupils used a wider base. Pupils have a detailed knowledge of the effect of exercise on the body.

145. Pupils start swimming in the school pool in the Reception class and have expert tuition on a weekly basis until Year 5. In Years 5 and 6 pupils use the pool at the nearby secondary school which is a more suitable size and depth. Consequently, standards in swimming are high and the great majority can swim 25 metres in Year 6. Many are very confident swimmers being skilful in a range of strokes and life saving techniques.

146. Teaching and learning are good overall. It is especially good in swimming and pupils enjoy these lessons as well as extending their skills. The overall quality of teaching of gymnastics is satisfactory in the infants and good in the juniors. Consequently, learning improves as pupils progress through the school. Teaching is better in the juniors because the pace of lessons is brisk and tasks are more exciting. Although some tasks are challenging in the infants too long is taken on explanations and pupils start to lose interest. Management and organisation of lessons are good and teachers include opportunities for warming up and cooling down and lessons run smoothly. Teachers include demonstrations to clarify what is expected as well as to celebrate good work. This is effective in extending learning but teachers do not allow pupils chance to refine and improve their own work following these demonstrations.

147. The subject is soundly managed. The introduction of new planning guidelines is having a positive effect on teachers' confidence. However, teachers' lesson plans are brief and what is to be learned is not always clear. In addition, pupils are not always clear about the purpose of their tasks. The lack of assessment procedures and opportunities to monitor lessons mean the co-ordinator has no informed picture of standards and areas for development.

148. Teachers give generously of their time to extend the formal curriculum with a gym club and netball and football teams. Football and hockey coaches provide training and the school takes part in a local cricket tournament. Talented pupils are helped to further their skills through contact with Derby Football Club. All of these activities make a significant contribution to pupils' moral and social development.

RELIGIOUS EDUCATION

149. Pupils in Year 2 and Year 6 reach the expected standards set out in the local guidelines. Pupils in both the infants and the juniors make sound progress. Pupils with special educational needs receive good help, benefit from the many planned discussions and also make satisfactory progress. These findings reflect the situation found in the previous report.

150. Pupils in Year 2 know the story of creation, draw pictures, and write about the Jewish Passover. They learn about the Moslem celebration of Ramadan and recall the happy and sad times in their lives. The younger children realise that they are special and belong to families. They learn that they become members of Jesus family when they are christened and that a candle in a Christian Church symbolises that Jesus is the Light of the World. Pupils listen to the story of Rama and Sita and celebrate the Hindu festival when they produce Diwali cards. Pupils in the infants recall their recent work on the Christmas Story and show sound knowledge of the events surrounding the birth of Jesus.

151. In the juniors, pupils continue their research into the Creation adding the Hindu account to their knowledge of The Old Testament version. They know that God gave Moses the Ten Commandments. The older pupils begin to examine the nature of God through the life of Jesus and the parables He told. The oldest pupils study the lives of famous people who worked continually to improve their world, identifying them as good role models.

152. The quality of teaching and learning is satisfactory. Lessons are soundly planned. Interesting resources make learning more interesting. For example, an interesting range of photographs are used in Year 2 to help pupils understand the use of gestures when, for example, people are praying. Teachers make good use of the stories in the Bible to develop an understanding of Christianity. For example, a story in The New Testament is told to help pupils understand that, just as the light from a candle spreads round the class for all to see, so children give a shining example in their work and behaviour. Pupils listen attentively to the story and learning is good as pupils identify a full list of gestures to show friendship, including kneeling, bowing and shaking hands.

153. Pupils in Years 5 and 6 are given sound opportunities to develop their research skills as they study the life of Doctor Barnardo and Mother Theresa. They respond to the teachers' clear and accurate account of their lives. The children work hard to complete the tasks, with some pupils using their word processing skills to complete a poster to celebrate the life of Doctor Barnardo. All pupils work hard, taking pride in the material they produce. However, the conclusion of the lesson did not fully develop a reflective environment where pupils can gain insights into the choices made by these people to commit their lives to the service of the less fortunate.

154. Teachers plan lessons carefully. Pupils in a Year 3 class, who know about Diwali Celebrations and hand painting, are challenged to share their knowledge with classmates. This adds to their self-esteem and prompts the other pupils to listen attentively. Teachers make learning interesting. For example, a good range of templates, washable dyes, artist's paints and stencil blocks were readily available in Year 3 to give pupils an introductory experience in preparation for a future lesson the following week.

155. Overall management is satisfactory. The recently appointed co-ordinator has given some direction to the teaching of non-Christian religions and, consequently, the school is responding well to the comments of the previous report. The action plan for development includes further development of the subject to include more attention to other faiths, for example, visits to churches and non-Christian places of worship. Currently, the lack of assessment procedures makes it difficult for the co-ordinator to have an informed view of standards in the subject. New teaching resources and sacred artefacts have been purchased. Lesson plans are monitored and support and advice are given although an opportunity to check on standards in lessons has not yet been possible.

