

INSPECTION REPORT

SANDIACRE CLOUDSIDE JUNIOR SCHOOL

Sandiacre, Nottingham.

LEA area: Derbyshire

Unique reference number: 112702

Headteacher: Mrs L Lastowiecki

Reporting inspector: Mr Sean O'Toole
20891

Dates of inspection: 3rd – 6th February 2003

Inspection number: 247260

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 – 11 years
Gender of pupils:	Mixed
School address:	Stanton Road Sandiacre Nottingham
Postcode:	NG10 5DE
Telephone number:	0115 9392263
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr M Waring
Date of previous inspection:	November 1997

7 INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
20891	Sean O'Toole	Registered inspector	English as an additional language; Information and communication technology (ICT); History.	The school's results and pupils' achievements; How well are pupils taught; How well is the school led and managed; What should the school do to improve further.
14178	Patricia Willman	Lay inspector	Educational inclusion.	Pupils' attitudes, values and personal development; How well does the school care for its pupils; How well does the school work in partnership with parents.
3692	David Hill	Team inspector	English; Geography.	How good are the curricular and other opportunities offered to pupils.
20911	Judith Dawson	Team inspector	Mathematics; Art and design; Religious education; Music.	
17454	Brian Aldridge	Team inspector	Special educational needs; Science; Design and technology; Physical education.	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Cloudside Junior School, a larger than average sized primary school, is located in Sandiacre. Most pupils come from the surrounding area which is below average socio-economically. A total of 333 pupils aged between seven and eleven attend the school with an almost equal number of boys and girls. Almost all pupils are from white UK heritage backgrounds. Five pupils have English as an additional language but none is at an early stage of English acquisition. There are 60 pupils eligible for free school meals (about average). Thirty-seven pupils have special educational needs (below average) and five have statements of special educational need (above average). Most pupils start school with well below average levels of attainment, which is much lower than at the time of the previous inspection. The school is involved in several local and national projects, including the National Project for Raising the Attainment of Pupils. There has been high turnover of teaching staff in the last two years. Since the previous inspection the number of pupils attending has risen by almost a fifth due to new housing developments.

HOW GOOD THE SCHOOL IS

This is a good school which is led very well by the headteacher and managed effectively. The teaching is mostly good and the pupils make good progress in most subjects. Standards in information and communication technology, geography, art and design and physical education are above average. The school provides good value for money.

What the school does well

- Pupils achieve well in information and communication technology, geography, art and design and physical education
- Progress and teaching in Year 6 are good
- Pupils behave well and have good attitudes and relationships
- The curriculum is interesting and the staff create good links between subjects
- In this caring school all are valued and there is good provision for pupils with special educational needs
- The headteacher provides very clear educational direction and leadership

What could be improved

- The standards attained in English and mathematics, particularly for the more able pupils
- The consistency of the quality of teaching and pupils' progress especially in Years 3 and 4
- The role of subject leaders in monitoring how effectively pupils learn

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in November 1997 and improvement in standards has been inconsistent and unsatisfactory until recently. The fall in standards coincided with the secondment to another school of the headteacher and a high turnover of staff. Since the headteacher's return this situation has been turned around and the school is now making good improvement. The school has successfully tackled the issues raised in the previous inspection and improved teaching, assessment and the curriculum. The governors have a much clearer view of school development and the school's plans for the future are well focused and comprehensive. Teaching and standards are improving through the school's involvement in a variety of projects and very good leadership by the headteacher. The school is in a secure position to build upon recent improvements.

STANDARDS

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

Performance in:	Compared with			
	all schools			*similar schools
	2000	2001	2002	2002
English	E	E*	D	C
Mathematics	E	E*	D	D
Science	D	E*	C	B

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

- These figures have been altered to account of high mobility and deprivation

Standards are not as high as those reported at the time of the previous inspection, partly due to a decline in pupils' levels of attainment on admission which is now well below average. Inspection evidence shows that, despite the recent improvement in standards, more needs to be done to improve pupils' performance in national tests in English and mathematics and to ensure consistency in progress between year groups. The recent overall improvement in average points scores is broadly in line with the national trend. The school has reversed the decline and inspection evidence indicates that standards in English, mathematics and science are rising but are still below average in English and mathematics and average in science in Year 6. The school has sharpened up its target setting; targets for next year are sufficiently challenging and the school is on course to achieve them. Boys and girls achieve at similar levels.

Pupils' progress is variable; it is good in Years 5 and 6 and satisfactory in Years 3 and 4. The pupils achieve well in several subjects and standards are above average in information and communication technology, art and design, physical education and geography. Standards in religious education, music, design and technology and history are average. Pupils generally achieve well and are most successful in practical subjects and those which rely less on the use of literacy skills. Pupils with special educational needs make very good progress because of the well-focused support which helps them to achieve the targets in their individual education plans. More able pupils are not always challenged sufficiently but the school makes good provision for those who have particular gifts in art and music.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are positive and well motivated and show much enjoyment of practical work.
Behaviour, in and out of classrooms	Good. The pupils have a clear understanding of right and wrong; they are thoughtful and considerate. There has been one exclusion.
Personal development and relationships	Good. Pupils get on well together and form firm friendships. They enjoy taking responsibility such as helping to prepare for assemblies.
Attendance	Satisfactory. Attendance is in line with the national average.

TEACHING AND LEARNING

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

Most of the teaching is good, has a beneficial impact on learning and meets the needs of most pupils. There is some excellent teaching of science and art and design which enthuses the pupils and very effective teaching of ICT and swimming helps pupils to make very good progress. The teaching of pupils with special educational needs is very good and support staff make a valuable contribution to their progress. Teaching is at its best in Year 6 and one class in Year 3 because of high expectations and the setting of challenging work. Throughout the school, teachers plan lessons well and have good subject knowledge of most subjects. The teaching of English is satisfactory overall and the school's recent involvement in the raising attainment project has brought a good focus on developing literacy skills. The teaching of mathematics and science is mostly good. Basic skills are developed consistently but teachers do not always insist that pupils present their work using neat and joined handwriting.

Teachers and support staff have good relationships with the pupils and encourage good behaviour through praise and reward. Although the pupils' work is corrected not all teachers follow the school's guidance on marking and this means that insufficient guidance is given to pupils on how they might improve. Lessons with older pupils usually have good pace and the pupils work hard. Pupils are good learners and work hard; they take a keen interest in practical activities. In some lessons the pace is too slow and some of the tasks are at a low level and require limited response from the pupils, which results in insufficient challenge particularly for the more able. The open plan classrooms make teaching and learning difficult in some lessons.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. There are good links between subjects which promote pupils' interest and enthusiasm in learning. Very good provision is made for musical instrument tuition.
Provision for pupils with special educational needs	Good. Individual education plans are sharply focused, used to plan work and monitored effectively.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Pupils are prepared well for life in a culturally diverse society and to appreciate others' beliefs and traditions. The staff emphasise personal responsibility and this promotes good moral and social values. Assemblies are used well to enhance the pupils' spiritual awareness.
How well the school cares for its pupils	Good. There are very good procedures for child protection and the staff work hard to meet individual needs. Assessment procedures are good and used satisfactorily to plan work.

The school has a good relationship with parents and most contribute well to supporting the school and their children's education.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher provides firm leadership and focused direction. Several subject leaders are new to their role and are beginning to have a good impact on raising standards although more remains to be done.
How well the governors fulfil their responsibilities	Effectively. The governors show good interest in and support for the school. They are involved well in development planning.
The school's evaluation of its performance	Good. The school has rigorously identified weaknesses in performance and appointed new staff and established effective ways, including involvement in a national project, to raise attainment. The headteacher monitors and tracks pupils' performance through effective data analysis.
The strategic use of resources	Good. Suitable account is taken of best value when purchasing supplies and services. There are good financial controls and careful budgeting linked to the school's priorities.

The school has an adequate number of teachers and the support staff make a very positive contribution to learning. Resources are satisfactory and good for ICT but the library is inadequate. The open-plan classrooms have a detrimental effect on some aspects of learning.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children enjoy school • The teaching is good and the children are encouraged to work hard • The headteacher leads the school effectively • The headteacher and staff are approachable and take account of suggestions 	<ul style="list-style-type: none"> • Better communication about their children's progress and events in school • Consistency in providing homework

The inspection team agrees with parents' positive views. The school provides good information about progress and the provision of homework is satisfactory.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS

The school's results and pupils' achievements

1. Following the previous inspection the pupils' performance in national test results declined but they are now rising. The school has reversed the declining trend in attainment which reached a low point in the tests in 2001 when standards in English, mathematics and science were among the lowest five per cent of schools. In last year's tests (2002) pupils' performance improved but standards in English and mathematics were below average and average in science. When compared to schools with similar intakes standards were well below average in mathematics, below average in English and average in science. The level of the test results reflects the influence of a range of factors identified in the table below. The substantial proportion of pupils who join and leave the school at times other than the usual admissions time influences calculations about the progress pupils make. Over a third of pupils in the 2002 Year 6 cohort joined the school in Years 5 and 6, the majority of whom had low attainment on admission. Thirty-five per cent of the new entrants had special educational needs. When the test figures are adjusted to take account of these factors and social deprivation, standards were average in English, above average in science and below average in mathematics. Comparisons of the performance of pupils at the end of Year 6 with their achievements in national tests when they were in Year 2 show that the majority make good progress in English and science, and at least satisfactory progress in mathematics. Until recently the rate of pupils' progress has been uneven and unsatisfactory in English and mathematics but new initiatives are beginning to have an impact. When the test results are adjusted to take account of these factors and social deprivation, standards were average in English, above average in science and below average in mathematics. Comparisons of the performance of pupils at the end of Year 6 with their achievements in national tests when they were in Year 2 show that the majority make good progress in English and science, and at least satisfactory progress in mathematics.
2. There are variations from year to year in the pupils' levels of attainment on admission to the school. The current Year 5 started school with above average attainment and are doing well, being on course to attain above average standards by the time they leave the school. The current Years 3 and 6 had well below average skills, knowledge and understanding on admission and Year 4 were below average. Overall, pupils achieve well given their low attainment on admission to the school. One of the main reasons for their success is the challenging teaching in Year 6.
3. A particular factor in raising pupils' achievement has been the strength of the leadership of the headteacher who shows a strong commitment to ensuring that all pupils, regardless of their personal circumstances achieve as well as possible. The rigorous tracking, monitoring and evaluation procedures are used well to set challenging targets and to raise the expectations of the teachers. This was seen to influence good improvement in the performance of pupils in the 2002 tests. Original targets for their performance were too low and on her return to the school the headteacher immediately reviewed the evidence and raised the targets which the pupils achieved. The school sets challenging targets in English, mathematics and science and takes account of previous learning so that the targets for 2004 are much higher, reflecting the pupils' ability.

4. A range of factors has had a significant impact on the school's results since the last inspection.

External influences	Those within the school's power to influence
<ul style="list-style-type: none"> • Attainment on admission is lower than at the time of the previous inspection • Socio-economic circumstances are less favourable than previously reported • There has been significant staff turnover and levels of pupils mobility are above average • The school was affected by a flood and resources were lost 	<p><u>Strengths</u></p> <ul style="list-style-type: none"> • Involvement in the project for Raising the Attainment of Pupils • Improved target setting • Determined leadership by the headteacher <p><u>Weaknesses</u></p> <ul style="list-style-type: none"> • Some subject leaders do not monitor pupils' learning rigorously enough • A few teachers disregard some aspects of school policy

5. Inspection evidence shows that standards in Year 6 in English are higher than those recorded in the last set of test results but standards are below average. The school has maintained average standards in science and standards have remained below average in mathematics. The determined leadership of the headteacher and recent appointments of senior staff have created renewed vigour and challenge in the teaching and this is having a beneficial impact on learning. However, there is still some inconsistency in the teaching in Years 3 and 4.

6. Comparisons between the performance of boys and girls showed no significant difference during the inspection; in some lessons the work is matched very carefully to the interests of boys and this helps them to learn effectively. The progress of more able pupils is too variable; in Years 5 and 6 they generally make good progress but the work set in Years 3 and 4 is sometimes too simple and this leads to insufficient progress by these pupils. The school takes good account of pupils who are gifted and talented in music and art and the pupils make good progress in these subjects.

Standards in the work seen in English, mathematics and science.
<ul style="list-style-type: none"> • Standards are below average in English and pupils' speaking and listening skills are below average (speaking and listening skills are affected by the open-plan classrooms which hamper opportunities for discussion and debate) • Pupils read accurately and fluently for a wide variety of texts and standards are close to average • Writing skills are improving, but progress in handwriting is unsatisfactory in Years 3 and 4 as teachers' expectations are not high enough • Standards in mathematics are below average overall but pupils have average skills in data handling and knowledge of shape, space and measures. There are weaknesses in number and in using applying mathematics in problem-solving • Pupils attain average standards in science in all aspects of the subject but progress is inconsistent in Years 3 and 4 in making choices and decisions when designing experiments and investigations • Progress in Years 3 and 4 is satisfactory overall but could be better with greater consistency between classes and subjects

Standards achieved and progress in other subjects		
Subjects	Attainment	Progress
Art	Above average	Good
Design and technology	Average	Satisfactory
Geography	Above average	Good
History	Average	Satisfactory
Music	Average	Good
Physical education	Above average	Good
ICT	Above average	Very good
Religious education	Average	Good

7. Achievements in swimming, instrumental playing, painting and drawing are particular strengths because of very effective teaching and the pupils' enjoyment of practical work. Discussions with pupils showed that they had a good knowledge of several historical periods because of the interesting and exciting ways in which the past is brought to life through special visits and visitors. In geography, the pupils develop a good understanding of lifestyles in different parts of the world. Pupils' make good use of their computer skills to support their work in other subjects and this is particularly successful in the links made between mathematics and ICT. Overall, pupils make satisfactory use of literacy and numeracy skills in the other subjects. Some teachers encourage varied writing in subjects such as history and religious education and the pupils respond well to recording their ideas.
8. Pupils with special educational needs make very good progress.

Strengths of achievement
<ul style="list-style-type: none"> • In reading and spelling, most pupils with special educational needs make the same rate of progress expected of average pupils • Because pupils are included in the entire curriculum they gain in confidence and rates of achievement increase • Pupils learn the basic spelling sounds of English and this helps them read and write • As parents show good support for their children by helping with reading diaries and teachers help pupils choose suitable books, they enjoy reading and make very good progress • Basic number rules are learned well • Small group work helps pupils with statements of special educational needs to learn effectively. They are given very close attention and they make very good progress. This was the case in a handwriting lesson when pupils have great difficulty in controlling hand movements looked back at their work. They could see how well they were doing by comparing recent work to earlier handwriting. Their leaps in confidence helped them to feel assured about their work and how well they were doing compared to other people in their class.
Areas for development
<ul style="list-style-type: none"> • In a small number of classes pupils with special educational needs need to be helped more to make progress. In the successful classes pupils are given simple resources so they can concentrate on thinking about the problems rather than how to set out their work

Pupils' attitudes, values and personal development

9. Pupils respond well to the good spiritual, moral, social and cultural values promoted by the school. They comment that all staff are consistently fair in their approach to rewarding hard work and good behaviour and that this motivates them to try harder. As a result, the school is a happy and cohesive community in which pupils and staff respect and care for each other. The good quality of this aspect of the school's work has been maintained well since the last inspection. The majority of parents who expressed a view prior to and during the inspection agree that their children like coming to school. Pupils behave well and bullying is rare. One pupil was excluded for half a day last term for aggressive behaviour towards other pupils.

The contribution made by pupils.	How the school promotes success.
<ul style="list-style-type: none"> • Pupils say they enjoy school life • Most pupils work hard in their lessons and want to do well. They particularly enjoy the practical aspects of their lessons in art and design, science, swimming and their work in the new computer suite • They take part in the good range of after school clubs with interest and enthusiasm • Standards of behaviour are generally good and often very good especially when lessons are particularly interesting and challenging • Behaviour in assemblies is excellent • Pupils with special educational needs work hard in lessons and behave well • Pupils are proud when their good or improved behaviour is rewarded • Most pupils are polite and helpful to each other, to their teachers and to visitors • They love swimming lessons, changing quickly in order to have the maximum time in the pool • They tidy up carefully and take care of the school's resources and each other's belongings 	<ul style="list-style-type: none"> • Staff provide a very good level of pastoral care for each individual pupil and this makes them feel safe and valued • Teachers expect pupils to work hard in their lessons and often make learning fun • The school provides a good range of extra-curricular activities • Staff encourage pupils to behave well by the consistent, kind and firm application of the school's procedures • The rewards systems are very effective in motivating pupils to try hard and behave well • Staff treat each other and pupils with courtesy and respect and are good role models

10. Pupils' personal development is good and there are good relationships between staff and pupils.

The contribution made by pupils.	How the staff promote success.
<ul style="list-style-type: none"> • Pupils take care of each other and show concern if a friend is hurt or unhappy • Pupils comment that there are disputes on the playground from time to time, but they trust the school to deal with this effectively and have no serious concerns about bullying • Pupils say that they like and trust their teachers and other adults who work with them • They have a good understanding of how what they do or say may make others unhappy • Most pupils are tolerant of differences and aware of the needs of those less fortunate than themselves • They take pride in their own and other's achievements, applauding generously in assemblies to show their approval • They often work constructively together in groups and pairs, listening to each other's ideas and improving their work as a result • Many pupils take part in discussions, showing good levels of insight and empathy learning that, although they may not agree, other viewpoints can be valid • Pupils carry out their class jobs sensibly and are keen to be given responsibility 	<ul style="list-style-type: none"> • Staff consistently encourage and praise pupils for showing kind and caring attitudes towards each other • Incidents of conflict are dealt with consistently and most parents consider that the school deals effectively with any bullying or unkind behaviour • Boys and girls are encouraged to work constructively together and to respect each other's ideas • Staff set a good example in the way that they value and respect each individual • In some lessons pupils have the opportunity to investigate and evaluate other people's lifestyles and beliefs • Pupils are encouraged to take part in charitable fund-raising activities
Area for Development	
<ul style="list-style-type: none"> • Because there are too few opportunities for pupils to become involved in decision making in the school, their initiative and independence are not as well developed as they could be 	

11. Pupils with special educational needs make good gains in their personal, social and emotional development and have positive attitudes to school.

How the staff promote success.	The contribution made by pupils.
<ul style="list-style-type: none"> • Teachers use lots of encouragement • There is firm guidance about how to behave • Teachers and support workers are enthusiastic • There are good opportunities for pupils to work together 	<ul style="list-style-type: none"> • Pupils react well to praise and want to work hard to please their teachers and support workers • Pupils with emotional, social and behavioural difficulties understand how they should behave and work well in classes • Pupils concentrate well on their work and they work well together • Pupils work well together in small groups. They cooperate well and help each other

12. Pupils are very friendly and helpful individuals. They are keen to talk about their lives at school and many are able to express their opinions clearly and sensibly. Those pupils who have been involved in the Circle of Friends explain how a supportive network of friends has helped some pupils who have been having a difficult time in school, to settle and improve their work or behaviour. Many pupils are keen to participate in discussions and contribute sensibly and thoughtfully. In a Year 6 religious education lesson, for example, debating whether God exists or not, pupils presented their arguments and listened to each other's viewpoints quietly.
13. Attendance is satisfactory.

- The level of attendance and unauthorised absence in the school has been consistently similar to that found in most junior schools for the last three years
- Most pupils are punctual and lessons start promptly
- A small number of parents take their children on holiday during term time in excess of the concessionary ten days

HOW WELL ARE PUPILS OR STUDENTS TAUGHT

14. The quality of teaching is mostly good but there are some inconsistencies between classes and year groups. The best teaching, in the lessons seen, was in Year 6 and in one class in Year 3. Analysis of pupils' work shows that teaching is most consistent in Year 6 where good attention is given to matching work to the needs of different abilities and marking is used well to guide pupils on how they might improve. Pupils with special educational needs are taught well and when support assistants are involved the teaching of these pupils is very good. Teaching mostly meets the needs of the different pupils although in Years 3 and 4 the more able are not sufficiently challenged in some lessons. When planning lessons teachers often take account of the differing needs of boys and girls and this helps to motivate both groups of pupils.
15. The provision for pupils with special needs is good and they are taught well.

Particular successes in the teaching of pupils with special educational needs
<ul style="list-style-type: none"> • Most teachers, under the guidance of the special educational needs coordinator, write very clear targets for pupils to achieve • The good support pupils receive helps them reach their targets in good time • Learning support assistants are skilled when helping pupils learn basic spelling, reading, handwriting and number • Because learning support assistants keep good quality records of pupils' progress against their individual targets, teachers know what pupils should do next to increase learning • The teaching in the lower sets of each year group in English and mathematics is often good and at times very good
Areas for development
<ul style="list-style-type: none"> • When preparing lessons some teachers do not refer to pupils' targets

16. There is a good training programme for teachers and support staff and this has had a good impact on improving the quality of teaching and teachers' subject knowledge. Teachers mostly have secure subject knowledge and are particularly skilful in using ICT to support learning. The quality of teaching varies between year groups and this is most apparent in English and mathematics where lessons varied between satisfactory and excellent. Overall the teaching of English is satisfactory although

analysis of pupils' work shows that in the past there have been too many inconsistencies. Mathematics and science are taught well and teachers use their good subject knowledge to plan interesting work. Staff make suitable use of the National Numeracy Strategy to plan lessons. Literacy and numeracy skills are developed satisfactorily in other subjects, although in Years 3 to 4 the teachers do not insist that pupils apply their handwriting well in their work in a range of subjects. Practical subjects such as art and design, geography, physical education and information and communication technology are taught well and the staff benefit much from good guidance in these subjects. There is some excellent teaching of art and design in Year 3. There are good aspects to the teaching in other subjects for example, the use of visits in history, the consistent development of techniques in design and technology and opportunities for pupils to think through ideas in religious education.

17. Although there is good teaching in all year groups, it is at its best in Year 6 and these pupils make good progress. There is some uneven progress in Years 3 and 4 and this is particularly noticeable in the pupils' work which shows that not all teachers follow the school's guidance on marking and presentation and, as a result, pupils are not always sure about what to do to improve. In some lessons the pace is too slow and not enough is expected of the pupils. For example, in some history lessons the pupils were required to fill in the missing words in a passage and the activity provided insufficient challenge. Although the teachers usually plan at least three activities in each lesson, the activities are not always demanding enough and there is a tendency to rely on simple worksheets which do little to extend pupils' thinking and research skills. In general, the organisation of pupils by ability into sets for English and mathematics works satisfactorily but the more able pupils in each set are not always challenged sufficiently.
18. There are several positive aspects of teaching which are common throughout the school.

The qualities of teaching that lead to pupils learning effectively	
<ul style="list-style-type: none"> • At the start of most lessons, objectives are made clear to the pupils • The staff have good relationships with the pupils and manage behaviour effectively • Teachers involve the pupils well in practical work and encourage the use of computers • The support staff are particularly effective and contribute much to the learning by working alongside pupils with special educational needs and in lessons in the computer suite • Visiting staff, who teach music, inspire the pupils to work hard and practise regularly • Teachers have improved their skills in teaching English and mathematics through their involvement in the Raising Attainment of Pupils project 	<ul style="list-style-type: none"> • Pupils get off to a good start in lessons because they are clear about what is expected of them • The pupils show respect for their teachers and listen carefully in most lessons • Pupils focus effectively on practical tasks and are keen to improve their skills such as in making moving models in design and technology • Pupils benefit from working in small groups with adults who carefully explain what is expected and they grow in confidence in contributing to lessons • The pupils apply themselves well, are keen to improve and refine their skills and share their talents with others • The rate of pupils' progress has improved and pupils now benefit from more consistent teaching of literacy and numeracy skills which they are beginning to use in other subjects

<ul style="list-style-type: none"> • Teachers in Year 6 insist on good presentation and well planned work • Although the school has limited resources teachers make good use of them in lessons such as history and religious education • Swimming is taught very well 	<ul style="list-style-type: none"> • Year 6 pupils have positive attitudes to learning and work hard • Pupils enjoy finding out through practical work and this aids their understanding of new ideas • Pupils achieve well in swimming and show much enthusiasm for improving and refining their techniques
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19. There are some areas for development in teaching particularly in Years 3 and 4.

Areas to develop	How this affects learning
Teachers do not extend pupils' subject vocabulary enough and insist on good presentation and handwriting	Pupils do not show enough pride in their work and their writing is hampered by limited vocabulary
The pace of some lessons is pedestrian and pupils are not expected to produce enough work of good quality	Some pupils become bored and work slowly
Teachers do not place sufficient demands on the pupils and set challenging tasks for the different groups within the classes	Pupils do not produce good quantities of well-written work
Some marking is cursory and gives insufficient guidance and challenge to the pupils	Pupils are unsure about what to do to improve and build on their previous learning

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

20. The quality and range of learning opportunities are good, and have improved since the previous inspection. Statutory requirements are met in all subjects and requirements of the locally agreed syllabus for religious education are fully met. The statutory curriculum is enhanced by the provision of a clearly structured personal and social education programme, which is developing well, although drugs education does not feature sufficiently. The school is aware of the need for equal opportunities to be provided for all and successfully strives to be fully inclusive.

21. Suitable schemes of work for all subjects effectively give staff guidance on provision, ensuring pupils make progress in the acquisition of knowledge and skills. The literacy and numeracy strategies have been carefully implemented, although there is a lack of enthusiasm by some staff for the literacy programme. English and mathematics are being enhanced by inclusion in the Raising Attainment of Pupils project (RAP). Pupils' individual targets help them to have self-knowledge of their own learning. There is little discrepancy in the allocation of time to each subject, but the organisation of time set aside for geography and history means that there are long periods, up to two terms, when one or the other is not studied. This results in excessive time being spent on recapping of skills learnt. Curriculum coverage is enhanced in Years 5 and 6 by the timing of the school day. This allows for extended learning opportunities with three curriculum periods in the morning. Time is also set aside for cross-curricular

extended writing in the afternoon and it is having a beneficial effect on raising standards in English in Year 6.

22. The use of English and mathematics in other subject is developing, although certain skills need further development, for example debate, which could add, for example, to religious education and history lessons.
23. In English and mathematics, pupils are taught in ability sets. Within each set there are further sub-sets designed to provide all pupils with appropriate work. Groups with the lowest ability pupils are smaller. Parents feel the system works well for higher attaining pupils but not for the rest. Inspection evidence suggests that higher achieving pupils are not given sufficiently challenging tasks, while the lower achievers make satisfactory progress.

What the school needs to do to improve the curriculum
<ul style="list-style-type: none">• Examine ways in which the school timetable can be adjusted to make more efficient use of time, especially in Years 3 and 4• Ensure consistency in teaching methods and approaches, in marking and in expectations of work to be covered and skills to be learnt• Make available opportunities to use and apply English skills across the curriculum, especially to develop speaking and listening skills

24. Throughout the school, standards are beginning to improve and pupils are making good progress from the low baseline when they enter the school. Progress is due to teaching being more informed by clear schemes of work and a shared commitment to improve and succeed in meeting the school's targets. Provision for art and design, physical education and ICT is good. Use of ICT across the curriculum is strong, especially in mathematics.

Other aspects of the curriculum which enrich pupils' experiences
<ul style="list-style-type: none">• Involvement in the Raising Attainment of Pupils (RAP) project is aiding consistency of provision and monitoring of work• There is a good range of extra-curricular activities, which successfully promotes pupils' interest in drama, music and sport and in moral and religious education; the curriculum is enhanced by a range of visiting speakers, visits made outside the school and extra-curricular activities; pupils particularly enjoy their residential weekend in Derbyshire• The school successfully participates in national campaigns, for example to promote rail safety. The curriculum is enhanced by visits and visitors to the school• There are good links with the community and other local schools. Pupils gain a good understanding of their locality and aspects of citizenship

25. The curricular provision for pupils with special needs is good.

Particular successes in the provision for pupils with special educational needs
<ul style="list-style-type: none"> • The organisation of sets in English and mathematics helps pupils with special educational needs and those who need support in their learning make at least good rates of progress • The strategies for literacy and numeracy are applied well for pupils with special educational needs, notably within the lowest set in each year group • The school includes pupils with special educational needs very well; this is particularly the case for those pupils who experience physical difficulties. Success in physical education generally, swimming in particular, and activities such as handwriting show the careful planning and support required by these pupils to ensure they make very good rates of progress • The mixture of class based, small group and individual work with learning support assistants benefits pupils by providing a mixture of close supervision as well as opportunities for pupils with special educational needs to work alongside their peers

26. The provision for personal, social and health education is good; an appropriate scheme promotes it well throughout the school. Although pupils are allocated responsibilities through the system of monitors there are few planned opportunities for pupils to show initiative and to influence the life of the school, through, for example, a school council.

Other aspects of the curriculum
<ul style="list-style-type: none"> • Links with the community are good and include visits to many places of interest in support of the curriculum; pupils participate in community activities and members of the community contribute well to the life of the school • The school benefits from the support of several local and national businesses who sponsor sports kit and provide raffle prizes; a local civil engineering company contributed expertise and materials towards the floor sculpture commemorating the Millennium • There are good links with the local secondary school to which pupils transfer which promote a smooth transition for the pupils at the age of eleven
Areas for development
<ul style="list-style-type: none"> • Consider the introduction of age appropriate drugs education to ensure that older pupils are equipped with the knowledge and strategies to deal with situations that may arise in the future • Improve the links with the infant school

27. The school makes good provision for the spiritual, moral social and cultural development. There has been an improvement in the provision for pupils' cultural development since the last inspection when there was a weakness in the provision for multi-cultural development. There is good provision for art and design and this makes a significant contribution to the pupils' cultural development.

Successes in spiritual, moral, social and cultural development

- Teachers plan opportunities for pupils to reflect on their own beliefs and responses to what they experience across the curriculum
- Pupils study the images of God by a range of artists, for example, and discuss the feelings of the early Christians fleeing from the Romans
- The quality of the art displays and the respect the teachers have for their pupils' efforts promote self-esteem and a sense of personal worth
- Teachers consistently remind pupils of the rights of all to be heard and that all pupils' opinions are relevant and should be valued
- The good links between the subjects enable pupils to make connections between their learning and to begin to question why and how things outside their own experiences happen
- The school code of conduct is displayed in all classrooms and public areas
- Issues of right and wrong are discussed and pupils are taught about the moral codes of other cultures within religious education and history
- Pupils' cultural development is promoted well across the curriculum and there are good systems for linking cultural development through history and geography
- Pupils' artwork is relevant to their studies of ancient civilizations or religious education themes
- Some pupils have opportunities to perform to a good standard through instrumental music
- There are good opportunities for pupils to experience other cultures through visits and visitors to school, for example, a Caribbean poet, a Sikh relative of a pupil and the Key Strings music workshop

28. The school plans for pupils spiritual, moral, social and cultural development within each area of the curriculum and the teachers understand the importance of this aspect of pupils' learning. As a result, pupils' attitudes, values and relationships are good. Opportunities for pupils to develop independence, initiative and personal responsibility are less well developed and this has an impact across the curriculum. Pupils' skills in expressing their feelings, both informally and through debate and reasoned argument are not developed sufficiently. There are too few opportunities for pupils to apply their mathematical skills, to investigate mathematical patterns or to solve problems based on their own enquiries.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS

29. Pupils are very well cared for at this school. The staff and governors have a strong commitment to ensure their welfare and the overall quality of care is better now than at the time of the last inspection.

Strengths in the provision
<ul style="list-style-type: none">• Very good formal and informal procedures ensure that the school is a safe and healthy environment and that pupils are well cared for• The statutory requirement for risk assessment is fully met• The member of staff with responsibility for pupils' pastoral welfare is very effective in providing a high quality of care for individual pupils• Provision for first aid is very good and pupils are supervised very well during the mid-day break• The school follows recognised guidelines for child protection and staff have a good awareness of this aspect of care• Pupils learn about personal safety and hygiene through their personal, social and health education lessons as well as in science, design and technology and physical education.• Representatives from the emergency services visit the school to teach pupils about road safety and to provide strategies for how to keep themselves safe• Pupil taught how to use resources safely• The school is clean, warm and welcoming

30. The school monitors and supports pupils' behaviour, personal, social and emotional development effectively and provides a good level of personal support and guidance. There are good relationships between pupils and their teachers promoting constructive communication.

Strengths in the provision
<ul style="list-style-type: none">• Systems for monitoring attendance and following-up absence are good• Registration complies with legal requirements• The school ensures that parents understand the importance of regular attendance and the majority notify the school promptly of the reasons for absence• There are good systems for monitoring and promoting good behaviour which are understood and respected by pupils• Bullying, racism or any other form of anti-social behaviour are not tolerated and the school has good procedures to deal effectively with any such incidents; if appropriate, parents and outside agencies are involved in modifying any persistent behaviour problems• The programme for personal, social, health and citizenship education monitors pupils' personal development as they move through the school; both formal and informal recording of progress and reporting to parents provides an on-going record of pupils' development
Area for development
<ul style="list-style-type: none">• Improve attendance further by introducing systems to encourage some pupils to attend more regularly

31. A particular strength in the school's provision of personal support and guidance for pupils is the consistency with which all members of staff apply the procedures. Pupils say that all staff are very fair and they clearly understand the need for discipline in classes and around the school. Several pupils comment that behaviour at playtimes has improved since the staggering of the school day which has reduced congestion on the playground and in the dining hall.

32. Care for pupils with special educational needs, including those with statements, is generally good.

Strengths in the provision
<ul style="list-style-type: none"> • The early identification and assessment of pupils' needs ensures teachers and support assistants have a keen insight into what needs to be improved • Learning support assistants and most teachers keep regular records of pupils' progress • The work of learning support assistants is very good and successful in meeting pupils' needs in class groups, small groups and when pupils are working individually • The support for pupils with statements of special educational needs is very good and helps these pupils make very good progress
Areas for development
<ul style="list-style-type: none"> • A small number of teachers do not keep up-to-date with reviewing pupils' progress and writing subsequent targets in individual education plans

33. The school has good procedures to keep track of pupils' progress and attainment and all staff are involved in assessment. Satisfactory use is made of the information to plan work although in some classes the needs of the more able are not always identified.

Assessment and its use
<ul style="list-style-type: none"> • The school regularly and frequently collects information about how well pupils are doing • This information is analysed carefully and having identified common mistakes the headteacher makes sure that these weaknesses are dealt with • This analysis and the feedback to teachers help them identify which learning opportunities to improve • Teacher assessments are generally accurate • Subject leaders frequently check on the progress made in English, mathematics and science; they analyse pupils' test papers and identify errors
Areas for development
<ul style="list-style-type: none"> • Links between assessments and each pupil's individual targets are not sufficiently strong which means that at times pupils' targets are not sufficiently challenging, particularly for high attaining pupils

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS

34. The school has a good relationship with most parents and the quality of this partnership has been maintained well since the last inspection. Those parents who expressed a view prior to and during the inspection are pleased with most aspects of school life. They support the values promoted by the school and most would feel confident in approaching the school if they had a concern. They consider that their children are happy and that the school takes good care of them. They are pleased with the good standards of behaviour in the school. A few parents expressed a concern about the amount of homework their children are asked to do. Inspection evidence shows that, although there are inconsistencies between classes, the overall provision of homework is satisfactory and similar to that provided in most schools.

35. The school involves parents who have children with special educational needs effectively. The school helps parents to understand what they have to do at home to help their children make progress.

How the school promotes effective links	How this impacts on parental involvement
<ul style="list-style-type: none"> • The quality of the information provided for parents about the school is comprehensive and practical • There are good induction procedures for parents and children joining Year 3 classes • The pupils' annual progress reports are good; they give parents details of test results which provide a clear indication of how well the child is doing. The text, however, is variable and does not always focus sufficiently on individual weaknesses and targets for improvement are not used consistently. • Consultation evenings are well attended and provide good information for parents about their children's strengths and weaknesses • Teachers are available by appointment at other times should parents wish for more information or have a concern about the progress or welfare of their child • Homework journals provide a good channel of communication between teachers and parents • Regular, numbered newsletters are provided and curriculum information is sent to parents each term • Parents are encouraged to help in school and this help is valued by staff • Parents have been consulted about issues in the school through questionnaires 	<ul style="list-style-type: none"> • New parents have a clear idea about the school's procedures and how their children will be taught • Parents of new Year 3 pupils have good access to classrooms each morning and can help their children to settle into their new school • The annual reports give parents a clear idea of how well their children have done during the year • Consultation evenings provide a good opportunity for parents and teachers to get to know each other and to help parents to understand how they can support the work of the school • Most parents help and encourage their children with their homework • A few parents help in classes and several support the curricular and educational visits • Many parents support the functions organised by the newly reformed Support Group • Most parents attend school performances and sports days • Parent governors play a full part in the decision making process of the governing body
Area for development	
<ul style="list-style-type: none"> • Provide more opportunities for informal contact between parents and teachers at the beginning and end of the day 	

36. The school recognises the positive impact that parental involvement has on the progress that the children make and on the life of the school. Whilst most parents send their children to school regularly and on time, there is a small minority who take their children on holiday more than once in the school year, sometimes during the standard assessment tests. Parents were involved in the design of the unusual floor sculpture at the entrance to the school and the work of the Parent Support Group committee is promoting informal contact between parents and staff.

HOW WELL IS THE SCHOOL LED AND MANAGED

37. The headteacher has very good leadership skills and has had a significant impact on raising standards, she is supported well by the acting deputy headteacher. Overall leadership and management are good but the role of some subject leaders is underdeveloped and inconsistent, particularly in monitoring how effectively pupils' learn. The governors make a good contribution in supporting the school. The school has made good improvement in raising standards in the last year but more remains to be done to ensure consistency in progress in all year groups. Since the previous inspection the school has tackled the issues raised and brought good improvement to the curriculum, assessment, involvement of governors and the quality of teaching. The school has limited funds for educating the pupils when compared with the national average. Given the pupils' low attainment on admission to the school, their below average socio-economic circumstances and the improved rate of progress, together with rising standards, the school provides good value for money.
38. The headteacher has high expectations and through recent appointments of senior staff is making good headway in bringing consistency and improvement in performance of pupils and staff.

Strengths of the school's leadership	The impact on school improvement
<ul style="list-style-type: none"> • The headteacher makes good use of assessment information to set targets for performance in national tests and to raise the expectations of teachers • There is effective delegation of responsibilities for English and mathematics and good involvement in the Raising Attainment of Pupils Project • There has been good training and development of support staff • The school improvement plan is well focused and has sharply defined targets and timescales; the deputy has made a significant impact on improving the plan 	<ul style="list-style-type: none"> • Original estimates for performance in tests were much too low; the headteacher revised and rigorously monitored targets to ensure that pupils achieved appropriately • Standards in English and mathematics are beginning to rise and there is more focused teaching of these subjects • Teachers and pupils receive more effective support • Staff and governors are clear about the way ahead and are on course to meet the school's priorities
<p>Areas for improvement in the leadership of the school</p>	
<ul style="list-style-type: none"> • There is some resistance to change among a few subject leaders which hinders the rate of pupils' progress • Subject leaders do not monitor the pupils' learning rigorously enough and this results in some lack of challenge for more able pupils 	

39. Most aspects of school management are good and the well-organised office staff contribute much to smooth and efficient administrative systems. Up-to-date computer systems and well-developed office procedures mean that staff and parents are kept well involved about the work of the school.

Particular successes in the management of the school
<ul style="list-style-type: none"> • There has been good improvement in the management of the provision for pupils

<p>with special educational needs and particular the organisation of learning for those with statements of special educational needs</p> <ul style="list-style-type: none"> • There are good systems to monitor and manage the behaviour and attendance of pupils which are followed consistently by all staff • Although the budget is relatively small, financial planning and systems to control expenditure are robust and ensure that funds are used well for their designated purpose, for example, additional grants for the project to raise pupils' attainment are used well • The governors have built a small surplus to take account of falling numbers at the school and to minimise disruption caused by staff reductions • The school has completed the recommendations in the most recent auditors' report • When purchasing supplies and services the governors take good account of the school's needs and priorities in the school improvement plan; they monitor spending and call the headteacher to account to justify expenditure to ensure best value • The school takes good account of the community's needs for example, its involvement in the recent traffic plan should lead to a higher level of road safety

40. The special educational needs coordinator (SENCO) has overseen a very good rate of improvement in the school's provision for special educational needs.

<p>Strengths in the provision.</p> <ul style="list-style-type: none"> • The individual education plans have improved and are now sharp and exact in the targets that are set for pupils' progress • Learning support assistant are deployed well to support pupils • Resources, such as reading and spelling programmes, are well focused on helping pupils to achieve their targets. • The SENCO analyses the quality of individual education plans to see whether they match pupils' needs and meet the requirements of the special educational needs Code of Practice
<p>Areas for improvement</p> <ul style="list-style-type: none"> • Monitoring of the effectiveness of learning is not as consistent as it should be to ensure that all pupils with special educational needs make the very good rate of progress that is seen in almost all classes

41. Many of the governors have changed since the previous inspection and they are an enthusiastic and hard-working team, committed to supporting the school and raising standards. They fulfil their statutory responsibilities effectively.

<p>How the governors impact positively on school life</p> <ul style="list-style-type: none"> • Governors are well informed and involved; several are regular visitors and monitor some aspects of the school's work such as literacy and numeracy teaching and the work done with pupils with special educational needs • They meet regularly and keep track of the school's budget and its progress in meeting the priorities in the improvement plan

<ul style="list-style-type: none"> • Through a time of staff changes and the secondment of the headteacher the governors have been successful in appointing new staff who show a commitment to the school's values and ethos • The governors and headteacher are well versed in the process of performance management and the system works well in linking priorities in staff development with raising attainment; the process is kept under review and managed well
<p>Areas for development in the role of governors</p>
<ul style="list-style-type: none"> • The governors do not take a sufficiently active part in monitoring the work of subject leaders

42. The school has a satisfactory number of teaching staff but a limited number of support staff. The accommodation is adequate but creates problems in some lessons. Resources are mostly satisfactory. The levels of staffing, accommodation and resources are adversely affected by low funding.

Strengths in the school's resources	Areas for development
<ul style="list-style-type: none"> • The site is well cared for by the caretaker and is clean • Staff create interesting and attractive displays of pupils' work • The swimming pool is used well and contributes to good standards in physical education • There are good resources for ICT • Support staff are very effective in their work with pupils with special educational needs • Staff are keen to attend courses to develop their skills • New staff and those starting in the profession are supported well • There is good guidance for staff on school procedures 	<ul style="list-style-type: none"> • The library is short of books and its location makes it difficult to use for independent research • The open-plan classrooms restrict some teaching methods; for example, the noise from surrounding classes hampers opportunities for discussions and debates • Some classes have to walk through other teaching areas to get to the hall or computer suite and this causes some disruption even though the pupils move around sensibly • Some staff do not follow all of the school's procedures and policies

43. In summary, the headteacher and some senior staff have been instrumental in raising the attainment of pupils and in developing positive attitudes to learning. More remains to be done to ensure consistency between all staff in order to ensure that all pupils, particularly the more able, make sufficient progress.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER

44. In order to build upon the good quality of education provided by the school the headteacher, staff and governors should:

Raise standards in English and mathematics, particularly for the more able, in Years 3 and 4

***In English by:**

- increasing opportunities for the pupils to take part in purposeful discussion and debate
- making the development of handwriting and spelling skills consistent throughout the school
- improving opportunities for pupils to write extensively in other subjects (Paragraphs 1,4-6, 14, 16, 17, 19, 45-52)

***In mathematics by**

- extending opportunities for pupils to solve complex problems
- increasing opportunities for pupils to practise mental arithmetic skills (Paragraphs 1, 4-6, 14, 16, 17, 19, 53-55)

***Improve the quality and consistency of teaching, particularly in Years 3 and 4, by**

- ensuring that the needs of pupils with special educational needs are met in each class
- increasing expectations of the pupils regarding presentation and productivity
- increasing the pace and challenge in teaching
- making more focused use of worksheets which offer sufficient challenge
- providing better guidance through incisive marking on how pupils might improve (Paragraphs 4, 14, 19, 23, 33, 54, 55, 71, 72, 83)

***Improve the effectiveness of subject leaders in monitoring pupils' learning.**

(Paragraphs 4, 37, 38, 40, 42, 52, 55, 58, 61, 65, 69, 72, 75, 78, 84)

Other issues to be considered by the school for inclusion in the action plan:

- *Improve the range and quantity of library books (Paragraphs 6, 42, 48, 51)
- *Improve the school's accommodation (Paragraphs 6, 9, 42)
- Provide more opportunities for pupils to use their initiative and take responsibility (Paragraphs 10, 26)
- Review the timing of the teaching of history and geography (Paragraphs 2, 66 – 72)

***The school has identified these issues in its improvement plan.**

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	62
Number of discussions with staff, governors, other adults and pupils	34

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	4	15	23	18	0	0	0
Percentage	7	25	38	30	0	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	333
Number of full-time pupils known to be eligible for free school meals	0	60

FTE means full-time equivalent.

Special educational needs

	Nursery	Y3 – Y6
Number of pupils with statements of special educational needs	0	5
Number of pupils on the school's special educational needs register	0	37

English as an additional language

	No of pupils
Number of pupils with English as an additional language	5

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	16
Pupils who left the school other than at the usual time of leaving	18

Attendance

Authorised absence

	%
School data	5.1
National comparative data	5.4

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 2 (Year 6)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2002	42	43	85

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	29	29	39
	Girls	31	30	40
	Total	60	59	79
Percentage of pupils at NC level 4 or above	School	71 (42)	69 (41)	93 (51)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	27	30	32
	Girls	31	29	35
	Total	58	59	67
Percentage of pupils at NC level 4 or above	School	68 (46)	69 (45)	79 (55)
	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	306	1	1
White – Irish	1	0	0
White – any other White background	5	0	0
Mixed – White and Black Caribbean	4	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	2	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British – Indian	3	0	0
Asian or Asian British – Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	10	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: Y3 – Y6

Total number of qualified teachers (FTE)	13
Number of pupils per qualified teacher	25.5
Average class size	27.5

Education support staff: Y3 – Y6

Total number of education support staff	6
Total aggregate hours worked per week	152

FTE means full-time equivalent.

Financial information

Financial year	2001/2002
	£
Total income	592,593
Total expenditure	536,267
Expenditure per pupil	1,858
Balance brought forward from previous year	452
Balance carried forward to next year	56,778

Recruitment of teachers

Number of teachers who left the school during the last two years	6
Number of teachers appointed to the school during the last two years	7
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	333
Number of questionnaires returned	90

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	60	31	3	4	1
My child is making good progress in school.	51	38	7	3	1
Behaviour in the school is good.	46	46	2	2	4
My child gets the right amount of work to do at home.	31	43	18	3	4
The teaching is good.	49	47	2	1	1
I am kept well informed about how my child is getting on.	40	42	10	4	3
I would feel comfortable about approaching the school with questions or a problem.	64	29	2	1	3
The school expects my child to work hard and achieve his or her best.	63	31	2	1	2
The school works closely with parents.	34	46	12	3	4
The school is well led and managed.	46	46	2	1	6
The school is helping my child become mature and responsible.	53	33	7	2	4
The school provides an interesting range of activities outside lessons.	52	32	8	1	7

Other issues raised by parents

At the parents' meeting the views expressed were mainly negative and expressed some concern about lack of progress when pupils start school, communication about progress and inconsistent arrangements for homework. Parents spoke positively about the pupils' behaviour and attitudes.

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

ENGLISH

45. Inspection evidence shows that, in spite of recent improvement, standards in English are below average in reading and writing. Standards in speaking and listening are weak. There is some evidence of improvement, especially in Year 6 but, overall, reading, writing, speaking and listening continue to be below average. Not enough pupils are attaining the higher Level 5 and too many do not attain the average level. A feature of recent test results is that boys are performing better than girls. However, in the current Year 6, there is little difference in performance. Standards are not as high as those reported at the time of the previous inspection.
46. Pupils now make satisfactory progress in developing their reading and writing skills and progress is good in Year 6 because the subject leader has introduced a more rigorous system of guiding teachers and the use of the Raising Attainment of Pupils project is beginning to have an impact. Progress has been inconsistent and unsatisfactory in the past and this has resulted in some underachievement by pupils in tests at the end of Year 6. Pupils with special educational needs make good progress as they receive effective support in helping them to meet the targets in their individual education plans. Throughout the school, speaking and listening skills are below average. The pupils' breadth of vocabulary is restricted and, although they are able to sound unfamiliar words correctly, they do not understand their meaning. The development of speaking and listening skills in Years 5 and 6 is particularly inhibited by the open plan nature of the teaching areas, resulting in pupils finding difficulty in making themselves heard sufficiently well when making oral presentations. In some instances, this leads to the teacher reading the report for the pupil, thus denying them the opportunity to develop their own speaking skills.
47. In writing, too much time is spent on exercises, often from worksheets. Opportunities to write in other subjects are constrained because of some over-reliance on simple worksheets, which does not develop thinking skills, sentence construction or continuous text writing. Spelling is broadly satisfactory. This is because pupils are encouraged to read through their finished work, dictionary skills are taught well and regular spelling lists given for homework. Poetry writing shows good development with several examples of pupils who had written poems in the style of different poets, which they had studied. Handwriting is weak. In Year 5, several pupils continue to write in pencil, letters are poorly formed and pupils do not adopt the correct posture to aid their handwriting development. ICT is being used effectively to develop word-processed written work.
48. Reading is developing well. Although below average, strenuous efforts are being made to improve reading by providing a wider selection of reading books and by encouraging pupils to read more at home to other adults. Comments between home and school in the home/school reading record are helpful, but are sometimes too brief to encourage an active reading partnership. The library, located between Years 5 and 6, is not easily accessible and some of the book stock is in poor condition, thus pupils are not encouraged to further their reading.

The main reasons why standards are not high enough

- Pupils enter the school with well below average attainment in reading and writing
- In some classes, teachers' expectations are low and pupils are not challenged sufficiently
- There is some inconsistency in the teaching and application of the National Literacy Strategy
- Too much time is spent on English exercises and not enough on giving pupils opportunities for writing from direct experiences
- Opportunities given to pupils to develop their speaking and listening skills are limited
- Handwriting is not taught frequently enough and to an agreed style
- Reading books are limited in style and content

49. In each year group, pupils are taught in three ability sets. Progress is variable between these sets because of variations in the teaching. The most effective teaching is in Year 6 and pupils in this group make good progress. Teachers in Year 6 have a good knowledge of the literacy strategy and choose resources wisely, challenging the pupils. This was observed when pupils were challenged to develop their imaginative and descriptive writing around a story 'The Island of Voices'. In other year groups progress is hampered by the pupils' lack of vocabulary and the sometimes stilted approach to motivating pupils through inspiring language. Conversely, in a challenging and inspiring lesson in Year 3 the teacher fired the pupils' imaginations and they produced good poetry in "rap" style using thoughtful and descriptive language, developing an awareness of rhyme and rhythm. Progress in handwriting in Years 3 to 5 is unsatisfactory as teachers do not encourage pupils to apply what they have been taught when presenting their English and other work.
50. With the introduction of the Raising Attainment of Pupils project basic skills are being developed satisfactorily. Pupils know their literacy targets and work towards these with a will to succeed. They are developing well research techniques to find information from non-fiction books. However, in some cases, lessons are slow paced and pupils show little enthusiasm. Conversely inspiring teaching in Year 6 moves learning on at a good pace and the pupils work hard.
51. The teaching of basic skills is variable, being good in Year 6 and satisfactory in other years. When using ICT the teaching is very good.

Strengths in teaching and learning	Areas to develop
<ul style="list-style-type: none"> • Lesson are planned well using guidance from the National Literacy Strategy • Pupils are well managed and teachers have good relationships with the pupils most pupils are keen to succeed and work willingly • Pupils are competent in using reference books such as dictionaries to check their work • Assessment is used to further pupils' learning, being used well in the planning of work and tracking of pupils' progress 	<ul style="list-style-type: none"> • Increasing the pace of some lessons and expecting more of the pupils • Using drama to develop pupils' speaking and listening skills • Extending opportunities for writing from direct experience, using elements of grammar previously taught. • Improving the use of the library and providing more books • Regular monitoring of the quality of

<ul style="list-style-type: none"> • Individual pupil targets assist pupils in development of their self-knowledge of their learning and in some classes the marking is very well focused • Computers are used effectively to improve pupils' drafting and editing skills 	<p>English work by observing teaching and learning with points for improvement using the Raising Attainment of Pupils Project (RAP).</p> <ul style="list-style-type: none"> • Providing more opportunities for pupils to read to adults
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52. The lack of a subject leader for two years prior to the present appointment is a contributory factor in the lack of progress in some teaching groups. The subject leader was appointed in September 2002 and is beginning to have a positive impact on the quality of teaching and learning. She is a very good practitioner and has produced a well-structured action plan, highlighting the main areas for development. These include consistency in planning and marking, and continuing to use 'Writer of the Month', in which work of high quality is displayed, and to implement a joined handwriting style, all issues highlighted in the inspection. She has a clear view on how standards need to improve and is anxious to teach alongside other members of staff and to monitor the teaching and learning in English.

MATHEMATICS

53. By the end of Year 6 standards in mathematics are below average. Although standards are lower than at the time of the last inspection when they were in line with other schools nationally, there has been a significant improvement over the last two years. Achievements on entry to the school vary from year to year but were well below average when the current Year 6 joined the school and their progress has been good. The least able pupils generally make better progress than the more able pupils, particularly during the first two years in school. Pupils with special educational needs make very good progress because of well-focused support.

Pupils' successes	Areas for development
<ul style="list-style-type: none"> • Pupils make good progress in their understanding of shape, space and measures and in handling data throughout the school and they generally achieve national standards • Some aspects of mathematics are used effectively in other subjects; pupils use ICT well to store and retrieve data • Almost all pupils work co-operatively and apply themselves to their tasks. • Most are conscientious about completing their homework • Pupils with special educational needs make very good progress because of the very good planning and support 	<ul style="list-style-type: none"> • More able pupils in Years 3 and 4 do not make enough progress • Skills in applying learning to solve problems and investigate number strategies and pattern are below average • The presentation of written work is untidy; some pupils do not set out their work in a way that enables them to calculate accurately

The main reasons for the differences in pupils' progress

- The teaching for the least able pupils is consistently good and sometimes very good or excellent
- The grouping of pupils with similar abilities enables the teachers to support pupils who find mathematics difficult within smaller classes
- The teachers of the more able pupils do not always expect enough of their pupils, particularly in the lower school
- There are too few opportunities for pupils to extend their learning through mathematical investigations

54. Teaching and learning were good overall in the lessons observed during the inspection. Teachers have a good understanding of the National Numeracy Strategy and the planning almost always follows the recommended format for numeracy lessons. The pupils are taught with others of similar abilities and this has been particularly successful in meeting the needs of the least able pupils. There are variations in the quality of the teaching throughout the school, particularly in the way the pupils' work is marked and the expectations of the teachers.

Significant features of the teaching	The impact on pupils' learning
<ul style="list-style-type: none"> • Teachers have good relationships with their pupils and value their efforts • In the best lessons the teachers explain things clearly and test how well pupils have learnt with careful questioning • Teachers adjust what they teach during the lesson to meet pupils' needs • A few teachers encourage their pupils to use what they have learnt in a challenging way at the end of the lesson • In some lessons teachers do not provide opportunities for pupils to practice mental skills • There is not enough challenge for some pupils • Very few teachers tell pupils how they can improve their work when marking the books and marking is rarely linked to pupils' targets 	<ul style="list-style-type: none"> • Pupils generally work hard in their lessons • Because a teacher identified a weakness in understanding when pupils were rounding decimal fractions to the nearest whole number, more time was spent on establishing the value of decimal fractions so pupils could achieve the task • Less able pupils, having combined three or four coins to produce a variety of money totals were asked to find the smallest or largest amount possible, a good way of testing pupils' understanding of the values of coins • Pupils are slow to answer questions and lack instant recall of number facts • Some pupils spend time practising tasks they have already mastered instead of extending or applying their skills • Pupils know how well they have achieved their work, but not how to improve

55. The overall quality of provision for mathematics is good. Teachers ensure that numeracy skills are practised within other curriculum areas by identifying opportunities to promote numeracy within their planning. Particular strengths include the use of information and communication technology to store and access information and the use of measures within science and design and technology. The subject leader has a good understanding of the strengths of the subject and the areas for development and the school has had the support of the Local Education Authority

and the Raising Attainment of Pupils Project. This has helped standards to improve in recent years. The subject action plan includes the monitoring of the progress of the more able pupils in order to meet their needs more fully. Resources are used effectively and the support staff work very well with the teachers and provide very good support. The organisation of the ability groups is generally effective, particularly for the less able pupils. Pupils' progress is tracked and they move to different groups if their achievements or rate of progress change. Regular tests are analysed and common weaknesses are identified so that teachers can amend the planning. The subject leader looks at teachers' planning and there has been some monitoring of the teaching in lessons and analysis of the effectiveness of the marking. The co-ordination of the subject is satisfactory overall.

SCIENCE

56. The quality of the provision for science is good. The last set of national tests showed standards to be average. The trend in the school's performance in national tests is rising and the rate of pupils' progress is increasing. Pupils' attainment on entry to the school varies from year to year but for the current Year 6 was well below average, pupils have made very good progress in their science work since starting school. Learning in Years 5 and 6 is particularly good. At the last inspection pupils' understanding of how to carry out investigations and experiments was below average. This has now been addressed and pupils have a good understanding in this area of learning. Pupils know how to conduct a fair test and that a single factor should be altered during each test. They have a satisfactory understanding of animals, plants, forces and the properties of materials. Where teachers give low attaining pupils and those with special needs specific resources and support, they make very good progress. This is particularly the case when teachers pay close attention to the support pupils need in reading and writing, following the targets set out in their individual education plans. More could be expected of higher attaining pupils in Years 3 and 4 when choosing the materials for their investigations. There are no discernible differences between the attainment of boys and girls.

The main reasons why standards have been maintained at the end of Year 6

- Since the last inspection there has a suitable concentration on pupils carrying out practical activities to deepen their understanding of investigations
- There are good opportunities for pupils to think about how to solve problems
- Learning opportunities are of good quality and cover each aspect of the science curriculum
- There are good links between science and other subjects such as mathematics and design and technology, enabling pupils to practise their skills and apply their knowledge in new situations; for example, when making a ballista in design and technology pupils pay due attention to the materials they will use to propel their catapult arms
- Teaching is generally good and helps pupils to learn effectively
- Regular assessments, based on National Curriculum levels of attainment, help teachers keep track of pupils' progress

57. The teaching of science is generally good and at times, in Years 5 and 6, very good or excellent.

Strengths in teaching which bring about effective learning

- Planning is generally good
- This ensures that pupils know what they have

<p>and learning objectives are clear. In the best lessons such as those in Year 5 and 6, aims for learning are referred to throughout the lesson</p> <ul style="list-style-type: none"> • Teachers have good levels of subject knowledge • Teachers manage pupils' behaviour well • Teachers use an appropriate range of methods • Where marking is used well, generally in Years 5 and 6, pupils make good progress 	<p>to learn in each lesson, that they are clear about what they have to do and what they need to complete to be successful; the frequent reminders are particularly helpful to boys</p> <ul style="list-style-type: none"> • Pupils are given challenging tasks; they are required to think about why they need similar amounts of liquids when testing the effects of sugar on eggshell in Year 3. In an excellent session in Year 6 pupils had to dig deep to come up with an explanation for why they could not tear a slip of paper, cut twice on one edge, into three pieces • As pupils have lots to do in science lessons and their tasks are interesting, pupils work hard and do not misbehave; if they become too excited a firm but kindly word is effective • Pupils benefit from their teachers' explanations and questioning. In Year 5, for example, in a very good lesson, pupils saw the effect that different amounts of water in bottles have on the sound produced. Pupils then had to design their own experiments by designing a test for straws. This required pupils to predict and reason why they would observe certain effects • Pupils know what they have to do to improve and what they need to do beyond the scope of the current lesson
<p>Areas to develop</p>	
<ul style="list-style-type: none"> • Some teachers do not take sufficient account of pupils' special educational needs • The implementation of year plans depends on teachers' imagination. For example, in Year 4, pupils in one class were told that Harry Potter was camping, had damaged his torch and needed some help. This had a very good impact on pupils' attitudes. In another Year 4 class pupils were simply told that they had broken their torch. Both experiments were well focussed but in the first lesson better quality explanations were given because pupils were more interested and their imaginations were fired. 	

58. Subject leadership is satisfactory and has concentrated on writing good quality science plans for each year group but inconsistencies of implementation are not ironed out and this leads to some variation in pupils' progress. Assessment arrangements are good and have led to suitable alterations to learning experiences. Other monitoring strategies to look at the effectiveness of learning have not been implemented.

ART AND DESIGN

59. The quality of the pupils' art and design work is good throughout the school and their achievements are above average by the end of Year 6. The pupils make good progress overall although there are pockets of very good progress where the teacher's enthusiasm and expertise inspires her pupils to strive for high quality artwork. Pupils with special educational needs achieve similar standards to their peers.

<p>Pupils' successes</p> <ul style="list-style-type: none"> • Pupils are particularly skilled in reproducing natural objects using a range of media • The oldest pupils draw and paint mature interpretations of moving figures while the pupils in Year 5 reproduce lifelike glass bottles and different orientations of fruit • Pupils throughout the school are aware of different techniques to vary texture, tone, colour and line in their work and select appropriate methods to produce the desired effect • They plan and practise their work and evaluate the results to prepare for their final artwork • Pupils evaluate their own work and that of other artists, expressing likes and dislikes and their response to the artist's work • Pupils are justifiably proud of their work and take great care with presentation and accuracy
<p>Area for development</p> <ul style="list-style-type: none"> • Pupils' knowledge of the work of artists from their own and other cultures and the diverse styles of modern and past artists

60. The teaching and learning of art and design are good overall and sometimes excellent. Teachers encourage pupils to use sketchbooks to plan their work and the best teachers expect their pupils to use them as a working tool, to experiment with colour and line, collect samples and compare and contrast, for example, the use of pattern or the styles of portraiture. Detailed planning throughout the school ensures that pupils develop their skills from year to year. The school has an "Artist of the Month" scheme where good work is celebrated. This generates a pride in the work and a determination to achieve well.

Strengths in teaching	The impact on pupils' learning
<ul style="list-style-type: none"> • Teachers are conscientious about developing skills and techniques • Teachers have a good understanding to their pupils' strengths and weaknesses and give them challenging tasks to develop their skills • Teachers have high expectations of their pupils' achievements • The subject leader has excellent subject knowledge and inspires her pupils 	<ul style="list-style-type: none"> • Pupils have a bank of techniques to use when creating artwork • The three different tasks set in a lesson to develop tonal colour when creating images of fruit enabled the least able pupils to concentrate on the texture and tone while the most able pupils used their drawing skills as well • The youngest pupils discuss "motifs", floral and geometric design and half and full drop pattern repeats and apply these to their work • Pupils know what they need to do to develop their work and understand that

<ul style="list-style-type: none"> • Teachers use resources well • Teachers have good subject knowledge and use the school's guidelines effectively to plan work 	<p>their efforts are valued</p> <ul style="list-style-type: none"> • Real fruit and peppers challenge pupils to achieve accurate tones and texture in their work; the use of papyrus helped pupils to interpret the stylised patterns of Egyptian art
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61. The subject leader is an expert in her field and provides good leadership and management. The art club produces excellent artwork and enjoys the assistance of an ex-pupil who is an art specialist. There is a good scheme of work that includes good links to pupils' spiritual, moral, social and cultural development, ICT, literacy and numeracy. There is an appropriate range of resources and there have been visits from local artists who work with the pupils. Parents helped pupils to plan the floor sculpture outside the school. Artwork is valued and there are high quality displays around the school. There has been no monitoring of the art teaching. This has led to some inconsistencies in, for example, the use of sketchbooks and the knowledge of art and artists from around the world, past and present. However, the subject leader has identified that three-dimensional work, although satisfactory, is not as well developed as other aspects of art and is monitoring this aspect of the curriculum.

DESIGN AND TECHNOLOGY

62. The quality of the provision for design and technology is satisfactory and has improved since the last inspection. At the last inspection standards were judged to be below average and although only one lesson, in Year 6, was seen in this inspection, an analysis of pupils' work, discussions and a scrutiny of planning shows that pupils make good progress and achieve average standards. Pupils know how to plan their work, develop average levels of skills and understand how to improve their work by comparing their work to their original designs. Although pupils design burglar alarms and other products which could use computers, insufficient use is made of ICT when making and testing models.

63. Progress for all pupils, including those with special educational needs is satisfactory and pupils achieve sufficiently high standards. The scope of learning opportunities is sufficiently wide to allow pupils of all abilities to make good gains in technical skills.

<p>The main reason why standards have improved at the end of Year 6.</p> <ul style="list-style-type: none"> • The curriculum for design and technology is well constructed so that younger pupils are taught the skills they need to complete their work • For older pupils, this develops into activities that are based on other aspects of learning and effective links are made with other subjects. For example, science, history and mathematics • The learning opportunities are based on practical activities

64. The teaching of design and technology is generally good.

Strengths in teaching which bring about effective learning	
<ul style="list-style-type: none"> • Termly plans are of good quality • In the best plans teachers note the development of important skills such as communication • Teachers take pupils through the design process very carefully 	<ul style="list-style-type: none"> • Pupils are required to think and solve problems; in their history topic when producing a model of an ancient Egyptian scene, pupils in Year 3 have to recall how to construct a square based pyramid • Group activities help pupils to apply the skills they develop in other subjects • Pupils develop a good understanding that in almost all circumstances they will need to modify their designs to fit the design brief. For example, in the lesson seen, pupils reconsidered the suitability of design, materials and construction of their waste bins. They asked themselves questions such as 'Will this meet the needs of a young child?' 'Is it safe enough?' and 'Are the materials safe?'
Area to develop	
<ul style="list-style-type: none"> • Pupils have limited opportunities to work with food 	

65. Since the last inspection standards and the rates of progress have improved, the curriculum has developed well and now meets statutory requirements. The curriculum clearly sets out how skills will be taught. In particular the way teachers ensure pupils learn how to set out designs and plans, taking account of the materials and processes they will need is a strength. Some monitoring of learning is undertaken when the subject leader checks teachers' plans but this does not go as far as checking what pupils have learned.

GEOGRAPHY

66. During the course of the inspection, geography was only being taught in Year 6. Time for geography is shared with history on a term-by-term basis. Judgements were informed by discussion with pupils and through a comprehensive work sample. Overall, the school's provision for geography is good. Pupils make good progress in developing knowledge and understanding of places, human processes and environmental change through geographical enquiry and development of skills. Standards have improved since the last inspection when they were reported as being below average. Pupils are very knowledgeable about their local environment, have acquired good mapping skills by the time they are in Year 6 and are concerned about protection of their own environment and environments more distant. Pupils with special educational needs make good progress with work set which is suitable to their needs. More able pupils' research on geographical topics and regions is of a high standard. However, pupils do not have sufficient opportunity to develop fieldwork techniques in order to further enhance their understanding, for example, of land forms.

67. By the end of Year 6 standards in geography are above those expected.

Pupils' successes	Areas for further development
<ul style="list-style-type: none"> • Pupils' interest in their locality and in the wider world • Their knowledge and understanding of maps, aerial photographs and written description, which enables them to describe a distant location with some accuracy • Their use of video, CD-ROM and the Internet to successfully research geographical information • Asking appropriate geographical questions to further their understanding • Independent research by Year 6 pupils, especially work on other countries • Pupils' enjoyment and interest in finding out about their environments so that their understanding of different cultures and locations is well establish 	<ul style="list-style-type: none"> • Knowledge of land forms and how the landscape is affected by weather and climate

68. Teaching and learning are good, with some very good teaching in Year 6.

Strengths in teaching and learning	Areas for development
<ul style="list-style-type: none"> • Teachers have good subject knowledge • Planning is very effective and teachers have high expectations of pupils' learning and presentation skills • Pupils' acquisition of skills is very good and their interest and enthusiasm helps them to acquire a good knowledge of the world and its peoples • Teachers manage behaviour well and the pupils respond by working hard and maintaining good concentration • The creative ways in which the subject is taught, for example, stimulating displays promote pupils' interest in the wider world and contribute well to their spiritual, moral, social and cultural development 	<ul style="list-style-type: none"> • The use of homework to further develop knowledge and understanding • Encouraging pupils to work faster while at the same time continuing to present work of at least a good standard • The use of fieldwork to help pupils gain confidence in collecting information from direct experience and then to draw conclusions

69. The subject leader makes a satisfactory contribution to the development of geography through the school. The subject is given sufficient time each year but the timing of topics means that there are long gaps between the teaching of units of work and this hampers consistent improvement in pupils' skills, knowledge and understanding. Teachers keep accurate records of the pupils' progress in the subject and use the information satisfactorily to plan work. The school is short of resources, having lost many in the recent flood. There is insufficient monitoring of pupils' learning by the subject leader.

HISTORY

70. Standards have been maintained since the previous inspection and are average by the end of Year 6. Progress is mostly good although in some year groups the analysis of pupils' work shows that there is an over-reliance on simple worksheets which offer insufficient challenge for pupils. This results in some inconsistencies in the rate of progress by pupils of different abilities. Pupils with special educational needs are integrated well in lessons and in some cases receive additional support from a classroom assistant which enables them to take a full part in lessons and to make good progress.

Pupils' successes
<ul style="list-style-type: none"> • Pupils of all ages enjoy history; in Year 3 they graphically describe the gruesome aspects of Ancient Egypt make good use of pictures and a variety of texts to illustrate their discoveries • Year 6 pupils have a secure knowledge of life in Victorian Britain and empathise well with children working in factories and mines • Year 5 have an appropriate knowledge of the Tudors and trace the main events and personalities making use of a timeline; they understand the tactics involved in repelling the Armada • Pupils understand that evidence for historical research is available in a wide variety of forms and that some views of history may be biased • In their work on invaders the pupils in Year 4 enacted a slave market in Roman Britain and showed a good understanding of a different economy from their own • Pupils enjoy research using the Internet and books; they respond enthusiastically to visits and talk animatedly about visitors to the school who have enlivened their studies

71. Teaching in the lessons seen was mostly good but analysis of pupils' work and discussion with them show that there are some flaws in the teaching. Overall teaching and learning are satisfactory.

Strengths in teaching and learning	Areas to improve.
<ul style="list-style-type: none"> • Teachers carefully follow the school's guidance on planning and ensure that pupils study a variety of historical periods • Teachers have good subject knowledge; some teachers bring lessons to life through the use of anecdotes and humour which capture the pupils' attention • Pupils work hard and focus well on finding out details about how people lived and worked • Sometimes the teachers use role-play to help the pupils to improve their understanding how people in the past may have felt • Most teachers encourage pupils to find out more about the topics by using the Internet; a few pupils carry out extra research at home • Good use is made of visitors and visits to 	<ul style="list-style-type: none"> • There are sometimes long gaps between the topics and pupils forget what they have been taught • Some worksheets are bland and undemanding and pupils, particularly the more able, are left unchallenged by them as their answers tend to be superficial • Books and other resources are in short supply and limit the range of opportunities for research • Some lessons are rather slow in pace and pupils' concentration drifts so that not as much work is completed as possible • Discussions at the end of lessons do not focus sufficiently on extending historical understanding • Some teachers mark the pupils'

bring topics to life <ul style="list-style-type: none"> • Satisfactory use is made of literacy and numeracy skills to enhance learning; pupils make effective use of timelines and basic skills in reading for information 	work well but most offer little guidance on how the pupils might improve
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72. Leadership of the subject is satisfactory but more work is needed on monitoring how well pupils learn. Although the subject is given sufficient emphasis and time the long periods between some topics means that pupils tend to forget some of their historical skills and, for example, in Year 6, pupils have no opportunity to apply their literacy skills to narrative and chronological writing through history until after national tests have been done. Teachers record pupils' progress using good assessment procedures. The information is not always used well enough to set challenging tasks for the more able.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

73. Standards in ICT have improved since the previous inspection and are above average by the end of Year 6. Pupils make at least good progress and progress is often very good in developing new skills and techniques because of the very good teaching. Pupils with special educational needs make rapid and effective gains in their learning because they are supported exceptionally well by the knowledgeable computer technician who carefully guides the pupils step-by step through new programs. A particular strength in the teaching of ICT is the way in which links are made with mathematics.

<p>Boys and girls of all abilities achieve equally well and by the end of Year 6 standards of achievement are above average.</p> <ul style="list-style-type: none"> • Pupils have good skills in word processing which enable them to communicate their own ideas effectively making use of a good variety of skills • They competently use text and graphics to create well crafted presentations which draw the readers' attention through the use of different fonts, colours, styles and pictures • In Year 3 pupils skilfully created a "rap" using the computers' tools to amend their work • Pupils of all ages make very good progress in handling information and presenting it well using a variety of programs • Pupils clearly understand that computer applications are useful in everyday life; using spreadsheets and mathematical formulae, Year 5 planned and costed a birthday party and the more able adjusted the quantities of food to ensure that the cost was within budget • Pupils in Year 4 make very good progress in planning, testing and modifying a series of instructions to create geometric shapes and this work contribute much to their mathematical understanding of angles • By the end of Year 6, pupils boys and girls combine their skills in word processing and communication very well to create multi-media presentations, use digital microscopes and using sensors create data banks • Pupils use computers satisfactorily to support their work in English, mathematics and science. They enjoy accessing the Internet to find out about geographical and historical topics
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74. Teaching and learning are very good and the pupils are enthusiastic learners who confidently and competently use a wide variety of programs. The quality of teaching

has improved since the previous inspection because of good training and planning, the use of a well-designed scheme of work and guidance from the subject leader.

Strengths in teaching	The impact on learning
<ul style="list-style-type: none"> • Teachers have good subject expertise and knowledge and plan lessons so that there are sufficient challenges for pupils of all abilities • Skills and techniques are taught consistently building on previous learning • Staff have high expectations of the pupils regarding behaviour and performance • Teachers introduce lessons very well and review previous learning moving rapidly on to new activities • There are often good time limits in which to complete work and teachers encourage accuracy and speed through praise and reward • The school has good resources and the technician plays an important part in supporting teachers and pupils • The support for pupils with special educational needs is good • The teaching moves pupils beyond merely learning new skills and encourages pupils to experiment and develop their own ideas • At the end of lessons the teachers review what has been learned and assess the pupils' understanding 	<ul style="list-style-type: none"> • Pupils have confidence in their teachers and benefit from clear explanations which enables them to grow in confidence in using a variety of programs • Pupils work productively and acquire new skills and understanding through regular opportunities to use computers • Boys and girls work hard and co-operate effectively; they concentrate for extended periods and behave very well • Pupils competently discuss what they have learned and make suggestions about how they might develop their work • The pupils keenly respond; for example, Year 3 experiment with rhymes and rhythm using their word processing skills to present well crafted poems • Pupils with special educational needs benefit much from this expertise and achieve as well as their peers • More able pupils rise to the challenge of working independently on complex tasks; they remain engrossed in their work • Pupils freely discuss problems they encounter and take pleasure in sharing their successes
There are a few minor areas for development	
<ul style="list-style-type: none"> • Providing more opportunities for pupils to learn and use technical vocabulary • Improving the use of ICT in design and technology 	

75. The current and previous subject leaders have successfully built the staff's confidence and created a good climate in which computers are a part of everyday learning. The school's good scheme of work and system of assessing how well pupils' are making progress contribute effectively to the developing of skills, knowledge and understanding. There are good plans to develop the subject and to improve the resources to help staff to extend the use of computers in other subjects. The subject leader intends to use the monitoring of pupils' work as a guide to further developments.

MUSIC

76. By the end of Year 6, pupils achieve appropriate standards for their age. Pupils with special educational needs achieve similar standards. There are some talented pupils amongst the recorder players and the quality of the recorder playing is better than in

most schools. Some of the pupils who learn musical instruments make very good progress in the short time they have been playing because of the excellent teaching.

Pupils' successes	Areas for development
<ul style="list-style-type: none"> • The quality of the instrumental playing, including recorders • Pupils' knowledge of the elements of music, for example, tone, timbre, pitch and dynamics • Pupils' response to music and the way they analyse and compare sounds 	<ul style="list-style-type: none"> • Singing • Pupils' knowledge of different types of music, for example, music from a variety of periods or cultures

77. The class teaching was satisfactory in the lessons observed during the inspection. Teachers have an appropriate knowledge of the subject and have access to a comprehensive scheme of work as well as a commercial scheme that provides recorded accompaniments and music to listen to in the classroom. The instrumental teaching is of a high standard and this has had a significant impact on the standards of pupils' performance.

Strengths in teaching and learning	Areas to develop
<ul style="list-style-type: none"> • Teachers build on the pupils' learning from year to year • All teachers have good relationships with their pupils and value their opinions and efforts • The instrumental teaching encourages pupils to improvise and evaluate their performance and provides, through demonstration, commitment to achieve well • The recorder players, through daily performance in assemblies, swiftly extend their skills to include reading standard notation and part-playing • Pupils enjoy opportunities to listen to music and to create music to reflect mood 	<ul style="list-style-type: none"> • Some lessons are over-complex and pupils lose concentration, especially when there is no opportunity to make music themselves • Pupils do not have regular opportunities to sing, an aspect of the curriculum that should be ongoing throughout the year • Pupils' knowledge of different styles of music from their own and other cultures and of the changes in music over time • The pace and challenge in some lessons when the teacher spends too long talking or working with small groups and there is not enough time for music-making

78. Subject leadership is satisfactory. The leader has an appropriate knowledge and has worked hard to produce a scheme of work to support teachers. ICT is used well. Pupils in Year 5 for example, have used a program to record their music using symbols. Resources are satisfactory and there is a good range of different recorders for pupils to use. Music is promoted in other curriculum areas. In a literacy lesson, for example, the teacher used "Rap" very effectively to introduce pupils to poetry from other cultures. Pupils take part in festivals and school concerts and there are music workshops, such as "Key Strings". However, there are too few opportunities for pupils to sing regularly. There is no longer a school choir, which was a strength at the time of the last inspection. The subject leader does not observe her colleagues teach nor monitor the pupils' work.

PHYSICAL EDUCATION

79. The overall quality of the provision for physical education is good and for swimming it is very good. Lessons were observed in gymnastics and swimming, in line with the

school's programme for this half term. In these aspects pupils are achieving above average standards by the end of Year 6. Boys and girls do equally well. Pupils who experience physical needs achieve very well; they gain confidence because their teachers, swimming coach and learning support assistants give pupils every encouragement and recognition to support their achievements. The way in which the school includes pupils with special educational needs and physical disabilities is a strength.

The main reasons why standards have improved at the end of Year 6
<ul style="list-style-type: none"> • The quality of coaching in the swimming pool is very good • Teachers concentrate on improving the quality of pupils' performance, particularly in Years 5 and 6 • Pupils have very positive attitudes to the subject • The curriculum planning for physical education is very good • There is a wide range of extra-curricular activities for sport • The swimming pool and resources are of good quality

80. Progress is good and the standards achieved by the pupils are high enough. The teaching of physical education is good generally and at times very good in Year 5 and 6. The curriculum plans for physical education are of very good quality. In particular they are progressive and chart carefully what pupils are expected to achieve in each lesson. They are very useful for teachers who are not subject specialists.

Strengths in teaching which bring about effective learning	
<ul style="list-style-type: none"> • Teachers' subject knowledge is good and is very strong in one class in Year 6 • Generally the pace of lessons is well balanced 	<ul style="list-style-type: none"> • Lessons begin with a rigorous and effective warm up, which prepares pupils very well for their lessons • Teachers encourage pupils to use a range of subject vocabulary such as, tension, pathways, dynamics • As teachers concentrate on encouraging pupils to focus on high quality in their performance, they hold balances well, they stretch and define their movements and they work vigorously • Pupils are allowed sufficient time for pupils to develop sequences time yet generally work quickly to complete enough work

<ul style="list-style-type: none"> Teachers use a good range of methods, including very good questioning; they encourage pupils to evaluate their work Teachers generally manage behaviour well 	<ul style="list-style-type: none"> The questions pupils are asked ensure that they break down their planning and arrive at imaginative solutions Because pupils look carefully at their own work and that of others they begin to improve and develop good quality sequences Pupils do not waste time and work hard in their lessons. They become self-reliant and independent
Areas to develop	
<ul style="list-style-type: none"> In some classes pupils lack clear signals for starting and finishing work which means that time is wasted 	

81. The current and previous subject leaders have contributed well to the improving standards at the school. Standards have risen since the last inspection because of improvements made to the curriculum and in particular the medium term plans which set out expectations for each year group. The school has maintained well the resources for physical education. The school has a number of teachers who are skilled in teaching this subject and have high expectations. The use of a digital camera to record pupils' successes is particularly useful.

RELIGIOUS EDUCATION

82. Pupils' standards meet the requirements of the Derbyshire Agreed Syllabus for Religious Education and they make good progress throughout the school because the subject is taught well. Pupils with special educational needs also make good progress and the teachers ensure that all pupils contribute to class discussions and that the written tasks are within the capabilities of the less able pupils.

Pupils' successes	Areas for development
<ul style="list-style-type: none"> Pupils respect the beliefs of others and handle religious artefacts appropriately They understand that there are common features amongst the religions they study and have a knowledge of the major differences amongst them Pupils' written work contains thoughtful comments about the things they have learnt Pupils understand the importance of the rites, celebrations and festivals to mankind Pupils have studied the way artists view God and have produced some good artwork to support this topic and others throughout the school There are some good designs for Muslim prayer mats and pupils clearly understand the importance of designs and symbols in some religious traditions 	<ul style="list-style-type: none"> At present the curriculum covers all six major religions and the oldest pupils find it difficult to remember the major features of all of them In some lessons limitations in pupils' literacy skills mean that most of the time is spent in discussing the process rather than the issues; for example, the oldest pupils were debating "Is there a God" but did not know the structure of a debate Many pupils find it difficult to express themselves clearly

83. The teaching and learning were good in almost all the lessons observed during the inspection. Teaching was most effective in class groups where the pupils and

teachers were not disturbed by noise from other classes. In some cases, the ambient noise inhibited listening and the contribution the pupils made to class discussion. When two classes joined together for the lesson the teachers worked well together but the large group prevented some pupils joining in the question and answer sessions or giving opinions.

Strengths in teaching and learning	Areas to develop
<ul style="list-style-type: none"> • Teachers have a good subject knowledge so pupils learn accurately • The lessons are planned well and accommodate the needs of the pupils, particularly those with average or lower ability • Teachers encourage pupils to empathise with others, which generates respect and makes a good contribution to pupils' spiritual, moral, social and cultural development • Good use is made of a variety of personal experiences; for example, a teacher's experiences of a pilgrimage to Lourdes as a child gave the youngest pupils a good understanding of how faith motivates people and the sacrifices people make • Pupils are encouraged to give opinions and ask questions and the teachers test understanding with well-formed questions 	<ul style="list-style-type: none"> • Reducing the number of religions studied in line with the amended syllabus so that pupils remember what they have learnt • Increasing challenge for more able pupils in some lessons; some teachers do not expect enough of the pupils and tend to spoon-feed them with simple worksheets • The presentation of some pupils' written work

84. The subject leader has a good understanding of the strengths of the subject and the areas for development. She has produced a good scheme of work based on the Agreed Syllabus and has plans to amend this to meet the new requirements. There are now more opportunities for pupils to visit places of worship of several different religions and there are plans for pupils to visit the Gudwara. The co-ordination of the subject is satisfactory overall but there has been no monitoring of the teaching and learning and the subject leader relies on teachers' planning and samples of pupils' work to establish the quality of the provision and pupils' progress.