

INSPECTION REPORT

ARBORETUM PRIMARY SCHOOL

Derby

LEA area: Derby City Council

Unique reference number: 112792

Headteacher: Mrs L Sullivan

Reporting inspector: Mr T Elston
20704

Dates of inspection: March 31 – April 3 2003

Inspection number: 247268

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Community

Age range of pupils: 3 to 11 years

Gender of pupils: Mixed

School address: Corden Street
Derby

Postcode: DE23 8GP

Telephone number: 01332 291140

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Appropriate authority: The governing body

Name of chair of governors: Mrs B Drury

Date of previous inspection: April 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Terry Elston 20704	Registered inspector	Information and communication technology; Physical education; Pupils with special educational needs; Educational inclusion.	The school's results and pupils' achievements. How well are pupils taught? How well is the school led and managed?
Bob Miller 9619	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
Pauline Goodsell 29989	Team inspector	Foundation Stage; Religious education; English as an additional language.	
Ray Barton 29803	Team inspector	Science.	How good are the curricular and other opportunities offered to pupils?
Julie Hooper 15334	Team inspector	English; History; Music.	
Andy Lane 32260	Team inspector	Mathematics; Geography.	
John Brooke 11831	Team inspector	Art and design; Design and technology.	

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	11
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	13
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	14
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	16
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	17
HOW WELL IS THE SCHOOL LED AND MANAGED?	18
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	21
PART C: SCHOOL DATA AND INDICATORS	22
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	26

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This is a large primary school with 304 full time pupils and 78 children who attend the Nursery part time. Numbers are rising steadily. There are a few more boys than girls. The school lies in an area of considerable social deprivation near the centre of Derby. Most of the housing is rented from private owners, and a high proportion of families live in overcrowded conditions. Nearly all families originate from Pakistan. A very high proportion of pupils (94 per cent) have English as an additional language, with Mirpuri Punjabi by far the most common mother tongue. Twenty-eight per cent of pupils are at an early stage of learning English, and few speak English at home. Five pupils are refugees from Somalia, Algeria, Kosovo and Iraq. Thirty per cent of pupils have special educational needs, mostly with moderate learning difficulties, and 11 have a statement of their needs including five pupils with hearing impairment. These figures are significantly higher than those found in most schools. Over 33 per cent of pupils receive free school meals, which is a higher proportion than is normally found; more are eligible, but do not take the meals because the food is not prepared in a way that is acceptable to their religion. The attainment of children on entry is very low compared with national levels.

HOW GOOD THE SCHOOL IS

This is a sound school, with purposeful leadership by the headteacher and senior staff. The quality of teaching is satisfactory, and pupils make sound progress overall from their standards on entry. Pupils are well cared for and their behaviour is good. There are good links with parents who speak highly of the school. The funds are managed capably, and the school provides satisfactory value for money.

What the school does well

- Standards by Year 6 are above average in games, geography and religious education, where consistently good teaching gets the best out of pupils.
- Pupils enjoy school, and have very good attitudes to learning.
- The provision for pupils' spiritual, moral, social and cultural development is very good, and explains why this is a happy school where pupils are very considerate and behave well.
- The stimulating and well-organised provision for children in the Foundation Stage gives them a good start to school.
- The school has a good partnership with parents, who support the school well.

What could be improved

- More able pupils do not achieve well enough, and this is an important reason why standards, particularly in English, mathematics and science, are low.
- Standards in information and communication technology (ICT) are too low because the school lacks the programs for teachers to use computers sufficiently in all subjects.
- There is not enough evaluation of teaching by subject co-ordinators to raise the quality of teaching and learning further.
- The school's plan for improvement, for only the year ahead, do not provide a long term view of future developments, and it lacks a clear idea of how much these will cost.
- The rate of attendance is well below the national average, and affects pupils' standards.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the last inspection in 1997 the school has improved satisfactorily, but while standards in music and religious education are higher than before, national test results in English, mathematics and science remain well below average. Governors are now more involved in strategic planning and co-ordinators have developed their role in monitoring pupils' standards. However, subject co-ordinators still do not monitor and evaluate the quality of teaching sufficiently. The accommodation for children in the Foundation Stage has improved, and resources for learning for these children are now satisfactory. Provision for pupils' spiritual, moral, social and cultural development has improved, as has the quality of relationships. In view of the positive measures taken to raise standards, the school is satisfactorily placed to improve further.

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	E*	E
mathematics	E*	E	E	D
science	E*	E	E	D

Key	
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E
very low	E*

These comparisons with similar schools should be viewed with some caution, because they are based on the proportion of pupils eligible for free school meals, and take no account of the high number of pupils in this school with English as an additional language. Since 2000, the results show an upward trend in mathematics and science, but a fall in English. An important factor in all three subjects is the lack of more able pupils who attain the higher levels in the tests, and this brings the average scores down. This is still the case with the current pupils. The school missed its ambitious targets in both English and mathematics in 2002 but is on course to come close to them this year. Standards attained by pupils in the current Year 6 show a marked improvement in English and mathematics because the school has worked hard to make the literacy and numeracy strategies more effective. In English, standards are well below average overall, but average in speaking and listening. Standards in mathematics are below average, but they remain well below average in science. Standards are above average in games, geography and religious education, where the teaching is good. Standards are average in gymnastics, dance, art and design, design and technology and music. In ICT, standards are below average, and the school lacks sufficient programs to enable teachers to use computers to support pupils' learning in other subjects. Standards in swimming are below average. Children make good progress in the nursery and reception classes, and most reach expected levels in their creative and physical skills. In all other areas, however, their skills are still significantly below those found nationally. By Year 2, pupils' standards are well below average in English, mathematics and science, but average in all other subjects. These standards represent satisfactory achievement given pupils' very low standards on entry. Pupils' use and understanding of the English language develop well, and nearly all speak English confidently and fluently by the time they leave. The high proportion of pupils with special educational needs make satisfactory progress towards their targets.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are very proud of their school and enjoy their work.
Behaviour, in and out of classrooms	Good, both in class and outside in the playground. Acts of bullying are rare. There is a high degree of racial tolerance.
Personal development and relationships	Pupils' personal development is very good. They are keen to take responsibility, work independently when required and are quick to show initiative. Relationships are very good, and make for a happy school.
Attendance	Unsatisfactory, and well below the national average. Many pupils are away for extended periods and this affects their progress.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 and 2	Years 3 to 6
Quality of teaching	Good	Satisfactory	Satisfactory

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

The quality of teaching and learning is satisfactory and meets the needs of most pupils well. There is some variability in the teaching, however, that ranges from outstanding to unsatisfactory. Throughout the school, teachers' confidence using the national strategies for literacy and numeracy is helping to raise standards in reading and number. Teachers are good at managing pupils' behaviour in a consistent way so that pupils understand the rules. Where teaching has shortcomings, there is not enough challenge given to more able pupils, and too often they do the same work as others in the class, and this restricts their progress. The stimulating teaching for children in the Foundation Stage gives them a good start to school. The very good teaching in the nursery class means that children settle quickly into school and make good progress. The strong focus on developing children's language in all these classes gives them confidence to speak and an eagerness to listen. In Years 1 and 2, teachers work hard at developing pupils' basic language, literacy and numeracy skills, while providing a wide variety of other interesting work. This helps pupils enjoy their learning. In Years 3 to 6, teachers have a good knowledge of the subjects they teach, and this gives pupils the confidence to ask questions to clarify their understanding. Teachers use interesting methods and lots of practical activities to help pupils learn, and these make lessons fun. The teaching of pupils with special educational needs is satisfactory. Teachers and Education Care Officers focus clearly on pupils' particular needs, who make steady progress as a result. The school uses specialist teachers and Education Care Officers well to support pupils with hearing impairment, and they make good progress. Strong features of pupils' learning include their confidence to take risks, their keenness to learn from mistakes and the effort they put into their work.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The curriculum is well organised, but the shortage of computer programs limits the use of ICT in classrooms. There is a good range of activities after school to enrich the curriculum. Good personal, social and health education shows pupils how to live healthily.
Provision for pupils with special educational needs	Satisfactory. Pupils have clear targets set for them and their progress is monitored systematically. Too much of the support, however, takes place outside lessons and pupils miss valuable work in other subjects.
Provision for pupils with English as an additional language	Good. Pupils are supported well in their learning of English by all staff, including some who are bilingual. There is good specialist teaching for pupils at an early stage of learning English.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Many opportunities are provided for pupils to think deeply about issues. Very good social provision is reflected in pupils' respect for others in the school. Very good moral provision gives pupils a clear sense of right and wrong. Very good provision of opportunities for pupils to learn about their culture as well as that of others in the world.
How well the school cares for its pupils	Good. Effective monitoring of pupils' personal development helps teachers provide effective support. Good assessment procedures help teachers measure pupils' attainment and progress.

The school does much to involve parents and inform them of the school's work. Parents always feel welcome in school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and key staff	Sound. The headteacher has a clear view of the school's priorities and, with good support by the deputy headteacher and senior staff, is starting to raise standards.
How well the governors fulfil their responsibilities	Satisfactory. Most governors take a keen interest in the school, and have a sound understanding of its strengths and weaknesses. All statutory requirements are met.
The school's evaluation of its performance	Satisfactory. Good monitoring of pupils' standards shows where the school needs to do better. The quality of teaching is evaluated soundly, and teachers benefit from good guidance on how they can improve. Not enough of this is done, however, by subject co-ordinators and teachers miss the benefit of their specialist knowledge.

The strategic use of resources	Satisfactory. The school makes sound use of funds to support pupils with English as an additional language and those with special educational needs. Satisfactory procedures to get the best value from the funds. The forward planning has appropriate targets but is not linked clearly to the budget. The school's resources are used well.
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Resources are satisfactory, and good in music and science. The accommodation is adequate.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The good quality of teaching in the nursery and reception classes • Their children's good progress, especially in learning English • The big improvement in pupils' behaviour over recent years • The way the headteacher has created a happy school where children enjoy learning • The effectiveness of the 'open door' policy 	<ul style="list-style-type: none"> • A few would like more extra-curricular activities after school

Parents speak highly of the school. Inspectors agree with their positive views, but find that there is a good range of activities at lunchtime and after school to enrich the curriculum.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. In the 2002 national tests, standards attained by pupils in Year 2 were well below average in reading, and very low in writing and mathematics where they were in the lowest five per cent of schools nationally. Compared with schools with a similar proportion of pupils eligible for free school meals, the results were below average in reading and well below average in writing and mathematics.
2. The results in Year 6 were very low in English (again in the lowest five per cent nationally) and well below average in writing and mathematics. Compared with similar schools, the results were better than those at Year 2, and were well below average in English and below average in mathematics and science. The school fell some way short of its ambitious targets in both English and mathematics. In 2002, there was no significant difference in the attainment of boys and girls by Year 6 in English, but boys performed better in science and girls performed better in mathematics. Over the long term, there are no significant differences in standards by boys and girls in mathematics, but boys do better in English and science. Parental expectations are generally higher for boys than girls, and boys tend to strive for higher standards as a result. There is a slight upward trend, but it is below that found nationally. Very few pupils exceed national standards in the national tests, and this brings the average of the scores down significantly. This is particularly the case in English, where teachers' expectations of more able pupils are not high enough.
3. When the children come into the nursery, their levels of attainment are very low, and few speak English well. The good teaching ensures that the children make good progress throughout the Foundation Stage, particularly in the nursery. When they enter the Year 1 classes, although they have made good progress, few children speak English fluently and the majority of children have not reached the expected levels in communication, language and literacy, mathematical development and in knowledge and understanding of the world.
4. By Year 2, inspectors found that standards are well below average in writing and below average in reading, speaking, listening and mathematics. These standards are a good improvement since last year's national tests, and show the success of the school's focus on improving pupils' basic skills by more regular practice of reading and number skills, and a strong emphasis on developing pupils' use and understanding of English. It is still the case, however, that very few pupils move on to attain above average skills, especially in English. Standards are well below average in science and average in all other subjects.
5. By Year 6, standards are average in speaking and listening, below average in reading and mathematics and well below average in science. Standards in writing remain well below average, and the school has the improvement of pupils' writing skills as a key area for development. Improved standards in English and mathematics since the 2002 national tests show the benefit of the more rigorous implementation of the national literacy and numeracy strategies, and the value of using the expertise of local 'Beacon' schools to sharpen teachers' lesson planning. Again, however, few pupils attain higher than average levels in English, mathematics or science. Standards are above average in games, geography and religious education, where consistently good teaching gets the best out of pupils. Standards are average in gymnastics, dance, art and design, design and technology and music. In ICT, standards are below average and the school lacks sufficient programs to enable teachers to use computers to support pupils' learning in other subjects. Standards in swimming are below average.
6. The pupils with English as an additional language make sound progress. In the nursery and reception classes, the children make good progress, particularly in their understanding of English. They make satisfactory progress as they move through the school, and by Year 6 the pupils who have attended the school for a number of years are competent in English. They are able to take a full part in the lessons, contributing to

discussions, using different tenses with accuracy, speaking with some fluency and confidence and reading appropriate texts with understanding.

7. Overall, pupils achieve satisfactory standards given their attainment on entry to the school. As their use and understanding of English improve, their enthusiastic attitudes towards learning mean that they make steady progress in all subjects. This is borne out by the tracking of pupils' progress from their entry to Year 6 that shows that nearly all pupils achieve the standards expected, and some exceed them. Pupils with special educational needs make satisfactory progress, and parents are pleased with the standards they attain. Pupils improve their reading and number skills systematically, with good support in classes and well-targeted work in small groups withdrawn from classes. This is, however, sometimes at the expense of progress in other subjects when they are taken out for extra reading or number work. Pupils with statements of their special educational needs, including those with hearing impairment, do well, and teachers are successful in including them in all aspects of school activities. These pupils are supported well by knowledgeable Education Care Officers who work closely with teachers and outside agencies. More able pupils rarely achieve the standards of which they are capable. Teachers work hard at raising the standards of the whole class, but often miss opportunities to challenge potentially higher attaining pupils.

Pupils' attitudes, values and personal development

8. Children enjoy coming to school and their attitudes towards it are very good. This is an improvement on the previous inspection when attitudes were found to be good. They all show interest and enjoyment in learning throughout the range of school activities, particularly where the teaching challenges them to think and work hard. The behaviour of the large majority of pupils is good and sometimes very good in lessons, assemblies and during break times. There have been no exclusions in the past academic year.

9. The children behave very well in the nursery and reception classes because they are very well managed and the adults who deal with them have high expectations that they will co-operate and follow the routines of the classrooms. In the nursery, the children learn to take their name cards from the photograph slots and place them appropriately to show that they are in school. In the reception class they store work to take home carefully and know the routines of changing their library books. In both classes, the children are eager to put away equipment and tidy up after activities and to take care of their own and the school's belongings. The arrangements to introduce the children to the school day are very good and consequently that they come into school happily and confidently. The children enjoy learning, concentrate well and many persevere to complete a task before they move to a new activity. Overall, they play and learn well alongside one another and, as they get older, together.

10. No bullying, racism or sexism was seen during the inspection. Boys and girls play and work together happily and co-operatively. All pupils are very polite and friendly and follow instructions carefully. They move around the school in an orderly manner and show respect for their own property and that of others. Playtimes and lunchtimes are good social occasions when pupils mix well and play happily with each other. Older pupils are keen to show initiative and develop personal responsibility by undertaking tasks, such as assisting at lunchtimes by clearing away after mealtime, helping in the school office and becoming a member of the school council. All children are involved in returning registers to the office and class monitor duties. This is an improvement since the last inspection.

11. Relationships are very good between the pupils and members of staff and with each other. This is a significant strength of the school and has a marked impact on the standards achieved. Pupils are kind and considerate towards one another and show great respect for teachers and visitors alike. In lessons, they are very attentive and share resources well.

12. Attendance continues to be well below the national average since the last inspection but has steadily improved over the past two years. A significant number of families choose to take holidays in term time but the school is beginning to be more rigorous in trying to influence them not to. The school increasingly shares

with parents its appreciation that prolonged absence affects children's progress. Most pupils are punctual, although a few are persistently late coming to school.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

13. The quality of teaching and learning is satisfactory overall, and similar to that found at the last inspection. Parents are almost unanimously pleased with the quality of teaching and their children's learning. There is, however, a considerable variability in the quality of teaching, which ranges from excellent to unsatisfactory. Throughout the school, teachers do not ask enough of more able pupils, and this is why they rarely achieve the standards of which they are capable. The lessons seen and the analysis of pupils' work over the year show that often the most able pupils are given similar work to the rest of the class. This is also the case in the ability sets where, even though pupils are grouped according to their prior attainment, there is still a wide range of ability within each group. This shows some shortcomings in the evaluation of teaching.

14. The teaching of literacy and numeracy is satisfactory. The school has worked hard to make these lessons more effective and used advice from the local education authority well to improve teachers' knowledge of the strategies. There are still some inconsistencies but pupils' standards in literacy and numeracy are starting to improve. In both literacy and numeracy lessons, teachers generally provide a good balance between the teaching of basic skills, opportunities to put these into practice in group work and a review session at the end to assess pupils' learning. Throughout the school, teachers place a great emphasis on language. They take care to ensure that pupils understand unusual words or difficult concepts, and take every opportunity to ask pupils to speak and give their own views. In one successful lesson for pupils in Year 4, the teacher put pupils into pairs and had one interviewing the other. They found this difficult to start with but soon settled to the task and developed their speaking and listening well as they quizzed their partner and thought of interesting responses when it was their turn to answer.

15. The good quality of the teaching in the Foundation Stage means the children make a good start to school enabling them to make good progress and achieve well. The teaching in the nursery is of a consistently high quality; in the reception class it varies between satisfactory and good. In both of the classes there are a number of strengths, including very good planned opportunities to use talk to promote and develop the pupils' language and communication skills. The teachers plan the learning activities to ensure that there are good opportunities for the children to have access to all six areas of learning and, as the children move through the reception class, to the literacy and numeracy strategies. The teachers, and their assistants, work hard to provide a productive, interesting and wide range of activities and this enables the children to make good progress overall. However, occasionally the teachers do not have high enough expectations of the children, or instances are missed to extend their learning opportunities. For example, there is insufficient provision of support materials to promote reading, writing and counting alongside the good work being done to encourage the development of speaking and listening skills.

16. In Years 1 and 2, teachers' planning is sound and ensures that pupils generally have a reasonable balance of whole class teaching and independent or group work. Where the quality of teaching is unsatisfactory, however, teachers talk too much and sit pupils on the carpet for too long. In these lessons pupils become bored and lose track of the point of the lesson. Teachers make it clear to pupils what learning is expected of them by stating the lesson's intentions at the start and by setting them targets to achieve. As a result, pupils know what to do and start to gain an understanding of their own learning. Teachers manage pupils' behaviour well, with a firm but kind approach, and this makes the most of the time in class.

17. In Years 1 and 2, the quality of teaching and learning is good in geography, music and religious education, and satisfactory in all other subjects. In these subjects, teachers are especially knowledgeable, and this confidence rubs off on the pupils.

18. In Years 3 to 6, teachers generally have a good knowledge of the subjects they teach, and this gives pupils the confidence to ask questions. Very occasionally, however, teachers find themselves unsure of a subject, and this results in wasted time. This happened in a science lesson when pupils spent the lesson sieving the wrong materials and unsurprisingly came to an incorrect conclusion. Teachers make lessons interesting by using exciting resources, especially in mathematics, religious education, music and geography. In a numeracy lesson for pupils in Year 3, for example, the teacher's use of illustrations on an overhead projector coupled with demonstrations using plastic cubes helped pupils gain a quick grasp of equivalent fractions. Teachers have good control of classes, and lessons nearly always take place in a calm atmosphere where pupils enjoy learning. Sometimes in practical activities, teachers struggle to manage pupils' enthusiasm and time is lost regaining control.

19. The quality of teaching is good in geography, music and religious education, and satisfactory in all other subjects. In ICT, teachers are competent teaching the required skills but have too few computer programs to use ICT adequately to support pupils' learning in other subjects.

20. The quality of teaching and learning for pupils with special educational needs is satisfactory. The teachers work hard at preparing material at the right level for these pupils and match this work closely to their individual targets. Pupils are supported well by knowledgeable Education Care Officers in class and in small groups withdrawn from lessons.

21. The teaching of pupils with English as an additional language is satisfactory. The specialist teachers and bilingual and support assistants work hard to provide the pupils with suitable activities to promote the basic skills of speaking, listening, reading and writing in English. They have a good knowledge of the needs of the pupils and generally match the work well to these needs. All of the adults in the school create a welcoming environment to encourage the bilingual pupils to feel confident to contribute. A good example of this was when a Year 2 pupil brought some photographs of a wedding in Pakistan that she had attended and, with encouragement, she explained who all the people were and what was happening in the pictures. Induction procedures to enable newly arrived pupils to begin to speak English and participate in the whole curriculum as their English develops are satisfactory.

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

22. The school provides a broad, balanced and relevant curriculum. Statutory requirements to teach all subjects of the National Curriculum and religious education are met. A daily act of collective worship is provided. The school's religious education curriculum provides good coverage of the Derby locally agreed syllabus, and is a primary reason why standards in religious education are good. Sex education is taught well as part of the school's science scheme. The national strategies for literacy and numeracy have been implemented satisfactorily, and recent fine-tuning of these with help from the local education authority is starting to raise standards. However, the curricular planning for more able pupils is weak, and few move on to higher National Curriculum levels.

23. The school's provision for ICT has improved since the last inspection but there is still some way to go. Recent acquisitions mean that the school now has all the equipment necessary to teach the whole curriculum, and standards are improving steadily. There is still, however, a shortage of software to support all subjects, and teachers make too little use of the Internet for pupils to research their topics. Provision in all other subjects is satisfactory, and the curricular planning provides good links between literacy and other subjects such as history, geography and religious education. There are some useful links between numeracy and other subjects, notably ICT and design and technology, but these do not go far enough, and pupils' use of their number skills is their weakest area in mathematics. The school's provision for the personal, social and health education (PSHE) of the pupils is good and is an important reason for the improvement in pupils' spiritual, moral, social and cultural development since the last inspection.

24. In their responses to the questionnaire before the inspection, a few parents were critical of the provision of extra-curricular activities. The findings of this inspection are that this provision is good, with many opportunities ranging from sport-related activities such as cricket and athletics to computer, dance and

recorder groups. The curriculum is further enriched through educational visits, both local and further afield, and through the contribution made by visitors. For example, there are visits to Arboretum Park, local shopping areas, Chatsworth and residential visits to Buxton and Castleton. Visitors, including the school nurse and a local police officer, do much to broaden the curriculum. The art and design curriculum benefits from the visits by local artists, one of whom helped pupils in Years 5 and 6 produce very good portraits. Visits from the Drugs Education Theatre Group, along with work in science and PHSE lessons, help inform pupils of the dangers of drug misuse. The religious education syllabus is enriched by visits into lessons by members of the community from various faiths.

25. The school has good links with partner institutions including the main receiving secondary schools. These are valued by pupils and parents, who find the transition to secondary school very smooth as a result.

26. In the nursery and reception classes the children have good access to a broad and stimulating curriculum. Overall, it is well planned and takes into account both the learning targets and the literacy and numeracy strategies for children under five. The curriculum presents many interesting activities for the children, and focuses well on the development of their speaking and listening skills. However, there are some shortcomings in the way resources are used and organised. For example, there is insufficient provision of support materials around the classrooms to promote reading, writing and counting. The accommodation in the reception class restricts the ways in which the activities can be planned and organised, and has a negative impact on the learning opportunities for the children. An improvement since the last inspection is the better accommodation indoors for the nursery class and outdoors for both classes. However, the outdoor area is small and this means that the children in the reception class have to go outside in small groups. This curtails their learning opportunities both indoors and outside. The school has plans to extend the outdoor area in the near future.

27. Through the curriculum the school promotes the education of all the pupils. It makes good arrangements to support those whose mother tongue is not English in order to provide the pupils with access to the curriculum. Bilingual assistants, for example, explain or translate more complex or technical terms for pupils, and many informative posters and displays support the work done in religious education, history and in PSHE. The school highly values the diverse traditions, religions, and cultures of all the pupils who attend the school. It ensures that the curricular materials used in lessons reflect the multicultural and ethnic characteristics of the school as well as the rest of society.

28. Curricular provision for pupils with special educational needs is satisfactory. There is good provision made to improve pupils' skills through the Additional Literacy Support programme and in classes where Education Care Officers work with individual pupils or with small groups. Pupils' individual targets are well thought out and challenging, and staff make sound use of these in class and in withdrawn groups. Pupils are withdrawn for much of their support and while this helps improve their reading and writing skills, it means that they miss important work in other subjects.

29. The provision made for the pupils' spiritual, moral, social and cultural development is very good throughout the school and this represents a significant improvement since the last inspection. Respect for others and their beliefs is strongly embedded in the life of the school.

30. The school makes very good provision for the pupils' spiritual development, particularly by celebrating religious festivals from a broad range of beliefs. The very positive role models provided by the adults working in the school who represent a variety of cultures and faiths enhance this. The good use of assemblies gives the pupils the chance to think and reflect on the theme for the half term and to sing with gusto a good variety of songs. Visitors from other faiths are welcomed into the school regularly to explain their beliefs, and teachers use these opportunities very well as a basis for discussions with the pupils. Pupils are given many opportunities to think carefully about the lives others. This was seen to very good effect when a pupil in a Year 5 class presented her views on privacy to the class, and there was total silence as pupils listened with awe to her ideas.

31. The Arboretum Charter sets out clear guidelines of the expectations of everyone associated with the school. It is prominently displayed in classrooms and its aims are well reflected in the teachers' day-to-day conversations with the pupils. The school provides many opportunities for the pupils to learn to deal with problems outside the classroom by the very good use of older pupils as mediators, known as the 'Arbo Eagles', who describe their role as, *"making the playground a better place by solving problems"*. The effective contribution of all staff helps the pupils understand right from wrong because they spend time discussing behaviour with individual pupils. As a result, the provision made by the school for the pupils' moral development is very good.

32. There are many very good opportunities for the pupils to develop their social skills. Teachers organise work in groups very well so that pupils learn to share ideas and value the contributions of others. For example, in a history lesson pupils were asked to discuss a painting in pairs before presenting their thoughts to the class, and this resulted in all pupils gaining from the views of others. Pupils are given very good opportunities to take responsibility, and tasks such as distributing water bottles at the start of the day, or tidying the school playground at break time, do much to develop pupils' social skills. The School Council is an excellent example of the way that the pupils are encouraged to take an active part in running the school. All pupils are given the chance to suggest items for the council's agenda, and this includes them all in important decisions, such as the development of a wildlife area. They are encouraged to undertake these responsibilities seriously and to be reliable.

33. The provision for pupils' cultural development is a significant strength of the school. There are many very good opportunities across the curriculum for the pupils to learn to appreciate the way that other people live. During a trip to Breadsall the pupils were able to compare life there with that in their own community, and to comment on the reasons for the differences. One pupil wrote, *'There are more Christians in Breadsall so there is only one type of church.'* There are very good opportunities for the older pupils to discuss other cultures and to understand how societies have evolved, particularly in history when the pupils studied the Tudor times and wrote with understanding about the reasons for the dissolution of the monasteries. Throughout the school, displays are often well labelled in the different languages that reflect the diversity of the local community. Teachers develop pupils' understanding of different cultures very well by using the direct experiences of pupils. For example, when a Year 4 class was learning about the Golden Temple of Amritsar a Sikh pupil shared with her classmates her memories of a pilgrimage made there by her family; the lesson gained much from this vivid, personal account.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

34. Good procedures support children's welfare and personal development. Parents agree that the school helps the children to become mature and responsible.

35. The school's procedures for child protection and for ensuring the health and safety of both the children and adults in the school are sound. The designated member of staff with responsibility for child protection has a clear understanding of the role. While staff have been updated on procedures, governors are not effectively involved. The school has improved the procedures for health and safety since the last inspection. It has recently undertaken a rigorous health and safety audit and now carries out formal written risk assessments. First aid provision is sound and records are kept of any accidents that occur. The caretaker is conscientious in his day-to-day management of any safety issues that are raised by staff.

36. The school's procedures for monitoring attendance, including the promotion of good attendance and punctuality are very good, and an improvement on the previous inspection. Registers are accurately kept and unexplained absences are followed up quickly. The school strives to convince parents of the need for their children to attend school regularly and punctually. Together with the education welfare service, patterns of low attendance are investigated thoroughly.

37. Procedures for monitoring and promoting good behaviour and for eliminating oppressive conduct are very effective. The introduction of Year 6 pupils to act as 'peer mediators' in playground disputes has had a

significant impact on behaviour. Management of behaviour in the classroom by teachers and support staff is good although sometimes inconsistent with the school's behaviour policy. There are class rules that reinforce the policy. Rewards are given frequently for good behaviour and this encourages pupils to work harder.

38. Arrangements for monitoring and supporting pupils' personal development are good. Staff know the children very well, and work hard to ensure that any personal difficulties pupils may have are recognised and support provided when necessary. A strength in this area is the way that pupils carry out their own self-evaluation of their performance, work with teachers to set personal targets and share these with their parents.

39. There are good procedures for identifying children with special educational needs. These are applied consistently and are in line with national requirements. All statements of special educational needs are up to date and reviewed regularly. There are close links with outside agencies, such as the school nurse, occupational therapist and educational psychologist that support these pupils well.

40. The assessment and recording of the pupils' achievements in English, mathematics and science are good. The information collected in each of these subjects is used well to track pupils' progress and to set targets for their future work. The school analyses and uses this assessment information satisfactorily. It is used to inform the teachers about specific needs that should be included in their future planning. However, they do not always use this information to provide challenging work for more able pupils. The school uses assessment information well to make changes in the curriculum to rectify pupils' weaknesses. For example, in science the co-ordinator found that pupils had difficulty in explaining their ideas using the correct scientific vocabulary, and teachers provided more work on the language of science. This has already started to raise standards in science. Procedures for identifying how well the pupils are achieving in other subjects are satisfactory, with teachers making regular assessments to show clearly how pupils' standards compared with those expected nationally.

41. In the Foundation Stage, staff make good assessments of children's levels of attainment soon after they join the nursery class. The information is used well to see how the children's skills compare with those found nationally, and then to provide work that is matched well to children's abilities. More checks, carried out throughout the nursery and reception class, give a good indication of the children's progress over time. In both of the classes the teachers effectively check how well all the children are learning on a daily basis and whether they are making enough progress. They generally make good use of the information to plan further work for the children. Children with special educational needs are identified at an early stage. The support provided enables them to participate in all of the activities planned for the classes and to make good progress against the targets identified in their individual plans.

42. The speaking and listening skills of the pupils whose mother tongue is not English are well assessed and the adults who work with them keep careful records. This rigorous system helps identify the next steps in teaching the pupils to speak and use English. A good use of the information gained is the way in which specialist vocabulary is taught to the pupils when they are starting a new topic in, for example, mathematics or science.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

43. Parents have positive views of the school. Those who attended the pre-inspection meeting, returned the questionnaires or who were spoken to during inspection week, spoke highly of the quality of education provided. Their children like coming to school and parents believe strongly that the school expects children to work hard and achieve their best. They feel that behaviour is good, and has improved significantly over recent years. The school has worked hard at creating effective links with parents, and a very large proportion of them feel comfortable should problems arise. The bi-lingual Education Care Officers are an important part of these good links, ensuring that parents play a full and active part in the life of the school. Very popular literacy and computer courses have been organised for parents to familiarise them with the curriculum, and these enable parents to more effectively help their children at home. An 'early education

partnership' course is organised for parents of children in the nursery, reception and infant classes; this is proving to be effective in encouraging parents to come into school and help with their child's education.

44. The quality of information to parents is satisfactory overall. Translations into Urdu are beginning to be undertaken to ensure parents are not excluded from taking a full part in the life of the school. Discussions with staff are regularly organised, and parents find most teachers approachable and willing to discuss areas of concern. Most parents feel well informed about their child's progress, but a small number do not. Annual reports contain good, specific academic targets for children and parents to aim for, but some parents want a greater say in the setting of their child's targets. The school's prospectus and annual report from governors' to parents are both informative and comprehensive. They meet statutory requirements.

45. The arrangements for the introduction of the children to both the nursery and reception classes are very good. These include good opportunities for the children to visit the classes and meetings for parents. When the children start school in the nursery classes the parents are encouraged to stay with their children until they are happy for them to leave. All the adults make a very positive contribution to this area of the school's work giving both parents and children confidence that the children will be happy and safe in the care of the school staff. There are good opportunities for the nursery children to spend time in the reception class area and there is an interchange of staff between the two classes. Information booklets are provided for the parents and newsletters explain what and how the children are learning in the topics covered. The teachers are readily available to the parents and carers to discuss any problems and there are regular opportunities arranged to explain the overall progress made by the children.

46. Parents and other adults from the community make a positive contribution to the children's education, helping with cooking, games, dance and other artistic and creative activities. In the nursery the children, together with their parents, choose library books to take home and change these as often as they wish. The children in the reception class take books home on a more formal basis and share the books with their parents or older brothers and sisters. These arrangements help to foster the children's progress in learning that words can be written down as well as spoken in order to tell a story or provide information.

47. The impact of parents' involvement on the work of the school is satisfactory. The school has identified this aspect as an area for development in their improvement plan. A number of parents contribute in a satisfactory manner to their children's learning at home but some find this difficult. A small number of parents are not satisfied with the amount of work their child is expected to do at home, but the findings of this inspection are that homework is set regularly and at an appropriate level for pupils' ages.

48. Parents of pupils with special educational needs are well involved with their child's support. They are informed as soon as the school has concerns and they are consulted in all procedures. Parents of pupils with statements have indicated their appreciation of the school's support and the encouragement of the school to be involved in their child's care.

49. The school works well with the parents of pupils for whom English is not a mother tongue. They are welcomed into the school and many support with enthusiasm and commitment the various activities arranged to reflect the school's diverse cultural mix. In the nursery and reception classes parents and friends of the school have been sharing their expertise in teaching the children traditional clapping and dancing games and in making delightful Mendhi patterns. There is a weekly Family Literacy session; this provides opportunities for parents to practise speaking English and to see how they can support their children with their schoolwork.

HOW WELL IS THE SCHOOL LED AND MANAGED?

50. The leadership and management of the school are sound. The headteacher has a clear vision of what sort of school this should be, and communicates this effectively to the staff. A significant strength is the headteacher's lead in the provision for pupils' spiritual, moral, social and cultural development; this explains why relationships are so good and pupils behave so well.

51. The delegation of responsibilities by the headteacher was a significant weakness in the last inspection and, since her appointment, the present headteacher has done much to involve staff, parents and pupils in taking greater responsibility for school improvement. In particular:

- teachers have improved their lesson planning by working in year-group teams;
- they have developed good systems for setting pupils targets;
- these targets are shared usefully with pupils and parents so that everyone is clear about the next steps in learning;
- parents have attended a meeting run by a specialist numeracy consultant to see how they can help their child at home;
- pupils have been given a great deal of responsibility, including helping to resolve disputes in the playground and putting forward their views using the school council.

52. These initiatives have created a good team spirit where all members of the school community are pulling together.

53. The leadership provides clear strategies for raising standards of teaching and learning that are now beginning to have an impact on pupils' standards, especially in English and mathematics. The school has made good use of specialist consultants to inform teachers and parents about developments in literacy and numeracy. The headteacher has also forged good links with local 'Beacon' schools with particular strengths in teaching literacy and numeracy skills. Both of these recent initiatives have helped teachers plan literacy and numeracy lessons more effectively with a greater emphasis on teaching the basic skills of reading and number. The school recognises the underachievement of more able pupils, and last year linked with other local schools in a short project to extend gifted pupils by setting them demanding challenges. While this was a good initiative, it did not address the important issue of the lack of opportunities in lessons to stretch all pupils to the full.

54. The school has sound systems for evaluating the performance of teachers, who are set challenging targets relating to their teaching, whole school issues and personal development. These strategies provide a good basis for staff training, for example, on the most effective teaching styles. A weakness here is that these observations are mostly limited to the headteacher and a few senior teachers, and while this provides a good overall view of the quality of teaching, it makes too little use of the expertise of subject co-ordinators. This is particularly the case in mathematics and science, and explains some inconsistencies in the quality of teaching and learning in these subjects.

55. The school monitors pupils' results in the national tests carefully, and makes good use of the expertise of the local education authority to look for patterns and rectify any weaknesses found. For example, when this analysis detected pupils' weakness in understanding the technical language in science, teachers provided more work on scientific terms; this is a new initiative, however, and has yet to have a significant impact on pupils' standards.

56. The deputy headteacher supports the headteacher and other staff well. The deputy has appropriate responsibilities and shares the headteacher's vision for the future of the school. As co-ordinator for pupils with special educational needs, including those with hearing impairment, the deputy headteacher works closely with teachers and support staff to plan effective strategies to meet these pupils' needs.

57. The teacher with responsibility for the nursery and reception classes is very well informed, enthusiastic and hard working. She contributes a clear direction to and vision for the provision and development of the curriculum for the children in the nursery and reception classes. She meets regularly with the other teachers and teaching assistants to plan the work for all the classes. There have been some opportunities to check what happens in both classes and to decide what needs improving. This has led to an awareness of the need to improve the standards of teaching to the best by raising the teachers' expectations of what more of the children are capable of, and further extending some of the learning opportunities.

58. The headteacher, acting as the school's co-ordinator for pupils with English as an additional language, has made the decision to provide the support to pupils more in classes than by withdrawing pupils. This works

well, and ensures that pupils are included in all school activities. All members of staff are highly committed to supporting and helping pupils to develop their language skills, but not all staff are clear about how their different roles fit into the overall development of this important area of the school's work.

59. The governors, led well by an enthusiastic and committed chair, provide sound support to the staff. In the past, the school has struggled to recruit governors but there is now almost a full governing body. Communication between the governors and the school has improved since the last inspection and they now have a sound understanding of its strengths and weaknesses. A few governors have started a useful programme of observations of lessons but with so many new members this is still at an early stage.

60. The school has sound procedures to ensure that it gets the best value from its spending. In particular, the governing body and senior staff:

- make systematic comparisons between the school's spending and pupils' standards with those of similar schools;
- consult regularly with parents on the school's provision;
- evaluate the school's provision to identify areas for improvement;
- make good use of joint training with other schools, particularly those of Beacon status; and
- challenge the way funds are spent (and did so usefully in relation to school meals to see how the quality of food could be improved).

61. The future planning is sound but has some shortcomings. The school's improvement plan has a good set of targets with clear procedures for measuring progress towards them. This plan is reviewed regularly to evaluate the school's progress towards the targets. This plan is only for the year ahead, however, and denies the school a long-term view of its needs. In addition, the cost implications of improvements are limited to the identification of resources and time, and do not have funds specifically allocated to them. This is unsatisfactory.

62. The school has an adequate number of experienced and qualified staff to teach the National Curriculum. They have good opportunities for professional training that is matched well to the needs of individual teachers and the school as a whole. Staff new to the school benefit from very good induction procedures, and there is a very effective system for the evaluation and support of newly qualified teachers. Student teachers are supported very well by the school, and speak highly of the advice provided by the headteacher and staff. Teachers and pupils are supported well by knowledgeable Education Care Workers, including bi-lingual staff. Most feel themselves to be a valued part of the school team. Administrative staff welcome visitors in a friendly manner and help to ensure that the school runs smoothly on a daily basis. The lunchtime supervisors also make an important contribution during the lunch break, to ensure this part of the school day is an enjoyable occasion.

63. The school's accommodation is satisfactory and maintained well. The caretaker and his staff keep it very clean and the corridor walls are used well to celebrate children's work and the various awards and achievements received by the school. However, the open plan nature of classrooms in Years 1 and 2 means there are some problems with noise levels, and these can be a distraction to pupils. Some of the classrooms provide cramped conditions for the number of pupils using them. The library is a reasonable size and well stocked with both fiction and non-fiction books.

64. Since the last inspection the school has greatly improved the outdoor play facilities for children in the Foundation Stage but recognises they could be further expanded. The displays are lively and colourful, and both classrooms provide a good variety of activities to support learning in most areas of the curriculum for the children under five. There is a lack, however, of support materials to promote reading, writing and counting. Whilst the nursery has good facilities, the accommodation in the reception class is awkwardly arranged, and in need of some renovation. The large electrical cupboard that dominates the room restricts the ways in which the activities can be planned and organised and this has a negative impact on the learning opportunities for the children.

65. The supply of learning resources is satisfactory. The provision of large outside play equipment for children in the nursery is an improvement since the last inspection. Learning resources are good in music and science but the school lacks sufficient computer programs to develop pupils' standards in ICT further.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

66. To continue the school's improvement and raise standards further, particularly in English, mathematics and science, the governing body, headteacher and staff should:

- a) improve expectations of what more able pupils can achieve and ensure that they are consistently set work that extends them;
(paragraphs 2, 4, 5, 7, 13, 15, 22, 40, 53, 68, 76, 79, 84, 87)
- b) develop resources for ICT so that teachers can use computers to support pupils' learning in all subjects;
(paragraphs 5, 19, 23, 65, 83, 89, 101, 105, 110, 114, 116-120)
- c) provide co-ordinators, particularly those for the core subjects of English, mathematics and science, the training and opportunity to enable them to evaluate the quality of teaching in their subject;
(paragraphs 13, 54, 97)
- d) improve the quality of strategic forward planning by;
 - setting targets for at least three years; and
 - ensuring that there is a clear link between the developments and how much they will cost;
(paragraph 61)
- e) work more effectively with parents to improve pupils' rates of attendance.
(Paragraph 12)

Other issues that the school may wish to include in its development planning:

- encourage more governors to visit the school to monitor the quality of provision;
(paragraph 59)
- limit the extent to which pupils with special educational needs are withdrawn from classes;
(paragraphs 7, 28)
- provide more opportunities for pupils to use mathematics in real life situations to practice their skills.
(paragraph 86)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	70
Number of discussions with staff, governors, other adults and pupils	63

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	11	25	30	3	0	0
Percentage	1	16	36	43	4	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	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	39	304
Number of full-time pupils known to be eligible for free school meals	3	103

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	11
Number of pupils on the school's special educational needs register	1	102

English as an additional language	No of pupils
Number of pupils with English as an additional language	341

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	12
Pupils who left the school other than at the usual time of leaving	11

Attendance

Authorised absence		Unauthorised absence	
	%		%
School data	8.6	School data	0.1
National comparative data	5.4	National comparative data	0.5

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

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	26	23	49

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	16	12	16
	Girls	19	18	21
	Total	35	30	37
Percentage of pupils at NC level 2 or above	School	71 (68)	61 (61)	76 (83)
	National	84 (84)	86 (86)	76 (83)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	17	17	19
	Girls	20	19	16
	Total	37	36	35
Percentage of pupils at NC level 2 or above	School	76 (68)	73 (83)	71 (76)
	National	85 (85)	89 (89)	89 (89)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	22	26	48

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	10	18
	Girls	14	18	18
	Total	24	28	36
Percentage of pupils at NC level 4 or above	School	50 (60)	57 (43)	73 (63)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	11	13
	Girls	18	17	16
	Total	25	28	29
Percentage of pupils at NC level 4 or above	School	52 (57)	58 (38)	63 (58)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British - Indian
Asian or Asian British - Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group
No ethnic group recorded

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
17	0	0
0	0	0
0	0	0
7	0	0
0	0	0
6	0	0
0	0	0
3	0	0
261	0	0
2	0	0
1	0	0
0	0	0
4	0	0
0	0	0
0	0	0
0	0	0
2	0	0
1	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	19
Number of pupils per qualified teacher	16
Average class size	26

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	103

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	39
Total number of education support staff	2
Total aggregate hours worked per week	38
Number of pupils per FTE adult	13

Financial information

Financial year	2001-2002
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	£
Total income	985951
Total expenditure	974930
Expenditure per pupil	2607
Balance brought forward from previous year	24373
Balance carried forward to next year	35394

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	4

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	343
Number of questionnaires returned	169

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68	28	1	1	1
My child is making good progress in school.	57	37	4	1	1
Behaviour in the school is good.	57	35	4	2	1
My child gets the right amount of work to do at home.	53	32	10	4	1
The teaching is good.	57	39	1	2	1
I am kept well informed about how my child is getting on.	54	32	7	4	4
I would feel comfortable about approaching the school with questions or a problem.	59	33	1	4	4
The school expects my child to work hard and achieve his or her best.	59	33	2	2	4
The school works closely with parents.	51	38	6	3	2
The school is well led and managed.	58	38	0	2	2
The school is helping my child become mature and responsible.	57	37	3	1	1
The school provides an interesting range of activities outside lessons.	53	29	8	7	2

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

Personal, social and emotional development

67. Children enter school with below average standards of personal, social and emotional development. They make very good progress in the nursery and reception classes and most achieve expected levels by the time they enter Year 1. The quality of teaching in this area of learning is very good. The children are helped to have a clear understanding of what is expected of them and as a result they develop positive attitudes to school and to learning. For example, all the children are expected to put their hands up before they speak and to take turns and listen to adults and each other. Good use is made of the bilingual teaching assistants to explain in the children's mother tongues as well as in English what needs to be done. This was especially effective in a dance lesson when the children were asked to depict the wind moving the branches of trees using their arms; they were unsure of what to do to begin with but when it was explained to them by the bilingual assistant they quickly became trees in the breeze. When they come into school the children settle quickly and happily because they become involved with the good range of activities such as painting, reading, building with construction sets and using the role-play areas.

68. The teachers and other adults have high expectations of the children's behaviour and ability to take care of themselves. The majority of the children are able to take care of their personal hygiene and by the time they are five they have become more confident and capable when dressing and undressing for physical education sessions. In the nursery, there are very good opportunities for the children to develop independence and self-reliance, especially when they move between the activities during the free-choice sessions in the classroom and outdoors. Overall, the children are provided with many opportunities to work and play together and to reflect on the effect of their actions on others; as a result their personal and social skills are developed well. They persevere with tasks and behave well. There are good relationships between all the adults who work in the nursery and reception classes and the children. The children soon gain confidence in speaking to adults and to each other in English. They try hard to respond to questions from their teachers and other adults and to think things through for themselves. However, in both of the classes there is not always a good balance of tasks directed by the teacher and those initiated by the children; in this way, children miss some opportunities to develop their independence. On occasions, some children spend too long in the same play situations, and opportunities are missed to promote literacy and numeracy areas of learning.

Communication, language and literacy

69. When the children enter the nursery they have a wide range of attainment but overall their language skills are well below those found nationally, and the majority of children do not reach the nationally agreed Early Learning Goals in communication, language and literacy. The good teaching of speaking and listening skills in the nursery and reception classes ensures that the children make good progress throughout the Foundation Stage. In particular, the children make good progress in learning to speak in English. In reading and writing, the children's progress is slower, and few reach the expected level by the time they are five. This is mainly because the children's vocabulary and ability to express themselves clearly in sentences in English are still developing, and this slows the processes of learning to read and write. In addition, the teachers do not always have high enough expectations of what the children can achieve.

70. The children greatly enjoy listening to stories and looking at story and information books, and they concentrate well in literacy sessions. They respond well to events in stories such as 'The Old Woman and the Pumpkin' and 'Peace at Last'. The children soon join in with the repeated parts of the story and this helps them to learn the patterns of the language. The school recognises that many of the children have a limited

vocabulary in their mother tongues and that they also have to acquire vocabulary in English. The teachers, teaching assistants and bilingual teaching assistants provide very good opportunities to build and extend children's vocabulary and language development well by using practical examples and encouraging the children to experience activities for themselves. For example, the nursery teacher working with a group of children who were painting encouraged them to express their thoughts about their pictures and skilfully developed their vocabulary. In the reception class, the children are taught systematically to understand and use positional words such as 'through', 'behind' and 'in front of'. All of the adults working in the Foundation Stage give the children good opportunities to talk about what they are doing or making. When children play alone they often use talk to explain their actions, as when a child in the nursery home corner carefully 'cooked' an intricate dish even making the sound 'shh' to demonstrate the squeezing of an orange. Children love playing in the 'office area' where they use telephones, old computer keyboards and diaries, and enter into animated conversations about appointments and business arrangements with their imaginary colleagues.

71. The teachers develop and build the children's early reading skills well through the sharing of books and stories. In the reception class, a few children know the individual letters of the alphabet by sight and sound as they start to learn the sounds made by letters. Some recognise a range of words by sight. They gradually develop their knowledge of letter sounds to help them write unfamiliar words. They recognise, read, and by the end of the year, most write their names. All the children take reading books home regularly to share with parents and carers. This is helping the parents to understand how reading is taught in school and how they can help their children at home. In the nursery, the children make a good start at writing. Adults provide many good opportunities for them to make marks and draw, and through reading, they learn that print carries meaning and that it can be used to express events and ideas. As the children move through the reception class they are taught how to form letters correctly, and a few try and write for themselves. In a good lesson, the reception class teacher built the children's confidence by showing them very carefully how to write letters, and they soon made good attempts to write for themselves. The classrooms have some alphabet charts and labels to encourage the children to link letters and sounds and write words themselves but these could usefully be extended.

Mathematical development

72. The children enter the nursery with well below average skills in mathematical development and make satisfactory progress in gaining understanding and skills. Throughout the nursery and reception classes the teaching in mathematics is satisfactory. However, by the end of the reception year, few children achieve the expected levels in this area of learning. A strength of the teaching is the way adults skilfully teach the language needed for children to develop their number skills. The teachers provide many practical activities so that children can sort items by size and shape, and most identify and name a range of two-dimensional shapes. In some good work in the reception class, children made complex symmetrical patterns matching colour, shape and orientation of the figures. Most children count and recognise some numbers up to ten. A few count further, and say what is one more than a given number. There are missed opportunities, however, to do more counting and using of numbers in practical situations to enable the children to develop an understanding of the number system.

Knowledge and understanding of the world

73. The majority of the children enter the nursery with well below average experience in this area of learning, and few achieve the level expected in knowledge and understanding of the world. However, the quality of teaching is good in this area and the children make good progress. The children have a basic understanding of time and seasons, and know the names of the months of the year. They make accurate observations of the changes in the weather, and relate these to the clothes they need to wear. Adults provide good opportunities for the children to explore and investigate scientific and geographical areas of learning, and this helps them learn quickly. In the nursery, the children start to see how materials act in different ways, and learned much in a lesson when they blew bubbles and watched with glee as they floated away and burst. Children in the reception class develop a sound grasp of words such as 'behind' 'next to' and 'in front of' by teachers telling stories and asking them to describe, for example, the route taken by an old woman to her

granddaughter's house. The school builds on the strong faith background of the children and gives them good opportunities for them to learn about the faith, customs and festivals of a range of religions. Throughout the nursery and reception classes, children are given many worthwhile opportunities to use computers and tape recorders. Water, sand, play dough and other materials are readily available for the children to explore and develop an awareness of their characteristics.

Physical development

74. In the nursery and reception classes, the physical skills of the children are well developed through the indoor and outdoor sessions. They enter the school with overall well below average skills in this area of learning. The teaching in this area is good because it challenges children to do their best work. As a result, children make good progress and most reach the expected levels in this area of learning. By the time they are five they can confidently dress and undress themselves. They show a good awareness of space by not bumping into each other as they move by running, jumping and when moving in different ways to portray characters in a story. They use wheeled outdoor equipment well, and learn to pedal, steer and stop. When they are playing, they take care not to harm other children. They have regular opportunities to develop their skills in throwing and kicking balls. There is good provision for the children climb and balance confidently using the small adventure playground. There are many good varied opportunities for the children to develop fine motor skills using paintbrushes, pencils and scissors, as well as through joining together pieces when completing jigsaws, models and construction toys.

Creative development

75. The children enjoy a good range of experiences in art, music, story and imaginative play. The quality of teaching and learning is good, and the children make good progress in their creative development. The majority of the children enter the school with well below average attainment in this area of learning and many achieve the expected levels before they move to Year 1. For example, few of the children know the basic range of colours when they enter the nursery and they soon learn to recognise and name them. The current topic is 'Creative Arts' and good quality work is being produced linked to this; in the reception class the children construct lively animal masks and in the nursery class the children make small and large Rangoli patterns and have Mendhi designs painted onto their hands. The children develop an understanding of how paint, crayons and pencils can be used to depict people and scenes, and as their language acquisition develops they talk about and explain their pictures in English as well as in their mother tongues. They paint with great enjoyment and concentration as when a child paints a portrait of her mother, while another child carefully places blades of bright green grass around a lamb. The children print carefully and with enjoyment on a long piece of paper to design a cloth for a sari. Sand, water, play-dough, and salt are regularly available for children to explore and manipulate. Throughout the nursery and reception classes the children have good opportunities to explore the sounds that different instruments make and to sing and move to music. The free choice sessions and the well taught structured music lessons contribute to the development of the children's understanding of sound, rhythm and pattern. Resources for, and a variety of role-play situations, although mainly found indoors, are provided in all of the classes, and the children enter imaginatively and enthusiastically into cooking and baby care in the home corner and enacting the story they have heard in the literacy session. An area for development in the nursery and reception classes is to increase occasions for the children to work independently, by choosing their own creative materials and subjects.

ENGLISH

76. The current pupils in Years 2 and 6 are attaining standards in English well below those expected for their age groups. While low, these standards represent some improvement since last year's national tests, and show the benefit of intensive staff training, especially in the teaching of literacy skills. Most pupils make sound progress as they move through the school. However, although the majority of pupils achieve satisfactorily, the more able pupils do not, mainly because they are not given work that challenges them

enough in lessons. These are lower standards than those reported at the last inspection, though national test results are similar to those at the time of the last inspection.

77. Pupils' speaking and listening skills are below average in Year 2 but because of the good support they receive, especially in spoken English, by the time they are in Year 6 these skills are average. The importance of developing pupils' vocabulary is included in all teachers' planning, and is very evident in lessons and displays. Teachers of pupils in Years 1 and 2 encourage pupils to answer questions in sentences and set very good examples by their own speech. Most pupils are keen to answer questions and many enjoy contributing to discussions, although many of them find it difficult to express their ideas clearly. They listen well to their teachers and are happy to talk about their work. As they progress through the school, pupils develop their speaking skills in a variety of situations. Teachers make good use of class assemblies to encourage pupils' speaking skills. In a good Year 5 assembly, one pupil had her classmates spellbound as she talked about the personal items in her special box and her aspirations for the future. Some teachers devote lessons specifically to developing speaking and listening skills, and these work well. In one good lesson, Year 4 girls were developing a good understanding of how intonation and body language can convey meaning as they talked in 'alien' language. However, there are pupils throughout the school who are reticent to speak. For example, at the end of literacy lessons when pupils are sharing their writing with others in the class, there is a significant minority who ask the teacher to read their work for them.

78. Standards in pupils' reading skills are below average in Years 2 and 6. This mainly because, although many pupils throughout the school read the words in books well, using various methods such as letter sounds and picture clues to help them work out unfamiliar words, they do not always understand what they are reading. By Year 2, pupils have a sound knowledge of books and how they are organised. They are building up the number of words they can read at first sight, and most have a good knowledge of sounds to help them work out new words. In a Year 1 lesson, the teacher gave pupils a good demonstration of reading aloud, as she read very clearly through the instructions for making sandwiches; this provided a good contribution to their understanding. By Year 6, most pupils are confident readers, and talk knowledgeably about the difference between fiction and non-fiction books. They explain clearly how the library is organised, and how they can find books on different topics to help with work. Many of the pupils are members of local libraries and clearly enjoy reading. They talk knowledgeably about a range of books and authors that they enjoy. They are developing sound research skills and find the information they need from a variety of sources, including the Internet. The reading skills of the average and more able pupils are sufficiently developed to enable them to cope with most texts, but the majority have not yet developed the ability to make inference or deductions from texts, nor to make reference to the text when explaining their views.

79. Standards in writing throughout the school are well below average, and the school has recognised this as a key area for development. Although in their oral answers to questions pupils often show good understanding, they frequently lack the skills to record their knowledge in writing. A few more able Year 2 pupils have a reasonable grasp of punctuation, but they rarely use imaginative words and descriptions in their work. As pupils move through the school, they satisfactorily develop their knowledge and understanding of English and adjust their writing to their intended audience. The more able Year 6 pupils are beginning to write stories with good attention to character and plot. In a very good lesson with these pupils, the teacher was developing their ideas on how to make narrative openings to their stories. Having read through a text she encouraged the pupils using skilful questioning to think about its structure so they could use this when doing their own work. Some pupils produced some good imaginative writing, and one pupil commenting on another's work said; 'She really makes me feel I'm there'. These pupils are beginning to understand how to organise their work in paragraphs and plan and draft their work, editing it before writing a neat final copy. This helps them to organise their own writing well. Other pupils in Year 6 often find it difficult to write at length and need constant encouragement. Too often in their writing they closely follow the format of the text used as an example by the teacher, rather than developing their own style. Sometimes teachers have to encourage pupils to use the first sentence in order to get them started in their writing.

80. The school has recently given high priority to improving pupils' handwriting and the presentation of their work. This has been successful and most pupils take care over their work. Younger pupils regularly practise

forming their letters correctly and are developing a fluent legible style. Most of the older pupils present their work using a pen, joining their letters neatly. Grammar and spelling are developed systematically as pupils move through the school. However, even though a few more able pupils in Year 6 talk confidently about similes and metaphors, they often make simple mistakes in their grammar and spelling.

81. Overall, the quality of teaching and learning is satisfactory, but there are examples of very good teaching and rapid progress. Most teachers have a sound understanding of how to teach reading and writing. They take care to introduce pupils to the correct terms and help them to use these effectively. As a result, pupils are learning to express their ideas accurately. In nearly all of the lessons observed the teachers revised and consolidated pupils' learning in the previous lessons, before moving on to develop new ideas. Teachers make good use of questions to assess pupils' understanding. They are very aware of the needs of bilingual pupils and take care to help and support them in their learning of English. The teachers make sure that pupils know what they are expected to learn during the lessons and how this relates to their earlier work. This helps pupils to understand the focus of the lesson and helps them to concentrate on their tasks. Teachers give clear explanations and instructions when giving pupils individual and group activities. At the end of lessons, teachers often refer back to the learning intentions and discuss with pupils what they have been learning; this works well when there is sufficient time, but often lessons overrun and this session is rushed.

82. In the most successful lessons, teachers provide a good range of tasks for pupils with different learning needs. However, in too many lessons observed, teachers set the same work for all pupils with the expectation that the more able pupils would produce more work than the others, rather than setting more challenging tasks for them. Also, in the lessons where pupils are taught in ability groups, there is usually a wide range of attainment within these groups, but the teachers do not regularly prepare different levels of work suited to the pupils' needs. As a result, the work for the more able pupils is insufficiently challenging and opportunities are limited to extend their learning. Pupils who have a statement of special educational need are well supported by education care officers. The teachers often put these pupils into groups with other pupils with special educational needs and use the educational care officers effectively to work with them. The teachers mark pupils' work regularly, but too often remarks made are purely of praise. In the best examples, the teachers gave pupils clear guidance as to how they could improve their work and the pupils responded well to this. The teachers monitor pupils' reading well both through group reading sessions and their individual reading. Some of the older pupils were pleased that their teachers helped them to choose books to widen their range of reading. Teachers give pupils homework regularly, which supports their learning in class. For example, during one lesson, the Year 6 pupils were learning about words ending in 'sion', 'tion' and 'cian', and the teacher gave the pupils a useful homework task to consolidate this learning.

83. The management of English is sound. The co-ordinator and headteacher monitor and evaluate English on a regular basis through the scrutiny of planning and pupils' work and through lesson observations. Pupils undertake formal assessments annually and other assessments, for example, the unaided writing tasks that the pupils do twice a year, help teachers to assess pupils' progress. Teachers have benefited from some good training in the teaching of English, and have gained much from recent contact with local 'Beacon' schools where they had the opportunity to observe some outstanding teachers teaching. Opportunities for pupils to use their writing skills in other subjects are being developed well, and some good examples of this were seen in science, religious education and history. The use of ICT in the subject is limited. The school has built up a good range of learning resources since the last inspection, including a wide range of books in classrooms and in the library to support pupils' reading.

MATHEMATICS

84. Standards by the end of Year 2 are well below average although the pupils make satisfactory progress in relation to their attainment on entry. By the end of Year 6 standards are below average and the pupils' achievement is satisfactory when compared with their Year 2 results in national tests. Standards in the national tests at the end of Year 6 have improved over the last two years. Those pupils with special educational needs are supported well and make satisfactory progress. The higher ability pupils, however, are not sufficiently challenged with the result that their progress is unsatisfactory across the school.

85. There has been satisfactory improvement since the last inspection. The introduction of the National Numeracy Strategy has been well executed through good training for teachers, with the result that the structure of most lessons reflects the increased focus on the pupils' ability to calculate mentally at speed. Good use is made of the national lessons plans for numeracy.

86. By Year 2, nearly all pupils have a sound understanding of numbers up to 100 and make simple calculations using three single digit numbers. They use different methods for calculating, such as using their knowledge of numbers that add up to 10 to help them add bigger numbers together, but few do this with confidence. Pupils are beginning to understand multiplication and division by counting forwards and backwards in twos and fives. They name common two-dimensional shapes, such as squares and triangles, identify right angles in simple shapes and draw simple symmetrical patterns. The pupils use standard units when measuring, and are accurate to one centimetre. While there are some opportunities for the pupils to use their mathematical skills in other lessons, teachers do not create enough opportunities for the pupils to use real life situations to practice their skills, and their use of their mathematical knowledge is weak as a result.

87. By Year 6, most pupils calculate using formal written methods with reasonable accuracy, and many have good mental strategies; for example, when multiplying odd and even numbers, they know whether the answer should be odd or even. The pupils show great enthusiasm for number and work at speed, but their weak knowledge of place value hinders their progress because they find it difficult to check their work when, for example, using a calculator to work with large numbers. Most pupils are confident working with decimals and fractions, and calculate fractions of a whole number such as one fifth of 40. When working with shapes, they calculate the area and perimeter of irregular shapes accurately, and measure angles to the nearest five degrees using a protractor. Teachers provide too little work on the use of data, including that managed by computer programs, and this is why pupils rarely use real life situations to reinforce their skills. More able pupils are not sufficiently challenged in their work, and there are missed opportunities for them to extend their learning by working independently to solve problems.

88. Those pupils who have special educational needs make satisfactory progress. They are supported well by Education Care Officers who understand their individual needs. By talking or signing to the pupils to reinforce and explain what the teacher is saying, they help to include the pupils in all the activities of the lesson. The Education Care Officers are particularly effective when working with groups because they support the work of the pupils by asking good questions that help them understand the content of the lesson. By including these children in group work the adults make sure that they are not over dependent on extra support.

89. The quality of teaching and learning is satisfactory overall, with examples of very good and unsatisfactory teaching. Teachers manage their classrooms well, and establish a good relationship with their pupils. In the best lessons, teachers maintain a strong pace that keeps the pupils motivated and challenged. They use good mathematical vocabulary and have a sound knowledge of the subject so that they can explain clearly new ideas and ask searching questions. In the less successful lessons, the teacher's explanations often lack clarity and the pace is slow because the teacher dominates the lesson. In these lessons, when pupils have to sit for too long on the carpet, they become bored, and then forget what they are supposed to do when sent to their groups. The learning of more able pupils is not well developed in most lessons because teachers do not provide them with work that provides a high degree of challenge. Teachers do not make sufficient use of ICT to support the pupils' learning in mathematics.

90. Teachers use good assessments in lessons and amend their plans accordingly. However, they often underestimate the different levels of attainment within their class with the result that more able pupils are held back. Assessment is used effectively to provide pupils with 'booster' classes that help them to improve their skills, and to move the older pupils between ability sets. The use of ability sets is well developed and makes good use of teachers' strengths. The setting of targets for individual pupils works well because they know what they need to do to improve.

91. The leadership and management of mathematics, by two co-ordinators, are sound. Both teachers have a good knowledge of the subject and have a good understanding of the strengths and weaknesses of the school from their regular analysis of teachers' planning and samples of the pupils' work. They do not yet have the opportunity to monitor teaching and learning in classrooms, and this explains some inconsistencies in the quality of teaching and learning between classes. The analysis of data from national tests, while systematic, has some weaknesses, because it falls short of informing teachers what the school needs to do to improve. The school has made effective links with nearby centres of excellence for the teaching of mathematics, and these have improved teachers' skills and confidence, particularly in the teaching of basic number skills. The subject has a satisfactory supply of resources, but there is a shortage of computer programs to support pupils' learning in mathematics.

SCIENCE

92. Standards by Years 2 and 6 are well below average and, while lower than those reported at the time of the last inspection, are similar to the national test results at that time. By the time the pupils leave at age 11, they have made satisfactory progress since starting the school. The pupils with special educational needs also make satisfactory progress and there is no significant difference in the progress made by girls and boys. The progress made by more able pupils is too often held back when they are not challenged sufficiently by their work. This can be seen, for instance, in work where they copy the same writing as the less able pupils and are not challenged enough to think for themselves. The inspection findings are similar to the results of the 2002 national tests.

93. By Year 2, most pupils know about different parts of their bodies and how exercise can have an effect on them. They know the names of some common mini-beasts, such as ants and worms, and know that they are found in different places. The pupils have difficulty with the names of some other creatures and terms such as 'habitat', and these have to be emphasised by the adults who are helping them. The pupils carry out simple investigations with reasonable skill, and sometimes make predictions as to what they think will happen, but there is little evidence of more able pupils being given tasks that would challenge them further. The pupils make simple electrical circuits with batteries, wires, bulbs and buzzers, and have a sound grasp of other forces such as pushing, pulling and magnetism. In their work on materials, most pupils know some simple characteristics of common materials. This was illustrated well when pupils in Year 1 used plastic film to waterproof their teddy bear's umbrella.

94. By Year 6, most pupils carry out experiments and investigations to test their predictions and to gain new scientific knowledge. The school realises the value of this type of work and it is developing it as a key part of the science curriculum. However, the pupils have not yet become confident in organising their own work and rely too often on their teacher's directions and set planning sheets. Pupils understand that tests have to be fair and they use different methods of observing and measuring when carrying out these tests. These do not include the use of computer-linked sensors. Pupils record their test results systematically using reports, tables, diagrams and graphs, but too little use is made of computer programs to help with this part of their work. They have a sound understanding of different parts of their bodies and about what distinguishes living things from non-living. They know of the various conditions that can affect plant growth and design good experiments to test some of their theories about the need for light, warmth and water. They classify rocks accurately into different groups, and have a basic understanding of the properties that make materials useful for different purposes. They carry out sound investigations using sieves to find out how different soil samples vary, but many of the pupils need a considerable amount of help from the teacher as they are unsure of the process they are trying to carry out. A few more able pupils know how to separate materials back into their original forms where possible. They have a reasonable knowledge of gravity and upthrust, and use this well when comparing how different objects behave in water. They measure the effects of these forces on floating and sinking objects, but are not fully confident as to why some things float and others do not. They know that

some materials are better conductors of electricity than other and test this using the brightness of bulbs in a circuit as an indicator.

95. The quality of teaching and learning across the school is satisfactory overall, with some examples of very good teaching and quick progress. The teachers usually plan lessons that have clear and appropriate learning targets, but often there is too little consideration given to planning work to match their differing abilities of the pupils. This is seen in the work of the pupils where too much of the work undertaken is the same no matter what the ability of the pupil. This is particularly evident for the more able pupils who are often not fully challenged by the level of work they are asked to do. A strength of many lessons is the effective use of practical activities that keep the pupils involved and motivated to learn. Teachers explain scientific words carefully so that the pupils can use them and understand what they mean. The management and discipline of the pupils is usually good and the teachers often use praise effectively to encourage and raise their self-esteem. The pupils are given opportunities to work together in pairs and groups, and this helps to develop both their scientific and language skills. Although the teachers often question the pupils well to extend and consolidate their learning they do not use a wide enough range of questioning techniques. For example, too many questions are directed to the whole group and answers are then too often taken only from the pupils who have their hands up. In very good lessons the teachers show a great enthusiasm for the work being done and this spills over into the attitudes of the pupils who are attentive, busy and involved in enjoyable activities. In these lessons, the teacher explains carefully what has to be done and all groups are well supported when they are working. It is in these lessons where very good relationships are developing between the teacher and the pupils. In lessons that are less successful, discipline is sometimes not as effective and pupils take a long time to produce little work. Occasionally, the teacher's knowledge and explanations of what is to be done are unsatisfactory. As a result, pupils carry out work that is confusing and does not relate well to what they should be learning.

96. Assessment procedures are developing well, and the information gathered is used systematically to inform the teachers' future planning. The co-ordinator has already identified that a more rigorous use of assessment data and analysis could help lead to improvements in attainment standards. The standard of teachers' marking is generally satisfactory, but is not of a consistent standard across the school.

97. The science co-ordinator is enthusiastic, sets a very good example by her own teaching and is clear about how standards in science can be raised. She has already identified and begun work on a number of areas for development, including the increased use of ICT and the further use of practical scientific experiments and investigations. However, there is no monitoring of the quality of teaching and learning, and this explains some of the inconsistencies found across the school.

ART AND DESIGN

98. Standards achieved by the pupils in Years 2 and 6 are at the expected level. The quality of teaching and learning is satisfactory and this is reflected in the work displayed around the school and that seen in the lessons observed. Pupils with special educational needs make satisfactory progress, even though they sometimes struggle with the control of their tools.

99. No lessons were observed in Years 1 and 2 but evidence collected from scrutiny of work and displays around school indicates that the pupils have had the opportunity to produce some good observational work after studying a bowl of flowers. In addition to drawing the full vase, they carefully sketched some of the plant's parts using pastel and pencil crayon. Pupils in Year 2 accurately recorded their observations after studying the school grounds, when they sketched rocks, leaves and other features. They showed a good sense of colour when designing and illustrating feathers for a tropical bird, and designing wells linked to the Derbyshire well-dressing celebrations.

100. In Year 3 the pupils benefited from the clear instructions and demonstration by the teacher when being introduced to different printing techniques, and achieved a good level of success. They were, however, denied the chance to mix their own colours and this was a missed opportunity for the teacher to extend their

artistic skills. In a Year 6 lesson the pupils gained much from the teacher's questions when discussing a range of portraits. They were encouraged to look beyond the face in the picture for any clues to the person's interests and lifestyle. When one pupil commented; 'The painting looks like a photograph', the teacher grasped the opportunity to draw the class's attention to the use of shading to enhance features, and this enabled pupils to move away from creating a flat 'cartoon' effect. Pupils create their own action portraits of themselves and their friends from photographs taken in class, and use charcoal, pencil and coloured pastels well to create different effects. In another Year 6 lesson the pupils discussed each other's work in a mature manner, and considered what some of their own drawings, and those of famous artists, might be 'saying' after the teacher indicated that; 'You can speak through art'. This worked very well, and made all pupils think deeply about the subject. Pupils have used fabric to good effect to illustrate stories from different periods in history.

101. The co-ordinator has an enthusiasm for the subject and provides sound leadership. The school's own curriculum guidelines, linked to a national scheme, give the teachers a clear idea of what is expected. The subject is often linked to other areas of the curriculum such as history and literacy and this was noticeable during the inspection when a class was studying Brueghels 'Children's Games'. There is evidence also that the work of other artists, such as Monet and Friedrich Hundertwasser, has been studied in relation to landscapes and housing. The curriculum is enriched by the school's successful annual arts week that involves all the pupils in a range of art related activities. Sound assessments of pupils' work are carried out at the end of each half term, and these provide a clear picture of pupils' progress. Teachers make some use of ICT to enable pupils to experiment with patterns, but there are few programs to take full advantage of the school's computers.

DESIGN AND TECHNOLOGY

102. By the end of Years 2 and 6 standards in design and technology are in line with those expected nationally. These were also the judgements at the time of the last inspection. All groups of pupils, including those with special educational needs, make satisfactory progress.

103. The pupils talk about their work with enthusiasm and enjoy designing and making models. In Year 1 they use their skills well to make attractive cardboard homes linked to literacy lessons. By Year 2, pupils design and make model wells out of clay, and attach winding gear that they have devised to raise and lower the cardboard bucket. By Year 4, pupils analyse their work thoughtfully after designing and making their models. By Year 6, pupils showed that they had a clear idea about the need when designing a tent to ensure that it 'protects everyone from bad weather and stops animals creeping in'. Their detailed designs were used to make tents that were then erected in the school hall. Pupils are both constructive and honest when evaluating their work and this was shown when, following a baking activity, they reviewed the recipe and recorded that 'the biscuits were not good; they did not turn out as we expected them to be'.

104. Although no lessons were observed during the inspection it is clear from talking to pupils and teachers, and from the scrutiny of work, that the quality of teaching and learning is satisfactory. Lessons are planned around either a half termly theme or a block of one week, and pupils' progress is carefully monitored at the end of each topic. Teachers make good links with other subjects, and this enhances pupils' attainment. This was illustrated well in Years 1 and 2 when work with models and puppets was related usefully to traditional tales or a nursery rhymes, and in Years 3 and 4 when pupils wrote their own text to accompany the varied and often amusing 'pop-up' books that they had made.

105. The school has made good adaptations to the nationally produced scheme of work, and this ensures that the required skills and knowledge are taught according to a rolling programme of topics. The school makes too little use of ICT to enable pupils to control their models or plan their projects. There is little opportunity also for the pupils to use electrical components such as pulleys and motors. The co-ordinator has an awareness of the school's needs in terms of staff development in relation to these issues. A satisfactory range of resources supports teaching and learning. Sound assessment procedures ensure that the progress of each pupil is carefully monitored as they move through the school.

GEOGRAPHY

106. Standards by Year 2 are average, and by Year 6 they are above average. The pupils achieve well, and make good progress in relation to their attainment on entry. Those pupils with special educational needs make satisfactory progress in relation to their prior learning because they are supported well by adults in their lessons. The school has maintained the standards seen at the time of the last inspection

107. By Year 2, pupils use and make simple maps of the local area with reasonable skill. They show confidence plotting the main features, such as shops, and describing the route to these places from their school. This work benefits from useful visits to where pupils have the chance to look closely at local landmarks when they make clear comparisons between man made and natural features. These visits develop the pupils' cultural understanding well when they, for example, compare different styles of food in this country with that found in France. Teachers make good links with geography and other subjects, and this approach helps pupils gain a deeper understanding of both subjects. For example, in a history topic about the great fire of London pupils made effective 'picture maps' of the event, while in personal, social and health education they plotted accurately where food came from on a world map.

108. By Year 6, pupils have a good awareness of how human activities affect the environment. For example, they used their experiences of their visit to Carsington Reservoir well to bring a study of the water cycle to life as they saw how the landscape had been changed to accommodate the water. They make good use of their literacy skills in geography, as was illustrated by one pupil writing about the life of a raindrop; 'Eventually I was evaporated; now I'm on top of the cloud, but not for long!' Pupils have a good awareness of how physical processes affect people's lives, and write knowledgeably about the dangers posed by volcanoes in some regions of the world.

109. The quality of teaching and learning in geography is good throughout the school. Teachers make good use of the resources available to them and use a wide variety of visits to support their teaching; this is a strength of the subject because it enables pupils to use the skills learned in class in 'real' situations. This is an important reason why pupils are enthusiastic about the subject and enjoy their learning. Teachers are knowledgeable about the subject, and this enables them to answer pupils' questions quickly and accurately.

110. The newly appointed co-ordinator has not yet had the opportunity to monitor teaching and learning, although she has monitored some of teachers' planning. She has a good knowledge of the subject and provides some good informal support to her colleagues. The co-ordinator's file contains a useful sample of pupils' work but because the work is over three years old it does not reflect the current standards achieved. Geography is taught in blocks of time using the nationally recommended schemes of work, and this ensures good coverage of the curriculum. Resources for the subject are satisfactory, although teachers make too little use of ICT to enable pupils to research topics.

HISTORY

111. Standards in history have been maintained since the previous inspection and are those expected nationally in Year 2 and Year 6. These standards represent sound achievement. Pupils with special educational needs make sound progress, but while they develop a reasonable historical knowledge their written work is often sketchy. Work on display and in books indicates that pupils throughout the school undertake an appropriate range of work to develop their historical understanding and enquiry in a systematic way as they move through the school.

112. By Year 2, pupils have a sound knowledge of important people from the past and how living conditions have changed since then. For example, when looking at the life of Florence Nightingale, they used their knowledge well to assess the differences in hospitals in her time with those today. In their more recent work they have studied the happenings associated with the Great Fire of London. They know that Samuel

Pepys was an 'eyewitness' and how his diaries are an important source of information describing what actually happened.

113. By Year 6, pupils have a sound understanding of Tudor times and especially the life of Henry VIII. They have a good awareness of how inventories that were made when people died and portraits painted at the time give very good clues as to how people lived. In one piece of written work in their books, pupils used their literacy skills well to develop a character study of Henry VIII. In some of their best work, they made some interesting arguments about the advantages and disadvantages of his marriages to Anne Boleyn and Jane Seymour, and in most cases decided that neither marriage solved his problems. In one lesson, Year 6 pupils looked at a portrait of Ann of Cleves and noted that she must have been rich because of the clothes she was wearing and her gold jewellery. A few pupils show good historical understanding, and give very thoughtful and sensible suggestions about why events happened.

114. The quality of teaching and learning is satisfactory. The teachers plan lessons well so that pupils learn important facts and also have opportunities to find information for themselves. Teachers use effective questioning to make pupils think deeply about the subject. They use resources well to make lessons interesting and bring the subject to life. Teachers make too little of ICT to develop pupils' research skills and they miss important sources of evidence found, for example, on the Internet.

115. The co-ordinator provides sound management of the subject. The policy and scheme of work have been updated and the provision is continually being reviewed to ensure better teaching and coverage of the history curriculum. Simple but useful procedures assess and record how well the pupils are achieving. However, although the co-ordinator scrutinises pupils' work and teachers' planning, and discusses work with teachers she has not had the opportunity to monitor the impact of teaching on learning through direct classroom observations. Resources are adequate and are constantly being updated to meet the needs of the curriculum. The visits that pupils make and visitors to the school, for example, the Year 5 'Tudor Day' organised by an outside group, do much to enhance pupils' understanding of the past.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

116. Standards are the same as they were at the last inspection - average in Year 2 and below average in Year 6. Following the last inspection, the school reviewed the provision for ICT and adopted a sound action plan to improve the supply of resources within the limitations of the budget. This took some time; the school has only recently had sufficient computers and other equipment to teach the subject adequately, and the confidence of staff teaching ICT was generally low. The new computer suite, good staff training and the resultant regular teaching of basic computer skills are having a good effect on pupils' abilities and confidence, but the oldest pupils are still underachieving compared with pupils nationally. Younger pupils have benefited most from recent improvements, and achieve satisfactory standards. Pupils with special educational needs make satisfactory progress, and enjoy the success that word-processing programs bring to their writing of stories.

117. Pupils in Year 2 have an average understanding of how to turn on the computer, locate their program and input their text. They use the space bar confidently and change the case of their letters with average skill. They use CD-ROM programs competently to research topics, and this was seen to good effect when they used menus confidently to search for details on animals in a science lesson.

118. By Year 6, pupils use word-processing programs with reasonable confidence but they work slowly on the keyboard and often struggle with basic skills such as loading programs. Pupils learn quickly, though, and when teachers introduce new skills they soon master the concept. For example, when teachers show pupils how to use spreadsheets, they quickly see how to produce formulae, and are delighted when they add a column of figures instantly. Similarly, pupils have recently been taught to use 'branching' databases, and when set a challenge they sort rocks and animals quickly to arrive at the correct answer. Pupils have had some experience of controlling devices but the school has only recently acquired the technology to monitor changes using sensors, and their attainment is weak in these areas. Pupils have had few opportunities to use

the Internet to research their topics, although they have found some websites useful when consolidating their work in science in readiness for the national tests.

119. The quality of teaching and learning is satisfactory throughout the school. Teachers have improved their knowledge significantly since the last inspection, and most are confident using computers and introducing new software. Teachers make good use of the computer suite to introduce new concepts, and give pupils a speedy chance to put their new learning into practice. Sometimes, teachers make their most of the time in the suite by starting lessons in the classroom, reminding pupils of what they have learned so far, and preparing them for the lesson ahead. This works well, and means that, as soon as they enter the suite, they can begin working on computers. In Years 1 and 2, teachers focus appropriately on developing basic skills, and this ensures that pupils are gaining confidence using the keyboard, mouse and simple menus. In Years 3 to 6, teachers build systematically on this work and have high expectations of pupils' work. This sometimes causes problems, however, because of the wide range of ability in the class and, while some pupils press ahead confidently, others struggle with simple operations. Teachers try hard to provide pupils with opportunities to use computers to follow up work done in class, but the school lacks the range of programs for this to work well.

120. The co-ordinator provides sound support to teachers, and has done much to provide staff with the confidence to teach all aspects of the curriculum. The co-ordinator monitors the quality of teaching informally by observations of teachers working in the computer suite next to her class, and this gives a clear picture of how well pupils are learning. The school makes good use of the nationally recommended scheme of work to help teachers plan lessons. This scheme also provides a good system for assessing pupils' standards and progress.

MUSIC

121. The standards of attainment by the Year 2 and Year 6 pupils are in line with those expected nationally and, overall, the pupils make satisfactory progress. This is a better picture than that found at the last inspection when attainment in music was judged to be below average throughout the school. Pupils with special educational needs make satisfactory progress and enjoy the success that this subject gives them. The school has worked hard to improve the provision for music but the limitations of the accommodation mean that most classes do not have as much time spent developing music skills as in most schools. However, all the pupils have access to a range of musical activities because the school is using the national guidelines well to plan what should be taught.

122. Although most pupils enjoy singing and the majority sing in tune, there is a significant number of pupils, especially boys, who find it difficult to follow a tune. For example, in a lesson with Year 4 pupils the teacher worked very hard with the pupils practising a two part song but many of the boys found difficulty in singing with accuracy. Most of the girls managed to sing with a good sense of rhythm. However, during a singing assembly with the Years 3 to 6, the majority of pupils sang 'The Puss in Boots' rap very well and with great enthusiasm. Throughout school, all the pupils have opportunities to play a range of untuned and tuned percussion instruments. They listen carefully to a variety of pieces of music and can identify different instruments. In one lesson, most of the Year 2 pupils were developing a good knowledge of high and low notes using their hands to demonstrate this as the teacher played a range of notes on the xylophone. They recognised familiar instruments from pictures and many knew how they were played. Most were beginning to understand that symbols and pictures often represent instructions for playing instruments. In an excellent lesson for pupils in Year 5, the teacher showed them expertly how, by altering the pitch and tempo, the impact and mood of a piece of music can be modified. Pupils quickly grasped the idea, and experimented with a range of instruments until they achieved their desired effect. By the time they leave the school the pupils know, understand and correctly use a sound range of musical vocabulary.

123. The quality of teaching and learning is good, and often very good when teachers have the skills to get the best out of pupils. Teachers explain the aims of lessons clearly and teach the basic skills of music systematically. This helps pupils learn how to sing in tune and play instruments with confidence. Teachers

manage the pupils effectively and expect them to participate fully in the activities. The teaching is supported by clear guidelines of what is to be taught together with a good range of resources, including instruments from a wide range of cultures, tuned and untuned percussion instruments and recorders. This is an improvement since the last inspection.

124. The co-ordinator, new to the post, is enthusiastic in promoting the pupils' musical learning throughout the school. The school has identified the need to increase the teachers' confidence in teaching music and she supports colleagues who are less confident in teaching music by discussing their planning with them and by providing a range of resources to support the teaching and learning. These teachers benefit from a new set of teaching resources to help them plan their lessons. The co-ordinator is developing procedures to assess pupils' learning at the end of each unit of work. The school is gradually introducing a programme of individual instrumental lessons for pupils who show interest and talent. The school provides good opportunities for pupils to extend their musical talents in after school clubs; here, for example, they learn to play the recorder and take part enthusiastically in an Asian music club. The school has a very good music room, which has a positive effect on the quality of teaching and learning.

PHYSICAL EDUCATION

125. By Year 2 and Year 6, pupils' work is in line with national expectations, and similar to the standards reported in the previous inspection. By Year 6, pupils' attainment in games is above average. They have good ball skills, and have a good awareness of the importance of playing as part of a team. Their cricket skills are particularly good, and a few talented pupils are already attached to local cricket clubs. The school does well in competitive sports against other schools. Their gymnastic skills are average. They move easily around the hall, and show reasonable agility with their bodies. Pupils observe each other's work carefully, and improve their own performance as a result. Pupils' dance skills are average. They respond well to music and think of good ideas to make their moves interesting. Boys are less keen to dance than girls, though, and often their embarrassment hinders the quality of their work. Pupils' swimming skills are below average; pupils are taught swimming for just one term in Year 4, and less than half swim the expected 25 metres by the time they leave. Few pupils have the opportunity to swim outside school hours.

126. By Year 2, pupils move with reasonable agility in gymnastics lessons, and think of interesting sequences of moves. Their combinations of running, jumping and sinking, for example, showed good imagination, and demonstrated a willingness to learn from others. In games, pupils find spaces quickly and improve their skills well through practice. They respond well to instructions, and are well aware of the effects of exercise on their heart and lungs.

127. Pupils achieve sound standards in physical education, given their average skills on entry to the school. Pupils with special educational needs, including those with physical disabilities, do well, and take a full part in all activities. The most able pupils make good progress, and do the school credit in competitive games.

128. Throughout the school, the quality of teaching and learning is satisfactory, as it was in the previous inspection. The teaching of games is good, because teachers work hard at teaching basic skills and this quickly improves pupils' control of bats and balls. Teachers start physical education lessons promptly and in a well-organised manner. This is important, and ensures that pupils' learning begins the moment the lesson starts. Teachers ensure that warm-up activities exercise the correct muscles, and make sure that pupils understand the purpose of this start to the lesson. The lessons are challenging, and encourage pupils to attempt more and more difficult work. In one lesson, the teacher made these expectations clear by saying, 'I want only your best work – I'm going to watch you all carefully!' Pupils responded very well to this encouragement and worked hard to impress the teacher. Teachers generally show secure knowledge of the subject in the instructions and demonstrations that they give. They generally make good use of the best examples to show others how well a move can be performed. Not all teachers do this, however, and this means that sometimes pupils miss the opportunity to learn from other pupils. Teachers work hard to ensure that pupils at an early stage of learning English understand their instructions. In a lesson for pupils in Year 3, for example, the teacher asked them to move around the hall in a 'boastful' manner; the teacher took time to

explore which pupils understood the term, and explained it clearly in different ways until everyone was clear about how they were supposed to move. Teachers generally have good control of classes, but occasionally struggle when pupils, particularly boys, become excited or embarrassed. This happened in a lesson for pupils in Year 3, when boys felt very uncomfortable about dancing around the hall; the teacher attempted to 'disguise' the lesson as a 'movement to music' session but boys were not convinced and wasted much of the time trying to impress their friends.

129. Physical education makes a good contribution to the social and moral development of the pupils as they learn to understand the benefits of teamwork. The subject is overseen well by the knowledgeable co-ordinator, who has done much to develop the curriculum and guide teachers in their lesson planning. The school has a good scheme of work, and sound assessment systems to evaluate pupils' skills and track their progress. The school has a reasonable sized hall, and the large playing fields and hard playing surfaces have a good impact on pupils' games skills. A good range of extra-curricular sports sessions help to boost standards, especially by the most able pupils.

RELIGIOUS EDUCATION

130. By time they leave the school the pupils' attainment is above that expected by the requirements of the locally Agreed Syllabus, and throughout the school the pupils make good progress in learning about religion and from religion. This represents a good improvement since the previous inspection. These judgements represent sound achievement. Pupils with special educational needs make satisfactory progress, and are often keen to put forward their views in discussions. In using the guidance from the local education authority on what should be taught in religious education the school builds on and respects the strong faith foundations of the majority of the pupils. This has a clear impact on the good progress made by pupils in exploring religious concepts, and in gaining knowledge of their own and other religions. Pupils' response to religious education is very good; they concentrate well and make thoughtful and well informed comments about different issues. Apart from a very small number of children whose parents exercise the right to withdraw them from religious education lessons all pupils have equal access to the subject and are included in the various activities planned to support the learning in this area. Religious education makes a very good contribution to the spiritual, moral, social and cultural education of the pupils. This is very well demonstrated by the ways in which the school shows that it values highly the diverse traditions, religions and cultures of all the pupils who attend the school. The school promotes mutual understanding and ensures that the curricular materials used in lessons both reflect and show respect for the religions represented in the school, as well as some that are not.

131. By Year 2, pupils think carefully about the importance of belief, family and friends and belonging to different groups. They have a sound knowledge of celebrations in different religions and traditions such as Eid, Easter and New Year. They reflect with sensitivity on the beauty and patterns of nature and how looking at them can make them feel part of God's world. Pupils learn about the Creation stories from holy writings, and talk knowledgeably about the religious meaning of symbols such as the cross in Christianity. They have a good knowledge and understanding of the importance of prayer in different religions. All the pupils, regardless of their backgrounds, know that holy writings such as the Qur'an are to be treated with respect and reverence.

132. In Years 3 to 6, pupils develop a sound knowledge of celebrations in a range of religions, including Eid, Divali and Easter. Pupils explain clearly the differences between journeys and pilgrimages. They talk about their own knowledge of Hajj and learn about the importance of the Golden Temple of Amritsar to Sikhs. A strength of pupils' work is in their commitment to sharing responsibility for caring for the environment, and they devised heartfelt slogans to support these ideas, such as; 'How would you like to see the earth shaved clean of grass and trees'. Pupils are happy to discuss with visitors their faith, and the school provides good opportunities for them to put questions to a Muslim, a Sikh and a Christian. They accurately identify a wide range of the principal beliefs, ideas and teachings of the religions studied. Most impressively, the pupils ask searching questions about difficult aspects of life and experience, and suggest religious answers. They explain their ideas clearly about Allah or God. For example they write; 'God is everywhere';

‘No-one has seen God’ and; ‘God is alone but the Angels who are made with light are with Him’. They are beginning to display a depth of understanding of the belief that some religions have of a life after death. They have a good knowledge of the lives and work of important religious and secular figures such as Buddha, Martin Luther King and Mother Theresa.

133. The quality of teaching throughout the school is good. The teachers demonstrate a good knowledge and understanding of the guidance for what is to be taught in religious education and the lessons are well planned according to the guidance. Where the best teaching is seen the teachers manage the pupils very well and ensure they are fully involved in the learning. They use effective, well directed questioning to develop the pupils’ understanding and show that they value the pupils’ ideas, thoughts and opinions. On occasions, because of timetabling restrictions, the teaching becomes less effective when the lessons are split or the teacher has to leave the class to take part in another activity.

134. The co-ordinator provides good leadership, and has successfully promoted religious education as an important subject area of the curriculum. The co-ordinator is ably supported by a teacher from the upper part of the school who is a member of the local education authority Sacre Committee that has responsibility for setting the overall curriculum guidelines for what is to be taught in local schools. The co-ordinator checks the teaching and learning in religious education by reading and annotating medium term planning and ensuring that suitable resources are available for the topics to be studied. There is an adequate range of resources and artefacts including videos, books and pictures to promote the pupils’ knowledge of different faiths and cultural traditions. The school is making satisfactory use of ICT skills in religious education. For example, Year 4 pupils use a publishing program to write their own versions of the story of Joseph and his multi-coloured coat, whilst younger pupils looking at pattern and shape in nature use a drawing program. Events supporting religious education in the school are well recorded using a digital camera and tape recordings. The school makes very good use of visits to places of worship and of visitors to the school who explain their faith and how they practise it.