

INSPECTION REPORT

COPPICE PRIMARY SCHOOL AND NURSERY

Marlpool - Heanor

LEA area: Derbyshire

Unique reference number: 112563

Headteacher: Mrs Anne Riley

Reporting inspector: Mrs Kay Cornish
21080

Dates of inspection: 14 - 17 October 2002

Inspection number: 247237

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	3 - 11 years
Gender of pupils:	Mixed
School address:	Roper Avenue Marlpool Heanor Derbyshire
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr David Whitehouse
Date of previous inspection:	May 2000

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21080	Mrs K Cornish	Registered inspector	Art and design Music Foundation Stage of Learning	What sort of school is it? How high are standards? How well are pupils taught? How well is the school led and managed?
1305	Dr B Rance	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
31801	Mrs Y Bacchetta	Team inspector	Educational inclusion Science Information and communication technology Religious education	Pupils' attitudes, values and personal development
18201	Mrs M Danby	Team inspector	English Design and technology Special educational needs English as an additional language	
22704	Mr G Williams	Team inspector	Mathematics Geography History Physical education	How good are curricular and other opportunities?
20932	Mr T Boyce	Team Inspector	English	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Coppice Primary School is slightly smaller than average and has 201 pupils aged 3 - 11 years of age with slightly more girls than boys. No pupils are from homes with English as an additional language. Pupils are organised into seven classes, plus a nursery. The number of children on the special educational needs register is 25, which, at 14 per cent, is below the national average. Three pupils have Statements of Special Educational Need, which is close to the national average. Forty pupils, or 22 per cent, have free school meals, and that is higher than the national average. The number of pupils joining the school other than at the usual time is more than normally expected, but the number leaving before Year 6 is less than expected. Current attendance levels are satisfactory. The school has a purpose-built nursery for 26 children each session, currently 23 attend. When children start nursery, there is a wide range of attainment. Although a small proportion of children enter the nursery with standards above those expected for the age range, the majority are below expected levels. Children transfer to the reception class when they are four years old and after a year, they begin their formal education in Year 1, having improved, but being still below the expected levels overall. The school received a full inspection in May 2000. In July 2001, the school received a monitoring report by Her Majesty's Inspectorate because it had been previously reported that the school had some serious weaknesses as well as a number of strengths.

HOW GOOD THE SCHOOL IS

Coppice Primary School is effective at providing a good, enriching education for its pupils, most appropriate for their needs. Standards of attainment have improved significantly so that in Year 6, most pupils reach standards that are close to expected levels nationally. Pupils have very good attitudes to learning and their behaviour and relationships are good. Teaching and learning are good overall, and sometimes, learning over time has been very good. The excellent headteacher was appointed in September 2000 and leads the school with clear purpose. This came after a period of great instability at the school, with several changes of headteachers and staff, when standards lowered. The current situation has since stabilised. The headteacher is strongly supported by an industrious cohesive staff and a governing body which is very good at fulfilling its duties. The school provides good educational opportunities for all its pupils through sensitive support for individual differences. The school gives good value for money.

What the school does well

- The excellent headteacher leads with purpose and imagination.
- Good teaching throughout the school has ensured that pupils' standards have risen significantly and are now in line with expected national levels.
- Very good procedures for spiritual and moral development ensure pupils' very good attitudes to learning and their good behaviour.
- Provision for pupils with special educational needs is very good, resulting in their good progress.
- All the staff work together as a strong team, resulting in a caring, inclusive community.
- The action taken by the governing body, the headteacher and staff in order to improve and develop the school is very good.

What could be improved

- Pupils' speaking skills and aspects of their writing.
- Pupils' learning in information and communication technology (ICT).
- Aspects of the school's buildings.

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

The school is aware of all these areas for improvement, which are identified in the school's improvement plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

There has been good improvement since the previous inspections of May 2000 and June 2001. All the key issues from the previous inspections have been rectified, although some alterations to the school's accommodation have not been completed. The improvements include: effective implementation of the

National Literacy Strategy; successful implementation of the National Numeracy Strategy; a clear improvement in standards of subjects so that they are close to national averages and expected levels; the planning of the whole curriculum is good; new assessment procedures provide more accurate information about pupils and are now good; the school's strategy for appraisal and performance management is very good, and extra staff training has improved standards; a new classroom has been built thus releasing the hall for physical education and other activities; and the educational support from the local education authority has improved significantly and is now good. Although work by the local education authority to provide another new classroom is due this autumn term 2002, as yet, the building has not commenced. Therefore, an aspect of the accommodation issue has not been fully resolved.

STANDARDS

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

Performance in:	compared with			
	all schools			Similar schools
	2000	2001	2002	2002
English	E	E*	D	B
mathematics	E	E*	D	B
science	D	E	C	B

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E
lowest 5% nationally	E*

During the current inspection in October 2002, standards in Year 6 in English, mathematics and science are close to the national averages, with the exception of pupils' speaking skills and some aspects of their writing, which are below. Trends over time for English, mathematics and science show that improvement has kept in pace with national trends. The above table indicates that, in 2001, the National Curriculum assessments of the school show standards which were well below the national averages in Year 6. This was due to a large proportion of pupils with special educational needs, and the impact of the school's instability over five years. Over the last two years, the school's problems have lessened and the pupils' National Curriculum test results in 2002 reflect an upward trend with pupils reaching targets set for the school. Compared with similar schools, Coppice Primary standards are above average. This indicates good improvement in 2002 in the core subjects. In all other subjects, pupils' attainment in Year 6 is close to nationally expected levels, but is above in art and design, history and physical education. Learning is good overall, but is unsatisfactory in speaking skills, aspects of writing, and the use of information and communication technology. In the current Year 2, pupils attain average standards in reading, writing and listening, but speaking skills are insufficiently advanced and unsatisfactory, and this is an area for development. In all year groups, pupils' standards meet the requirements of the Derby Agreed Syllabus in religious education. Pupils reach the expected levels in all other subjects, but are above average in science and in art and design. Children's attainment on entry to Year 1 is close to the Early Learning Goals for reading, knowledge and understanding of the world and physical development. It is below the expected level in speaking, writing, personal social and emotional development and in some aspects of mathematical development. Children's creative development is above the expected level. Overall, pupils are below the expected levels at the beginning of Year 1. Pupils with special educational needs make good progress towards their individual targets. Higher attaining pupils receive particularly good challenges in reading, mathematics, science, art and design, music and physical education, and they make good progress. Pupils make good progress overall in learning from the point of entry to the nursery and by the time they leave in Year 6. Standards are much better than at the time of the previous inspection. This is largely due to the new leadership and improvements in assessment, planning and teaching.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. All pupils take pleasure in the welcoming and caring environment of the school and they show a very good level of interest in their lessons. A high proportion of pupils is involved with the good enrichment activities provided extra to the curriculum.
Behaviour, in and out of classrooms	Good. Pupils are responsive to adults and are courteous. Due to good supervision, pupils play amicably together. No evidence was observed or found of any oppressive behaviour or bullying at the school, due largely to the 'Buddy' system for reinstating friendships.
Personal development and relationships	Pupils' personal development is satisfactory. All pupils in the school develop a good understanding of citizenship. Relationships are good, and pupils are helped to become mature and responsible.
Attendance	Attendance is in line with national averages, but unauthorised absences have increased because not all parents co-operate fully by explaining why their children are absent. The majority of pupils arrive at school punctually, registration is taken promptly and pupils have the opportunity of a full day's learning.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and 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.

Teaching has a strong impact on pupils' good learning. The quality of teaching during the inspection was predominantly good with very good features in all age groups. No lesson was overall unsatisfactory. This is a positive picture and good improvement from the previous inspection of 2001. As a result of the good teaching, pupils' learning is consistently good. When teaching is very good or better, there is very good management of pupils' behaviour and very good use of time, teaching assistants and of resources.

There is high quality of planning and assessment at the Foundation Stage. Planning and assessment by teachers is good throughout. Teachers use a variety of approaches to maintain pupils' interest and concentration. Teachers' knowledge of the National Strategies for Literacy and Numeracy is good. Both strategies are implemented effectively, although weaknesses exist in the teaching of speaking and some aspects of writing. There is good development of pupils' listening skills and those needed for reading. The teaching of numeracy is good, so that pupils' skills give secure support in other subjects. Teachers match tasks to pupils' needs most effectively and this is an improvement from a previous report's key issue.

The needs of pupils with special educational needs and those of higher attaining pupils are being met fully. There is very good use of teaching assistants to support pupils' learning. Teachers and all staff work very hard to provide a wide range of enrichment activities and there is very good commitment to raising pupils' standards. This impacts strongly on pupils' good achievement over time.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum meets statutory requirements and the quality and range of learning opportunities are good. The curriculum for the Foundation Stage is of a high quality. Although the planned curriculum is appropriately broad, there are some imbalances in provision for skills in speaking, writing and information and communication technology. The previous inspection issues have been rectified and the curriculum has improved.
Provision for pupils with special educational needs	Provision for special educational needs is very good. Pupils have full and equal opportunities to experience all on offer at the school. They make good progress because of the very good support given to them.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The successful promotion of very good spiritual and moral development and good social and cultural development ensure that all pupils are enriched significantly and individual personal development ensures that pupils mature confidently.
How well the school cares for its pupils	The steps taken to ensure pupils' welfare, health and safety are very good. Children's welfare is central to the school's ethos. All staff work hard to maintain a safe, happy environment. Procedures for assessing pupils' attainment and progress are good. Good use is made of assessment information to monitor pupils' progress and guide curriculum planning.

Parents consider that the school is good. The quality of information provided for parents is very good. Parents are accurately informed about their children and the school. The school is well-ordered and a friendly community.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Leadership and management are very good overall. The excellent headteacher is purposeful and imaginative. She has good support from her talented senior teachers and hard-working staff. The delegation of managerial responsibilities is expertly managed so that monitoring of teaching and learning is well established.
How well the governors fulfil their responsibilities	The astute and supportive Chair of Governors has been a steadying influence through the school's significant changes. The governing body is very good at fulfilling its duties and is acutely concerned to maintain the current improvements and stability. All statutory requirements are met.
The school's evaluation of its performance	The school's development plan prioritises aspects of the school's progress carefully, identifying key personnel and costing initiatives. It is regularly evaluated and updated by governors and staff. The school has already identified the need to improve pupils' writing, information and communication technology skills and the accommodation.
The strategic use of resources	The school makes very good use of its financial resources. Educational priorities are supported very successfully through prudent budget planning. The very good financial management reflects difficult decisions made to ensure a good balance of staffing of the essential quality to enable pupils' standards to rise. Resources are generally good although access to information and communication technology resources is limited and its use

	restricted. The accommodation has been improved, but the school lacks an extra classroom, decent storage space and a library. Best value principles are applied regularly and the school gives good value for money.
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PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The standards pupils achieve. • Good behaviour and discipline. • Welcome given and approachability of headteacher and staff. • Caring ethos of the school. • Breakfast and after-school clubs. • Improvements made: 'school now has stability'. • Children are happy to come to school. 	<ul style="list-style-type: none"> • Accommodation. • Information given to parents.

Inspectors agree with all that pleases parents and with opinions about current improvements. They agree that improvements to the accommodation would be beneficial to the pupils and that the planned alterations, due to commence in November, are in urgent need of implementation. Inspectors consider that the information parents receive on their children and about the school is very good. Criticisms of the information parents receive are not justified.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children's attainment on entry to the nursery is below the expected levels for the age group, although a small proportion meets or exceed the expected levels. Standards in communication and personal and social education are low on entry. Despite good provision in the nursery, children are still, overall, below the expected levels when entering the reception class, although progress has been good in certain aspects. By the time children enter Year 1, at the end of the Foundation Stage, their good learning has ensured that standards in reading, aspects of mathematics, knowledge and understanding of the world and physical development, are close to expectations. Standards in speaking, writing, mark-making and mathematics' recording are below the expected levels. In their creative development, children reach above the expected standard.
2. At the time of the previous inspection in May 2000, entry standards were below the expected levels. By the end of Year 2, standards were below the national averages for English and mathematics. By the end of Year 6, English and mathematical attainment was well below the national average. In science, by the end of Year 2, pupils' attainment was well below average, with very low attainment in Year 6. Current Year 2 standards in English and mathematics are close to the national averages. In science, Year 2 standards are above the national average. Currently, Year 6 standards in English and science are close to the national averages with the exception of some aspects of pupils' writing and their speaking skills, which are below. Standards in mathematics in Year 6 are above expectations. Evidence from the HMI report of July 2001 stated that standards in English, mathematics and science had improved slightly, but were below the national averages for Years 2 and 6. In 2000, standards in other subjects were variable, but predominantly below, apart from art and design, design and technology, religious education and history, which were close to nationally expected levels and those of the locally agreed syllabus for religious education. Musical standards were above expectations in Year 6. Overall, pupils' progress in learning had been unsatisfactory, although pupils with special educational needs made good progress when given adult support in class.
3. The National Curriculum assessment results in 2001 reflect the previous inspection reports' findings quite closely. In addition, in 2001, the Year 6 intake had a larger proportion of pupils in need of special support. Percentages in the school's results of 2002 show improvement in English, mathematics and science standards from the time of both previous inspection reports. Compared with the National Curriculum assessment results in 2002 pupils' attainment in Year 2 is close to national averages for reading, writing and mathematics and above for science. In Year 6, pupils reached the Level 4 plus standards close to the national attainment for English, mathematics and science in National Curriculum assessments of 2002.
4. Trends over time from 1999 to 2001 at Year 2 show that pupils' performance fell below the national average in reading, writing and mathematics. Girls out-performed boys. Compared with similar schools at Key Stage 1, Year 2's average points were below in reading and writing and close to average in mathematics. Trends over time in Year 6 for average points scored, were broadly in line with the national upward trend based on five years. Compared with similar schools in Year 6, average points scores were well below in all core subjects due partly to a high mobility late intake factor, a high proportion of pupils with special educational needs, and one Year 7 pupil who was included in the average scoring and not disapplied. Over time, boys out-performed girls in Year 6 in mathematics and science, but girls were better in English. Reading standards were much better than writing standards in Year 6 in 2002 assessments.
5. Current standards in Year 6 show a significant improvement from previous years and a good improvement from the level children enter the Foundation Stage, which is below that normally

seen. Standards in the core subjects are now, overall, average in Year 6, but above in mathematics. There has been good progress towards targets for the National Curriculum tests with the school successfully reaching and performing better than the targets set. However, aspects of writing, as in, for example, the writing of complex sentences, improving handwriting, punctuation and spelling, are still areas of development and weaknesses, as are skills in speaking. Features of writing, such as the purpose, organisation, explanation and persuasion are satisfactory. Standards in Year 6 in all other subjects are close to the nationally expected levels, but are above in art and design, history and physical education.

6. Learning, in general, is good throughout the school. However, progress in learning in information and communication technology is unsatisfactory due largely to a lack of sufficient computers and a lack of sufficient access to existing computers, because of problems with the accommodation. There is a necessity for a class to be located in the room set aside for the computer suite, which limits whole-school access to computers. In addition, the use of information and communication technology across all subjects is insufficiently developed.
7. In Year 2, current pupils attain average standards in reading, writing and listening, but speaking skills are insufficiently advanced and this is an area for development. Year 2 pupils reach the expected levels in all other subjects but are above average in science and above the expected level for art and design. In all year groups, pupils' standards meet the requirements of the Derby Agreed Syllabus in religious education. Since previous inspection reports, improvements have been made in most subjects. This is largely due to the new, strong leadership of the school, the introduction of new assessment procedures and curriculum planning, the improvement of teaching, monitoring and evaluating and the introduction of clearly focused targets for standards and subjects.
8. Both the National Strategies for Literacy and Numeracy have had effective implementation and have helped to raise standards from the previous inspections and from the beginning of the Foundation Stage. Due to limited speech and weaknesses in writing, a significant proportion of pupils have a lot to catch up on in English speaking and writing. Teachers recognise these inherent problems and work hard to overcome the basic difficulties of pupils in their communication. They are largely successful in helping pupils to improve but recognise now, as a team, that greater focus has to be given for speech and basis skills if pupils' innate potential is to be realised fully. Higher attaining pupils, with appropriate basic skills in literacy and numeracy, show good standards for research, collating information and recording findings in other subjects.
9. Pupils with special educational needs make good progress and most achieve standards appropriate for their targets. Their general progress is the result of predominantly good teaching in the school and the strong support given from teaching assistants. Higher attaining pupils are mainly well challenged in all year groups and their attainment, overall, is above the national average.
10. Good enrichment activities through extra-curricular opportunities, such as music, sport, art, visits and visitors to the school, have ensured high standards in pupils' personal, social, spiritual and cultural development. In addition, they have ensured good inclusion for all pupils, which has improved their attitudes towards learning and a corresponding rise in standards. The picture of standards is one of good improvement and imaginative enrichment to provide an education most appropriate for the needs of the pupils.

Pupils' attitudes, values and personal development

11. Pupils' attitudes to the school are very good, their behaviour and relationships within the school community are good and their personal development is satisfactory. These high standards have been maintained since the previous inspection.

12. All pupils take pleasure in the welcoming and caring environment of the school. Pupils feel safe and secure in the well ordered structure of daily routines in school and cared for because their needs are consistently well met by teachers and support staff. Young children quickly gain a sense of belonging and confidence. They respond enthusiastically to the high quality of provision in the nursery and reception classes because teachers make learning entertaining. Pupils at the beginning of the school, listen carefully to visitors from the community who engage their interest as part of lessons. Early on in school life, pupils develop a love of literacy which is nurtured by taking home 'Story Bags' and develop a sound awareness of how books extend their learning. Pupils are happy to come to school and describe school as a place to learn and have fun as well. All year groups display very positive attitudes in mathematics lessons and particularly enjoy practical activities in science, design and technology and art. They take good advantage of opportunities to widen their experience by going on visits and taking part in extra-curricular clubs. They spontaneously join in singing to support a solo performer or when listening to music. Older pupils reflect an appreciation of the natural world and of silence in their poetry. Pupils in Year 6 have a good sense of empathy and say, for example, that they would like to see countries in the world get on with each other.
13. Pupils receive very effective guidance about what the school expects from them and although the behaviour of the majority of pupils is good this is because of the diligence and good management procedures exercised by the school staff. Teachers value pupils' ideas; pupils show respect for each other and they are confident in sharing personal feelings and in offering their own ideas in lessons. These aspects have a positive effect on pupils' own personal development.
14. Infant pupils quickly understand the need for rules, recognise right and wrong decisions and how to politely apologise when reprimanded for shouting out. All classes decide which rules are most relevant to them. In a few lessons, pupils fidget and interrupt and become noisy, but on all occasions respond well to teachers' high expectations for behaviour. Although the teaching was good in lessons where pupils' behaviour was noisy, this made the progress in lessons only satisfactory. Behaviour is at least good in assemblies and occasionally excellent in lessons. The school is an orderly community and boys and girls play amicably together, in mixed and same-age groups. Because pupils are well supervised during lunchtime play, they behave well. Teachers and pupils relate well to each other and pupils respond by forming good relationships of their own. They co-operate and take turns in activities and collaborate properly in groups to plan investigations.
15. Pupils' personal development is satisfactory. Pupils are dependent upon the guidance and training provided by the school to use their own initiative to take on responsibility. Children in reception class dress independently for physical education lessons. All pupils in the school develop good understanding of citizenship through involvement in the election of representatives for the school council who collect ideas and class decisions about issues. They explain that the school needs their involvement to select, for example, playground markings that they would use because the school could waste money on selecting games that would remain unused. Older pupils take responsibility to file books in the library and they take turns to operate the 'Friendship Stop' to assist younger pupils resolve minor concerns. Pupils were seen to intervene quickly to prevent a quarrel when two pupils accidentally collided. Almost all pupils respond well to challenges in lessons and are beginning to show initiative in selecting resources in practical investigations. During the most recent year, there have been two fixed-term exclusions only. Pupils in Year 6 apply in writing to suggest why they would make good 'Bully Buddies' in the hope of being interviewed and appointed. Pupils in the school have a good understanding of what is meant by the term 'bully' and, last year, pupils in Year 6 who were appointed, successfully trained for their role in reinstating friendships. Most parents agree that the school helps their children to become mature and responsible.
16. Overall, pupils' attendance at school is in line with national averages, as it has been in previous inspections. In 2001-2 the levels of unauthorised absence have increased above the national average to 0.7 per cent because not all parents co-operated fully with the school in explaining why

their children are absent. The great majority of pupils arrive at school punctually and registration is taken promptly so that the day gets off to a good start, and the pupils have the opportunity of a full day's learning.

HOW WELL ARE PUPILS TAUGHT?

17. Teaching has a strong impact on pupils' good learning. The quality of teaching during the inspection was predominantly good. Forty-six lessons were observed. Two lessons were excellent, 17 were very good, 20 were good and seven were satisfactory. No lesson was overall unsatisfactory. This is a positive picture and good improvement from the inspection of 2001, when teaching was satisfactory but when there 'was insufficient good teaching to raise standards to the required level'.
18. Teaching throughout all age groups is good with some very good features from the beginning of the nursery through to the end of Year 6. As a result, pupils' learning is consistently good, and at times very good. Pupils' achievement over time is good. When teaching is very good, there is very good management of pupils' behaviour and very good use of time, teaching assistants and of resources. There is high quality of planning and assessment at the Foundation Stage. Throughout all classes, teachers use a variety of approaches and methods to maintain pupils' interest and concentration, such as planning for quick mental calculations for short bursts each day before full lessons begin, or pairing very young pupils to discuss which items around begin with the letter M. Teachers use group work and group feedback most effectively as in, for example, a lesson on the ancient Minoans in Year 6.
19. Pupils respect teachers and co-operate willingly with the teachers' good disciplinary procedures. Planning of lessons is often good and teaching assistants are given very good guidance and training in their deployment. The use of support staff and resources is very good so that pupils are strongly supported. Good assessment procedures are used constructively to plan further lessons, and teachers and assistants know the pupils well. Marking of pupils' recorded work gives them clear guidance for improvement. However, insufficient opportunities are given for pupils to use ICT in all subjects, due partly to the inaccessibility of the ICT suite for sufficient time, and partly due to opportunities not being planned for when possible. This is a weakness.
20. Teachers' knowledge of the National Strategies for Literacy and Numeracy is good. Both strategies are implemented strongly, although weaknesses exist in the teaching of some aspects of writing and of speaking. There is insufficient practising of writing complex sentences, handwriting, punctuation and spelling, although tuition in the purpose and organisation of story writing and factual descriptions or arguments is satisfactory. There is good development of pupils' listening skills and those needed for reading, but the development of fluent speech to ensure logical argument and clearly enriched answers, with appropriate vocabulary, is underdeveloped. The teaching of numeracy is good, so that pupils' skills give secure support in other subjects, such as science investigations, measuring in design and technology, and calculating dates for eras in history. As a result, pupils' progress in learning in mathematics by the end of Year 6 is very good.
21. Medium-term planning is broken down into appropriate units of work, drawn from nationally recommended schemes of work. All subjects are supported by policy documents. Appropriate short-term planning identifies the learning objective for the week. Teachers match tasks to pupils' prior learning most effectively, so that lessons meet the needs of all pupils: the higher attaining pupils, the average and those with special educational needs. As this was an issue to be addressed at the time of the previous inspections, teachers have worked hard to rectify this aspect so that in its improvement, it is now a strength. The provision for pupils with special educational needs is very good so that pupils make good progress, particularly in reading, mathematics and the arts. The use of individual education programmes is well managed, with clear targets given to help them improve. Many teaching assistants have received very good training as well as experience. This has a very positive impact on their effectiveness in lessons.
22. All staff work closely as a team, showing very good commitment to raising pupils' standards and offering good support to each other and to pupils. Team work is a major strength of the school. Its

impact results in pupils' good achievement over time, their very good attitudes to school and their good behaviour.

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

23. The quality and range of learning opportunities are good in all year groups. The statutory curriculum is implemented closely. The curriculum for the Foundation Stage is very good. The previous inspection identified inadequacies in the curriculum, such as statutory requirements were not met in physical education, it lacked balance overall and geography and physical education were not sufficiently covered. These issues have now been successfully rectified. This indicates an overall improvement since the previous inspection.
24. The curriculum for the Foundation Stage implements the recommended six areas of learning. It is appropriately planned using the stepping-stones for learning to enable children to reach some of the expected standards by the time they enter Year 1. It is effectively adapted to suit children of all abilities so that all make good progress.
25. The planned curriculum is sufficiently broad to meet statutory requirements, offering all the subjects of the National Curriculum. Religious education is taught in accordance with the Derbyshire Agreed Syllabus. The school fully recognises that pupils have a wide range of abilities and are sensitive to ensure that their needs are fully met. The curriculum is relevant to the understanding and interests of the pupils. Time allocation is appropriately adjusted to meet the needs of all subjects. The balance of the curriculum is weighted towards English and mathematics, and this is relevant to the needs of all pupils.
26. The school is fully inclusive in all its practices and all pupils have full access to the curriculum. Provision for pupils with special educational needs is very good and leads to at least good progress for these pupils. The very good support these pupils receive from their teachers, teaching assistants and special needs co-ordinator ensures they receive a broad, balanced and relevant curriculum, which enables them to make the progress identified. All pupils with special educational needs are fully included in all the school's activities.
27. Enrichment opportunities are good. Teachers and staff work very hard to provide a wide range of enrichment activities throughout the year, particularly in sport, drama, ICT and music. Good experiences, such as residential visits, after-school activities and visitors, are planned to broaden pupils' knowledge of the world and help them to improve their skills and abilities. Extra-curricular activities include a wide range of clubs, such as ICT, football, netball, art, German, gymnastics, tag rugby and mathematics.
28. Literacy skills are planned for carefully and pupils are provided with opportunities to improve their writing skills in English and other subjects. However, the school acknowledges this as a developing area. The National Numeracy Strategy has been implemented thoroughly in the school and there is strong evidence of improving standards in mathematics.
29. The school provides equality of access and opportunity with no variation noticed in the provision for boys and girls. The provision for pupils with special educational needs is good throughout the school. Procedures to identify pupils having difficulties in their learning are good and the school is addressing the Code of Practice. The class teachers, in consultation with the special needs co-ordinator and advice from various external agencies, are writing effective individual education plans and these are monitored carefully by the special needs co-ordinator.
30. The school's links with the local community are good and the school is working hard to improve them further. There is a close relationship with the local church, which pupils attend for special services, such as the Christmas Festival. The rector and a youth worker from the church both

- come into school regularly to take assemblies. Earlier in the year, the school joined with a nearby old people's home to celebrate the Queen's golden jubilee. Coaches from Alfreton Town Football Club regularly assist with the after-school football club. Other members of local organisations come into school to meet the pupils as, for example, when the Brown Owl from the local Brownies visited one class to talk about being a member of that family. Whilst local businesses and industry are not directly involved in the school, a number do support the school or the Friends Association, with donations or prizes for their fundraising activities.
31. Links with the two secondary schools to which most pupils transfer, are good. Year 6 pupils regularly visit Aldercar School; staff from Heanor Gate School come into school to support the use of the school's own computers, and both staff and pupils from that school visit to sing and to play musical instruments. Transfer arrangements for pupils to these schools are well established with Year 7 and special educational needs tutors visiting the school to meet the pupils during spring term, and then the pupils have the opportunity of a taster day at the secondary school in July. The school does not have students to visit for their teaching practice, but it does offer work experience opportunities to some sixth form pupils from the secondary schools. In addition, the school does offer training for nursery nurses.
 32. The overall provision for pupils' spiritual, moral, social and cultural education is very good. Evident spiritual and moral values underpin the curriculum and teaching in the school. These high standards have increased since the previous inspection and assist pupils in taking full advantage of the good learning opportunities provided by the school for their 'all-round' development.
 33. Provision for pupils' spiritual development is very good and provides pupils with many opportunities for spiritual growth. Teachers set a spiritual atmosphere and have high expectations for pupils to develop an insight into personal values and emotions. This is clearly evident in religious education lessons and in poetry, when pupils freely share special moments that reflect a deep appreciation of the natural world, such as 'the sun setting over the sea'. There is a good school focus in the life of the school on pupils' respect for each other and for their environment. All pupils take part in daily assemblies, which pupils enter and leave to music, this creates a sense of occasion. They are given sufficient time for reflection about the clear messages given. Pupils' achievements are recognised with awards which raise their self-esteem. Pupils are helped to make good connections between role play and working together as a team
 34. The school's provision for the moral development of pupils is very good. Although there have been two exclusions in the past year, the school is pro-active in preventing unwanted behaviour. Religious education lessons explore how a bully is an unhappy person, often without friends. The school holds an anti-bullying day and pupils are involved in role play by a visiting Theatre Workshop and Educational Psychology workshops. Annually 'Bully Buddies' are trained to mediate with pupils involved in conflict and they hold a 'clinic' for those who are bullied and those in dispute. The school is not complacent about the current good behaviour but strives to achieve even higher standards by working towards an Interim Anti-bullying Award. Pupils are encouraged to evaluate what bullying they have been involved in formally on a school checklist entitled 'My Life in School' that the school uses to evaluate its provision. Pupils of all ages are involved in drawing up class rules and are familiar with the school rules by being rewarded for good behaviour and effort. Pupils' personal qualities are valued and pupils apply to take on the responsibility of becoming a Bully Buddy. All members of staff work as a team and as such present very good role models to pupils.
 35. The school's provision for social development of the pupils is good. Teachers organise groups in their classrooms to provide opportunities for pupils to collaborate to find information and solutions to problems. At break and lunch times, good supervision ensures that pupils play and interact amicably in groups, sometimes composed of boys and girls of mixed ages. Sporting events and after-school clubs enable pupils to interact with pupils from other classes and other schools. Older pupils are directed to support younger pupils in the playground and help in the preparation of 'Story Sacks' for reception pupils. The democratically elected school council communicates the views

and opinions of all pupils. These are then discussed at their meetings to report back. Pupils all have an opportunity for a residential outdoor experience that involves teamwork. Assemblies are effective in promoting pupils' social development. Pupils in Year 5 take part in the Derby Christmas Concert and pupils in the school perform plays for each other and for people in the community.

36. Provision for cultural development of pupils is good. The lack of cultural diversity available to the pupils to understand Britain's multi-cultural community is spurring the school on to review its current provision and is identified as an area for school improvement. Infant pupils visit the multi-cultural centre in Derby and different places of worship. These include the local church, where pupils learn of ceremonies for baptism and marriage. Pupils continuously learn to appreciate their own cultural traditions through visiting poets, and musical string and drum groups, and visits to places of interest in the locality and at the seaside. Good opportunities are made for pupils to experience a wider range of cultural influences through art and musical instruments. Pupils are involved in community projects.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

37. The school provides a environment where the teachers and all the support staff know the pupils very well so that the care that they take of the pupils is very good. It is a positive strength of the school, which has improved since previously reported, and provides a good basis on which teachers can teach and pupils can learn. The steps taken to ensure pupils' welfare, health and safety are very good. Very good child protection procedures are implemented with the deputy headteacher undertaking the role of designated person. New members of staff are fully informed on their responsibilities in this regard as part of their introduction to the school and all members of staff are reminded at the beginning of each academic year. Routines for dealing with first aid, medicines and accidents are well established with four staff having been trained in emergency first aid. Health and safety risks are reviewed regularly by a committee which includes a governor and the site officer. Safety checks on potentially dangerous equipment take place annually, alarms are tested weekly and practice evacuations of the premises take place each term with their timings and any difficulties recorded. Pupils receive protected access to the Internet, and the anti-racist policy provides additional protection. Outside agencies are fully involved in order to support and guide pupils with special educational needs.
38. The procedures for promoting attendance and punctuality are good. The great majority of pupils arrive at school in good time and are settled ready for registration, which is taken promptly. The computerised attendance system is very efficiently managed to enable the headteacher to monitor the attendance of all pupils. Occasionally it is necessary to ask for support from the welfare officer from the local education authority to assist the school when families experience difficulties in getting pupils into school. Not all parents co-operate fully with the school in notifying reasons for their child's absence from school. The level of unauthorised absence is above the national average.
39. The procedures for promoting good behaviour are very good. The school has a behaviour policy which reinforces the school's aims and ethos. In practice, emphasis is placed on recognising and rewarding good work and/or good behaviour, with little need to apply any sanctions. The school's success in this area, i.e. the good behaviour of pupils, is achieved because of the high expectations of behaviour that staff maintain at all times, together with discussions about class rules and behaviour in personal, social and health education lessons and circle time. The school is rightly proud of its award from the Anti Bullying Campaign (ABC) run by Derbyshire Education Authority, and participates in this work positively to avoid bullying in school. In this respect, the staff are greatly assisted by some of the older pupils who take on the roles of Bully Buddies.

40. Overall, procedures for assessing pupils' attainment and progress are good. This represents an improvement from the previous inspection when it was judged the school had a satisfactory range of procedures. Assessment in the Foundation Stage is very good. Baseline assessments are carried out when children enter reception year and this information is used very effectively to provide the next steps in learning, which promotes their progress towards achieving the recommended Early Learning Goals.
41. Procedures for monitoring and supporting academic progress in each year group from Year 1 to Year 6 are good overall. National testing for pupils aged seven and 11, and other optional tests, provide the school with statistical evidence. This identifies pupils' progress and standards of attainment in English and mathematics compared to other schools. The data provided is used effectively by the headteacher and co-ordinators in order to check for weaknesses in standards and provision. This good analysis guides curricular planning. Very good assessments are made in the Foundation Stage. In other subjects, short-term assessments are made on the weekly planning sheets, which are then used to inform the following week's planning. Teachers in all classes use this system, which ensures a consistent approach. Individual targets are set in pupils' books as a constant reminder. Apart from providing immediate assessment of where the pupil is, targets inform the pupil and allow him/her to become accessory to his/her learning. Teachers set group targets in other subjects and these are carefully monitored to assess progress and readiness to move on to the next stage. Assessment procedures for pupils with special educational needs are effective and good. Good use is made of their individual education programmes in literacy and numeracy.
42. Evaluation of planning is used throughout the school and provides effective short-term assessment. It also identifies where progress has been slow and advises the teachers of the need to modify succeeding lesson planning. Statutory assessments and data from school tests are used effectively to identify individual and group weaknesses and strengths. This triggers immediate action. The best use of assessment data is seen in mathematics and English, and the effective use of information retrieved is a key factor in helping to raise standards in these areas.
43. Procedures for monitoring and supporting pupils' personal development, although informal, are good overall. Many staff have been in the post for some time and know pupils and families well. The size of the school encourages good communication and concerns are quickly relayed to relevant members of teaching and support staff. Discussion time is carefully used to help pupils with worries or anxieties they may have in that they are confident to speak to staff. Praise assemblies encourage and recognise individual achievements. These are well recorded and the school is now going to develop a manageable system to formalise and record pupils' responsibilities, good work and demonstration of initiative. Provision for pupils with special educational needs is good. They are supported well and grow in confidence as they move through the school. The caring inclusivity of the school community as a whole as well as the individual, strengthens the opportunity for personal development within this school.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

44. Parents' views of the school are good. In meeting parents at school and from responses to the questionnaire, there has been little criticism, although some concern was expressed about information that the school sends out, particularly its timing, and about information on pupils' progress. Parents appreciate the caring ethos of the school, the standards that pupils reach and the good behaviour and discipline which enables their children to learn. Parents feel welcome and able to approach the staff or headteacher at any time.
45. The information provided by the school to parents is very good and has improved on that previously reported. The general information provided through newsletters and other specific letters is very good. The prospectus and the Governors' Annual Report are detailed, well-

presented, and meet DfES guidelines. Consultation evenings are held every term and are time-tabled to give a wide choice of attendance times. At the end of the summer term, parents receive the annual reports on individual pupils. These reports are very good; they contain clear indications of the progress that pupils make in each subject, including areas that are not so good or need working on; there is a commentary on personal development, an opportunity for both pupils and parents to add their comments, and targets for further improvement are included. It is the inspection team's judgement that parents' criticisms of the information they receive from the school are not justified.

46. Parents' involvement in the life and work of the school is satisfactory. They support the pupils in their homework assignments and through reading-record books. Parents of pupils with special educational needs have the opportunity to be fully involved with their child's individual education plan and review discussions with outside agencies. A small proportion of parents takes full advantage of this support. A small number of parents regularly assist in classrooms with, for example, reading, and one parent coaches after-school netball. The Friends Association organises major fundraising events for the school and is successful in obtaining donations and prizes from local businesses. The funds raised are used to enhance the school's environment and the present intention is to resurface the playground. The Friends Association runs discos for the pupils and organises a float for the Heanor summer carnival

HOW WELL IS THE SCHOOL LED AND MANAGED?

47. Since the previous inspections, there has been very good improvement in leadership and management. From 1997 to summer 2000, the school was reported to be in significant weaknesses, and there had been several changes of headship and deputy headship. In September 2000, the current headteacher was appointed and has since initiated many worthwhile changes. The excellent headteacher leads with purpose and imagination. She gives very clear educational direction and has an excellent understanding of the school's strengths and needs in order to implement positive change. The headteacher receives very good support from her acting deputy and the senior management team. All the staff work very hard as a closely knit team in order to consolidate good initiatives and to raise standards. All the key issues of the report of July 2001 have been rectified successfully apart from the accommodation's limitations as being still outstanding.
48. Improvements include:
- Successful implementation of the National Literacy and Numeracy Strategies, in the main.
 - A clear improvement in standards of the core subjects of English, mathematics and science, particularly by the end of Year 6, so that they are now close to the national averages overall and are slightly better than the national averages for mathematics in Year 6.
 - Planning is now good. Planning of the whole curriculum and of termly and daily plans has improved significantly so that time is used to best effect and pupils' targets meet their needs more closely.
 - New assessment procedures provide more accurate information about pupils and the analysis of their progress informs future lesson plans more clearly. Assessment is currently good.
 - The school's strategy for appraisal and performance management of staff is very good, so that the extra investment in staff training has helped to improve pupils' standards and enabled staff to work closely as a strong team.
 - A new classroom has been built, thus releasing the hall for physical education and other activities. However, a class still occupies an entrance hall, severely limiting access to the school's bank of computers and causing disruption to the class's routines. Although work by the local education authority to provide a new classroom is due this autumn term, as yet, building has not commenced. Therefore, this issue has not been fully resolved.

49. The school's provision for pupils with special educational needs is very good. Particular strengths are the early identification of pupils' needs and the very good partnerships established between teachers, education care workers and external support services. These result in support and good advice being easily obtainable. They are used very effectively to help boost pupils' self-esteem and meet their individual needs. As a consequence, they make good progress in their learning.
50. The governing body is good in fulfilling its statutory duties and in shaping the direction of the school. The astute and very supportive chair of governors gives consistently loyal support and has been a steadying influence through the school's significant changes. Governors give good commitment to the school's aims and its development. They are appreciative of the good information given by staff to help them make informed decisions. There is shared honourable intention for improvement and the capacity to succeed. The reflection of the school's aims and values in its work is very good and is evident in all its aspects, particularly for the spiritual, moral, social and cultural development of pupils. The Governors' Annual Report to parents is clearly written, giving a good account of how the school meets its responsibilities. The very good ethos of the school is strongly reinforced through very good respect for individual differences and its all-inclusive opportunities to ensure that all pupils, including those with special educational needs and of higher attainment, reach their potential. The school complies fully with the Acts for Sexual Discrimination, Race Relations and Disability.
51. The good delegation of staff to managerial responsibilities is expertly managed. Monitoring of teaching and learning is good, and the analysis of assessment data and samples of pupils' work are well established and informative. The successful inclusion policy of the school provides useful information for managing subjects and learning and for the very good professional training which all staff receive. The school's development plan prioritises aspects of the school's progress carefully, identifying key personnel and costing initiatives. The school's development plan is regularly evaluated by all governors and staff and updated frequently so that the very good monitoring of the school's performance ensures effective action.
52. The school's strategy for appraisal and performance is very good. A very good programme for the professional development of teachers and support staff has raised significantly the quality of teaching since the previous inspection and increased confidence and effectiveness in their promotion of educational inclusion. The emphasis the school places on creating a safe, secure and interesting learning environment is at the heart of its success with inclusion. All staff work together as a committed team which results in very good provision for pupils with special educational needs including emotional, behavioural, or social needs. Newly qualified teachers, have suitable focused opportunities for training, and always know that they have a mentor or other professional listening ears available when needed.
53. The resources to support learning are good overall. They are of good quality. There are enough of them and teachers use them well to help pupils learn. The impact they have on pupils' learning is very good for pupils in the nursery and reception classes, for pupils having special educational needs and for all pupils in English and music. However, there are not enough information and communication technology resources and access to the computers in the computer suite is unsatisfactory.
54. The schools accommodation has not fully improved since the previous inspection and is unsatisfactory. The main hall and classrooms occupy five separate buildings, and although the pathways connecting them are covered, they are open to the weather, so that they can be wet, windy, cold and uncomfortable. This inevitably diminishes the well being of all pupils and staff as they move around the school, for example to assembly or the computer suite. The main problem however is the use of the computer suite as a classroom, presently for Year 4. For a computer suite the room itself is not ideal being little more than a wide corridor joining the foyer area to the main hall, but when doubling up as a classroom it causes significant difficulties: the work of the class is continually disrupted by people passing by or through the room, and this adversely affects

the teaching and learning for those pupils. The computers are insufficiently used for ICT work, and when they are used by other classes, the Year 4 pupils and teacher have to exchange rooms for that session. With the available space so fully occupied there are no quiet rooms or areas for small groups to work in or for one to one consultations, such as pupils being withdrawn for special educational needs support or for music lessons. The governors' plans to overcome these difficulties are well advanced, but until the proposed building of an additional classroom is completed, the accommodation remains a serious weakness for the school.

55. The school's educational priorities are supported successfully through good financial planning. The extra funding of two and a half year olds in private playgroups locally, has had an impact on the numbers on entry to the school's nursery for three year olds, which means that numbers are dropping in the school's nursery. However, the very good management of the budget reflects difficult decisions made to ensure that class numbers are kept small and well balanced with extra support staff. Strategic use of resources, including specific grants and other funding, is very good. Daily administration is efficient and unobtrusive, due to an industrious administrator. Daily routines are well established and calm. New technology is used effectively to inform parents, governors and teachers and to provide close links with the local education authority and other local schools. Better use could be made of an attendance programme to monitor the attendance of different groups of pupils.
56. The school uses the principles of 'best value' comprehensively, resulting in some good initiatives to save on refurbishing the interior of the building. Recommendations of the local education authority's audit report have been implemented. Overall, the effectiveness of the school has strongly improved. Currently, the school gives good value for money, an improvement from previous inspections, when it was satisfactory.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

57. Whilst recognising the improvements made to the school with the support from the local education authority, in order to address effectively the issues of this report, the headteacher, staff and governing body, in conjunction with the local education authority should:

- (1) Improve the full range of speaking and writing standards by

- Helping children to extend and sustain their talk when interacting and questioning.
- Being explicit about appropriate terminology for discussions, including the conventions of drama, debate and interviews.
- Extending children's vocabulary through a variety of activities.
- Increasing the writing of complex sentences with enriched phrases and appropriate connectives.
- Practising handwriting more consistently in all classes.
- Practising strategies for checking spelling and increase the use of dictionaries (picture dictionaries for younger pupils).
- Improving the correct use of punctuation.

(Refer to paragraphs: 4, 5, 7, 8, 20, 28, 62, 69, 71, 73)

- (2) Improve pupils' learning in information and communication technology by:

- Increasing access to existing computers.
- Increasing the number of computers.
- Ensuring that information and communication technology is used more regularly in a greater number of subjects.

(Refer to paragraphs: 6, 19, 53, 75, 83, 91, 115, 116, 117, 119)

- (3) With the support of the local education authority, ensure that the plans for alterations and improvements to the buildings are implemented with some urgency.

(Refer to paragraphs: 47, 48, 54, 76)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	46
Number of discussions with staff, governors, other adults and pupils	32

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	17	20	7	0	0	0
Percentage	4	37	43	15	0	0	0

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

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)	23	185
Number of full-time pupils known to be eligible for free school meals	NA	40

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	2	23

English as an additional language

	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	18
Pupils who left the school other than at the usual time of leaving	2

Attendance

Authorised absence

	%
School data	5.0
National comparative data	5.6

Unauthorised absence

	%
School data	0.5
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	12	19	31

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	7	9	11
	Girls	19	19	17
	Total	26	28	28
Percentage of pupils at NC level 2 or above	School	84 (76)	90 (76)	90 (94)
	National	82 (84)	86 (84)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	8	10	12
	Girls	18	17	19
	Total	26	27	31
Percentage of pupils at NC level 2 or above	School	84 (82)	87 (94)	100 (94)
	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	9	16	25

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	7	8
	Girls	11	12	14
	Total	19	19	22
Percentage of pupils at NC level 4 or above	School	76 (46)	76 (49)	88 (83)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	5	8
	Girls	11	11	13
	Total	17	16	21
Percentage of pupils at NC level 4 or above	School	68 (54)	64 (51)	84 (69)
	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	158	2	
White – Irish			
White – any other White background			
Mixed – White and Black Caribbean			
Mixed – White and Black African	1		
Mixed – White and Asian			
Mixed – any other mixed background			
Asian or Asian British – Indian			
Asian or Asian British – Pakistani			
Asian or Asian British – Bangladeshi			
Asian or Asian British – any other Asian background			
Black or Black British – Caribbean			
Black or Black British – African			
Black or Black British – any other Black background			
Chinese	1		
Any other ethnic group			
No ethnic group recorded			

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)	8.9
Number of pupils per qualified teacher	17
Average class size	22

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	146

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	23
Total number of education support staff	2
Total aggregate hours worked per week	32.5
Number of pupils per FTE adult	12.1

FTE means full-time equivalent

Recruitment of teachers

Number of teachers who left the school during the last two years	4
Number of teachers appointed to the school during the last two years	5

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.

Financial information

Financial year	2001/2002
	£
Total income	533,878
Total expenditure	527,010
Expenditure per pupil	2,510
Balance brought forward from previous year	19,896
Balance carried forward to next year	26,764

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	224
Number of questionnaires returned	63

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	59	35	3	2	2
My child is making good progress in school.	41	46	5	2	6
Behaviour in the school is good.	32	51	10	3	5
My child gets the right amount of work to do at home.	30	49	8	0	13
The teaching is good.	51	38	5	0	6
I am kept well informed about how my child is getting on.	22	46	24	6	2
I would feel comfortable about approaching the school with questions or a problem.	59	37	2	2	2
The school expects my child to work hard and achieve his or her best.	49	41	0	0	10
The school works closely with parents.	27	51	14	2	6
The school is well led and managed.	32	48	10	2	10
The school is helping my child become mature and responsible.	38	51	5	2	5
The school provides an interesting range of activities outside lessons.	35	44	6	0	14

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

58. The provision for children in the Foundation Stage is good, which is similar to that found in the previous inspections of 2000 and 2001. Provision for outdoor activities is very good and has improved since previous inspections. Although a small proportion of children enter the nursery with standards above those expected for the age range of three years plus, a significant proportion is below expected levels on entry, particularly in speaking, writing and in personal, social and emotional development. The children who are under five are taught in a nursery unit from three to four years, and transfer to a reception class from four years to the beginning of Year 1. Currently, 23 children attend the nursery in the morning and 23 in the afternoon.
59. Staff work hard to provide a stimulating learning environment and, as a result, children quickly settle into school routines and are happy and confident. The transition from nursery to reception, and from reception to Year 1, is smooth. This is due largely to the high quality of planning and assessment in both units and the overall good teaching and support for children.
60. Children's progress in learning by the beginning of Year 1 is, overall, good and standards are close to the Early Learning Goals for reading, knowledge and understanding of the world and physical development. Standards are below in speaking, writing, mark-making, personal, social and emotional development and in some aspects of mathematics. Children's creative development is above the expected levels of the Early Learning Goals. Due to the wide range of attainment, a few children have standards above the Early Learning Goals in most areas. Children's attitudes to learning and their behaviour are good. Throughout, children with special educational needs are identified early and there is good use of outside specialists to give extra guidance on how to address their needs. As a result, they make steady progress and receive good support.

Personal, social and emotional development

61. Teachers and support staff have a warm, friendly approach which ensures that children are happy and eager to come to school. The teaching of personal, social and emotional development is good. Very good behaviour management results in children's good behaviour, for example, when children go on an imaginary 'bear hunt' in the school grounds and observe the differences in the habitat of a variety of creatures, taking turns to peep under stones or through the bushes. Despite the good care of staff, however, younger children have lower levels of maturity than normally observed and can still only play alone rather than socially. This is linked closely to the lack of confidence in their language communication. Activities organised for children are imaginative and designed to increase their independence and ability to make choices in their structured play. However, due to their lower levels of personal, social and emotional standard on entry, a proportion can still only play alone, if dutifully. As a result, children have not fully succeeded in catching up overall on these aspects by the end of the Foundation Stage.

Communication, language and literacy

62. The teaching of reading and listening is good. Staff in both units use skilled questioning to promote effectively children's communication, particularly for reading and listening. Much of children's learning is developed through stories and very good opportunities are created to stimulate children's imagination and the unfolding of a plot through role play and dance. Children listen carefully and carry out instructions with a good level of understanding. In both units, staff promote a strong interest in books and a love of stories. For example, in the reception unit, an imaginative scheme which allows children to take home large story bags containing a book, a relevant toy and a linked game, is regularly implemented. Despite a variety of activities to promote children's ability to express ideas, a significant proportion lack confidence in speaking sentences in small groups

and in front of the whole class, although children respond to characters and stories with good levels of interest. Children are given insufficient opportunities to make marks on paper, to develop independent writing skills or to view teachers in the role model as writers of simple written phrases. The children have greater need to receive extra experiences in this aspect of communication, for instance writing, for currently, this area lacks sufficient good development.

Mathematical development

63. Mathematical teaching is very good in the nursery and is effective in reception. In the nursery, children's understanding of numbers, their counting of, and recognising numbers to 10 are very secure. Children order numerals on cards, on a 'washing line' accurately and a few children record numbers to five with confidence. Standards in nursery for mathematical development are slightly higher than normally observed and better relatively than in the reception class. However, children's memory of numbers and shape are developed effectively in the reception class. By the beginning of Year 1, standards in recording of number are still slightly below the expected levels of the Early Learning Goals for mathematics due to a slowing in progress in learning to record in reception. Higher attaining children count accurately beyond 20 with secure understanding of ordering. Most children's mathematical language is developed carefully, so that they use such terms as 'smaller', 'larger', 'longer', and 'shorter' consistently. Children enjoy counting games, singing number songs and using common shapes and jigsaws, so that they make good gains in oral learning and reach the Early Learning Goals for these aspects of mathematics by the beginning of Year 1.

Knowledge and understanding of the world

64. Teaching is skilled at stimulating children's interest in the world around them. As a result of good teaching, children reach the expected level of the Early Learning Goals by the end of the Foundation Stage. Teachers use stories effectively to introduce children to the natural world. For example, following a story about a bear hunt, children share with the teacher their knowledge of a variety of homes and safe places which can be found. They explore the school grounds, looking for a variety of creatures in their natural habitat and have a secure understanding why birds normally build their nests high up in trees, or why crawling insects seek their shelter under damp, dark stones. The use of large construction equipment develops ideas about the structure of houses, and in their 'Bob the Builder' outfits, children have appropriate understanding of how to fix shelves, 'saw' wood and repair household items. Regular use of the class computers improves their skills in controlling the 'mouse' and creating pictures accurately of items found in the home.

Physical development

65. The teaching of physical development is satisfactory overall, with some very good features in the nursery when using outdoor equipment. Children make satisfactory progress overall so that almost all attain the standards expected of them by the time they enter Year 1. Children's spatial awareness, co-ordination, control and balance are effectively developed when using the nursery's large outdoor climbing apparatus. They develop confidence and strength in their upper arms when climbing, and good control and sense of space when riding wheeled vehicles in the fenced-off playground. Children are given frequent opportunities to use paintbrushes and a range of tools in order to develop dexterity with their fingers. They have satisfactory control with scissors to cut paper and other materials in order to make their fabric pictures, models and faces on paper plates. Children's co-ordination in moving a computer 'mouse' is effective, resulting in clear patterns and pictures when printed. Children's control and the frequency with which they use pencils and attempt to write are not as successful, so that a significant proportion lack fine motor control for mark-making, writing and recording for mathematics. However, overall, physical development is close to the expected level by the end of the reception class.

Creative development

66. The teaching of creative development is very good, so that a significant proportion of children reach standards above the expected level by the end of the Foundation Stage. Children are given a very good range of activities to develop their own ideas, to discover and explore. The nursery is purpose-built with a clearly focused indoor layout for different activities, such as role play area, water, sand, art and a reading corner. It has a most attractive outdoor area, safely fenced and landscaped well so that children can observe independently the apple tree's annual cycle and the cycles of creatures and flowers in a natural environment. Children are encouraged, through their structured play, to develop independence and make their own choices rather than be expected to reproduce someone else's picture, model, dance or play. They have used paint and fabric most effectively in their collage and lively art, so that they have reached good standards of colour mixing and creating texture. Regular good opportunities are given for children in both units to enjoy music, to sing simple nursery songs and play percussion instruments. Children show a good awareness of rhythm and beat and hold a melody successfully. All children in the Foundation Stage are encouraged to use their imagination in art and design, music, dance, imaginative role play, and stories so successfully that, by the beginning of Year 1, their creative development is good.

ENGLISH

67. There has been very good improvement since the previous inspection. Actions taken before and since then have begun to bear fruit. Currently, standards now meet the national average at the end of Years 2 and 6, whereas in the previous year, the school's results were well below the national average by the end of Years 2 and 6. The target set by the school for pupils' attainment in the English national tasks and tests in 2002 was exceeded. Pupils with special educational needs make good progress because they undertake work that is well matched to their needs and receive good support. Standards have improved because the quality of teaching is good and additional support is well focused. Effective assessment procedures are enabling teachers to identify weaknesses, set appropriate group and individual targets and plan work that is well matched to pupils' capabilities.
68. Pupils enter Year 1 with below average ability in language and literacy. Good teaching and the increasing impact of initiatives to improve literacy, enable pupils to make good progress during each year group. Standards in reading, listening and pupils' knowledge and understanding of writing, are better than their writing and speaking skills at both key stages. Standards in listening and reading at the end of Years 1 and 2 are close to the national averages. Standards in speaking are below the national average. By the end of Year 2, pupils' attainment in writing meets the national average. By the end of Year 6, standards are below the national average in writing.
69. Pupils listen well in lessons and respond appropriately to the content of what they hear. At Years 1 and 2 they are more adept at recognising letter blends and word endings and give examples of other words with the same sounds. They confidently ask for clarification if they do not understand something the teacher says. They are less confident when explaining or expanding ideas. They use a limited range of vocabulary and often offer just a few words or phrases instead of full sentences. They need help and encouragement from their teacher to add detail to what they say. In Years 3 to 6, pupils listen well to their teacher and other pupils, and take account of what they say. Their spoken responses are inhibited by a lack of confidence in the pronunciation of more complex and sophisticated words and their ability to use the correct grammar. Although some good examples were seen of teachers' setting high expectations for the quality of speech and giving pupils encouragement and support to improve what they say, this was not consistent throughout the school.
70. Standards in reading are close to the national averages by the end of Years 2 and 6. Pupils make good progress overall. Pupils enjoy reading and have a love of literature because of the lively and interesting manner in which their teachers read and the range of literature they encounter. In

Years 1 and 2, pupils have a satisfactory sight vocabulary and are beginning to use picture and phonic cues and their knowledge of syllables to help them read unfamiliar words. They are keen to talk about the stories they are reading, and simply describe the characters, what has happened and why. In Years 3 to 6, all pupils continue to make good progress as a result of good teaching, the additional literacy support provided to the younger pupils and the extra teacher employed to teach booster groups. By the end of Year 6, pupils read with clear enjoyment and understanding. They use inference and deduction to explain events, the motivation of characters and to predict what might happen in the future. This was seen, for example, when Year 6 pupils discussed an extract from Charles Dickens's *David Copperfield*. They scan texts to find evidence to illustrate their views and know how to find information in books using the contents or index and skimming the text and pictures. They are gaining a good awareness of the structures associated with different texts and of ways in which authors have used vocabulary and language to create effects.

71. Standards in writing are in line with the national averages by the end of Year 2 overall, although some aspects are below. Writing standards are below the national average by the end of Year 6. The school's own analysis of pupils' work identified writing as a weakness. A great deal of effort has gone into improving pupils' knowledge and understanding of writing and the actions being taken are having a positive impact on the quality of their work. However, writing skills are weak. Although pupils achieve average standards in specific activities focusing on handwriting and spelling, they fail to build upon the quality of these skills consistently in other writing activities.
72. By the end of Year 2, pupils sequence events and recount stories appropriately. They are aware of different forms of writing and are beginning to understand how they are structured. For example, they use a story board to help them plan the different stages in a story about losing something precious to them and, when recording how to make breakfast, list the items needed and use instructional language to explain what to do. Whilst most pupils correctly form individual letters, many do not yet write with regularly sized letters correctly oriented in relation to each other. Their writing conveys meaning satisfactorily but few regularly mark the beginning and end of sentences with capital letters and full stops. Higher attaining pupils in Year 2 do not write in complex sentences with enriched vocabulary.
73. By the end of Year 6, pupils show a good understanding of writing for different purposes and produce satisfactory writing in different forms. They are aware of the differences between colloquial and standard English and demonstrate this when, for example, using direct speech in narrative writing and in letters about the same event to different audiences. They apply strategies they have learned from studying texts to choose their language and vocabulary carefully to create interest and impact. They begin to make regular use of compound sentences and sometimes use punctuation correctly both within sentences and to demarcate them to aid comprehension, but as yet there is a lack of sufficient writing of complex sentences with enriched phrases and appropriate connectives. Most pupils begin to use paragraphs appropriately. However, many have not yet developed a consistently joined and fluent style of handwriting. Too few have sufficient strategies for, or give sufficient attention to, checking spellings.
74. Pupils' good progress at both key stages is the result of consistently good, and occasionally very good teaching throughout the school. Teachers have undertaken professional development in the subject and have been well supported by the local education authority's Literacy Consultant. As a consequence, they have good subject knowledge and understanding which they use well to ensure pupils learn by achievable steps, and systematically. Teachers give pupils clear examples and explanations. These allow pupils to succeed and make good progress. Teachers' management of pupils and their use of support staff and resources are very good and contribute to the good behaviour and application to work shown by pupils during lessons. Good lesson planning helps teachers to maintain their focus on the intended learning objectives. Lessons are taught at a brisk pace, using teaching methods that capture pupils' interest and actively involve them. Every pupil has individual and group learning targets. Teachers take good account of the targets and their evaluations of previous lessons to match the work well to each pupil's needs and provide an

appropriate level of challenge. This helps pupils to make good progress. For those pupils having special educational needs in literacy, their targets are closely linked to their individual education plans and very good support is provided to help them progress. Pupils are well aware of their targets and take pride in achieving them.

75. The subject is very well managed. The school has implemented the literacy strategy well. It has adapted it suitably to increase the focus on the school's identified priorities in the subject and provided relevant training for teachers. These actions are direct results of the co-ordinator's detailed analysis of standards throughout the school, observation of lessons and scrutiny of samples of pupils' work. Although there has recently been a change of co-ordinator, the previous and present co-ordinators are currently working in partnership to ensure that very effective management of the subject continues. The new co-ordinator has undertaken training in his role and has already conducted an audit of provision and drawn up an action plan for the subject. One of his priorities, endorsed by inspectors' findings, is to increase the use of ICT to support English as too little use is currently made of it. By having a strong focus on developing literacy, the school is succeeding in raising standards. Medium and short-term planning are very effective in helping teachers to focus on reading and writing, but do not include enough opportunities to develop a full range of speaking skills. Assessment by teachers of the pupils has improved since 2001, when there was a big discrepancy between the pupils' attainment and teachers' suggested levels reached.
76. The subject is well resourced with good quality books and materials. However, access to the library, which is currently in a corridor, restricts its use. A new library is planned and funding has sensibly been retained to enhance provision once it has been built.

MATHEMATICS

77. During the current inspection, pupils in Year 2 attain standards in line with those expected, whilst, by the end of Year 6; pupils attain standards, which are above. Standards in mathematics have risen since the previous inspection, when they were judged unsatisfactory in numeracy and very low compared to the national average by the end of Year 6. In 2002, pupils' standards at age seven, as measured by the National Curriculum Assessment Tests, were in line with the national average. At age 11, they were very slightly better. Since then, the school has made a concerted effort to improve the quality of teaching and learning and has been successful in raising standards. The improvements in standards can be attributed to improved assessment procedures, clear focused target setting, early identification of pupils' needs and quality of teaching. The quality of teaching is good overall, with some very good features.
78. Pupils make good progress in acquiring an appropriate range of knowledge and skills in Years 1 and 2. By the end of Year 2, pupils can relate the two numbers that add up to ten, count on and back in fives. They count the value of coins and use their developing number skills to solve problems in number and money. They recognise the pattern in a number sequence and give the next number. The oral 'starter' is well used to prompt pupils into giving quick-fire responses. The majority of pupils are able to double and halve numbers up to twelve and draw correct shapes when given the properties relating to those shapes.
79. By Year 6, pupils have made good gains in their learning and this has been consistent in the upper end of the junior school. Pupils' progress is now securely good in the oldest classes and developing well in the lower junior classes. Pupils use suitable mathematical vocabulary and language to explain how they arrive at their answers. In the lessons where the quality of teaching was very good, pupils work with speed and accuracy and are totally motivated. In Year 6, pupils displayed confidently their knowledge of the use of brackets and expressing simple fractions as percentages. In the main thrust of the lesson, the pupils used their previously acquired skills of fractions to complete a pie chart with quite complicated divisions. In Year 5, pupils in their oral warm-up

session, were finding pairs to make a hundred and matching equivalents of vulgar and decimal fractions up to ten, for example, $0.3 = 3/10$; $0.9 = 9/10$. The main aspect of this lesson involved rounding numbers up or down of one or two decimal places, depending upon the ability of the pupils. In Year 4, pupils were solving number problems and recognising patterns - from this they were able to make generalisations and predict future patterns. In Year 3, pupils' main activity was shape and space and pupils investigated general statements about shape. The different levels of work provided gave all ability groups a challenge as they persevered to achieve the aims of the lesson. The higher attaining groups are confident in their ability to change fractions into percentages. They work quickly and accurately and, although challenged, they achieve a very good rate of progress. The lower attaining groups also apply previous learning in their developing understanding of the difference between a flat surface and a three-dimensional shape. They are able to discuss their findings using specific mathematical language.

80. A strong element of the school's work is the good encouragement given to pupils at every stage to use and apply their mathematical knowledge and understanding. Teachers provide effective mathematical investigations as a recurring feature in the curriculum. Throughout Years 3 to 6, pupils have opportunities to record data in a variety of ways. The organisation of pupils in Years 5 and 6 into ability sets for mathematics ensures that the levels of work and the tasks are related more carefully to the varying abilities of the pupils.
81. The quality of teaching overall is good, with examples of very good teaching. This is an improvement on that seen at the previous inspection. An example of very good teaching was seen in the juniors. Lessons have clear objectives and are firmly focused on pupils making progress in their learning, particularly in their mental agility and numeracy skills. There is an imaginative use of real-life data, particularly in Years 3 to 6. The pace of lessons is brisk and has challenge for all pupils. Lessons are planned carefully to meet the different learning needs of all groups. Pupils with special educational needs are well supported and this enables them to make good progress, particularly in understanding and using numbers and the understanding of mathematical terms and vocabulary.
82. Pupils respond well to the good teaching provided and show interest and enthusiasm for their work. They concentrate hard and behave well. They help one another, share resources readily and are most eager to contribute to class group discussions. They willingly explain what methods they have used to arrive at a particular answer. These attitudes impact significantly on their very good social and moral development. The standard of presentation is generally good. Pupils take a pride in their work and produce a good volume of work. There is very good use of ongoing assessment recorded in a common format, which influences future planning. Pupils' literary skills are developed well in mathematics. Oral and written instructions give pupils good opportunities to practise their listening and speaking skills and their understanding of mathematical language. As a result of pupils' good attitudes, concentration and good presentation, pupils' learning is good in mathematics.
83. The National Numeracy Strategy has been introduced effectively and pupils' mathematical skills are further developed in many other subjects, such as science and geography. Insufficient use is made, however, of ICT to support the pupils' work in mathematics.
84. Leadership and management in this subject are both good. The co-ordinator is very keen, enthusiastic and a good practitioner. She has, despite her other responsibilities, given much of her time in supporting teachers and in modelling good practice in the teaching of mathematics. This has had a very positive impact on raising the quality of teaching and pupils' learning. There is a very effective system for assessing pupils' attainment and progress. The assessment of pupils has improved since 2001, when teachers' assessments of pupils' attainment was below the actual results which they reached. Sufficient information is passed to the next teacher so they build quickly and effectively on pupils' past learning.

SCIENCE

85. By the end of Year 2, pupils' standards in science are above the national averages. By the end of Year 6, they are close to the national averages. This shows good improvement from the time of previous inspections, when standards were below the national average by the end of Year 2 and well below average by the end of Year 6.
86. In 2001, National Curriculum assessments of Year 2 and Year 6 pupils showed standards below average. In 2002, teachers' assessments indicate above average standards for Year 2. Results of National Curriculum tests in 2002 show Year 6 pupils very slightly above the national average. Such improvements are reflected in the work of current pupils in Years 2 and 6. The better standards in science are due to well-planned opportunities for pupils to undertake and record their own scientific investigations, predictions and conclusions. Teachers' knowledge and expertise have improved and the management of the subject has ensured good development of pupils' enquiry skills.
87. Current pupils in Years 1 and 2 show good progress in their learning due to the consistency of staffing in the most recent two years. Pupils in Years 3, 4, 5 and 6 show satisfactory progress in their scientific learning now that the turnover in leadership and staffing has stabilised and planning for the curriculum is ensuring better progression between year groups. From the time pupils enter Year 1 to the point of exit at the end of Year 6, the picture is one of improving standards and progress in learning. Younger pupils with better standards are progressing quickly up through the school. Older pupils' work reflects the previous turbulence in the school, but these standards are improving and are close to the national average.
88. By the end of Year 2, pupils compare how plants grow in different conditions and correctly predict the effect on plants if they do not have water. They accurately recognise how to test materials in the same way and draw carefully reasoned conclusions, as when, for example, the fact that plastic, if it lacks holes, keeps out water. In a lesson when pupils explored the effects of cars travelling on different surfaces, pupils had a clear idea of what to measure and how. Higher attaining pupils correctly explained how they analysed measurements after the experiments were repeated three times. Through good adult support, all pupils, including those with special educational needs, understood that the cars did not travel as far on the very rough sawdust surface. All pupils accurately collated their findings of the investigations. In Year 1, pupils clearly associate personal health with changes in growth. When a parent and her toddler visited, pupils raised perceptive questions to find out information about the toddler's changes in growth and independence.
89. By the end of Year 6, a significant proportion of pupils can explain correctly why a test is fair and begin to understand the importance of repeated tests. Middle and lower attaining pupils are guided to record their work carefully and construct graphs to help them spot patterns in their results. In Year 6, pupils have a secure understanding about how to separate mixed materials and recover dissolved salt by evaporation, and recognise how materials change appearance. Activities in Year 5 include listening to heart beats which successfully reinforce pupils' learning when using previous measurements of changes in pulse rates. Their knowledge of the human body is secure and learning is good.
90. In Year 4, pupils successfully use books on animals and CD Roms and the Internet sites in order to find information about how creatures adapt to living in different places. Pupils in Year 3 develop confidence in using specific terms for materials that allow light to penetrate through. Their practical observations of the shadows cast by the sun reflect their clear understanding of how the earth spins. They show good recall of the charts made by teachers about how rays of light are blocked.

91. Teaching is satisfactory with good features. When teaching is good, teachers take time to build pupils' understanding and use of key vocabulary. Teachers have improved the development of pupils' scientific enquiry skills. Teachers use effective interactive displays that include searching questions and list vocabulary relevant to the topic, as, for example, when they describe movements. Pupils' ideas and their work are highly valued, which contributes to their personal development. Marking of pupils' work generally includes comments and questions to promote pupils' thinking. All teachers and learning assistants diligently assess pupils' responses which they share systematically in order to plan following lessons. Teaching is less effective when there are insufficient opportunities for pupils to use ICT linked to their science and to their investigations.
92. The impact of effective teaching ensures that all year groups work excitedly and tackle first-hand learning experiences and challenges with enjoyment. Pupils have good attitudes to science and are eager to participate in lessons. Teachers' management of pupils' behaviour is good and resources are used effectively to arouse pupils' interest in the subject. Pupils with special educational needs receive specific targets from teachers for their needs, which increases their confidence and they receive very good support from teaching assistants, which ensures good progress in their learning.
93. The management of the subject is effective, although the co-ordinator is new to the post and, therefore, recent initiatives have not yet had sufficient time to be implemented fully. The school has adopted National Curriculum guidelines for its scheme of work, but aspects of the programmes of study are still being trialled in order to meet the specific needs of all the pupils. There is good teacher assessment in Years 1 and 2 of pupils' progress. The systems to assess older pupils' progress are currently being streamlined, but are currently satisfactory. Overall, the picture is one of a steadily improving provision for science.

ART AND DESIGN

94. Pupils' attainment in art and design, by the end of Year 2 and Year 6, is above the nationally expected levels. There are strengths in fine-line drawings, in art expressing emotion, figurative drawings showing movement, shading, and the use of and experimentation with colour. Progress in pupils' learning is good. Since the previous inspections, art and design standards have risen and there has been good improvement in broadening the school's programmes of study for the subject through the introduction of a new scheme of work. All pupils' experiences in Years 5 and 6 in ceramics and sculpture are insufficiently developed.
95. By the end of Year 6, pupils show good progress in using a broad range of media. They show good learning in representational fine-line drawings of natural and man-made objects. Portraits show very good learning enhanced by expert shading and cross-hatching. Pupils show a good understanding of the work of Matisse and Picasso. They use vibrant colour and distinctive form to represent mood and emotions when drawing and painting in the contrasting styles of impressionism and pointillism.
96. Pupils are given a wide range of experiences. Throughout all year groups, pupils use paint, soft pastels, fabric, extracts cut out of magazines, felt-tips and roller paints most effectively. Good standards can be seen in portraits in the style of Edward Much, Picasso and van Gogh, figure drawings, print making and imaginary paintings experimenting with line and design. Examples of landscape pictures show good perspective and light washes for skies to contrast with the earthy texture of the ground.
97. No teaching of art and design was observed during the inspection. However, from examples of photographic evidence, of pupils' past work in portfolios and sketch books, and of current work on display, the teaching of art and design has been good. Teachers' planning shows good emphasis on the progress of pupils' learning through carefully planned activities from one year to the next. There are good links with other subjects in the curriculum, for example, closely observed cross-

sections of fruit in science, and in a large collaborative collage and painting in religious education of the parables 'The Lost Sheep' and 'The Good Samaritan'. Pupils with special educational needs have equal opportunities in art and design and often make good progress in their learning. Samples of pupils' work reflect the high achievement of higher attaining pupils receiving appropriate challenges.

98. Good teaching has ensured that pupils have good attitudes towards the subject, increasing their interest and perseverance to succeed and raising their standards. Pupils are enthusiastic and attentive when discussing work on display or in sketchbooks. Most pupils take pride in their work and talk animatedly about the tasks they have been given. Completed work by pupils reflects careful perfection of examples. The co-ordinator for art and design gives good leadership and has worked hard to introduce a new scheme of work which is better suited to the needs of the pupils and the school. Each pupil has a sketchbook and periodically, the co-ordinator monitors the books. Each half term, the samples of the pupils' work for each class are monitored closely. Annually, the co-ordinator makes an audit of the subject and this is followed by a plan of priorities for the coming year.
99. The management of visitors to the school and visits out related to art and design, has been good. A sculptor has worked with Year 3 pupils; Years 4 and 5 pupils have visited the British museum; and Year 3 pupils have been to Derby museum. Pupils have drawn pictures during visits to the local Church of England and to the mosque in Derby. Poster designs for local supermarkets' competitions have been entered successfully. In the past, pupils visited Derby pottery to make moulds and figures, whilst the pottery reciprocated by donating clay to the school. The good leadership and management in art ensure that displays are sharply focused, with clear messages. The subject is successful in improving pupils' perceptions of the natural and man-made world and makes a strong contribution to their spiritual, moral, social and cultural development. Art and design is valued highly throughout the school as an enlightening activity to communicate ideas and feelings in a visual form.

DESIGN AND TECHNOLOGY

100. Due to the timetable, no lessons in design and technology were taught during the inspection. The standards of work in the samples, documentary and photographic evidence seen from each year group are close to those expected of pupils in Years 2 to 6. Their work shows that they secure skills, knowledge and understanding across all elements of the programmes of study for Years 2 to 6, although the precision of their making and finishing skills is weaker than the other aspects. Overall, all pupils make satisfactory progress in their design and technology learning as they progress through the school.
101. It is evident that teachers understand and promote the processes that underpin the subject. Pupils consider the purpose of the articles they are to make and what they want them to look like, before going on to experiment with materials and identify which they will use and the tools they will need. Once they have made their articles, they consider their strengths and weaknesses and how they might be improved. For example, Years 1 and 2 pupils drew their designs for bookmarks and tried out the stitches they wanted to use on a practice piece of material before sewing their design onto the material chosen for the bookmark. Year 6 pupils took slippers apart to study their construction before drawing their designs and selecting the materials and tools they would need. When they finished, they ranked the slippers in order, firstly by focusing on the attractiveness of the products, then considering their fitness for purpose.
102. No teaching was seen but from an analysis of pupils' work and the learning resources used, such as planning and evaluation templates, teaching reflected as satisfactory. Standards and the quality of provision have improved significantly since the previous inspection. A new co-ordinator has recently been appointed and currently is being well supported by the previous co-ordinator. The

standards achieved and the curriculum were reviewed last term. As a result, subject planning has been revised to allow blocked periods of design and technology lessons that the school believes should provide better opportunities for depth of study, whilst maintaining a balanced curriculum overall. A good range of resources that are easily accessible because they are well stored and clearly labelled enhances the provision.

GEOGRAPHY

103. Due to the timetable, it was not possible to observe more than one lesson in geography. However, from the lesson seen, the scrutiny of pupils' work, discussion with pupils and the co-ordinator, and examination of the school's planning, standards in geography at the end of Years 2 and 6 are in line with nationally expected levels. This indicates an improvement since the previous inspection. Progress made by pupils aged seven and 11 is good.
104. By the end of Year 2, pupils have a secure knowledge of the locality and can talk knowledgeably about routes to and from school and identify them on a local road map. They identify features they encountered on route and mark them correctly on a map. As part of their investigative work, they considered the features, which were either attractive or unattractive. As a class activity, pupils recorded their findings on a chart. As part of their more extensive studies, the pupils consider the location of different parts of the world by finding out where different pupils have visited. This is achieved through their "Where in the world is Mr. Rhino?" project. To complete their studies they compare and contrast their own locality with that of a seaside town. By Year 2, pupils have a secure understanding of what a map is and what it is used for. They successfully relate this to their locality and begin to use and understand geographical terminology, such as 'features', 'similarities' and 'differences'.
105. In Year 3, pupils consider their own locality and compare it with a village in Kenya. By the end of Year 6, pupils have focused on a water theme. They study precipitation, v-shaped valleys and why the sea is salty. They study the water cycle and research different parts of a river, extending both their knowledge and their geographical vocabulary, such as 'source', 'meander', 'deposition' and 'erosion'. To extend their knowledge on this aspect, they investigate a local stream. They measure its width, rate of flow and whether it flows at the same rate on either side when it flows around a bend. They record their findings, which become the focus of classroom discussion later. As part of their mapping skills, they study a local map of Heanor. They consider the features in greater depth than in Years 1 and 2 and link this with environmental issues. Pupils study all these aspects effectively and achieve appropriately for their ages.
106. The quality of teaching and learning is at least satisfactory. In the lesson observed, the teacher displayed secure subject knowledge and used this effectively to move the pupils forward carefully, building upon their previous knowledge and experience. This ensured that pupils' learning was not superficial and promoted the development of investigative skills. This was observed in Years 1 and 2, when considering the attractive and unattractive features of management, and in Year 5 pupils' work when studying a stream. Clearly probing questioning and high expectations in lessons have helped to raise standards in this area, as well as promoting proper moral and social development. Good support by classroom assistants enables all pupils, including those with special educational needs, to play a full part in lessons. The focus on inclusivity in the school ensures equality of opportunity for all pupils to participate and learn, ensuring worthwhile experiences for all pupils.
107. The co-ordinator has only recently been appointed to this post but already has a good grasp of what needs to be done to continue to raise standards in this area, as well as support and advise staff. Resources are satisfactory and are used significantly, particularly those of the local area, in order to deepen pupils' awareness of geographical features and their impact on the development of communities. Assessment is ongoing and each week's lesson is evaluated. This is used

effectively to inform the following week's planning. Overall, current evaluation and monitoring are satisfactory.

HISTORY

108. Standards have improved since the previous inspection, when they were judged to be close to the national expectations at both key stages. This situation remains the same at Year 2, although much more secure. Standards have improved by Year 6, where they are now judged to be above national expectations. Pupils in each year group have made good achievement.
109. By the age of seven, pupils consider how we used to live by comparing and contrasting aspects of 'yesteryear' with the present day, such as washing machines, classrooms, holidays, and how pupils dressed for school. They study famous people, such as Helen Keller. From these studies, they begin to develop a sense of chronology and how people of the past have influenced our present lives and how different inventions and improvements have made differences to the way we live now to days gone by.
110. In Years 3 and 4, pupils have a general overview of invaders with a dress focus on the Romans. They investigate how a locality has changed, such as Shipley Park. In Year 4, they study the ancient Greeks and their way of life, their location, their myths, their beliefs in different Gods, the factions between Sparta and Athens and the exploits of Theseus. The curriculum map identifies quite clearly what is to be taught and when. This increases pupils' knowledge and skills systematically and ensures their good progress in learning. Throughout the school, emphasis is paid to the use of primary and secondary evidence and use of this threads through the whole curriculum.
111. The quality of teaching and learning is good overall. It is satisfactory in Years 1 and 2 and good in Years 3 to 6, where it is effective and motivates and enthuses pupils. A good range of artefacts is used and this increases pupils' interest. Teachers display a good command of the subject through a mix of questioning, prompting and explaining. They are successful in teaching pupils to distinguish between fact and opinion; consequently, pupils research their evidence confidently. Objectives identified for lessons not only emphasise points to be made, but allow pupils to share in the ownership of the lesson. Good relationships allow for easy management, consequently, pupils enjoy their lessons; form good work habits and stay on task. This improves their rate of learning.
112. Leadership and management of the subject are good and effective in raising standards for the majority of pupils by the end of Year 6. The co-ordinator is enthusiastic about the subject. Resources are good and well organised and are supplemented by artefacts. The subject makes a good contribution to pupils' knowledge and understanding of their own culture. It is effective also in developing pupils' speaking and listening skills, and promotes their moral and social development. The school's fully inclusive philosophy ensures all pupils, including those with special educational needs, receive an effective historical education. Weekly evaluation takes place as part of the assessment programme, which is used well to inform future planning. Monitoring of planning is regular and effective. Monitoring of teaching, learning and standards is currently satisfactory overall.

INFORMATION AND COMMUNICATION TECHNOLOGY

113. Standards are close to nationally expected levels by the end of Years 2 and 6. Boys and girls of all abilities make satisfactory progress across the school. A contributory factor is the way that teachers reinforce the skills pupils acquire in the computer suite with paper and pencil activities in class. Current observations are that the school is resourceful and improving its planning for pupils to reach the high expectations now made of schools. The school has increased opportunities for

pupils in Year 6 with an effective link with one of the secondary schools, which contributes well to raising standards in this class.

114. By the end of Year 2, pupils use an appropriate paint program to create a border for a picture and combine mathematical shapes to generate imaginative pirates. They plan their designs in 'skill books' before using the computer, then amend them on screen if they are too complicated. They mix their pictures with text to write short descriptions about the pirates. They successfully use the keyboard to write their name and on-screen menus to change the type, size and colour of the font. In science, they use a CD-Rom to search for information about animals. The use of information handling is under-represented. In Year 1 pupils show good mouse control when measuring different lengths and improve their idea about estimating and how to measure more accurately. Pupils use an appropriate range of simulation software for science and mathematics, and of programs to direct a toy.
115. By the end of Year 6, most pupils show good skills in using and correcting information on a spreadsheet. All pupils log-on successfully and have very good recall of the meanings of specific related vocabulary. From their starting point, the achievement of most pupils is satisfactory because skills learned during the weekly visit to the computer suite at Aldercar are reinforced through discussion and recording in their skills book. They self-evaluate what they have achieved in formatting and changing cells and are beginning to highlight the information in tables to select an appropriate graph. Although they have acquired spreadsheet skills, the school provides insufficient opportunity for pupils to apply them in the context of their current science investigations to produce graphs of the information they collect for themselves. Their word processing skills are insufficiently used for them to improve their editing skills to improve their standards of spelling and punctuation. In Year 5, pupils are introduced to spreadsheets and they collect and enter information from surveys. Pupils in Year 4 have very good opportunities, since their class base is in the computer suite, but insufficient use is made of computers during literacy to improve pupils' writing skills. These pupils write news items, select and move text and explain how to use a 'spell check'. They use all of the computers to access websites and CD-Roms as part of lessons in science, which enhances their knowledge and understanding.
116. The lack of access to the computer suite, and to sufficient computers, has a strong impact in reducing the progress of pupils.
117. The quality of teaching and learning is good overall. Pupils' learning is satisfactory over time. Good teaching and learning took place when pupils had sufficient access to computers. Teachers have improved their subject expertise from the courses they have attended and are confident in teaching computer skills, but are not fully aware of how to include ICT in all subjects they teach. The part-time ICT technician gently and calmly provides clear instructions for groups of pupils, which extends their learning. A teaching assistant used a calm approach to engage the interest of a pupil with special educational needs, as in, for example, a picture and sound game which improved his ability to spell and recognise words. Where teaching is good, detailed instruction and support enabled pupils to make good progress. Insufficient opportunities are planned to identify how ICT will be used in subjects and in several lessons, opportunities were missed when computers were unused. Frequently, the computer suite is inaccessible because a class uses the room. Pupils share computers amicably and respond to the opportunities provided by usually showing very good attitudes and excitement that helps enhance pupils' spiritual development. They clearly enjoy the subject, and they are careful in their use of all forms of equipment, which includes tape recorders and a digital camera.
118. The school has an appropriate scheme of work, and the curriculum overview indicates that it has been carefully planned to include all aspects. The subject leader has only recently taken over the subject, but is keen and enthusiastic and has undertaken a range of professional development courses to support colleagues well when required. She does not yet have the opportunity to observe other lessons taking place although does collect samples of the work produced. The

after-school club for infant pupils provides good opportunities for extra ICT experiences, links with parents and for pupils' social development. The school makes effective use of expertise in two secondary schools to ensure that all equipment is running smoothly and for increasing learning opportunities for Year 6. Records are kept of the work that pupils have covered and teachers importantly record evaluations of lessons to set new work for pupils. Overall, assessment is satisfactory for ICT.

119. Skills in the use of ICT are developing adequately but opportunities for pupils to apply their skills are limited by insufficient access to computers. Class-based computers are generally put to sound use in fostering skills although in the cross-curricular use of ICT in all subjects, there is much room for improvement. The main problem is one of insufficient access and an inadequate number of computers. This limits the potential use of ICT to support learning, for example, in pupils' writing and applications for handling information in science. This is a main shortcoming.

MUSIC

120. Provision for music is satisfactory and standards are close to the expected national levels at the end of Year 2 and Year 6. Since the previous inspection, standards by Year 2 have been maintained. By Year 6, standards have lowered from the above expected standards at the 2000 inspection. This is due to the role of the music co-ordinator having changed during the most recent year, with the previous co-ordinator leaving for promotion. In addition, music has not been identified as a key priority in the school's development plan for 2001 to 2002 because the raising of standards in literacy, numeracy and science was of higher priority and essential. Despite these changes, pupils' learning of music is satisfactory overall, with strengths in rhythm work. There has been good use of specialist visiting music teachers for teaching the violin, keyboard, guitar and flute. The equality of access and opportunity for all pupils to experience a full range of enrichment through musical activities is good. Higher attaining pupils are well challenged through extra activities and talented pupils have many opportunities to perform solo or to lead in group work.
121. Pupils sing sweetly and confidently in an expanding repertoire with very good rhythm, clear entry to each phrase and satisfactory duration of notes. All pupils make appropriate use of dynamics in order to add texture to their singing together. Singing during observed collective worship was correctly pitched and reflected good musical memory of melody.
122. Rhythm work is successfully developed through all year groups, reflecting teachers' secure knowledge. Pupils perform competently together, maintaining a good ostinato pattern in groups. Pupils have alert awareness, when composing and performing, of how to achieve dynamic effects through high and low notes and by using rest bars effectively. Older pupils successfully compose their own rhythmic patterns and invent simple notation to help them sustain a correct rhythmic pattern when playing together. Violinists reach a good standard in playing traditional notation for the tunes: 'Ancient of Days' and 'March from Peasants' cantata. All are able to give a good staccato effect and their 'bowing' is appropriate for their age range.
123. Teaching is good overall. Occasionally, it is very good. Expertise amongst staff is effective overall. Teachers ensure that pupils have a wide experience of all the elements of the national Programme of Study for music, in performing, composing, listening and appraising, including singing. Teachers ensure that tasks match all pupils' needs closely. Lessons are thoroughly prepared and pupils' efforts receive good praise. Pupils are taught with patience and encouragement. Sensitive support ensures that all pupils, including those with special educational needs, gain confidence and make appropriate progress in their learning.
124. There is very good management of behaviour and time during music, so that pupils have a variety of interesting tasks, often work in smaller groups with extra adult support from teaching assistants, resulting in the maintaining of good concentration by pupils for longer periods. The impact of the

very good management of behaviour on pupils' attitudes and responses is very good. Pupils respond in an alert manner when music is relayed, and often the choice of music is appropriate for them. They show good self-control when handling instruments carefully and in returning them to their storage. Pupils are respectful of the performances of other pupils and of the teachers.

125. The current management of the subject is effective. The scheme of work is broad and balanced and the planning ensures clear progression of skills between year groups. The use of specialist visiting teachers is a significant factor in supporting higher attaining pupils and in extending the range of other pupils' experiences, as in, for example, when the group of violinists perform for the school during an assembly. There are good links with other primary schools for annual joint performances in the Derby Assembly Rooms. Each half-term, pupils' activities ensure performances for the parents and the community. Although the school does not have a member of staff able to accompany pupils using the piano, a visiting pianist helps at Christmas, summer and intervening performances. There are good links with Heanor Secondary School when Coppice Years 5 and 6 pupils visit there for musical activities and the visit is reciprocated. Pupils have sung at the Old People's Community Group during lunchtime, and this contributes to their personal development. Visitors to school have included a steel band and drummers.
126. Musical resources are very good and include a very good range of CDs and instruments which include those from other ethnic groups and cultures. All Christian festivals are augmented musically, as are school drama productions, and these offer pupils the opportunity to perform solo in front of a real audience as, for example, when pupils performed in a concert with a Caribbean theme. As a result, pupils' spiritual, moral, social and cultural development is enhanced.

PHYSICAL EDUCATION

127. Observations during the inspection indicate that the majority of pupils, including those with special educational needs attain standards that are in line for pupils in Year 2 and above those expected for pupils in Year 6. Standards have improved at both key stages since the previous inspection. All pupils are fully involved in physical education activities, and their progress in learning is good.
128. In Years 1 and 2, pupils work well, using gymnastics movements to warm up. They use space effectively and follow instructions carefully. They move around the hall on tiptoe, then using hands and feet, they move slowly then quickly and display movements which, although fluent, demonstrate an energetic approach to these challenges. In the main part of the lesson, they display different balances and begin to develop them into sequences. Pupils at this age set up apparatus carefully and safely, and they display sensibility and maturity. During the part of the lesson involving apparatus, pupils show their creativity moving along, up and down benches. They jump from the gymnastic benches, taking care to land safely and bend their knees. They sensibly evaluate the performance of others and applaud improved performance during the lesson.
129. In Years 3 and 4, pupils work effectively with partners to create paired sequences. All pupils are able to balance in a sequence of movements. In a games lesson in Years 5 and 6, pupils were involved in the acquisition of passing and catching a rugby ball. As the lesson progressed, pupils moved from static movements to gentle walking movements, which helped improve their skills. All pupils were enthusiastic and there was no difference in performance of boys and girls, or those with special educational needs. They used space well, although confined within a limited coned area. Pupils swim in Years 3, 4 and 5, and are given the opportunity for 'catch-up' if necessary in Year 6. Approximately 90 per cent of pupils succeed in the unaided 25 metres swim and some attain higher awards. Dance is an important part of the physical education programme throughout the year, and athletics are taught in the summer term.
130. Pupils throughout both key stages enjoy their physical activities, which serves not only to improve basic skills and teamwork, but also to assist in their social and moral development. Pupils have

positive attitudes to physical education. They accept responsibility in collecting and returning equipment. They display their knowledge and understanding of the rules of safety. Staff throughout the school dress appropriately for physical education lessons. They are good role models and pupils follow their example.

131. Teaching is good overall and has a strong impact on pupils' good learning. Teachers have high expectations of both behaviour and skills' development. Planning is good and pupils enjoy crisp, energetic and challenging lessons. The enthusiastic approach adopted by teachers has a positive effect on standards. Pupils of all abilities, including those with special educational needs, make good progress. The effective teaching pupils receive, and the positive attitudes adopted, encourage the enjoyment of physical activity and develop and promote confidence, self-esteem, competence in skills and pupils' effective management of their own good behaviour.
132. There is good co-ordination of the subject. The scheme of work is appropriate and assessment procedures are satisfactory overall. Monitoring is good. Resources are satisfactory overall.

RELIGIOUS EDUCATION

133. By the end of Years 2 and 6, pupils attain standards in religious education that are in line with those expected by the locally agreed syllabus. Progress in pupils' learning is good. Pupils have a secure understanding of Christianity and its impact. Their understanding is strongly reflected in the very charitable and caring attitudes which pupils show to each other. Pupils have a satisfactory knowledge of other world faiths in accordance with the Agreed Syllabus for Derby. Currently, the school is reviewing its provision for pupils in Years 3 to 6 in order to extend their knowledge of a range of traditions and beliefs.
134. Pupils at the beginning of the juniors clearly understand that they can pray to God at any time. From previous learning during the infant phase, they have good recall of specific Christian events and of the traditions and beliefs of the Hindu faith, and correctly identify places of worship in different faiths. Older juniors describe effectively the traditions of Hindu and Islam. As a result of the good support pupils with special educational needs receive from teachers and teaching assistants, they achieve in line with that of the rest of the boys and girls in each class.
135. Teaching is satisfactory overall, with one example of excellent teaching. Teaching successfully makes religion meaningful in the lives of the pupils. Teaching and learning in infant classes are enhanced by the effective involvement of the school community and of a visit to a Hindu temple. In a Year 1 lesson, teaching included a visitor 'Tawny Owl' and pupils enjoyed the variety of signs and symbols that illustrated different groups and activities in brownies and beavers. This helped pupils to reflect about how signs and symbols are signs of belonging and what symbols represent in Christianity. Generally, the work in pupils' workbooks for seven-year-olds does not indicate enough of pupils' learning linked to the agreed syllabus. Pupils in all classes draw up rules for behaviour and in Year 3 make a good link with the Ten Commandments presented to Moses. They write accurately about how God and Abraham had faith in each other. They recognise that people who follow the religion of Islam also follow rules to live by.
136. Inspiring teaching in a Year 4 lesson aroused a sense of great respect for Christian symbols of the cross and crucifix. Pupils asked questions which were handled sensitively. In total absorption and peaceful reflection, pupils drew individual interpretations of the beauty in the world that God promised Noah not to destroy. Pupils respond well by suggesting ways to care for their own environment, such as keeping it litter free and recycling. Pupils' attitudes are very good in each year group. An example of the high quality of pupils' attitudes was seen in extended writing on the computer by higher attainers in this year group, which referred to respect, love and courage as basic human needs. Pupils in Year 5 explore relationships and how they can offer the hand of friendship to those without friends. Teachers and pupils in Year 6 confidently share precious

moments. They use probing questions to which pupils' responses clearly indicate sensitivity to the natural world and recognition that nature consists of things humans cannot make.

137. The management and leadership of the subject are satisfactory. The school recognises that the subject has been on the 'back burner' since the school has had many priorities. Currently the subject leader has been in post for a short time and has already worked with the whole staff to move the aspect of subject knowledge of major world faiths and traditions further forward in line with the School Improvement Plan. Other aspects of religious education, as in, for example, extending understanding of the Christian faith, have made steady improvement. Overall, the subject has maintained the consistent standards found at the time of the previous inspection.