

# INSPECTION REPORT

**ALL SAINTS CofE JUNIOR SCHOOL**

Matlock,

LEA area: Derbyshire

Unique reference number: 112837

Headteacher: Mrs. C. Newton

Reporting inspector: Mr. R. McGovern  
10541

Dates of inspection: 23 – 25 June 2003

Inspection number: 247277

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Junior  
School category: CofE Voluntary Controlled  
Age range of pupils: 7 - 11  
Gender of pupils: Mixed

School address: Hurds Hollow  
Matlock  
Derbyshire

Postcode: DE4 3LA

Telephone number: 01629 583949

Fax number:

Appropriate authority: Governing body

Name of chair of governors: Mr. R. Cook

Date of previous inspection: July 2001

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
10541	R. McGovern	Registered inspector	Art and design Religious education	What sort of school is it? How high are standards? How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
9446	H. Griffiths	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents? Pupils' attitudes, values and personal development.
32318	N. Beech	Team inspector	Mathematics History Geography	
23686	P. White	Team inspector	Special educational needs English as an additional language English Music	How good are the curricular and other opportunities offered to the pupils?
17686	G. Simpson	Team inspector	Science Information and communication technology (ICT) Design and technology Physical education	

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

All Saints' is a Church of England Voluntary Controlled Junior School. There are 204 pupils on roll, and the school is about the same size as most junior schools. The percentage of pupils known to be eligible for free school meals (0.9 per cent) is well below the national average. No pupils are at an early stage of learning English as an additional language. Twenty-nine pupils have been identified as having special educational needs, which is well below the national average. Five pupils have a Statement of Special Educational Needs, which is above the national average. The pupils' attainment on entry to the school covers a wide range but, overall, it is above average.

At the last inspection the school was judged to have serious weaknesses in its leadership and management. Since that time the school has been through a period of significant change. Two temporary headteachers led the school until the new, permanent headteacher joined in September 2002. The post of deputy headteacher is currently vacant and there has been a significant turnover in the teaching staff. At the time of the inspection three classes were taught by temporary or supply teachers. In addition, the school has been through a major building programme to bring all of the pupils onto one site.

### **HOW GOOD THE SCHOOL IS**

All Saints' is a good school. The good teaching, which was a notable feature at the last inspection, has been maintained, resulting in above average standards in English, mathematics and science. The interim leadership served the school well and the appointment of the new, permanent headteacher has helped to restore the confidence of staff and parents, and to provide a clear direction for the school. The school gives good value for money.

#### **What the school does well**

- Standards in English, mathematics and science are above average.
- There is a strong commitment to improvement that has served the school well since the last inspection.
- The teaching is good overall.
- The pupils' behaviour is good, and has improved significantly since the last inspection.
- There is a high standard of care for the pupils.
- The school is forging an effective partnership with parents.

#### **What could be improved**

- The very comprehensive data on pupil performance needs to be further analysed in order to set the school's priorities and actions over the next three years.
- The teachers' knowledge and understanding of what is taught across the school in the foundation subjects.
- The systems for staff induction, mentoring, support and professional development
- The roles and responsibilities of staff
- The provision of homework

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

Since the school was last inspected in July 2001 the quality of its management has improved significantly. With the support of governors, the local education authority and the seconded headteachers and the strong commitment to improvement on the part of all staff, the school has overcome its serious weaknesses. The appointment of the permanent headteacher in September 2002 has provided the stability in leadership that the school needed. The steps taken to improve the school have resulted in much better use of computers for learning, higher standards in science and the

adoption of very good systems for assessing the pupils' progress. The pupils' attitudes and behaviour, a concern at the last inspection, are now good. The major building programme has had considerable benefit for the school and its pupils. All of the pupils are now taught on one site in accommodation that is a clean and well-maintained place for pupils to learn and play. All Saints' has the capacity to become a very effective school. The inspection findings point to a good improvement in standards and the quality of education provided by the school since the last inspection.

## 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				<b>Key</b>  well above average A above average B average C below average D well below average E
	all schools			similar schools	
	2000	2001	2002	2002	
English	A	B	C	E	
mathematics	A	C	C	D	
science	D	D	C	D	

The school's performance in the national tests for Year 6 in 2002 was broadly in line with the national average. These results were lower than in previous years, and below that found in similar schools. The proportion of the pupils reaching the higher Level 5 is low, and is very low when compared with the national figures in English, mathematics and science. However, this only partially explains the relatively low average points score. These results also show that the school had too high a proportion of pupils whose attainment was below average.

The inspection evidence points to a much improved picture this year, and it also indicates that the action the school has taken to raise the attainment of the more able pupils, particularly in English and mathematics, is being successful. As a result, the school is likely to achieve its targets and show significant gains in the percentage of pupils achieving at the higher Level 5. These improvements are the result of better teaching and a particular emphasis in Years 5 and 6 on providing more demanding work for the most able pupils, whilst at the same time expecting more work to be covered in each lesson. The pupils' work in Year 6 points to standards that are above average in English, mathematics, science, history and geography. In all other subjects standards are in line with expectations.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. The pupils are keen to do well. They show interest in their lessons and work hard.
Behaviour, in and out of classrooms	Considerable progress has been made since the last inspection. The pupils' behaviour is now good, both in and out of classrooms.
Personal development and relationships	Good. The school has developed a good number of opportunities for the pupils to take responsibility and to celebrate their achievements. Their natural competitiveness is now being harnessed positively and constructively by staff.



Attendance	Good. Attendance is above average and unauthorised absence is low.
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The attitudes and behaviour of the pupils were a concern at the last inspection and they remain a concern to a number of the parents who responded to the questionnaire as part of this inspection. These inspection findings point to considerable progress in this aspect of the school's work. The pupils enjoy coming to school. They are polite and interested in their work. Most of the lessons engage the pupils' interest and, as a result, they work hard. Systems to monitor behaviour, particularly at lunchtime, are good. The provision of play equipment on the field and the playground and the work of the midday staff in developing the pupils' play are having a very positive impact.

## TEACHING AND LEARNING

<b>Teaching of pupils in:</b>	<b>Years 3 – 6</b>
Quality of teaching	Good

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

The quality of teaching has been sustained since the last inspection and it is good overall. The consistently effective teaching is reflected in the pupils' past work and results in the above average standards at age 11. Most of the very good teaching takes place in Years 5 and 6. Across the school, however, there is consistently good and effective teaching of the basic skills of literacy and numeracy. Although well planned, some of these lessons could provide more challenge for the above average pupils. This relates as much to pace and productivity in their work as it does to providing more demanding work. Above average pupils are not set time targets that drive a more demanding pace. All of the pupils with special educational needs are well supported by class teachers and learning support assistants. In class work and when working in small groups, the work they are expected to do is closely matched to their needs and they make good progress.

The teaching in subjects other than English and mathematics is well planned. The work in history and geography, for example, results in above average standards and makes good use of practical and investigative work in the school grounds and beyond. In science, a significant weakness at the last inspection, there is a very good range of practical and investigative work and the pupils enjoy these lessons. The new computer suite has improved the teaching considerably. The pupils in Years 5 and 6 are making good use of a range of software and the Internet to enrich their learning. Religious education is given a good amount of time, the lessons are well planned and generally good use is made of the school's links with the church, but aspects of the Agreed Syllabus are introduced with too little thought given to their relevance to the pupils' everyday lives. For example, a well planned series of lessons on the theme of Diwali and the tale of Rama and Sita loses much of its impact because it is being taught in June. Overall, however, the teaching is lively and the work is interesting. This represents good progress since the previous inspection.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	A weakness at the last inspection, it is now good. The school gives an appropriate emphasis to the basic skills. Both the curriculum planning and the breadth of the curriculum have improved significantly. The work is made interesting and is enriched by visits, residential visits and a good range of extra-curricular activities including clubs for sport, history and music.
Provision for pupils with	Good. The pupils are well supported by class teachers, learning support assistants and the local education authority's support services. Some of the

special educational needs	individual education plans that are written by class teachers, however, are not as clear as they might be about what the pupils should learn. The school could usefully share the best practice in order to bring all of the plans up to the quality of the best.
Provision for pupils' personal, including spiritual, moral, social and cultural development	A weakness at the last inspection, the provision is now good overall. The pupils are successfully encouraged to think carefully about the world around them and the consequences of the things they do. The planned provision includes some very good personal and social education (PSHE). The provision for pupils' moral and social development, recently targeted by the school, is now good and there is room for further improvement in the provision for the pupils' spiritual and cultural development, which is satisfactory.
How well the school cares for its pupils	A weakness at the last inspection, the provision is now good. All staff provide a very high level of care for the pupils: they understand their individual needs and show kindness and respect for them. The procedures for ensuring the pupils' health, safety and well-being are now good.

The school has made good progress in these areas since the last inspection and has the support and confidence of most of the parents in the changes it has made. The partnership with parents is good and is developing well.

#### **HOW WELL THE SCHOOL IS LED AND MANAGED**

<b>Aspect</b>	<b>Comment</b>
Leadership and management by the headteacher and other key staff	Good. The headteacher provides clear and consistent leadership. All of the subject co-ordinators show a commitment to improvement and they have each worked very hard to implement schemes of work since the last inspection. The management of the foundation subjects is satisfactory, but subject co-ordinators do not have enough time to develop their leadership skills and to become familiar with expectations and standards in each year group.
How well the governors fulfil their responsibilities	Good. The governors monitor the school's performance well and provide a good blend of challenge and support. They fulfil their statutory duties effectively and have drawn on a range of advice to help them to improve the school and to restore the confidence of staff, parents and the local community.
The school's evaluation of its performance	Satisfactory. This is developing well under the leadership of the new headteacher. The school has implemented a range of measures designed to provide detailed information about pupil performance and for monitoring and supporting the development of teaching and learning. These indicators are not yet used sufficiently to sharpen the focus of the priorities and actions in the school improvement plan.
The strategic use of resources	Good. The school has appropriate educational priorities linked to the available budget. Specific grants are used suitably, in particular those targeted at improving standards in literacy and numeracy. The major building programme and bringing the school onto one site has been managed very effectively. The school's budget is carefully monitored and managed well.

The school has an adequate number of teachers and resources. Overall, however, whilst the pupils benefit significantly from the support provided by the learning support assistants, the teachers have only limited support from classroom assistants and other staff for their work in classrooms and with routine tasks.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"><li>• The good teaching.</li><li>• The approachability of the headteacher and staff.</li><li>• The good progress made by their children.</li><li>• The improvement in the pupils' behaviour.</li></ul>	<ul style="list-style-type: none"><li>• The amount of information they receive about their child's attainment and progress</li><li>• The quality and consistency of homework.</li></ul>

The inspection team agrees with all of the parents' positive views and shares their concern about the lack of consistency in the provision of homework. More could be done to ensure that homework is provided consistently and as part of a regular timetable. The inspection team judges the amount of information parents receive about their children's progress to be satisfactory and improving. The new headteacher has given priority to this aspect of the school's partnership with parents and the planned developments are designed to address these concerns.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and pupils' achievements**

1. The school's performance in the national tests for Year 6 pupils in 2002 was broadly in line with the national average. This result was lower than in previous years, and below that of similar schools. The proportion of the pupils reaching the higher Level 5 is low, and is very low when compared with the national figures in English, mathematics and science. However, this only partially explains the relatively low average points score. These results also show that the school had too high a proportion of pupils whose attainment was below average.
2. Over the last three years the pupils have not built sufficiently on their prior attainment: too little has been done to raise the attainment of the below average and more able pupils. The inspection evidence points to a much improved picture this year, and it also indicates that the action the school has taken to raise the attainment of the more able pupils, particularly in English and mathematics, is being successful. These improvements are the result of better teaching and the very good assessment procedures that have been used to target groups of pupils. The pupils' work in Year 6 points to standards that are above average in English, mathematics, science, history and geography. In all other subjects standards are in line with expectations.
3. In English Year 6 pupils read confidently and enjoy books. Most pupils develop a good reading habit and talk enthusiastically about their favourite authors and reading interests. They write for a wide range of purposes and audiences and it is a very good feature of their work that they write in a joined, legible hand and they take great pride in the presentation of their work. In their writing most are successfully encouraged to produce longer and more complex sentences. They make good progress in improving and correcting their work and talk confidently about their work in progress and why, for example, they have used particular words and phrases. The pupils' speaking and listening skills are well developed. The teachers require the pupils to support their viewpoints and reasons with explanations and, as a result, they speak out confidently in a range of situations. Standards are improving because of the focus on improving the teaching and ensuring that the more able pupils cover more demanding work. This is most successful in Years 3, 5 and 6. In the remaining classes the work could provide more challenge, but it could also require the pupils to work at a faster pace.
4. In mathematics Year 6 pupils demonstrate levels of mathematical communication and reasoning that are above average. They particularly enjoy moving from learning about, for example, perimeter, to applying their knowledge to solve real-life problems. The enthusiastic teaching proved to be infectious and the pupils' understanding was taken to a higher level. The teaching in Years 5 and 6 is demanding and the pupils make very good progress. The work in Years 3 and 4 is guided by very good planning, but the pace is sometimes slow and, consequently, the pupils' progress is limited by this.
5. In science standards have improved significantly and are now above average. Scientific enquiry is given a high priority and pupils across the school enjoy the practical and investigative work. Pupils in Year 6 have a secure understanding of how to set up experiments and they record and interpret their findings well.
6. In information and communication technology (ICT) standards have improved rapidly from a very low base. The pupils' work is particularly good in Years 5 and 6, with links to the Internet to research information for history and geography, and good use made of databases

and graphics. The work in Years 3 and 4 is developing well, but not enough use is made of computers in all subjects and across the school.

7. Standards in history and geography are above average. The work in history and geography makes very good use of first-hand experience, drama, artefacts and research. The pupils enjoy the work and gain a good understanding of both subjects and have many opportunities to apply what they have learnt in English and mathematics to these subjects. Standards in other subjects are in line with expectations.
8. This year the school has made much better use of the intervention strategies in order to help the average and lower attaining pupils achieve more in literacy and numeracy. Improvements have begun to be noted in aspects of reading and spelling and the inspection evidence of talking with these pupils highlights their confidence and self-awareness of what they need to do to improve.
9. These inspection findings point to a considerable improvement in standards in the pupils' work this year and in the school's capacity to sustain it. Key to this have been the improvements in the teachers' planning and the better use of assessment in literacy and numeracy. The pupils' progress accelerates in Years 5 and 6 because the teaching is consistently good or better, but there is much effective teaching across the school.

### **Pupils' attitudes, values and personal development**

10. Pupils' attitudes to learning, behaviour and personal development are good. Most parents feel that behaviour and attitudes are good and have improved considerably since the last inspection.
11. In its mission statement, the school aims to create an environment which allows children to grow in self-confidence, self-esteem and self worth; where they enjoy coming to school; where children are valued for who they are and encouraged to develop both academically and personally; and where children and adults value each other and members of the wider community. Pupils' attitudes reflect the school's aims well. They are keen to come to school and punctuality is good. Pupils are mainly thoughtful of others and know right from wrong. They are keen to take part in extracurricular activities.
12. Overall, pupils' attitudes to learning are good. They show good interest in their lessons and concentrate well. In the best lessons, when work is demanding, pupils are absorbed in their work, listen very well and enjoy the challenge. For example, in a Year 6 English lesson on describing writing styles, pupils were passionate about what they were doing, were self-disciplined and worked very hard. In a Year 5 science lesson on changing sounds, pupils tackled their tasks enthusiastically and methodically. Pupils generally listen well to their teachers. They are always eager to contribute their ideas to discussions. For example in a Year 5 English lesson, pupils listened with rapt attention and in a Year 4 design and technology lesson on food preparation, they talked confidently and eloquently about their experiences. The pupils are keen to do well and value their teachers' praise and encouragement. They work well together with partners and in groups and often show good independence. Sometimes, if explanations go on too long or the work is too easy, the pupils' attention wanders. Generally, however, pupils' good levels of interest and motivation make a positive contribution to their progress.
13. The school has worked hard to improve the pupils' behaviour and their attitudes to low level bullying, which were concerns at the last inspection. The school now functions well as an orderly community. Even when lessons are undemanding, behaviour is never less than satisfactory. Pupils know the rules well and feel they are treated fairly. They respond well to teachers' expectations of good behaviour and, as a result, behaviour is generally good in lessons and assemblies. Lunch times are orderly occasions and pupils are polite to midday

supervisors. At play times, boys and girls play well together in a cheerful atmosphere and the recent work on involving the midday supervisors more directly in the pupils' play is proving to be beneficial. The pupils move around the school in an orderly fashion. They are open, polite and friendly to visitors. Teachers offer good examples of courtesy and fairness. Relationships are always satisfactory and often good. Pupils are generally thoughtful of one another's feelings. Bullying is now rare and pupils and parents are more confident that it will be dealt with quickly and effectively. There have been no exclusions for the last three years.

14. Pupils' personal development is now good. There are many opportunities for them to take responsibility, such as the class and school councils and the Eco-council, and these are taken seriously. Older pupils help in assemblies and the library. Pupils value the House system and the celebration assemblies. The Buddy system and Friendship stop is to be re-introduced and pupils are to be invited to help with the development of the playground. Pupils are given some opportunities to understand the values of other cultures through art, music, religious education and geography.
15. Attendance rates are above average, as they were at the time of the last inspection, and unauthorised absence is low. Registration takes place quickly and effectively and ensures a calm start to sessions.

### **HOW WELL ARE PUPILS OR STUDENTS TAUGHT?**

16. The quality of teaching is good overall. It was good or better in 28 of the 40 lessons, including three lessons where it was excellent. The consistently effective teaching is reflected in the pupils' past work and results in the above average standards in Year 6. Most of the very good teaching takes place in Years 5 and 6. Only two lessons were unsatisfactory. In these lessons the activities moved at a slow pace and the pupils were not sufficiently challenged. Across the school, however, there is consistently good and effective teaching of the basic skills of literacy and numeracy. This teaching is characterised by:
  - High expectations of the level of work and the pupils' behaviour. All of the lessons have a productive working atmosphere and in the better lessons the pupils are eager to get to work.
  - The objectives are shared with the pupils so that they know what they are expected to learn. In a very good lesson in Year 6, these were linked to the pupils' individual targets.
  - The teachers actively teach the whole class or groups throughout the lesson. This was a good feature of almost all of the lessons and learning support assistants were well-briefed about their role in supporting groups and individual pupils.
17. Literacy and numeracy lessons are well structured but within the group work, and in Years 3 and 4 in particular, the work for the above average pupils is not sufficiently challenging. This relates as much to pace and productivity in their work as it does to providing more demanding work. The above average pupils are not set time targets that would drive a more demanding pace.
18. The teaching in subjects other than English and mathematics is well planned. The work in history and geography, for example, results in above average standards and makes good use of practical and investigative work in the school grounds and beyond. In science, a weakness at the previous inspection, there is a very good range of practical and investigative work and the pupils enjoy these lessons. The new computer suite has improved the teaching considerably. The pupils Years 5 and 6 are making good use of a range of software and the Internet to enrich their learning. All of the teachers have completed some basic training in the use of computers and are now more confident and competent. However, ICT is not used sufficiently to support the work in other subjects, particularly in Years 3 and 4. Religious

education is given a good amount of time, the lessons are well planned and generally good use is made of the school's links with the church, but aspects of the Agreed Syllabus are introduced with too little thought given to their relevance to the pupils' everyday lives. For example, a well-planned series of lessons on the theme of Diwali and the tale of Rama and Sita loses much of its impact because it is being taught in June. In all of the foundation subjects the teachers are clear about what they want the pupils to learn in individual lessons. Each lesson plan derives from a scheme of work, most of which have only been introduced in the last two years. These schemes of work are helping the teachers to plan interesting lessons, but they are mostly planning in isolation and, because the schemes have been introduced very quickly, they are not always clear about what the pupils have learned previously and what they might learn in the future. At the moment insufficient emphasis is placed on developing the pupils' enquiry skills and deepening their knowledge and understanding. Overall, however, the teaching is lively and the work is interesting. This represents good progress since the previous inspection.

19. Teachers are making much better use of assessment than at the previous inspection. They now set challenging targets for the pupils based on their prior attainment. The progress the pupils make towards their targets is assessed throughout the year. In English, a piece of writing from each pupil is assessed each term for composition and effect, grammar, handwriting and spelling and an overall level is given. However, the extent to which this information is used to inform the planning of lessons varies. Good examples of pupil self-evaluation and peer-assessment were seen in the scrutiny of Year 6 work. The pupils assessed some pieces of their own writing and, with the support of their peers, identified how they might improve it further. This very good approach could usefully be extended to other subjects and be used more widely across the school.
20. In mathematics, the pupils' progress towards the key objectives identified in the National Numeracy Strategy is assessed. However, the procedures for this are somewhat cumbersome and, in most cases, they serve only to confirm the teachers' professional judgement. These procedures do not sufficiently focus on those pupils about whose level of understanding the teachers are unsure.
21. The quality of the teachers' marking varies and the marking policy is not followed consistently. The symbols and marking codes agreed by the teachers are not on display in the classrooms, consequently the pupils' understanding of them is not as good as it should be. The best marking gives pupils information about what is good about their work and how it could be improved. In raising the quality of teaching to the level of the best in the school, consideration should be given to how to develop assessment for learning as well as assessment of learning.
22. The teaching of pupils with special educational needs is good. The school has recently begun to make full use of the intervention strategies in order to help the average and lower attaining pupils. Although it is too early to judge the impact of this work, improvements have begun to be noted in aspects of reading and spelling. Very detailed records are kept of the pupils' progress and these include very useful reports from the learning support assistants who work with the pupils in class and group work. The individual education plans for those pupils with a statement are of high quality. They are clear about what each pupils should learn. Those for pupils who do not have a statement are less detailed and frequently too vague to guide the teaching.

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

23. The school provides a good quality and range of learning opportunities that includes all the subjects of the National Curriculum and religious education. The curriculum meets statutory

requirements for all subjects. The school rightly gives a high priority to the teaching of literacy and numeracy but it also plans a variety of supplementary visits and activities to provide stimulating experiences for all the pupils. These activities include residential and theatre visits as well as a good range of extra-curricular activities which include clubs for sport, music and history. This enriches their learning and makes a good contribution to the pupils' personal and social development

24. The teachers' planning for literacy and numeracy is good. The co-ordinators usually guide and oversee the long and medium term plans based on the literacy and numeracy frameworks and teachers then plan lessons using an agreed format. Most of the teachers make effective use of the nationally published unit plans. Literacy and numeracy skills are developed well through other subjects such as history, geography, science, design and technology and religious education. In all of the curriculum subjects except music and religious education, the school is using national guidelines and this represents good improvement since the time of the last inspection when the quality of the schemes of work was a key issue for the school. A further issue was to ensure that curriculum co-ordinators were more fully involved in raising standards in their subjects. This has been more difficult for the school to address due to the unsettled staffing period that the school has experienced. Nonetheless, concerted efforts have been made to improve how all the curriculum subjects are planned and taught. However, the pace of the introduction of the schemes, the new planning format and new time-tabling arrangements has been fast and far reaching and, as a consequence, too few of the teachers, including the co-ordinators, have gained a wider view of how learning progresses across the school. The teachers have little time to review, refine and consolidate the school's planning and delivery of subjects other than English and mathematics.
25. The school is socially inclusive and ensures equality of access and opportunity for all its pupils, including those with special educational needs. The school provides well for these pupils. They have access to the full curriculum and are helped to benefit from it through careful planning and the good use that is made of the learning support assistants. The school is prompt in identifying need and the pupils receive appropriate support either in the classroom or as part of a small withdrawal group. The pupils with statements of need have individual programmes of work that are detailed and specific about what needs to be done to fulfil the aims of the statements. The individual programmes of other pupils are more general and do not contain the level of detail that is required to ensure that they achieve their maximum potential at a fast enough pace. The progress of all of the pupils with special needs is reviewed regularly and parents are fully involved so that the next steps can be planned together.
26. The school's arrangements for personal, social and health education (PSHE) are good and have made a good contribution to improving the pupils' attitudes to school and their behaviour and relationships. The planned programme of learning includes sex education and drugs awareness, along with citizenship, environmental awareness and other social issues. The school makes good use of the local community to support the pupils' learning. The local church is used for celebrations and festivals as well as a resource for religious education. A grandfather of a pupil, who is also a governor of the local infants' school, helps to run the school's history club and people who work in the local community such as the doctor and a nurse visit the school to talk to the pupils. There are also sound links with the local infant and secondary schools and this allows for a smooth transfer of pupils to and from the school.
27. Overall, the provision for the spiritual, moral, social and cultural development of pupils is good. This is a more positive picture than at the time of the previous inspection when the school's provision was judged to be satisfactory overall. The good provision that now exists makes a significant contribution to the pupils' positive attitudes and their good behaviour.



28. There is sound provision for the pupils' spiritual development. Each day the pupils share an act of collective worship that provides them with opportunities to think about the world around them and the consequences of the things they do. The school provides many opportunities for the sharing of thoughts and feelings. The pupils are positively encouraged to contribute to discussions, especially in circle time, PSHE and in religious education lessons when they consider the values and beliefs of others. As part of a science lesson, after they had completed their independent investigations, the pupils shared the enthusiasm and excitement in their findings with the rest of the class. In assemblies, music and instrumental lessons the pupils have opportunities to sing and make music together which they enjoy doing.
29. The provision for pupils' moral development is good. The school achieves well in this area and this is due in no small part to the good provision for personal, social and health education. In recent times, the school has given a high priority to addressing relationships and attitudes and this has been very successful. The pupils learn about the impact of their actions on others and they understand the need for kindness and tolerance towards each other. Those in the school community value honesty and fairness and the pupils are taught to distinguish right from wrong. They are encouraged to think through a difference of opinion and accept that it is possible to have different points of view. Their charitable giving throughout the year makes a valuable contribution to both their moral and social awareness as they consider others less fortunate than themselves.
30. The provision for the pupils' social development is good. Teachers plan carefully for the development of pupils' social skills through group activities in lessons. They are encouraged to work together purposefully and to be responsible and they are successful in this. For example, they act as monitors and members of the school council and they behave responsibly when working either individually or as part of a group. In particular, the older pupils organise themselves and settle to their tasks quickly with little time wasted. The pupils generally work and play well together and their social skills and awareness are displayed in their courtesy and good manners towards adults. Good work and good behaviour are valued and rewarded in the weekly celebration assembly where recognition of the pupils' achievements is shared school-wide.
31. The provision for the pupils' cultural development is satisfactory. The school nurtures their aesthetic development well through the appreciation of stories and poetry as well as through visits to museums and places of historic and cultural interest. The curriculum provides opportunities for the pupils to learn about and compare the customs, traditions and beliefs of different faiths. However, further practical work, visits and a wider range of experiences would increase the pupils' appreciation and understanding of the cultural diversity of the society in which we all live. The school recognises the need to raise the pupils' cultural awareness and has bid unsuccessfully to benefit from a multi-cultural dance and drama initiative. Nonetheless, opportunities to raise cultural awareness through subjects such as art and music are not currently part of the school's planning.

### **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

32. The care provided for pupils is now good, an improvement since the last inspection. Child protection procedures are properly followed. The headteacher has been recently trained, although there is as yet no trained deputy for her absence. The school has adopted local authority guidelines. Links with social services are very good.
33. The school now has effective health and safety procedures. Two staff have first aid certificates and a further three members of staff have been recently trained in first aid. Arrangements for dealing with pupils' medical conditions and for pupils who become ill during the school day are good. Accident books are properly kept. Risk assessments are undertaken regularly and the local health and safety department has been involved. Fire and

electrical equipment is checked annually. Fire drills take place each term and are logged appropriately. There is good safety practice in design and technology, physical education and science. Supervision at play times is good. The Internet safety policy is effective. Security is good.

34. Pupils understand that good behaviour is expected of them because school rules are displayed prominently. Class teachers praise pupils for good behaviour and hard work and there is now a good system of rewards and sanctions. Procedures for monitoring pupils' personal development are satisfactory, through class notes, teachers' personal knowledge and annual reports.
35. Procedures for monitoring attendance are now good. The school secretary monitors the registers each week and prepares a report on patterns of lateness and absence for the headteacher each month. There are as yet no awards for good attendance.

### **Assessment**

36. The last inspection identified as a key issue the need to make better use of assessment information in order to drive up standards. Good progress has been made with developing the quality of assessment in both the core and the foundation subjects. However, insufficient use is made of this information to inform medium and short-term planning and the setting of curricular targets. The comprehensive assessment files kept by the teachers are good and their use is consistent across the school.
37. The optional tests for Years 3, 4 and 5 have been analysed using software available from Derbyshire Local Education Authority. Some teachers have used this analysis to inform their planning, but information from the analysis has yet to be collated by the subject leaders and the senior management team to inform curricular target setting and action planning at a whole school level.
38. Given the quality of assessment data available and the improvements made since the last inspection the quality of leadership for assessment is good.

### **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

39. Parents who responded to the questionnaire and attended the meeting were much more supportive of the school than at the time of the last inspection. In a good response, nearly all parents were pleased with the quality of the teaching and leadership and felt that staff were approachable. Almost all felt that their children were making good progress, that behaviour was now good and that the school helped their children to become mature and responsible. However, a significant proportion did not feel well informed about their children's progress or feel that the school worked closely with them. They also felt that homework was inconsistent and not always marked.
40. The findings of the inspection support the parents' positive views. They also support the parents' concerns about homework, which is not always marked or given consistently to support class work. Homework diaries are not well kept. Information about pupils' progress was found to be good.
41. The school now has good links with parents, a considerable improvement on the findings of the last inspection. The information it provides for them is good. The prospectus and governors' annual report to parents are clearly written and presented in a readable style. Advance information is given to parents each half term to enable them to help their children with their learning. Newsletters are frequent and friendly in tone and posted on the parents' notice board. All parents have signed the home/school agreement. The school holds curriculum workshops regularly.

42. Parents are kept well informed about their children's progress. Home/school books are used satisfactorily as a means of dialogue between home and school. Reports are satisfactory: they offer targets for improvement and helpful information on progress, but they do not offer the opportunity for pupils or parents to comment. An appropriate number of consultation meetings is held each year and these are well attended. Parents feel that teachers are now willing to talk to them informally about their children's progress.
43. Parent governors are very active members of the governing body. A good number of parents help in school on a regular basis and many more on trips and visits. Others help with sports, music and the history club. The PTFA runs a good range of social and fund-raising events each year and has raised good sums for equipment to enhance their children's learning. A parent has organised a Walking Bus. Concerts and performances are well attended.

#### **HOW WELL IS THE SCHOOL LED AND MANAGED?**

44. The management of the school has improved significantly since the last inspection. With the support of the governors, the local education authority and the seconded headteachers, and the strong commitment to improvement on the part of all staff, the school has overcome its serious weaknesses. The appointment of the permanent headteacher from September 2002 has provided the stability in leadership that the school needed. She has, for example, worked with the staff, governors and parents to establish what sort of school they want. This has led to a range of actions in support of the school's aims and a much sharper focus on high standards of achievement. This has brought about a clearer sense of purpose and restored the confidence of parents and governors. The headteacher is not currently supported by a deputy and has had to face considerable changes in staffing, both in the current academic year and in planning for next year. The redistribution of responsibilities within the senior team will be a key priority for September 2003.
45. The school's evaluation of its performance is developing well under the leadership of the new headteacher. The school has implemented a range of measures designed to provide detailed information about the pupils' performance and for monitoring and supporting the development of teaching and learning. These measures have the potential to provide a firmer base for action than the information that informed earlier action plans. They have been used to good effect to target the actions in the recent literacy action plan. The results of the monitoring and of the data analysis have not yet been used sufficiently to sharpen the focus of the priorities and actions in the school improvement plan, targeting the areas of weakness and allocating sufficient resources to overcome them.
46. The leadership has responded well to the key issues for action in the last report. The steps taken to improve the school have resulted in very good improvements in the use of computers for learning. The school has recently opened a very well equipped computer room and staff training has raised confidence and awareness of the potential of, for example, using the Internet to enrich learning. Standards in science are much improved, particularly in the range of practical and investigative work. The assessment of the pupils' progress is thorough and detailed. The pupils' attitudes and behaviour, a concern at the last inspection, are now good. The major building programme has had considerable benefit for the school and its pupils. All of the pupils are now taught on one site in accommodation that is a clean and well-maintained place for pupils to learn and play. Leadership and management since the previous inspection have been good and, in spite of the many staffing difficulties, there has been good strategic direction.
47. The governing body fulfils its statutory duties well and it is well organised. The governors are strongly committed to the school and they are effective in providing a strategic steer to its further development. They have effective committees and have introduced good procedures for monitoring the school's work. The Chair is extremely well informed about the day-to-day work of the school. The governors do much to champion the work of the school in the

community and combine their trust in the new headteacher and staff with an appropriate level of challenge and support.

48. The teachers with responsibilities for managing subjects and other aspects of the school's work are effective. Staff turnover has made it difficult to fully address the issue from the last inspection with regard to subject leadership but, nevertheless, a good deal has been achieved. The leadership has given very good support to the introduction of the National Literacy and Numeracy Strategies. Both have helped the school to focus on raising standards, and with only minor development points in mathematics, the national strategies are firmly embedded in the work of the school. All of the subject co-ordinators are well briefed and they have sought to implement new schemes of work. However, the pace of their introduction has not been fully thought through. Consequently, whilst individual co-ordinators are generally clear about what is to be taught in each year group, not all of the staff are clear about how the work in, for example, Year 3 links with the work in Year 5, and the pupils' experience of the curriculum as a whole. The School Improvement Plan makes no mention of developments in subjects other than English, mathematics and science and, hence, it is hard to see how and when time, training and resources will be found to embed the changes that have been made in the foundation subjects.
49. The school's arrangements for the performance management of staff are somewhat behind the pace. The changes in leadership and staff have not helped this situation. The headteacher has completed interviews with all staff and has used their strengths to good effect to take the school forward. However, the school's procedures for staff induction, appraisal and training are limited and whilst some training is set out in the school improvement plan, this is limited to the priorities in the core subjects.
50. The day-to-day management of the school is good. The daily routines are effective in creating an orderly environment in which the pupils can learn. The school building has been greatly enhanced and is now a very good size for the number of pupils. The spare capacity in the school is being used very effectively as a resource base and for small group teaching. The work of the learning support assistants is having a very positive impact on the progress of those pupils with special educational needs. They provide a good level of support to these pupils in class work and in small groups. The school has an adequate number of staff to meet the needs of the curriculum. The work of the clerical staff, learning support assistants, lunchtime supervisors, caretaker and cleaning staff all contribute significantly to the smooth running of the school. Overall, however, whilst the pupils benefit significantly from the support provided by the learning support assistants, the teachers have only limited support for their work in classrooms and with routine tasks.
51. The school's financial planning is good. The governors monitor the budget carefully and have planned well to overcome the changes in the school's budget due to fewer pupils and the loss of additional grants. The available budget and specific grants are used well. The governors now have more robust management information and are in a better position to apply the principles of best value to expenditure. They consult with parents on developments and seek to compare their performance with similar schools locally and nationally. Taking into account the context of the school and its outcomes, it provides good value for money.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

1. In order to bring the quality of all teaching up to the level of the best and to raise standards further, the headteacher and governors should:

- ensure that there is greater challenge in the work provided for the more able pupils, particularly in Year 3 and Year 4;
- ensure that the school's marking policy is implemented consistently;
- use the reports on teaching quality more selectively to provide targeted support and training for individual staff.

(paragraphs: 4, 9, 17, 18, 21, 45)

2. Make more use of the available data and the analysis of the year group tests in English and mathematics and the teacher assessments in science to inform the priorities in the school improvement plan;

(paragraphs: 19, 36, 37, 45)

3. Whilst maintaining the focus on raising standards in the core subjects, the school improvement plan should set out a manageable framework for raising standards in the foundation subjects and religious education. In particular, it should:

- ensure that the staff have greater understanding of the progressive learning of skills, knowledge and understanding in these subjects;
- allocate an appropriate amount of time, training and other resources to secure improvements in teaching and learning;
- ensure that the impact of change in each subject is carefully monitored by subject co-ordinators and evaluated by senior staff.

(paragraphs: 24, 45, 48)

4. In order to drive forward the school's priorities and to ensure the best use of the skills of teachers who are currently in post and those who will be new to the school in September 2003, the governors should:

- review the roles, responsibilities and job descriptions of all teachers;
- ensure that the procedures for staff appraisal and performance management operate effectively and identify individual training and development needs;
- devise a costed plan to support staff induction, development and training.
- align the priorities in the plan with the requirements of the Teachers' Workload Agreement and, in particular, provide more support for teachers with routine tasks.

(paragraphs: 47,48,49, 50)

5. Ensure consistency in the provision of homework and monitor the arrangements in line with the school's published policy.

(paragraph 40)

6. Ensure that the individual education plans for the non-statemented pupils with special educational needs are clear about what they should learn.

(paragraphs: 22, 25)

## PART C: SCHOOL DATA AND INDICATORS

### *Summary of the sources of evidence for the inspection*

Number of lessons observed	38
Number of discussions with staff, governors, other adults and pupils	25

### *Summary of teaching observed during the inspection*

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	9	14	10	2	0	0
Percentage	8	24	37	26	5	0	0

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

### *Information about the school's pupils*

<b>Pupils on the school's roll</b>	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	204
Number of full-time pupils known to be eligible for free school meals	5
<b>Special educational needs</b>	Y3 – Y6
Number of pupils with statements of special educational needs	5
Number of pupils on the school's special educational needs register	29
<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	2
<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	0
Pupils who left the school other than at the usual time of leaving	2

### *Attendance*

#### **Authorised absence**

	%
School data	4.4
National comparative data	5.4

#### **Unauthorised absence**

	%
School data	0.0
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	37	19	56

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	26	30	35
	Girls	17	14	19
	Total	43	44	54
Percentage of pupils at NC level 4 or above	School	77 (78)	79 (67)	96 (86)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	28	31	31
	Girls	18	14	16
	Total	46	45	47
Percentage of pupils at NC level 4 or above	School	82 (76)	80 (72)	84 (78)
	National	73 (72)	74 (74)	82 (82)

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

***Ethnic background of pupils***

***Exclusions in the last school year***

<b>Categories used in the Annual School Census</b>	<b>No of pupils on roll</b>	<b>Number of fixed period exclusions</b>	<b>Number of permanent exclusions</b>
White – British	175	0	0
White – Irish			
White – any other White background	3	0	0
Mixed – White and Black Caribbean	1	0	0
Mixed – White and Black African			
Mixed – White and Asian			
Mixed – any other mixed background	1	0	0
Asian or Asian British - Indian			
Asian or Asian British - Pakistani			
Asian or Asian British – Bangladeshi			
Asian or Asian British – any other Asian background			
Black or Black British – Caribbean			
Black or Black British – African			
Black or Black British – any other Black background			
Chinese	1	0	0
Any other ethnic group			
No ethnic group recorded	22	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: Y[ ] – Y[ ]**

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	25.5
Average class size	29

#### **Education support staff: Y[ ] – Y[ ]**

Total number of education support staff	3
Total aggregate hours worked per week	66

*FTE means full-time equivalent.*

### ***Financial information***

Financial year	2002-2003
	£
Total income	466,822
Total expenditure	472,253
Expenditure per pupil	2,292
Balance brought forward from previous year	13,588
Balance carried forward to next year	- 5431

### ***Recruitment of teachers***

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	2

Total number of vacant teaching posts (FTE)	1.4
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1.4
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	204
Number of questionnaires returned	128

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	37	52	10	1	0
My child is making good progress in school.	38	53	8	0	1
Behaviour in the school is good.	28	61	5	0	6
My child gets the right amount of work to do at home.	17	49	25	5	5
The teaching is good.	32	61	2	2	2
I am kept well informed about how my child is getting on.	26	46	26	2	0
I would feel comfortable about approaching the school with questions or a problem.	57	37	5	0	1
The school expects my child to work hard and achieve his or her best.	44	50	5	0	2
The school works closely with parents.	29	50	17	1	3
The school is well led and managed.	48	45	3	0	4
The school is helping my child become mature and responsible.	39	54	5	1	1
The school provides an interesting range of activities outside lessons.	38	49	9	0	3

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

### **ENGLISH**

53. The standards of the pupils currently in Year 6 are above the national average in reading, writing and speaking and listening. Although these standards are not as high as they were at the time of the previous inspection, standards have kept in line with the national trend over the past five years and they are beginning to rise again after a very unsettled period for the school. The results of national tests in 2002 were average compared with all schools nationally and were well below average when compared to those of similar schools. The school's targets have not been met and this is largely because, until recently, the school has not made the best use of assessment data in order to improve the quality of teaching and learning for the pupils. In particular, there has not been full and effective use of intervention strategies such as the Additional Literacy Strategy and consequently too many of the lower attaining pupils were not being moved forward at a fast enough rate. This is now being addressed and some intensive work on phonics and sound recognition is being carried out through the Additional and Further Literacy Strategies. During inspection it was too early to judge the impact of this support on the overall standards achieved. Inspection evidence does not reveal any significant difference in the attainment of boys and girls.
54. The majority of the pupils make satisfactory progress in their learning and the pupils with special educational needs make good progress. This is because their particular needs are identified promptly and appropriate work is provided for them. The individual education plans for those pupils who have a Statement of Special Educational Needs set out detailed targets and specific learning tasks to improve their skills in reading and writing. The targets are reviewed regularly and the pupils' progress towards them is monitored consistently. The individual education plans for other pupils are not specific enough to help this group of pupils to improve at a rapid rate.
55. In all of the classes, much work is done to encourage the pupils to speak fluently and to listen carefully. Group and paired discussions are a part of many of the lessons. Additionally, the teachers take all opportunities to encourage the pupils to support their viewpoints with reasons and explanations. As a result, by the end of Year 6, the pupils take part in discussions, act out short plays and confidently speak out to their peer group during plenary sessions or in assemblies. For example, in a Year 6 science lesson, the pupils were asked to prepare a report on their investigations. The groups used a variety of presentation techniques, spoke out clearly and were very articulate in their understanding of the scientific concepts involved.
56. By the end of Year 6, almost all of the pupils are reading well and standards are above average. Many of the Year 3 pupils know and understand how commas are used as a pause and correctly explain how this assists the reader. Most of them apply their knowledge to help them read with better expression and understanding. By the time they are in Year 6 almost all of the pupils are reading fluently, with good expression and showing an awareness of the mood of the story. Their understanding of what they read is good and sometimes it is very good. The pupils talk about their preferences for particular authors and titles, J.K. Rowling being a firm favourite with many of them. In the guided reading sessions in Literacy the pupils make sound gains in their learning as they read from a range of authors and a variety of texts. Whilst all the pupils make satisfactory progress in reading, pupils' individual progress is not monitored with enough rigour and consistency across the school. Similarly, all the pupils have a home-school reading diary that contains some reviews and a list of books read. However, many of these are not up to date and are of only limited use to parents as a means of supporting their children at home.

57. Improving standards in writing is a school priority and some success is beginning to be seen in the increased number of pupils who are reaching the higher level (Level 5). The majority of pupils make satisfactory progress as they learn to spell. The Year 3 pupils have a good knowledge of letter sounds and blends and use this when trying to spell unfamiliar words. The pupils with special educational needs and others who require additional help use a programme which progressively teaches and practises the spelling of key words and groups of words with similar sounds and this allows them to make good progress. As the pupils move through the school, spelling and punctuation become more accurate and the Year 5 and Year 6 pupils understand and can use connectives effectively to produce longer and more complex sentences. Several of the older, higher attaining pupils make good progress as they correct and improve their work using dictionaries or a thesaurus.
58. Pupils write for a range of purposes and audiences, varying the style and tone of their writing accordingly. Across the school, the pupils use their writing skills to good effect in topic work as they write notes, accounts and instructions to support their work in a range of other subjects. From Year 3 onwards the pupils are taught to write in a joined, legible hand, and this is reflected in the very good quality of the pupils' handwriting and the pride they take in the presentation of their work. The majority of the pupils use computers well as word processors and the Year 4 and 5 pupils know how to combine text and graphics to enhance their writing. However, this is at an early stage of development and, as yet, too little is done to utilise computers and ICT skills in Literacy lessons. Although the pupils are taught research skills and they know how to find information from books, their use of the school library for research is very limited and most of the pupils use books within the classroom or carry out research at home using the Internet
59. The overall quality of teaching in English is good. In the lessons observed during the inspection, the quality ranged from excellent to unsatisfactory with the strongest teaching seen in Years 5 and 6. In these classes the teaching was never less than good and this is reflected in the better rates of progress made by the older junior pupils. In almost all of the lessons the objectives are clearly explained to the pupils so that they are quite clear about what they are going to learn, the groups are organised effectively and the pupils work purposefully and are generally well motivated. The teachers use questions well to move the pupils' thinking forward and to encourage closer observation of the text. Another successful strategy is that of using paired discussion which allows the pupils to share their ideas and to learn from each other. In a good lesson with the Year 6 pupils there were some co-operative and pertinent discussions that helped the pupils to use their inferential understanding of the text and evaluate how the characters' feelings towards one another changed during the story. This also made a valuable contribution to their social and moral development as they discussed tolerance and intolerance of others and how physical appearance can set someone aside from the group. In an excellent lesson in Year 6, the teacher's high expectations of success, the meticulous planning, excellent relationships and appropriately challenging tasks all combined to provide excellent learning opportunities for the pupils who responded accordingly and produced some high quality writing using complex sentences in a mature style. In this lesson, the lower attaining pupils also achieved well as they used writing frames, prompts and storyboards to help them organise their writing.
60. Where the teaching is unsatisfactory the pupils spend too much time listening to the teacher and the activities to reinforce learning are mundane and not sufficiently well planned to meet the needs of all levels of ability within the class. As a result, the pupils lose interest and concentration and they do not achieve as much as they should. In these lessons more could be expected of all the pupils but particularly of those in the higher and lower ability groups.
61. Planning and teaching in English are firmly based on the National Framework for Literacy supported by commercially produced materials. The teachers are also making effective use of the nationally produced unit plans. The co-ordinator for English is very new to the role but

he has a perceptive and accurate view of what needs to be done to raise standards further and has begun to give a firm lead to the subject. He has prepared a sharply focused action plan and is keen and enthusiastic to begin addressing the priorities. Although he has yet to monitor standards of teaching and learning in the classes he has analysed test and assessment information so that challenging but achievable whole school and group targets can be set. He has also supported colleagues in their assessment and moderation of the pupils' work.

62. Although it is being addressed, some teachers still do not make sufficient use of the information from the pupils' assessments in order to plan further work for them at an appropriate level and this adversely affects the pace of their learning. Additionally, the quality of the marking is variable across the school and does not always show the pupils how they can improve their work. A more rigorous and consistent approach to how assessment information is used and opportunities for the best practice to be shared school-wide, would allow some pupils to make even better progress and for standards to rise at a faster rate.
63. The school's resources for English are satisfactory. The co-ordinator has carried out an audit of resources and additional group reading material has been purchased. The school library has recently been reorganised and it now provides a useful resource that contains a sound range of fiction and non-fiction books. However, it is currently underused by the pupils for independent study or research.

## **MATHEMATICS**

64. Standards achieved in the 2002 tests for Year 6 pupils were average but below average when compared to similar schools. At the time of the last inspection standards were well above average. The school has not kept pace with the rate of improvement made nationally over the last three years, resulting in a steady decline in the standards achieved. Improvements have taken place in teaching and learning in order to reverse this decline. The most recent teacher assessments indicate that a small rise in attainment is likely in the 2003 tests with a good increase in the number of pupils achieving Level 5. The attainment of the current Year 6 pupils is above average.
65. There is no significant difference in the standards achieved by girls and boys. Pupils with special educational needs are provided with work that is interesting and appropriately challenging and they make good progress in their learning. The learning support assistants are well briefed, skilful and facilitate the pupils' learning effectively. The school has targeted a significant number of pupils this year through the National Numeracy Strategy Springboard programmes. Those taking part have made good progress, which should help to secure an increase in standards over the longer-term.
66. The quality of teaching ranges from satisfactory to excellent and is good overall. Eight lessons were observed, one excellent, two very good, two good and three satisfactory; the best teaching was seen in Years 5 and 6. All lessons are based on the National Numeracy Strategy Unit Plans, which most of the teachers adapt well to suit the needs of the pupils in their class. In the most effective lessons, teachers make the learning objectives clear to the pupils and make reference to them throughout, thereby establishing a good climate for learning. Excellent and very good teaching was characterised by a carefully planned increase in the level of challenge; for example, in an excellent lesson in Year 6 the pupils' knowledge of area and perimeter was developed through a series of short activities before they went on to use and apply their skills to solve a real-life problem involving the number of bricks required to build a border around a garden. The enthusiastic delivery by the teacher was infectious and led to the pupils being eager to solve the problem for themselves. Questioning in this lesson was very good and probed the pupils' mathematical thinking; the teacher frequently challenged pupils to expand on their answers in order to take their thinking to a

deeper level. As a result of this very high quality teaching the pupils, especially the more able, demonstrate levels of mathematical communication and reasoning which are above average.

67. In Year 5 the pupils were developing their knowledge of probability. They used a range of mathematical vocabulary to describe accurately the chance of events occurring. The teacher used questions well to explore misconceptions; for example, she asked; “Poor chance and not possible. Are they the same?” The good questioning gave the pupils the opportunity to reflect on their ideas and to identify and correct their own errors. Simple resources, including a set of cards containing the digits nought to nine, were well used and the pupils described the chance of the next card to be turned over being, for example, a multiple of three or greater than seven. The pupils in Year 5 are beginning to locate the likelihood of events on a probability scale.
68. In a Year 4 lesson on the properties of number, the pupils counted in steps of different sizes and used their knowledge to identify whether any number up to one hundred was a multiple of two, three, four, five or ten. The teacher questioned pupils well and gave an appropriate amount of thinking time; the pupils explained their thinking clearly and most correctly identified more challenging multiples. The pupils sorted a variety of two-digit numbers into Venn diagrams, based on whether they were multiples of given numbers. Differentiation was well managed and resulted in all pupils making progress. Some misconceptions arose during the plenary; for example, one pupil said; “You don’t always get a multiple of four with multiples of two because one hundred is a multiple of two, but not a multiple of four.” Whilst most misconceptions were dealt with, some were not fully addressed by the teacher.
69. In a Year 3 lesson on fractions the teacher used good quality visual images that enabled her to model finding both a quarter of a circle and a quarter of twelve by dividing a cake into quarters so that each quarter of the cake had three cherries. The teacher differentiated very well both her questions and the activities that the pupils did independently. However, many of the more able pupils did not reach the extension tasks that had been planned for them because the earlier activities, which they achieved with relative ease, took too long to complete. Learning would have been enhanced if these pupils had been directed to the more challenging task earlier in the lesson. The pupils in Year 3 are able to find simple fractions of amounts and understand the link between multiplying by two and multiplying by four.
70. The least effective teaching was characterised by a lack of clarity of learning objectives giving the lesson no clear purpose, unproductive use of teacher time once the main teaching input had taken place and activities which did not sustain the interest of the pupils resulting in off-task behaviour.
71. Since the last inspection good progress has been made in the quality of assessment information. All teachers keep detailed records of pupils’ achievement; they know what level the pupils have reached when they inherit new classes in September and set challenging targets for improvement over the course of the year. Curricular target setting, however, is not consistent or linked closely enough to pupil performance in the national or the optional tests. Some pupils identify their own targets which are often too broad and vague to have impact; for example, in a Year 6 class the pupil generated targets include “To get better at times tables” and “To put one number per box”. The school’s policy states that pupil targets should be recorded in mathematics books, but this is not always the case. Teachers are becoming more skilful in the use of assessment information to plan future lessons, but not enough is yet done to ensure that the pupils’ targets are set by the teacher and understood by the pupils in such a way that it really does move their learning on. Too often the most able pupils are given the same work as the rest of the class and they do not always make the progress they are capable of.

72. The subject leader for mathematics has only held the post since September 2002. New resources have been ordered, carefully labelled and organised into a central storage area. Scrutiny of mathematics books had taken place and the inspection supports the subject leader's findings that the school marking policy is not followed consistently. The best marking gives detailed feedback on strengths and guidance on how work could be improved further. Marking which relies on single word phrases such as "Good" or "Well done" is not sufficiently effective in helping to raise standards.
73. Whilst the overall aims of the mathematics improvement plan are appropriate, the selection of points in the action plan is not sufficiently based on an analysis of the pupils' performance, nor is it sharply enough directed at the goal of improving pupils' attainment.

## SCIENCE

74. Standards in science are above the national average. Progress is good within year groups and through the school. This is a good improvement on the findings of the previous inspection, when standards were below average. The school has a much better scheme of work, which has resulted in a uniform approach throughout the school. Planning and assessment procedures are better, which have improved teachers' understanding of their pupils' levels of attainment. Pupils' performance data is analysed and used to identify areas of weakness, as well as to set targets for future achievement. This practice enables teachers to monitor the progress of individual pupils, which successfully supports the aim of raising standards. The co-ordinator has carefully analysed the requirements of the new national tests, and, in preparation for them, has adjusted the focus of science teaching in the school. Scientific enquiry is given a high priority. This has led to a curriculum which involves pupils in practical investigations, excites their intellectual curiosity and is instrumental in raising standards. There is no significant difference between the performance of girls and boys and all have access to the curriculum. Girls and boys play an equal part in class lessons and pupils with special educational needs make good progress, largely through the good support they receive in carrying out their investigations.
75. A scrutiny of completed work shows that the process of scientific enquiry is systematically developed throughout the school. Pupils conduct a series of investigations, which successfully develops their knowledge and understanding of all the required attainment targets; life processes and living things, materials and their properties and physical processes. In the early years, they are guided by a series of planning sheets, until by Year 6, pupils design their own investigations, for example, about seed growth, or filtration. Year 6 pupils have a secure understanding of a fair test and they choose appropriate variables and constants when planning their procedures. Their choice of materials and methods is good, as well as ways of recording their findings. All pupils set key questions, establish hypotheses, make predictions and test their hypotheses. Above average pupils successfully apply scientific knowledge when they link their initial hypotheses and predictions to their conclusions, for example; 'Seeds will grow best on the radiator, because plants need warmth, light and water to grow well and the radiator provides the warmest place.' Average and below average pupils complete their investigations competently and draw sensible and accurate conclusions, without yet being able to make all the connections. The quality of presentation is good overall, with a noticeable improvement in Years 5 and 6. This indicates a more disciplined and organised approach by the oldest pupils. By Year 6, the pupils have developed very good recording methods when presenting their work, including oral reporting.
76. Three lessons were seen during the inspection and the quality of teaching and learning was very good in two and satisfactory in one. A feature of all the lessons was the very good preparation of materials and the organisation of very good activities, designed to fulfil the clear learning objectives. The teachers provided very good guidance, which ensured a methodical and systematic approach. Pupils, therefore, were clear about what was expected

of them and they really enjoyed the practical activities. Their excitement and interest was palpable, as they tackled their work. The best teaching, in Years 5 and 6, employs a series of increasingly challenging questions, which compel pupils to think more deeply and enhance their knowledge and understanding. Teachers push the pupils to think for themselves and rarely provide answers for them, unless necessary. Questions are adjusted according to ability, and teachers use these exchanges to assess understanding and progress. This is having a powerful impact on raising standards, by encouraging pupils to think like scientists. An impressive outcome of this approach was the very good series of presentations to their peers, carried out by Year 6 pupils. In this lesson the pupils devised their own investigations on a wide range of topics. They collaborated on their presentations, which included demonstrations, overhead projections, explanations and dealing with questions. This is an ideal vehicle to clarify scientific thinking, promote speaking and listening skills and enhance self-esteem. It also gives the teacher the opportunity to assess learning. The manner in which the pupils conducted themselves, combined with the very good scientific outcomes and the quality of questioning from both peers and the teacher, indicate that the lesson succeeded on all counts. The excitement generated by the work as the pupils experiment with friction in Year 3, investigate how well sound travels in Year 5, or make mini geysers in Year 6 indicates that teaching and learning is positive and effective.

77. The co-ordinator has worked very hard to raise standards in science and has succeeded in doing so. She monitors plans and samples of work, which inform her of progress in the subject. As yet, she has not had the opportunity to observe classroom practice but she is aware of most of the strengths and some of the weaknesses in the subject. The co-ordinator has ensured that the new approach is catered for with appropriate resources and has organised them in an accessible and logical system. They are adequate to deliver the new curriculum, but would benefit from further development. ICT is being used, though insufficiently in the areas of control and modelling. The recent parents' evening was very effective in promoting science across the school and in the community. The parents who took part enjoyed the experience.

## **ART AND DESIGN**

78. In Year 6 pupils' attainment is in line with that expected and they make satisfactory progress. All of the pupils have good access to the curriculum and the subject makes a good contribution to their spiritual, moral, social and cultural education.
79. The pupils enjoy art activities and in the lessons observed they worked with great enthusiasm and tried hard to achieve the effects they wanted. In a Year 4 class the pupils were introduced to the sculpture of Epstein and Moore. The teacher's enthusiasm and very good subject knowledge made the lesson interesting and challenging. The pupils sketched out ideas for their own sculptures and set about selecting materials to realise them. Using wire, straws and a range of other material they quickly became absorbed in the task and were surprised to find that time was passing so quickly. Good use was made of the pupils' work to demonstrate and evaluate. The pupils' oral responses were very good and their use of the technical language of sculpture progressed very quickly over the lesson. In a good lesson in Year 3 the pupils were finishing off their models. They handled the paint and other resources confidently and sensibly and were clear about what they had to achieve and how they should behave. The scrutiny of work from across the school shows that the use of sketchbooks to set out 'work in progress' is developing well. There is a good deal of work on pattern, colour and movement in a range of media and mixed media. The pupils have opportunities to evaluate their own and others' work; in discussion they make sensible, sensitive comments showing knowledge of line, form, and colour. They can identify what they like about a picture and suggest how it could be improved. The adults in the school support this work very well by valuing the pupils' efforts and helping them to develop confidence and self-esteem when working on projects in art. The pupils' work is carefully displayed around the school.



80. The management of the subject has been undertaken by a temporary part-time teacher. She has very good subject knowledge and this has served the school well. The scheme of work was a weakness at the last inspection and has improved significantly. The national guidelines are being used to good effect, but staff do not have enough awareness of the development of pupils' skills through the school to enable them to push up standards. The portfolio of the pupils' work that has recently been put together provides a very useful starting point for this. It exemplifies the progress that has been made, but it also points to some of the limitations in the pupils' work and their experience of art. Overall, the subject has been well led and managed over the last year and now has a more secure place in the overall curriculum of the school.

## **DESIGN AND TECHNOLOGY**

81. By the end of Year 6 standards in design and technology are in line with national expectations. Standards have been maintained since the previous inspection. All pupils have access to the curriculum and make satisfactory progress, including pupils with special educational needs. The school has adopted national guidelines to support teachers' planning. This has led to a more systematic approach, but requires further development to ensure that pupils build on prior learning. End of unit assessments are used by teachers to assess levels of attainment and track progress.
82. A scrutiny of completed work indicates that pupils experience a progressive curriculum as they move through the school. Year 3 and 4 pupils design and make a book with moving parts. They complete a guided evaluation, which encourages the development of self-evaluation. The standard of this work is satisfactory, but the materials provided lack imagination. Completed photograph frames show an awareness of the need to produce articles finished to a high standard. Year 5 pupils make a toy, which moves using a cam and follower. Pupils in Year 6 build shelters, test them for strength and devise ways of reinforcing them. These pupils demonstrate a satisfactory ability to produce a design brief, which includes an evaluation.
83. Two lessons were observed during the inspection, in Year 4 and Year 5. The quality of teaching and learning in both lessons was good. The teacher in Year 4 employed an imaginative introduction to a lesson in food technology, which emphasised the need for good hygiene. The pupils took part in role-play, which captured their attention and in which they learned safe procedures when preparing food. They remained fully involved and engaged throughout the whole procedure. A well-planned lesson in Year 5 resulted in positive learning, as pupils designed and made musical instruments. This lesson was also well organised and resourced, so that pupils had a very clear idea of the teacher's expectations. These pupils have a clear understanding of the purpose of a design brief and discuss their plans with some pride. The teacher relates very well with the pupils and creates a very good working atmosphere.
84. In order to develop the subject further, the school should consider introducing more guidance for the pupils on how to write their design briefs, very much as they have with scientific investigations. This would give all pupils a greater sense of purpose and a better understanding of the process. The co-ordinator has only been in the post for a short time. She has concentrated on improving standards in Years 3 and 4, and has succeeded in doing so.

## **GEOGRAPHY**

85. In Year 6 pupils achieve standards which are higher than those seen in most schools. The pupils achieve well because the teaching ensures that they gain a good knowledge of places

and environments and the effect these have on people. The high standards achieved are similar to the findings of the previous inspection.

86. The last report identified the lack of an adequate scheme of work and assessment of pupils' knowledge and understanding as areas for development. The schemes of work available from the Qualifications and Curriculum Authority have been adopted as the basis for planning; teachers use these, along with other commercial material, to provide a clear structure to the geography curriculum. Teachers identify assessment opportunities at the outset of units of work and make a judgement about the knowledge and understanding the pupils have gained at the end of the unit. Good progress has been made with developing schemes of work and assessment since the last inspection. The scrutiny of pupils' work indicates that pupils of all abilities are often asked to do very similar work, indicating that assessment information is not used sufficiently when work is being planned.
87. When investigating the local area in Year 3 the pupils describe successfully the location of landmarks using appropriate geographical vocabulary. They read and draw simple maps and plans of the local area, including the route they take from home to school. They identify important physical aspects of the local environment; however, they do not yet have a secure understanding of the human geography of Matlock. In Year 5 pupils are learning about the similarities and differences between Matlock and Castleton in the Peak District National Park. In a lesson observed during the inspection the pupils described the conflict that arises between attracting tourists in order to create livelihoods for the people living in Castleton and the problems that tourists bring. The pupils considered the possible effects on Matlock if it were to become part of the Peak District National Park. The teacher aroused a real sense of passion among the pupils by suggesting that the school grounds or the local swimming pool be concreted in order to provide additional car parks to accommodate the extra tourists.
88. The use of ICT and writing across the curriculum in geography are good. In a lesson observed in the ICT suite, Year 5 pupils of all abilities retrieved a digital photograph they had taken in the mines during their fieldtrip to Castleton and wrote and merged an acrostic poem with the photograph before emailing it to a friend or relative. The pupils worked with a high degree of independence and enjoyment indicating their confidence in using ICT; however, the choice of an acrostic restricted the pupils' use of appropriate geographical vocabulary. The pupils in Year 6 describe how they used a computer PowerPoint presentation to communicate their findings to their peers following research on a world river of their choice as part of a topic on rivers. The pupils in Year 6 use appropriate geographical vocabulary to describe the course of a river from the source to the sea. The more able pupils described how a meander is formed.
89. Two geography lessons were observed during the inspection, one very good and one good. The scrutiny of pupils' work and the high standards achieved indicate that the quality of teaching overall is good. One of the strengths of the teaching is the effective use of fieldwork and the value placed on first-hand experiences. In Year 6, pupils have measured the speed of river flow and the width and depth in order to plot a cross section of the river channel. By presenting their findings in a range of graphs and charts they have gained an understanding not only of rivers, but also the application of what they have learnt in mathematics to real-life.
90. The geography subject leader was absent during the inspection. However, the above average standards achieved and improvements made since the last inspection indicate that leadership of geography is at least satisfactory. The introduction of the schemes of work has brought about clear improvements; however, these are still in the early stages of development. The teachers have not yet evaluated which aspects of the scheme have worked well and which need further refinement. The ICT co-ordinator has linked some of the ICT units of work

very effectively into those for geography in Years 5 and 6; however, more work is needed to provide the same rich experience for pupils in Years 3 and 4.

91. The scheme of work for the UK locality needs to be strengthened. The long-term plan indicates that Skegness is to be studied but the medium-term plans had to be changed at relatively short notice owing to the anticipated absence of the Year 5 class teacher. The scheme of work and the resources to support its delivery are not detailed enough to enable effective implementation without the presence of the subject leader.

## **HISTORY**

92. By the end of Year 6, the pupils attain standards that are higher than those seen in most schools. The pupils achieve well because they are given opportunities to gain a good knowledge of people, places and lifestyles in the past and compare them with what they know about the present day. The pupils' historical enquiry skills are well developed as they find information about the past from a range of sources including educational visits, non-fiction books and the Internet. The standards achieved are the same as those at the time of the last inspection.
93. The last report identified the lack of an adequate scheme of work and assessment of the pupils' knowledge and understanding as areas for development. The schemes of work available from the Qualifications and Curriculum Authority have been adopted as the basis for planning; teachers use these, along with other commercial material, to provide a clear structure to the history curriculum. Teachers identify assessment opportunities at the outset of units of work and make a judgement about knowledge and understanding the pupils have gained at the end of the unit. Good progress has been made with developing schemes of work and assessment since the last inspection. As in geography, the assessment information needs to be used to inform the teachers' planning. The scrutiny of the pupils' work shows that too often pupils of all abilities do very similar work with differentiation only by outcome.
94. By the end of Year 6, the pupils have a good understanding of life in Britain since 1948 and talk with much enthusiasm about this period of history. The Year 6 pupils worked in small groups to research a decade in this period of history over a series of lessons which culminated in the groups presenting their findings through a short piece of drama during the inspection. One group chose to present their findings of the 1960s by presenting a quiz show between "Hippies" and "Rockers". By asking and answering a range of questions on fashion, inventions, world events, sport and local history, in a way which held the interest of their audience, the pupils demonstrated that their historical knowledge and their speaking and listening skills are above average.
95. In Year 3 the pupils show an increasing awareness of the difference between the past and the present when they study Invaders and Settlers. They understand where the Romans came from and the reasons for their invasion of Britain. They describe some aspects of everyday life in Roman times and can explain why the Romans built many long, straight roads. The Year 3 pupils present their written work well and with obvious pride; the handwriting of pupils of all abilities shows good improvement over the course of the year. However, the scrutiny of work in Year 3 reveals some evidence of work which is low level, identical for all abilities and gives the appearance of being copied from a worksheet.
96. Two lessons were observed during the inspection, one very good and one good. The scrutiny of work and the high standards achieved by the pupils indicate that the quality of teaching overall is good. The pupils make good progress because they are given opportunities to research, collate information and discuss and present their findings. The curriculum in Year 4 is enriched by a history club run by a grandparent once a month.

97. The history subject leader was absent during the inspection. However, the above average standards achieved and improvements made since the last inspection indicate that leadership of history is at least satisfactory. The role of the subject leader in monitoring the work of the school was identified as an area for development in the last report; improvements have been made as the subject leader now monitors a sample of the pupils' work following each history unit taught in the school.
98. The introduction of the schemes of work has brought about clear improvements but these are still in the early stages of development. The teachers have yet to evaluate which aspects of the scheme have worked well and which need further refinement. Insufficient emphasis is placed on the development of historical enquiry skills that are transferable from unit to unit; this would enable teachers to build more closely on the pupils' prior attainment as they progress through the school.

### **INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

99. Standards are in line with national expectations by the end of Year 6. This is an improvement on the findings of the previous inspection, when standards were below expectation. Progress over time has been satisfactory and recent progress has been good. All pupils have access and pupils with special educational needs are supported to make good progress. Boys and girls perform equally well, and respect each other's knowledge and expertise. Standards have risen because the school has invested heavily in providing a very good computer suite, which is very well resourced. The co-ordinator has succeeded in developing both teaching and learning. All of the teachers have had training which has improved their expertise. The school has adopted a national guideline, which has been used to inform planning. Improved teachers' planning has not yet established the regular use of ICT skills across the curriculum, particularly in Year 3 and Year 4.
100. Only two lessons were observed during the inspection, so judgements are based on these, discussions with pupils and staff, and a scrutiny of work. All essential strands of the National Curriculum are taught. Pupils are systematically taught the necessary skills as they progress through the school. Hence, they learn about the implications of ICT in the wider world, for instance, they describe its use in hospitals, industry, security services, businesses and the leisure industry. Word processing skills are taught throughout the school and are used across the curriculum, e.g., in writing letters selling advertising space in the school newspaper. By Year 6, pupils are skilful in editing, storing and retrieving work. They can combine pictures and text, using the Internet as a source. They have created good websites on a variety of topics. Their use of the Internet is good, and they use a number of search engines. Younger pupils have successfully researched Anglo-Saxon articles found at Sutton Hoo. Older pupils turn to the Internet for information related to ongoing work, for instance, clothes of the 1990s, or earthquakes. Current work in Years 5 and 6 on control technology is good. A drawback to pupils' progress is a lack of previous experience, so the Year 5 and 6 teachers are having to make up for lost time. They are doing this very successfully and current progress bodes very well for the future. Displays in the school show how ICT is being used in other subjects, such as mathematics, when estimating and measuring angles, or science, when producing a graph showing heart rates.
101. In the two lessons seen, the quality of teaching and learning was excellent in one and very good in the other. ICT was also very well used in a geography lesson in Year 5. A common factor of all these lessons is the very high expectations teachers have of the pupils' ability to learn for themselves and to work independently. Hence, they provide challenges of increasing complexity, backed up by questions that demand that pupils think deeply, tackle problems and find solutions. In the two lessons observed the teachers worked well to promote rapid learning, first in Year 5 and then in Year 6. Year 5 pupils display an

understanding of modifying and editing a flowchart, as they plot a sequence of instructions to operate a traffic light sequence. This is good preparation for the Year 6 work on developing a system that responds to conditions when operating the light and foghorn in a lighthouse. The dynamism of the Year 6 teacher is a joy to observe. By setting challenges and gradually increasing the demand and scope, he motivates a real desire to learn in the pupils. He constantly seeks opportunities to extend learning, by asking probing questions, which are adjusted according to the levels of ability. The Year 5 teacher has a calm and measured approach and is thorough and challenging in promoting very good learning. Her use of ICT in the geography lesson, when pupils retrieved a photograph taken on a school visit and superimposed an acrostic poem, was a very good use of ICT to support learning.

102. The co-ordinator has an excellent knowledge and understanding of the subject, and of the needs of the school. He leads by example and provides excellent support to his colleagues. He has overseen a rapid and successful development of the subject. He has a clear sense of direction and vision for the future and a secure understanding of the role of ICT within the whole curriculum, which is an area he particularly aims to improve, along with a school website.

## **MUSIC**

103. In Year 6 standards are broadly in line with those expected nationally. Standards are not as high as they were at the time of the previous inspection when standards were judged to be above average due to the fact that while the school has rightly been focussing strongly on raising standards in the core subjects of English, mathematics, science and ICT, music has had a lower profile in the curriculum. Additionally, the co-ordinator, who is the only music specialist in the school, no longer takes all of the classes for music, as was the case previously.
104. Nonetheless, the school is maintaining its musical tradition, albeit less strongly, with the continued use of specialist staff who provide tuition to several of the pupils in violin, 'cello, guitar, flute, keyboard and brass. The school also has a choir and an orchestra and visits to productions in local theatres, as well as visiting musicians, all help to extend and enrich the pupils' learning in music and make a valuable contribution to their spiritual and social development.
105. Only one lesson was observed during the inspection but from this, from the scrutiny of the planning and from discussions with the co-ordinator and with the pupils it is evident that all the pupils, including those with special educational needs are provided with a range of experiences that enables them to make satisfactory progress.
106. The majority of the pupils enjoy singing and know a range of songs. In a lesson with the Year 6 pupils, they learned two new songs and showed their ability to sing in two and four parts. They demonstrated how they could sustain a melody and sing with clear diction, satisfactory timing and sound voice control. The pupils also showed their awareness of the importance of good posture for singing. The pupils listened with good attention to detail as they responded with mature ideas and suggestions about the feelings the music evoked. They further understood the correct musical terms of pitch, rhythm, and ostinato. A few of the higher attaining pupils showed the depth of their musical knowledge when they described texture as being, 'the layers that make up the music – how loud, how fast the piece is', and 'the different sorts of instruments that are playing together'.
107. By the time they leave the school, the pupils are confident in using a range of pitched and unpitched percussion instruments and they demonstrated this well in the lesson observed, using drums and a glockenspiel to provide the ostinato to accompany the singing. Later in the same lesson the pupils showed how they could use the instruments with some musical awareness as they worked in groups to prepare and rehearse their own compositions.

108. The quality of teaching in music is good overall and in the lesson observed during the inspection the teaching was very good. The teacher's own enthusiasm for the subject and her knowledge and expertise helped all the pupils to achieve well. Her very good use of praise and encouragement raised their confidence and self-esteem and enabled them to succeed. The teacher had high expectations of the quality of the pupils' performance and they responded well. She also provided a very good role model as she used her own voice with good control as an example to the pupils. This had a very positive effect on the pupils' learning and the quality of their performance. Although no unsuccessful teaching in music was seen during the inspection, inspection evidence suggests and the school acknowledges that there is some lack of confidence and expertise in teaching music amongst the staff and consequently, the very good quality of the lesson observed is not found consistently across the school.
109. The co-ordinator is very experienced and knowledgeable and she leads the subject well. She is aware of the strengths and weaknesses in the teaching and learning of music and, in order to better support colleagues, has introduced a structured scheme of work which includes themed lesson plans together with tape and CD accompaniments for singing. This supports teachers in their planning for music and ensures that all the elements of listening, appraising, performing and composing are included. The co-ordinator further ensures that the pupils have the opportunity to perform in a range of musical activities that include productions and performances such as Joseph and His Amazing Technicolor Dream Coat.

#### **PHYSICAL EDUCATION**

110. By the end of Year 6, standards are in line with national expectations and have been maintained since the time of the previous inspection. All pupils have equal access to the subject as they make satisfactory progress through the school. Pupils with special educational needs make good progress, as a result of the good level of support they received, which is targeted at their particular needs. Resources for special needs pupils have also improved. The school has adopted an appropriate scheme of work for each element of the subject, but it needs further development so that lessons can target different levels of ability and build accurately on prior learning.
111. Pupils are well co-ordinated and well balanced. They move well in relation to each other, with an awareness of safety considerations. Younger pupils display good dexterity with small apparatus, which indicates good hand-eye co-ordination. Year 5 pupils have satisfactory throwing, catching and striking skills. The oldest pupils readily link ideas, skills and techniques and use them to improve performance, e.g., the speed and accuracy of the baton change in relay running. Most pupils attain the required standard in swimming in Years 3 and 4. Those who don't, continue out of school. The school ought to find out how many of these need support in Year 5, and consider continuing their lessons. Pupils take part in competitive sports and do well. The application of the equal opportunities policy means that both girls and boys play on the football and kwik-cricket teams.
112. Four lessons were observed during the inspection. The quality of teaching and learning was very good in one lesson, good in another and satisfactory in two. Teachers provide suitable resources and organise them well, using pupils to distribute and gather them in. Most expositions are clear and succinct, but occasionally take too long, which delays the practical activities. Pupils listen carefully and learn well from demonstrations, either by the teacher or a selected pupil. The best teaching is seen in Years 5 and 6 and it introduces skills and techniques progressively so that learning is maximised for all pupils. The emphasis, in a Year 6 lesson on technique, rather than winning, enabled all of the pupils to have confidence in their ability to engage in and to complete the task at their level, improving only on their personal best. The pupils are very sensible and responsible. They co-operate well and use the time to practise very effectively. In all of the lessons, the ability of pupils to work

independently stands testimony to the teachers' good training and level of expectation. A good feature of lessons is the good level of support given to pupils with special needs, either by teaching assistants, or by teachers themselves.

113. The co-ordinator has worked hard to revise the curriculum. Her involvement in the local schools' initiative is a positive attempt to raise standards. She has analysed the new guideline to ensure that sufficient equipment is available. Resources have improved and they are now adequate.

## **RELIGIOUS EDUCATION**

114. In Year 6, the pupils' attainment is broadly in line with the expectations in the locally Agreed Syllabus. The pupils' attainment is lower than at the previous inspection. This is because, although the curriculum introduces the pupils to a wide range of issues, including a significant number of faiths other than Christianity, this breadth is at the expense of depth in the pupils' learning and opportunities to explore the relevance of topics to the everyday lives of the pupils are sometimes missed.
115. The school uses the guidance from the local education authority together with its own planning to decide what should be taught. Year 6 pupils visit the local church to learn about the significance of many of the features found there. The work they do is rather limited and it is hard to see how this part of the scheme is building their knowledge and understanding. This is the issue facing the school. The current scheme of work is linked to the agreed syllabus 'All Our Worlds'. This has been translated for staff into major concepts, possible themes and possible areas of content. A number of the staff have interpreted the possible areas of content as all being mandatory. Hence, the teaching is organised around a desire to ensure that all of the suggested topics are covered, but with little time devoted to learning from religion and making the work interesting and relevant. In spite of a good range of work in the pupils' workbooks, standards could be higher.
116. There is a satisfactory range of books, artefacts and pictures to promote the pupils' knowledge of different faiths and cultural traditions. The school makes good use of the local church and visiting clergy to extend the pupils' experience and knowledge of Christianity. The subject makes a sound contribution to the school's provision for the pupils' spiritual, moral, social and cultural development.